MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

MENTOR SUPPLEMENT

Principal Induction and Mentoring Handbook

Massachusetts Department of Elementary and Secondary Education
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The mission of CLEE is to provide leaders with professional learning and support to create equitable outcomes for students in our schools. CLEE's nationally-recognized programs drive student success by developing shared leadership to address the root causes of educational inequities, transforming instructional practices and systems.

Modules 1 and 2 – Learning Forward: Senior Project Consultant: Paul Fleming, Ed.D., Senior Vice President, Standards, States, & Equity, Learning Forward; Assistant Consultant: Sonia Stewart, Ed.D., Community Superintendent, Hamilton County Schools, Chattanooga, TN; Editor: Joyce Pollard, Ed.D; Designer: Jane Thurmond.
Learning Forward is the only professional association devoted exclusively to those who work in educator professional development. We help our members leverage the power of professional learning to effect positive and lasting change.

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 stan-dards-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 profes-sional growth and satisfaction.

Many educators across 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,
The Principal Readiness Advisory Council

As part of the Principal Readiness Advisory Council (PRAC), these educators wrote, reviewed, and field tested tools in this Handbook to ensure the tools were high quality and conducive to teaching and learning.

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Introduction

Building the Context for Module Completion

Introduction: Module Structure

This module will orient novice principals and their mentors to the Handbook and supports them to identify a priority area and collaborative structures that will support the completion of the Handbooks' modules. It will also provide mentors with supportive tools for using this Mentor Supplement.

Process	
Overview	■ Using the Handbook & Purpose ■ Vision, Theory of Action, & Guiding Principles ■ State Requirements ■ Anti-racist Leadership Definitions & Competencies ■ Practical Tools for Using the Handbook
Using This Mentor Supplement	■ Mentor Benefits and Roles ■ Roles of an Effective Principal Mentor ■ Getting to Know Your Mentee
Setting a Guiding Priority	■ Data Dig ■ Root Cause Analysis ■ Identification of a High Priority Area
Creating a Strong Foundation for Your Leadership Team	■ Learning Agreements/Norms ■ The Ladder of Inference ■ Zones of Comfort, Risk, and Danger ■ Compass Points

Overview

Using the Principal Induction and Mentoring Handbook

The modules within the Handbook include tools for novice principals and their mentors to support anti-racist leadership. It is important to note that the tools within the modules are not additional tasks for principals within their roles. The tools guide best practice through the lens of anti-racist leadership. Additionally, the modules are not self-directed tools for novice principals to complete independently. Rather, they are a resource for mentors and a guide to developing an anti-racist mentoring and induction program within a district.

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] Alignment with DESE's anti-racist leadership competencies allows districts and school leaders to focus on culturally responsive teaching and curricula while recruiting, retaining, and supporting teachers of color, which 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.

[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.

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.

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** — Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them.
- **High-Quality Instructional Materials** — High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. (See also Curriculum Matters.)
- **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 Awareness** — Educators and students partner to identify, analyze, and work to solve systemic inequities in their communities and the world.

Continued on the next page

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 is high-quality, standards-aligned, rigorous, and culturally responsive for all students, especially Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, and provides professional development to support educators to skillfully implement curriculum. High-quality curriculum exhibits a coherent sequence of target skills and understandings that is standards-aligned and culturally responsive.
7. Ensures educators are held accountable to implementing evidence-based, culturally responsive instructional practices through observation and feedback.
8. Continually commits to recruiting, developing, and retaining a greater percentage of Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators, while elevating their voices and perspectives in daily and critical decision-making; and supports all educators to contribute to the development of an anti-racist school/district culture. This includes actively dismantling barriers that prevent Black, Hispanic/Latino, Asian, Indigenous, and Multiracial educators from being supported and successful.
9. Designs, implements, and monitors ongoing professional learning for all educators that builds educators' cultural competence and sociopolitical awareness and results in improved outcomes and experiences especially for Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students.
10. Holds all staff accountable to measurable outcomes that reflect anti-racist practice, and builds capacity for other school/district educators to lead aligned professional learning opportunities.
11. 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.
12. Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by analyzing current practices, while collaboratively monitoring existing outreach initiatives and redesigning structures that perpetuate racial inequities. Builds all staff's skills in meaningfully collaborating with families, students, and the broader community.
13. Builds allyship with community organizations, educators, and other school/district leaders to collectively work toward antiracist goals and navigate political resistance.

"In order to understand the experiences of all of their students, families and staff, school leaders must approach their work from an antiracist lens. By using an antiracist lens, school leaders can have a positive impact on the educational experience of students, families and staff. An antiracist lens will help principals understand the importance and value of cross cultural work in schools. Antiracist leadership can inspire, inform, empower and transform the school house."

— 2020-21 PRAC Members

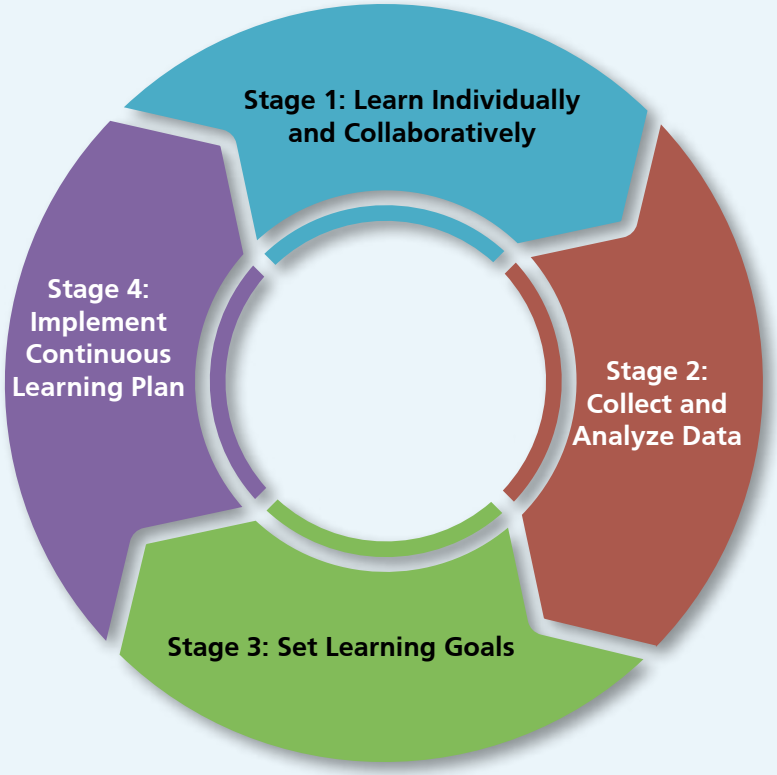
Practical Tools for Using the Handbook

Structure of the Modules

Each module follows a consistent structure that includes four stages. While the modules can be completed in any order, the stages within each module were designed to be completed in the order in which they are presented and with the integrity needed to achieve growth in leadership practices.

As noted below, the structure initially builds the capacity of the novice principal, then explores the school context through a data discovery process, and finally supports the planning and implementation of a learning goal based on the needs identified.

- Stage 1: Learn Individually and Collaboratively
- Stage 2: Collect and Analyze Data
- Stage 3: Set Learning Goals
- Stage 4: Implement Continuous Learning Plan



Sample Timeline

Note: The modules do not need to be completed in this order. The next sections of the Introductory Module will help you prioritize the modules based on the school's needs.

		School Year 1		School Year 2	
Sample Timeline	***Summer***	***Fall***	***Spring***	***Fall***	***Spring***
Module	**Introduction**	**Module 1: Professional and Inclusive Culture**	**Module 2: Instructional Leadership**	**Module 3: Human Capital Development**	**Module 4: Inclusive and Responsive Engagement**
Focus Indicators Aligned to the Standards of Administrative Leadership		**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.	**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. **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.	**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. **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.	**Indicator III-A: Engagement** Welcomes and encourages every family to become active participants in the classroom and school community. **Indicator III-B: Sharing Responsibility** Continuously collaborates with families to support student learning and development both at home and at school.

Using This Mentor Supplement

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.
	12. **Ask** reflective questions and apply active listening skills that lead the novice principal to solutions to problems of practice.
School and system conditions	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.

Mentors should thoroughly review the modules in advance in order to provide the guidance necessary to support novice principals in the development of anti-racist leadership practices.

Mentoring Sessions

New administrators have myriad roles and responsibilities to plan, learn, lead, facilitate, and manage. It is critical that mentors provide a clear schedule for mentor/mentee meetings from the start of the mentoring relationship. What times for meetings work best for the mentee and mentor both professionally and personally? When would there be the fewest interruptions? Calendaring dates is a key mentor move that will provide consistency to the mentoring and induction program and maximize the growth and development of the novice principal.

As a recommendation, mentors should meet with mentees at least once every two weeks for a one hour (minimum) mentoring session. In these mentoring sessions, mentors should develop an agenda that includes supporting logistical needs as well as exploring the tools within the Handbook modules. A sample agenda is provided below and can be copied for editing purposes.

- Mentoring Session Agenda Template
- Mentoring Session Agenda Completed Example

Mentor Tip: As your mentee progresses through the mentoring and induction program, prepare your mentee to begin drafting the meeting agenda as a gradual release of responsibility.

Getting to Know Your Mentee

Before your mentee begins the first learning module, it is important to engage in the following three activities to develop a greater understanding about the background, lived experiences, and professional success and challenges that have shaped your mentee.

1. Read the **Anti-racist Leadership Definitions and Competencies** on the next two pages. Reflect and answer these questions before meeting with your mentee for the first time:

   - What professional experiences have positioned you to understand and model the definitions and anti-racist competencies for your mentee?
   - Which definitions and anti-racist competencies challenge you to learn new knowledge, dispositions, and skills so that you're better equipped to support your mentee?
   - Read this article from Learning for Justice about Hidden Bias and take the Hidden Bias assessment on race: https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias
   - What do your results reveal about any hidden or implicit bias? How will you use these results to deepen your self-understanding and knowledge to support your mentee?

2. Engage in an Empathy Interview Protocol with your mentee. See the protocol on page 39.
3. Set up or confirm a mutually agreeable, regular meeting schedule with your mentee. It is recommended to meet at least twice a month for 60 minutes each session (either face to face or virtually).

Setting a Guiding Priority

Data Dig

(To Be Completed With Mentor And Stakeholder Team)

Educational leaders use data to identify important next steps to close existing inequitable outcomes within schools and districts. The data dig practice supports educational leaders working with a team of stakeholders to analyze important data and develop one or more problem statements to explore. Following the data dig, educational leaders and a team of stakeholders will engage in a root cause analysis protocol to identify barriers to achieving equity and critical next steps. The modules within the Mentoring and Induction Handbook can be implemented in any order to prioritize growth areas and support mentors and mentees with addressing the barriers existing within the school or district. Because of this, both the data dig and the root cause analysis must be completed prior to engaging in the modules.

Mentor Tip: Work with your mentee to identify an existing leadership team within the building. Examples of leadership teams include School Councils, grade Level or department teams, School Improvement Teams, and Instructional Leadership Teams. If one does not exist, support your mentee in creating a core team. The intent is to build shared leadership in the school and build the faculty's capacity to lead. Once formed, this leadership team should partner with the mentee to complete this introduction and the supporting modules. This shared model will expand the reach of this work in the school. The leadership team will help the novice principal share the responsibility and effort to impact change. Mentors should assist mentees in the identification of leadership team members. Mentors and mentees should think expansively. What perspectives could family and community members bring? Mentors and mentees should be sure that the leadership team represents the school/ district community.

1. **Look at academic data for each grade level**, and be sure to look at more than one year's worth of data to compare (use MCAS data and common assessments).

Mentor Tip: Coach mentees to utilize comparative student learning data. Support mentee in identifying additional learning data including universal screening data, local common assessments, etc

*Look at **averages, not just % proficient** numbers which can mask both growth trends and needs*

***Equity focus:** We want you to use averages for this process, as it gives a better sense of how all of the students -- including ones on the extremes-- are doing, rather than how many cross a specific threshold.*

2. Find **at least two notable pieces of academic data** for a grade level(s) that demonstrates a notable inequity between peers and an identified student group

3. Examine the **difference between at least the following student groups**: data disaggregated by race/ethnicity, students with and without IEPs, and students who are/aren't multilingual learners

Mentor Tip: This is a critical step for this process. Support your mentee through the use of Edwin Analytics (via DESE Security Portal) to appropriately disaggregate and identify disproportionalities. A resource regarding disproportionalities in data can be found here: Using Disproportionate Impact Methods to Identify Equity Gaps

Data Dig (continued)

4. **Identify Inequities**
   a. Visualize the data in order to examine disproportionalities. When disaggregated, what groups are disproportionately underserved?

5. **Identify High Leverage Inequity (high impact/high alignment)**
   a. High Impact inequities are defined as inequities that, if closed, will have a significant impact on the most underserved students and have a ripple effect across the school. A focal group should be at least 10 students.
   b. High Alignment is defined as inequities that:
      i. Align with current initiatives and priorities
      ii. Have resources available to enact changes that will impact the inequity

6. **Write a problem statement for the equity focal group:** On average, [grade level] students identified as [insert name of equity focal group and grade level] scored [number of points] lower than their peers on the [name, subject, and time of assessment].

Root Cause Analysis

(To Be Completed With Mentor And Stakeholder Team)

After examining student learning data and identifying an equity focal group, the next step is to explore root causes of the current reality.

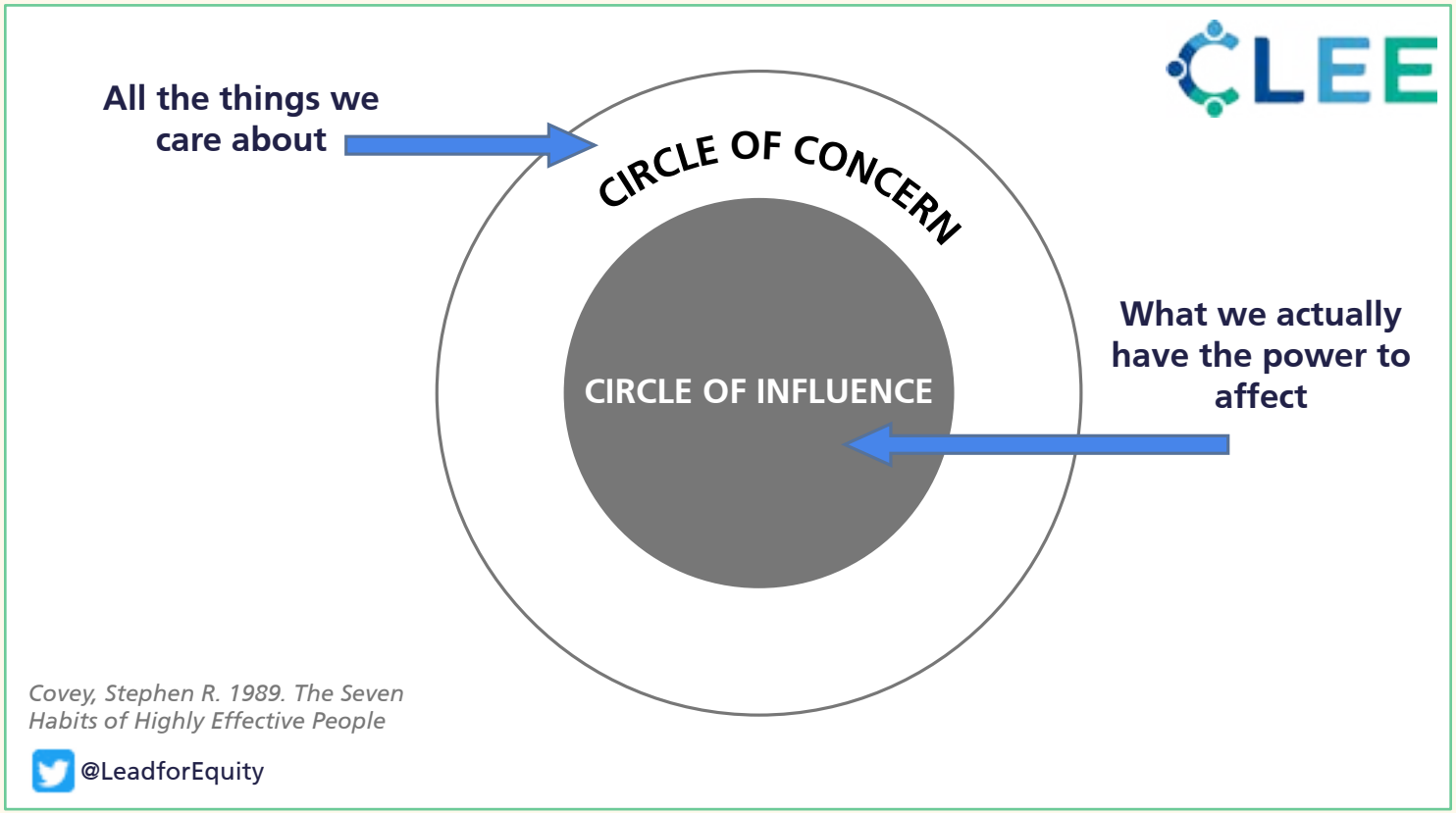
With mentors and leadership team, consider root causes for the identified inequity. Draw from student learning data and comparative data including VOCAL, attendance, discipline, teacher evaluation data, etc. to inform your analysis of what is causing the inequities in student learning. Categorize root causes by leadership standards:

1. Instructional Leadership
2. Management and Operations
3. Family and Community Engagement
4. Professional Culture

Consider the following when brainstorming root causes:

- **Avoid Solutionitis…** the goal is to understand the issue, not solve it (yet)
- **"Yes and"...** the goal is to generate lots of ideas, and not fixate on one
- **Embrace "definitely incomplete; possibly incorrect"**
- **Embrace a "beginner's mind" and suspend assumptions**
- **What is in your leadership team's realm of influence?...** discuss this as a leadership team prior to completing the Fishbone Root Cause Analysis Protocol.

Root Cause Analysis (continued)



As a leadership team, complete the Fishbone Root Cause Analysis Protocol.

Mentor Tip: This is an important learning experience for mentees. Here, mentees should begin to build the capacity of the leadership team to be leaders for equity. Support your mentee by emphasizing the importance of shared leadership.

The root cause analysis evolves as the school/district community explores and addresses barriers. Note that the root cause will be revisited throughout the modules. Key into cues within the modules which signal mentors and mentees to return to the root cause to further evolve based on the progress made.

Identification of High Priority Area

The modules in the Principal Induction and Mentoring Handbook are designed to be small cycles of inquiry and improvement. Modules guide leadership teams to address inequities through learning and doing. Both the data dig and root cause analysis determine high priority areas for change.

Based on the root cause analysis, in collaboration with a mentor and leadership team, develop a pathway for completing the modules. Identify the order of module completion by considering the following:

- Which of the root causes are in your realm of influence to impact?
- Which root cause, if focused on first, would have the greatest impact on the other root causes of the inequities you see in the learning outcomes for your students?
- Which module/Leadership Standard does this root cause best match?

Use the tool on the next page as a planning resource.

Module 1: Professional and Inclusive Culture

Module 2: Instructional Leadership

Module 3: Human Capital Development

Module 4: Inclusive and Responsive Engagement

Identification of High Priority Area (continued)

Module	Dates for Completion
Year 1	
Introduction	*July - September*
Module #_____	*October - January*
Module #_____	*January - May*
Year 2	
Module #_____	*August - January*
Module #_____	*January - May*

Creating a Strong Foundation for Your Leadership Team

Prior to beginning your first module, prepare your leadership team to engage in productive conversations about equity and anti-racist practices by developing learning agreements and introducing foundational concepts including the Ladder of Inference, Zones of Comfort, Risk, and Danger, and Compass Points.

Learning Agreements/Norms

Every group or team has “Norms”, which are those patterns of behavior, or “unspoken agreements” that operate within the group. In all groups, there are Norms that enable the group to be effective, and Norms that limit the group from functioning at its optimal level. In a facilitated process, the facilitator might provide an example of a positive unspoken norm that exists in the group. The facilitator then explains that the group is going to engage in a process to identify those norms of behavior that currently operate within the group, and those to which the group could collectively commit to continue to strengthen their collaboration.

Resources for Developing and Reviewing Norms (Agreements):

- Ultimate Learning Norms
- Strategies for Reviewing Norms at the Beginning of Adult Collaboration
- Developing Norms with a Group that is Already Established

The Ladder of Inference

The Ladder of Inference is a way of understanding the decision-making process. At the bottom of the ladder is data, which we encounter all the time as we go about our daily lives. When we make decisions, we quickly climb this ladder, from taking in data, making assumptions, drawing conclusions, and finally taking action. It is essential to our survival that we are able to react quickly based on data, but when we are reviewing and analyzing student or school data, it is essential we stay low on the ladder.

Creating a Strong Foundation for Your Leadership Team (continued)

Zones of Comfort, Risk, and Danger

A foundational framework, Zones of Comfort, Risk, and Danger helps team members check in with themselves on how they are experiencing things, and also gives team members a shared language on how they each experience things differently.

Compass Points

To collectively identify the assets in diverse work styles when working in a group, use the Compass Points learning experience. This experience is helpful when working with newly formed teams or at the beginning of a school year.

Module 1

Leading for Equity:

Professional and Inclusive Culture

Learning Module 1 focuses on administrator leadership **Standard IV: Professional and Inclusive Culture**. This focus is intentional in signaling to novice principals the importance of a strong and inclusive school culture for all students and educators.

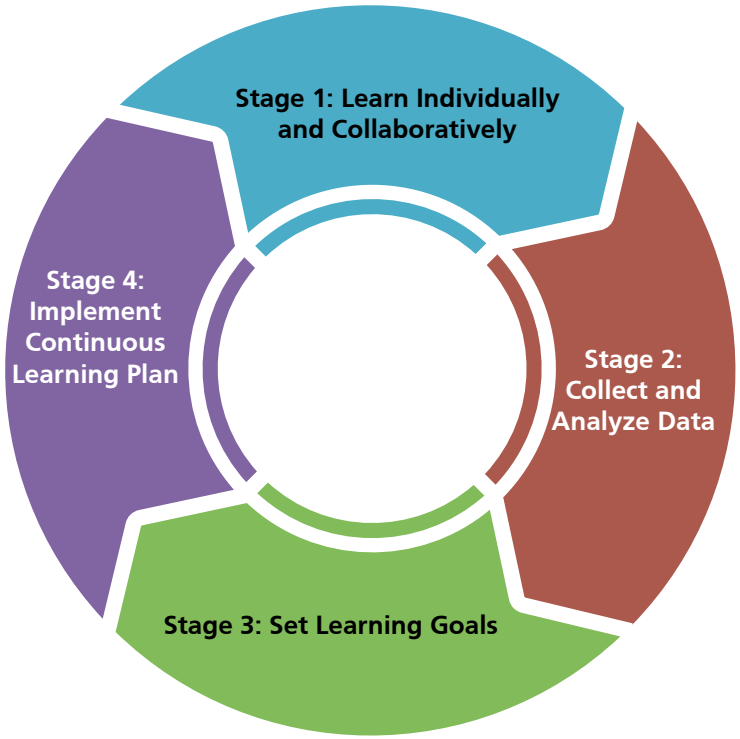
Learning Module 1: Leading for Equity: Professional and Inclusive Culture	
Standard IV: Professional and Inclusive Culture Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.	
Indicator	**Anti-racist 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.

Some ways these indicators and anti-racist leadership competencies might show up in a school leader's practice are:

1. Developing 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.
2. Identifying or designing a walk-through tool for gathering quantitative and qualitative data aligned to professional practice learning goal.

Module Structure: Four-Stage Learning Cycle

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.



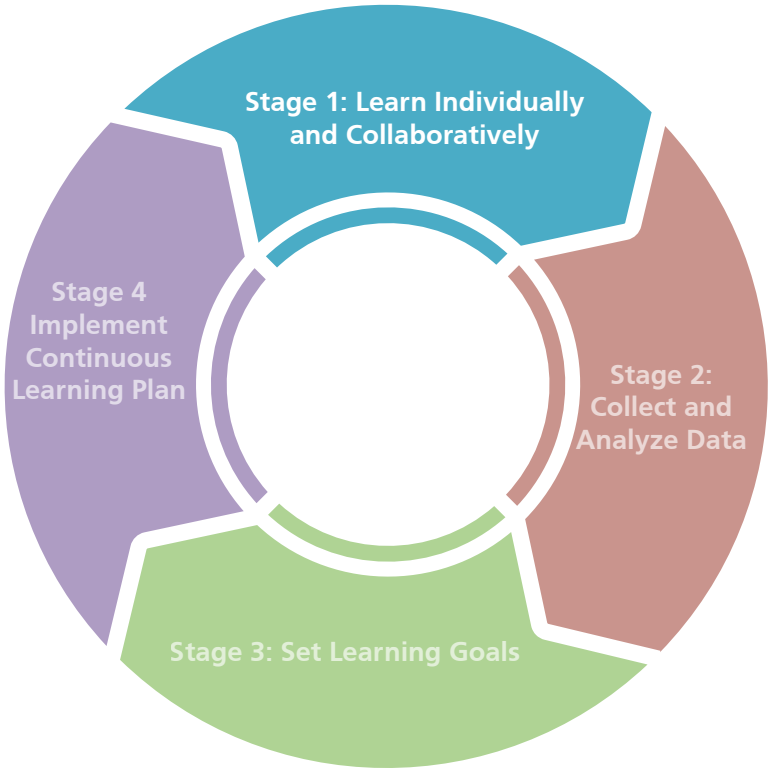
Process	
Stage 1: Learn Individually and Collaboratively	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies and key actions with Standard IV: Professional Culture, both independently and collaboratively with the school leadership team.
Stage 2: Collect and Analyze Data	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.
Stage 3: Set Learning Goals	Use the SMARTIE Goal process to create a learning goal aligned to the selected anti-racist competencies. This learning 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 year.
Stage 4: Implement Continuous Learning Plan	Implement, in collaboration with leadership teams, a learning goal using the continuous Learning Plan Template.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 1

Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies aligned with Standard IV: Professional Culture. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.

Process	• **Stage 1a: Review Resources to Inform Anti-racist Practices**
	  • Review the resources to identify and reflect on the anti-racist competencies that are most impactful and relevant for your school.
	• **Stage 1b: Share Resources and Learning with Colleagues**
	  • Share the resources in a collaborative setting with your leadership team and use the following guiding questions to discuss and gather feedback about the anti-racist competencies identified.
	• **Stage 1c: Reflect on Individual and Collaborative Learning**
	  • Reflect on your individual and leadership team responses and feedback to inform your learning goal.

Recommended Timeline for Module Completion: 18 Weeks

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
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Stage 1A

Stage 1a: Review resources to inform anti-racist practices	
In Stage 1a, you will review three resources. While you watch the videos and read the article, consider the questions and anti-racist leadership competencies below. Write your reflections on the next page.	
Questions	**Anti-racist Competencies**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 identified?	• **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.

Stage 1A, continued

Stage 1a, continued		
Resource	**Synopsis**	**Reflections**
How Strong Relationships Improve School Outcomes 	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.	
Culturally Responsive Leadership in Action 	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.	
One School's Commitment to Equity Using Student-Centered Learning 	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.	

Stage 1B

Stage 1b: Share resources and learning with colleagues	
Share the three resources (2 videos and 1 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 identified from Step 1.	
Guiding Questions	**Identified Anti-racist Competencies and Key Actions**
1. Which of the anti-racist competencies were visible and effective in these resources? 2. Which of the anti-racist competencies that you identified in the resources 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 identified? 4. How do the anti-racist competencies in the resources make us think about starting, stopping, or continuing current policies and practices in our school, such as: a. Structures that build healthy, positive relationships between students and their peers, and between students and educators? b. The communication and reinforcement of our core values? c. Structures to ensure that students and staff are physically, emotionally, and psychologically safe at school? d. Restorative practices for students to repair harm with their peers and teachers? e. Ensuring every student has a positive relationship with at least one adult in our school? f. Explicitly teaching students SEL competencies such as self- management, social awareness, relationship skills, and responsible decision making?	

Stage 1C

Stage 1c: Reflect on individual and collaborative learning	
Reflect on learning from individual and collaborative experiences. How can this new learning influence your learning goal? In what ways can this new learning help evolve your root cause analysis (completed during the introductory module)?	
Guiding Questions	**Identified Anti-racist Competencies and Key Actions**
1. Which of the anti-racist competencies were visible and effective in these resources? 2. Which of the anti-racist competencies that you identified in the resources 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 identified? 4. How do the anti-racist competencies in the resources make us think about starting, stopping, or continuing current policies and practices in our school, such as: a. Structures that build healthy, positive relationships between students and their peers, and between students and educators? b. The communication and reinforcement of our core values? c. Structures to ensure that students and staff are physically, emotionally, and psychologically safe at school? d. Restorative practices for students to repair harm with their peers and teachers? e. Ensuring every student has a positive relationship with at least one adult in our school? f. Explicitly teaching students SEL competencies such as self- management, social awareness, relationship skills, and responsible decision making?	

Stop Here!

Are you facing a dilemma or roadblock?

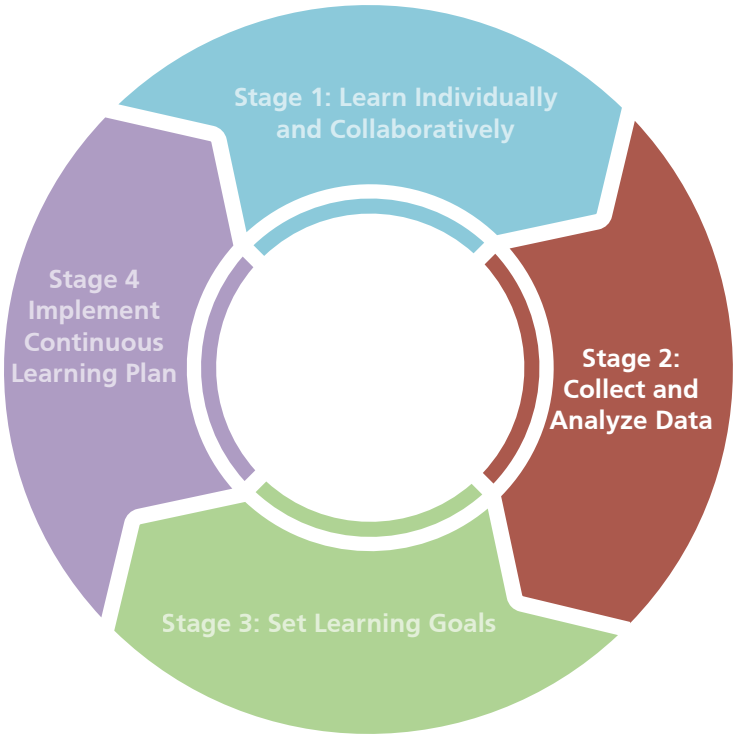
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 2

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	• **Stage 2a: Interrogate and Reflect on Key Pieces of Data**
	  • 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.
	• **Stage 2b: Empathy Interviews**
	  • 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.

Recommended Timeline for Module Completion: 18 Weeks

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
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Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 2A: Interrogate and Reflect on Key Pieces of Data

I: Identify key data sources	
Examples of Educator Data • 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	**Examples of Student Data** • 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

II: Select three educator data points and three student data points from the sources you reviewed that are aligned with the selected focus indicators and anti-racist competencies and record them below.

Mentor Tip: Support your mentee with the identification of key data sources. It would be helpful to be sure data is accessible so your mentee can review and analyze. Some data may be difficult for mentees to access. Your mentee may need support identifying and collecting district tools/data.

Educator Data	Student Data
1.	**1.**
2.	**2.**
3.	**3.**

Stage 2A, continued

III: Interrogate the Data	IV: Reflect
Use these guiding questions to analyze your data examples. Record your analysis in the space below. • 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 asset-based approach? If not, how could it?	Use this space to record and reflect on your key takeaways from the analysis of key educator data and student data. How have these pieces of data informed your understanding of the questions below? • 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 2A, continued

V: Writing Data Summary Statements

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.

Write your data summary statements below:

Stage 2B: 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	• *Subjective:* What frustrations do you have about the new school policy? • *Neutral (Objective):* What do you think about the new school policy? 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.
Encourage Storytelling	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.
Observe Body Language	Certain gestures and movements can tell you how someone feels without them needing to say it. Some common nonverbal cues to look for: • Crossed arms • Facial expressions (e.g., smiles, frowns) • Tilted head • Moving closer • Eye contact • Fidgeting or adjusting in their chair If you see the interviewee using these nonverbal cues 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.
Avoid Binary Questions	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.

Stage 2B, continued

Design interviews with educators

- Conduct an empathy interview with educators to gather qualitative data about the mentoring and induction program currently in your district/ school.
- 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.
- 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 three anti-racist competencies and equity focus indicator.
- Set up focus group norms/ agreements to ensure an inclusive, safe, and confidential participant experience.

Mentor Tip: Support the development of norms/agreements with your mentee by providing examples.

Example Empathy Interview Questions for Teachers

1. If you could describe how you feel about racial equity in one word or phrase, what is it?
2. How would you describe the current culture in our school between staff and students? Among staff members?
3. Tell me about a professional learning experience that provided you with strategies, resources, or tools to be successful in implementing culturally responsive instructional practices:
   a. What made it successful for you?
   b. 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?
4. What do you wish others in our school community knew about your experience as it relates to your identity?
5. Tell me about a time when you felt it was hard to combat racial bias in your classroom:
   a. How did that feel to struggle?
   b. Why was that hard for you?
   c. What do you wish would have happened?
6. Tell me about a time where you felt successful in combating racial bias in your classroom:
   a. Why do you think you were successful?
   b. What did others do to help and support you (colleagues, leadership, students)?

Mentor Tip: Example questions are above though mentors are encouraged to help mentee develop questions specific to their school and district context.

Interview Reflections

- 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?

Mentor Tip: Direct your mentee to return to the root cause analysis developed during the introductory module. How does the data collected in stage 2 expand understanding of the root causes of inequity?

Stop Here!

Are you facing a dilemma or roadblock?

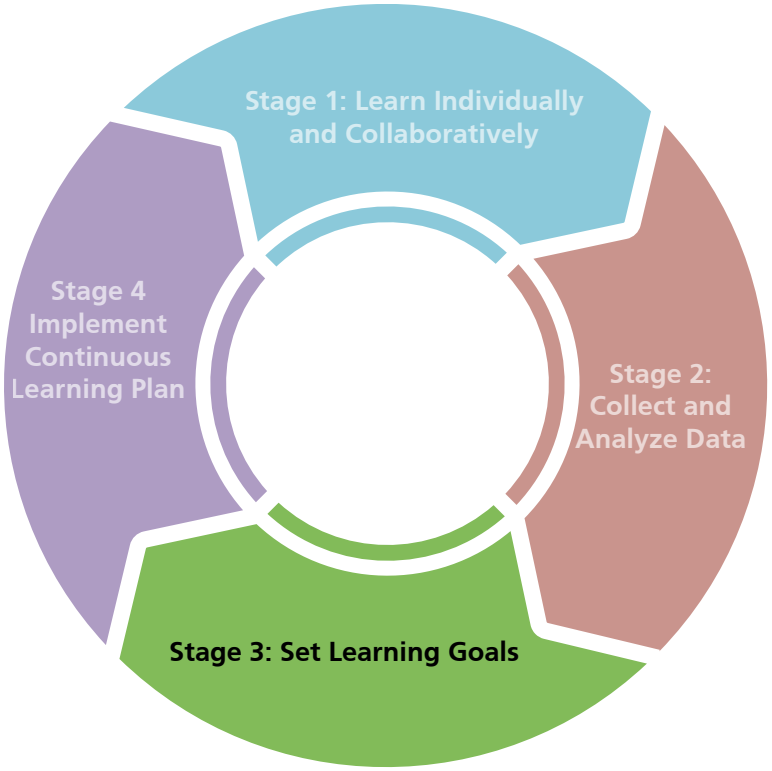
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 3

Set Learning Goals



Overview	
Purpose	Create one draft learning goal that can be accomplished in the second half of the semester (9 weeks) informed by feedback from the empathy interviews and data summary statements and aimed at increasing equity.

Process	• **Stage 3a: Equity Pause Protocol**
	  • Review data summary statements and Empathy Interview reflections using the Equity Pause Protocol.
	• **Stage 3b: SMARTIE Goal Process**
	  • Using the SMARTIE Goal process, create one draft learning goal specifically aligned to the anti-racist competencies (#4, #10). This learning 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.

Recommended Timeline for Module Completion: 18 Weeks

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
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Stage 4: Implement Continuous Learning Plan																		

Stage 3A: 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." **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

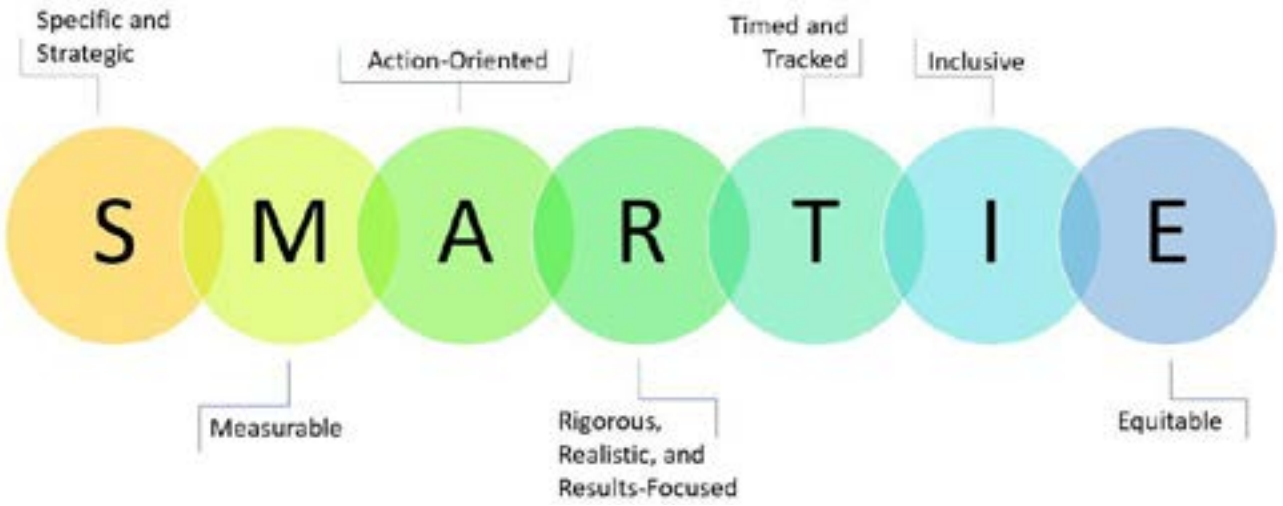
Mentor Tip: Review the data summary statements and reflections with your mentee. Have your mentee describe how the summary statements and reflections align to the Anti-racist Leadership Competencies.

Stage 3B • SMARTIE Goal Process

Using the SMARTIE Goal process, create one professional practice learning 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.



Example Learning 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.

Stop Here!

Are you facing a dilemma or roadblock?

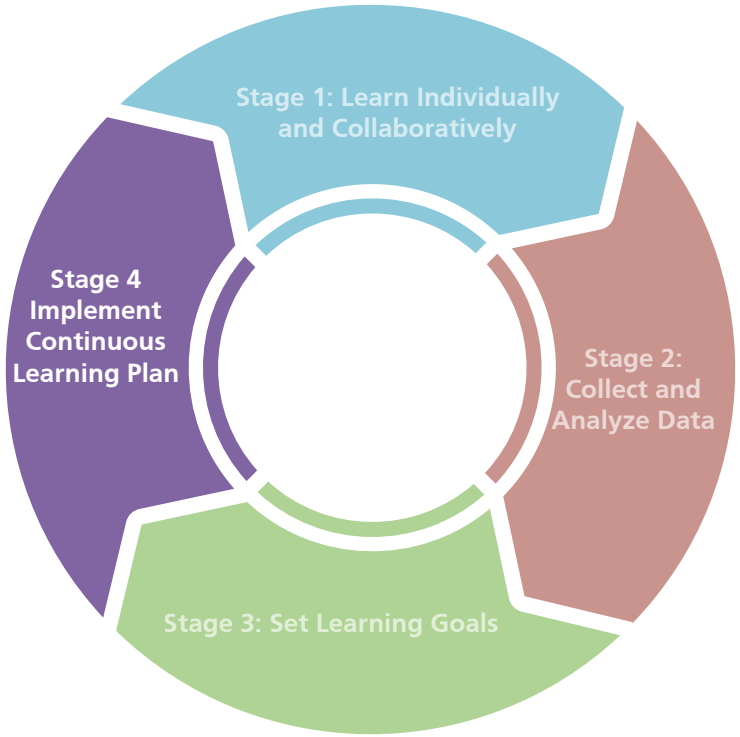
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement the steps, in collaboration with your leadership team, to achieve your learning goal over a 45-day period.
Process	• **Stage 4a: Create a Continuous Learning Plan** • Use the Continuous Learning Plan Template to plan, do, study, and act on your learning goal.

Recommended Timeline for Module Completion: 18 Weeks

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
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Stage 4A: Create a Continuous Learning Plan

Copy final draft of your learning goal:			

Plan
• What action steps will you identify to address your learning goal?
• What do you predict will happen?
• Who will be involved?
• When will it happen?
• What data will you collect to measure impact?
	Do
	• What actually happened?
	• What data did you collect? Link results.
		Check
		• How did your results compare to your prediction?
		• What was the impact on students, staff, and/or school culture?
			Act
			• What will you do next?
			  • Adopt
			  • Adapt
			  • Amplify
			  • Abandon

Mentor Tip: Support your mentee by reviewing the continuous learning plan prior to implementation. Consider what practical measure your mentee will be using to collect data. Mentees may need support with this step. Suggested Checkpoint: Completion of Tool 6 Draft Learning Plan by end of Week 10; Final Learning Plan by end of Week 11; Completion of all four sections of Learning Plan by end of Week 18.

Stop Here!

Are you facing a dilemma or roadblock?

Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Module 2

Leading for Equity: Instructional Leadership

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.

SYI: First half (18 weeks)	**SYI: 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.

Indicators	Anti-Racist Leadership 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 #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.
• **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 #6:** Ensures curriculum is high-quality, standards-aligned, rigorous, and culturally responsive for all students, especially Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, and provides professional development to support educators to skillfully implement curriculum. High-quality curriculum exhibits a coherent sequence of target skills and understandings that is standards-aligned and culturally responsive. • **Anti-racist Competency #7:** Ensures educators are held accountable to implementing evidence-based, culturally responsive instructional practices through observation and feedback.

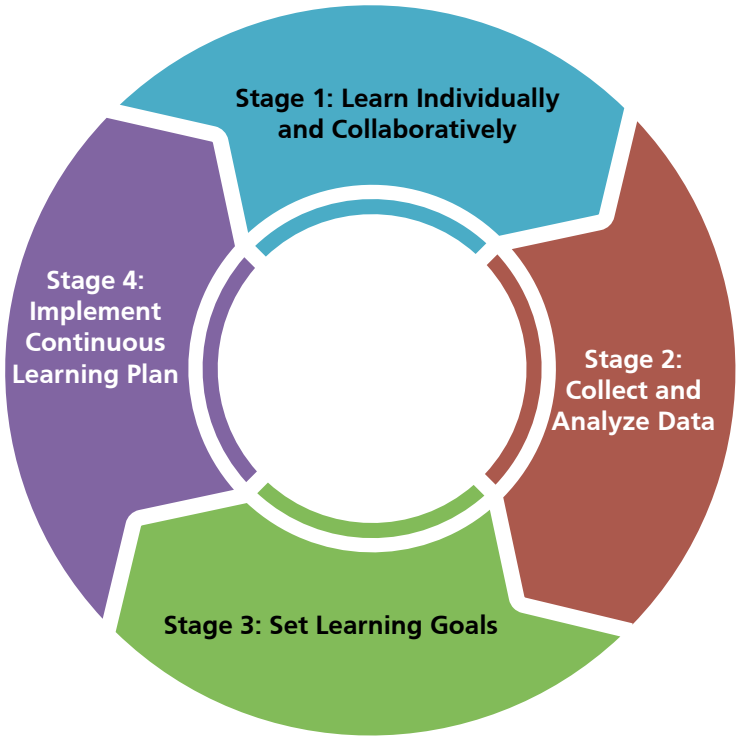
Module 2, continued

Some ways these indicators and anti-racist leadership competencies might show up in a school leader's practice are:

1. Reviewing, in collaboration with your school leadership team, current curricular materials to explicitly identify the primary voices informing the design, noting the race, class, and gender of the authors and which information and perspectives have been centered.
2. Review and adjust the enrollment, selection, and recommendation processes for advanced academics to ensure equal access by student group.
3. Include anti-racist metrics in classroom walk-through tools related to student engagement, grouping, and cognitive lift by student group.

Module Structure: Four-Stage Learning Cycle

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.



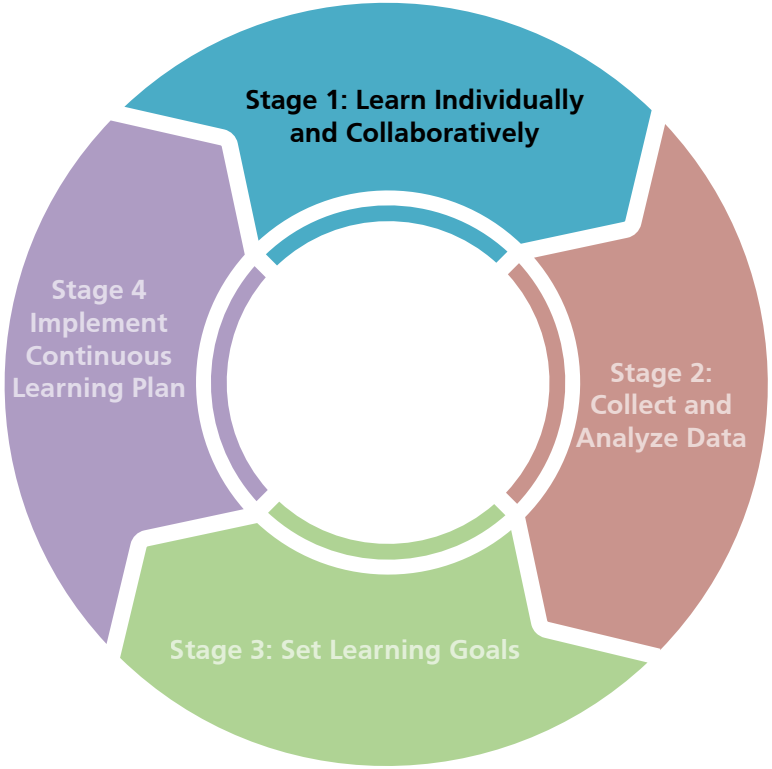
Process	
Stage 1: Learn Individually and Collaboratively	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies with Standard I: Instructional Leadership, both independently and collaboratively with the school leadership team.
Stage 2: Collect and Analyze Data	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.
Stage 3: Set Learning Goals	Use the SMARTIE Goal process to create a learning goal aligned to the selected anti-racist competencies. This learning 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 year.
Stage 4: Implement Continuous Learning Plan	Implement, in collaboration with leadership teams, a learning goal using the continuous Learning Plan Template.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 1

Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies aligned with Standard I: Instructional Leadership. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.

Process	• **Stage 1a: Review Resources to Inform Anti-racist Practices**
	  • Read and respond to the resources to identify and reflect on the anti-racist competencies that are most impactful and relevant for your school.
	• **Stage 1b: Share Resources and Learning with Colleagues**
	  • Share these resources in a collaborative setting with your leadership team and use the following guiding questions to discuss and gather feedback about the anti-racist competencies identified.
	• **Stage 1c: Reflect on Individual and Collaborative Learning**
	  • Reflect on your individual and leadership team responses and feedback.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
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Stage 4: Implement Continuous Learning Plan																		

Stage 1A

Stage 1a: Review resources to inform anti-racist practices	
In Stage 1a, you will review three resources. While you watch the video and read the article and presentation, consider the questions, competencies, and key actions below. Write your reflections on the next page.	
Questions	**Anti-racist Competencies**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 identified?	• **Anti-racist Competency #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. • **Anti-racist Competency #6:** Ensures curriculum is high-quality, standards-aligned, rigorous, and culturally responsive for all students, especially Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, and provides professional development to support educators to skillfully implement curriculum. High-quality curriculum exhibits a coherent sequence of target skills and understandings that is standards-aligned and culturally responsive. • **Anti-racist Competency #7:** Ensures educators are held accountable to implementing evidence-based, culturally responsive instructional practices through observation and feedback.

Stage 1A, continued

Stage 1a, continued		
Resource	**Synopsis**	**Reflections**
The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down	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.	
Culturally Responsive Teaching: A Reflection Guide	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.	
The 4 Dimensions of School Leadership	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.	

Stage 1B

Stage 1b: Share resources and learning with colleagues	
Share the three resources 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**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 identified? 4. How do the anti-racist competencies in the resources make us think about starting, stopping, or continuing current policies and practices in our school? For example: a. Which curricular resources accurately convey the knowledge, experiences, and contributions of marginalized groups? b. How are students selected for advanced academics? Is there a holistic review or are selections based only on student achievement levels and grades? c. What supports are provided for struggling students enrolled in advanced academics? d. What additional supports are needed to ensure that all students experience success? e. What adjustments are needed to ensure that systems and structures adequately support students rather than placing the primary weight of student success on student motivation and work ethic? f. How to develop 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?	**Mentor Tip:** Work with your mentee to plan this collaborative learning experience. Make a suggestion to have members of the leadership team view/read the resources prior to the meeting. Then support your mentee in identifying a text-based protocol. Use the questions above to facilitate a whole group discussion.

Stage 1C

Stage 1c: Reflect on individual and collaborative learning	
Reflect on learning from individual and collaborative experiences. How can this new learning influence your learning goal? In what ways can this new learning help evolve your root cause analysis (completed during the introductory module)?	
Individual/Leadership Team Feedback	**Revised Professional Practice Micro Goal**

Stop Here!

Are you facing a dilemma or roadblock?

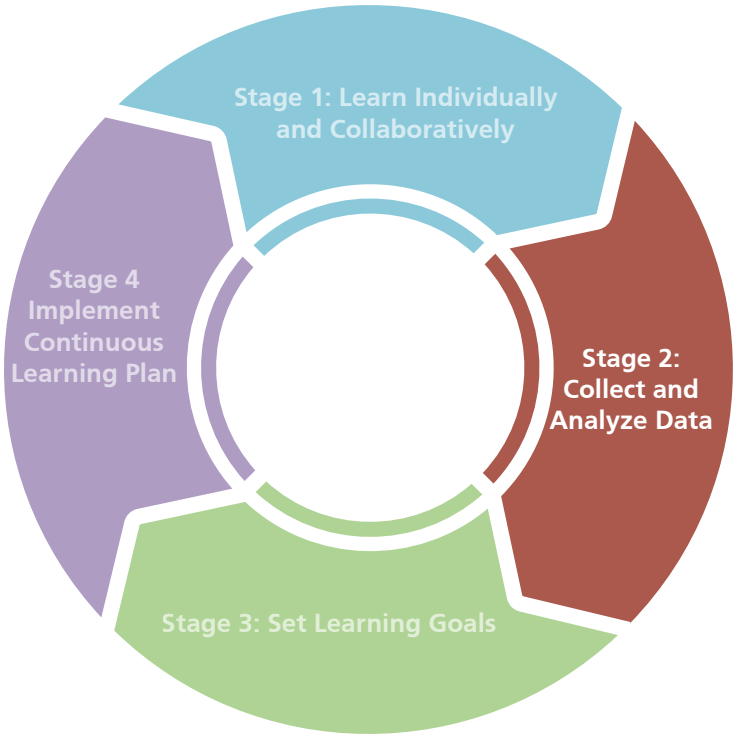
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 2

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	• **Stage 2a: Equity Learning Walk**
	  • Identify, communicate, and strengthen specific classroom equity criteria by conducting observations and having feedback conversations with faculty and staff.
	• **Stage 2b: Interrogate and Reflect on Key Pieces of Data**
	  • 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.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
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Stage 2A: Equity Learning Walk

The purpose of the Equity Learning Walk is to sharpen and focus the instructional leadership equity lens and gather 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 cross-section of your school population, and visit them individually or with your leadership team. For support identifying classrooms to visit, please see Module 1, Stage 2A.
- 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.

Mentor Tip: Review the equity criteria your mentee selected in step 1. Together, take an Equity Learning Walk and complete steps 2 and 3. After the learning walk and before your mentee meets with selected teachers, meet with your mentee to compare notes and model upcoming mentee-teacher conversations.

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 2A: 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.
Observable evidence from classroom visits . . .
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.
Feedback for teachers specific to equity criteria and their professional learning . . .

Stage 2B: Interrogate and Reflect on Key Pieces of Data

I: Identify key data sources	
Examples of Educator Data How is your school ensuring high-quality curriculum and culturally responsive instructional practices for all students? • 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	**Examples of Student Data** • 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
II: 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:	
Mentor Tip: Support your mentee with the identification of key data sources. It would be helpful to be sure data is accessible so your mentee can review and analyze. Some data may be difficult for mentees to access. Your mentee may need support identifying and collecting district tools/data.	
Educator Data **1.** **2.** **3.**	**Student Data** **1.** **2.** **3.**

Stage 2B, continued

III: Interrogate the Data	IV: Reflect
Use these guiding questions to analyze your data examples. Record your analysis in the space below. • 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 this initiative seeks to address? • What does the data tell us about strengths to build upon? Do these examples take an asset-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 at DESE's Curricular Materials webpage.	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 questions below? • 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 2B, continued

V: Develop Data Summary Statements
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.
Write your data summary statements below:

Mentor Tip: Direct your mentee to return to the root cause analysis developed during the introductory module. How does the data collected in stage 2 expand understanding of the root causes of inequity?

Stop Here!

Are you facing a dilemma or roadblock?

Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
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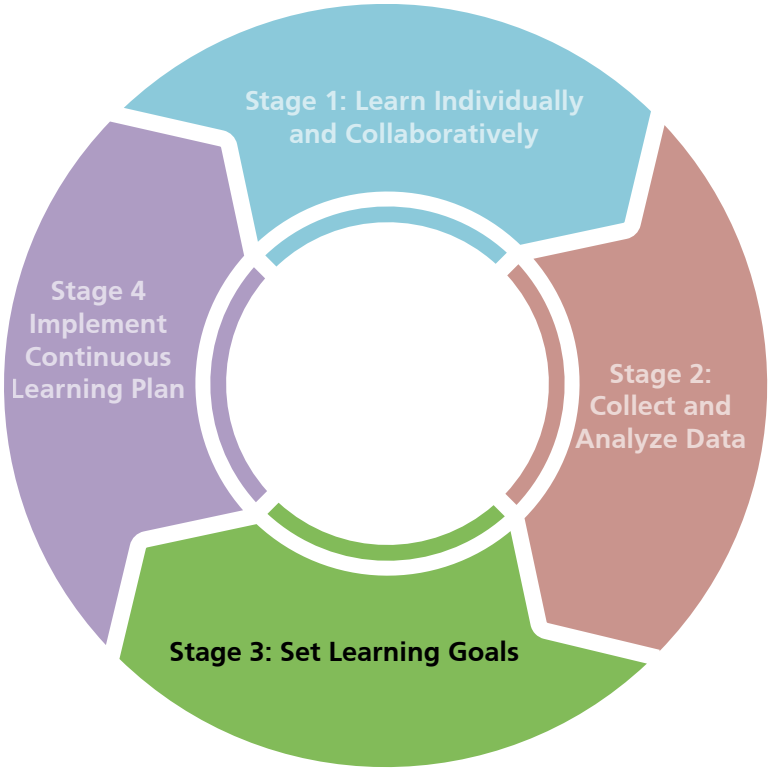
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 3

Set Learning Goals



Overview	
Purpose	Create one draft learning goal that can be accomplished in the second half of the semester (9 weeks) aligned to feedback from the equity learning walk protocol and data summary statements.

Process	• **Stage 3a: Equity Pause Protocol**
	  • Review data summary statements and Equity Learning Walk reflections using the Equity Pause Protocol.
	• **Stage 3b: SMARTIE Goal Process**
	  • Using the SMARTIE Goal process, create one draft learning goal specifically aligned to the anti-racist competencies (#1, #6, #7). This learning 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.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 3A: 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." **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

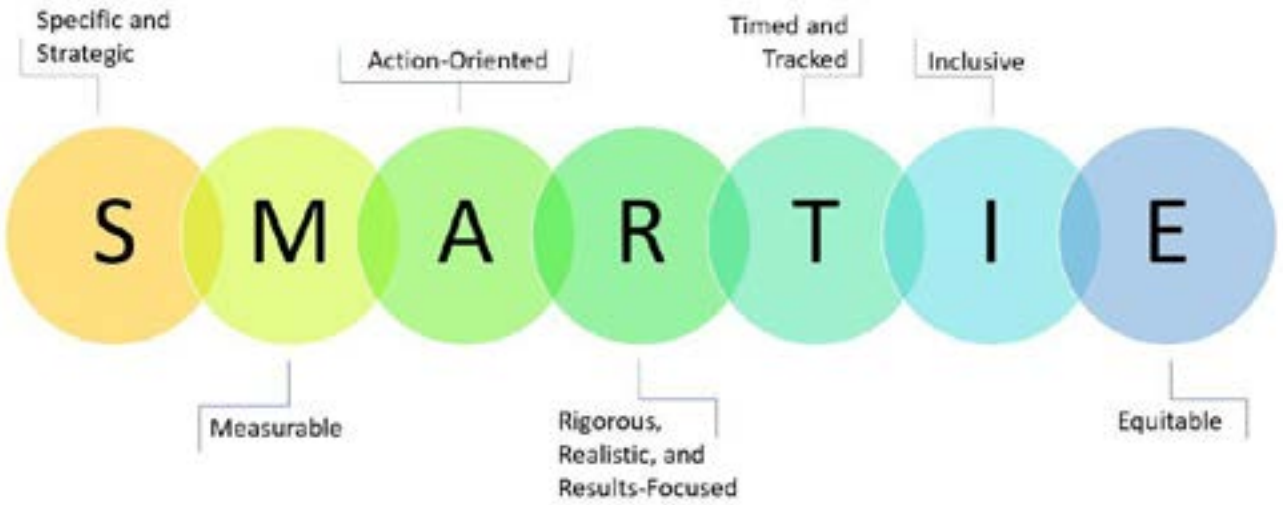
Mentor Tip: Review the data summary statements and reflections with your mentee. Have your mentee describe how the summary statements and reflections align to the Anti-racist Leadership Competencies.

Stage 3B • SMARTIE Goal Process

Using the SMARTIE Goal process, create one professional practice learning 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.



Example Learning 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.

Stop Here!

Are you facing a dilemma or roadblock?

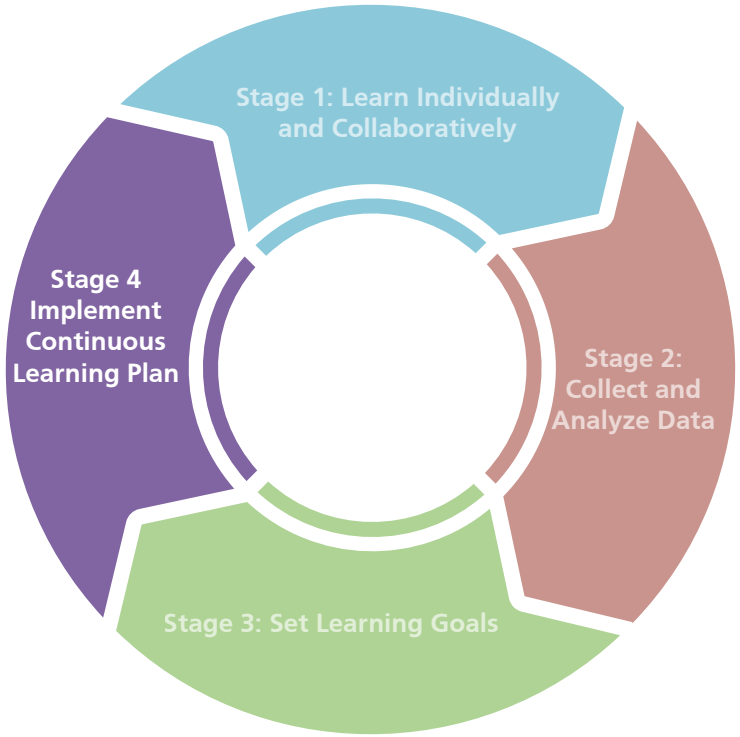
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement, in collaboration with your leadership team, your learning goal over a 45-day period.
Process	• **Stage 4a: Create a Continuous Learning Plan** • Use the Continuous Learning Plan Template to plan, do, study, and act on your learning goal.

Recommended Timeline for Module Completion: 18 Weeks

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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 4A: Create a Continuous Learning Plan

Copy final draft of your learning goal:			

Plan
• What action steps will you identify to address your learning goal?
• What do you predict will happen?
• Who will be involved?
• When will it happen?
• What data will you collect to measure impact?
	Do
	• What actually happened?
	• What data did you collect? Link results.
		Check
		• How did your results compare to your prediction?
		• What was the impact on students, staff, and/or school culture?
			Act
			• What will you do next?
			  • Adopt
			  • Adapt
			  • Amplify
			  • Abandon

Mentor Tip: Support your mentee by reviewing the continuous learning plan prior to implementation. Consider what practical measure your mentee will be using to collect data. Mentees may need support with this step. Suggested Checkpoint: Completion of Tool 6 Draft Learning Plan by end of Week 10; Final Learning Plan by end of Week 11; Completion of all four sections of Learning Plan by end of Week 18.

Stop Here!

Are you facing a dilemma or roadblock?

Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Module 3

Leading for Equity:
Human Capital Development

Learning Module 3 focuses on administrator leadership **Standard II: Management and Operations**. This focus intentionally signals to novice principals the importance of a safe, efficient, and effective learning environment and the utilization of resources to implement appropriate curriculum, staffing, and scheduling.

SY1: First half (18 weeks)	SY1: Second half (18 weeks)	**SY2: First half (18 weeks)**	SY2: Second half (18 weeks)

Module Focus: Selected Indicators and Anti-racist Competencies

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.

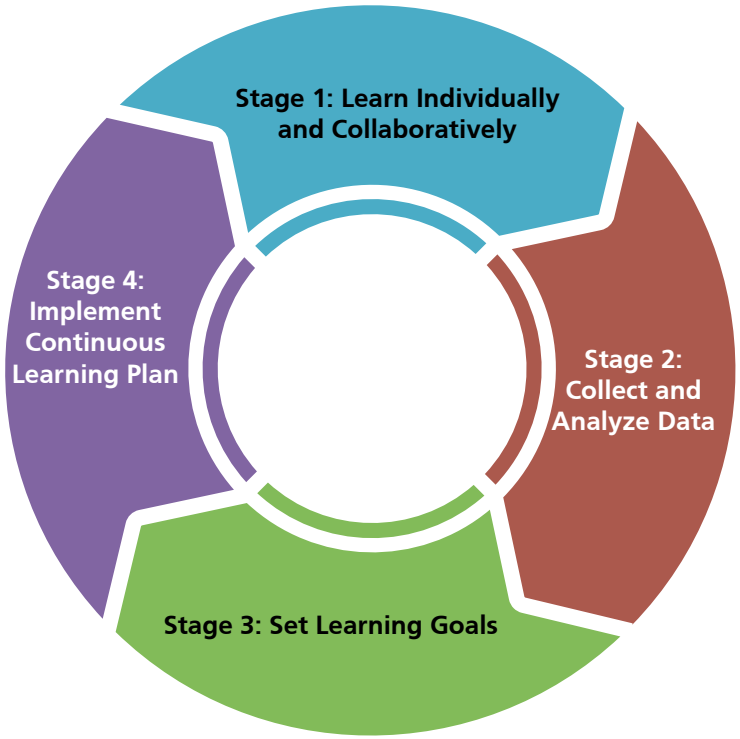
Indicator	Anti-racist Competencies
• **Indicator II-B: Human Resources Management and Development.** Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.	• **Anti-racist Competency #8:** Continually commits to recruiting, 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 #11:** 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.

Some ways these indicators and anti-racist leadership competencies might show up in a school leader's practice are:

1. Analyzing how biases have impacted hiring practices. Consider what revisions could be made to existing systems to minimize biases and recruit a diverse team of educators.
2. Engaging in a thorough analysis of existing teacher induction and mentoring programs by utilizing qualitative and quantitative data to target needs for novice teachers.
3. Providing opportunities for all teachers to have a voice in decision making, elevating voices of Black, Latinx, Asian, Indigenous, and multiracial educators. Leverage perspectives and experiences of Black, Latinx, Asian, Indigenous, and multiracial educators in strategic planning.
4. Addressing systemic inequities as a budget priority and advocate for the allocation of fiscal resources to support this work. Working with district colleagues to analyze budget data to identify inefficiencies and reallocate funds for identified priorities that address existing inequities.

Module Structure: Four-Stage Learning Cycle

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.



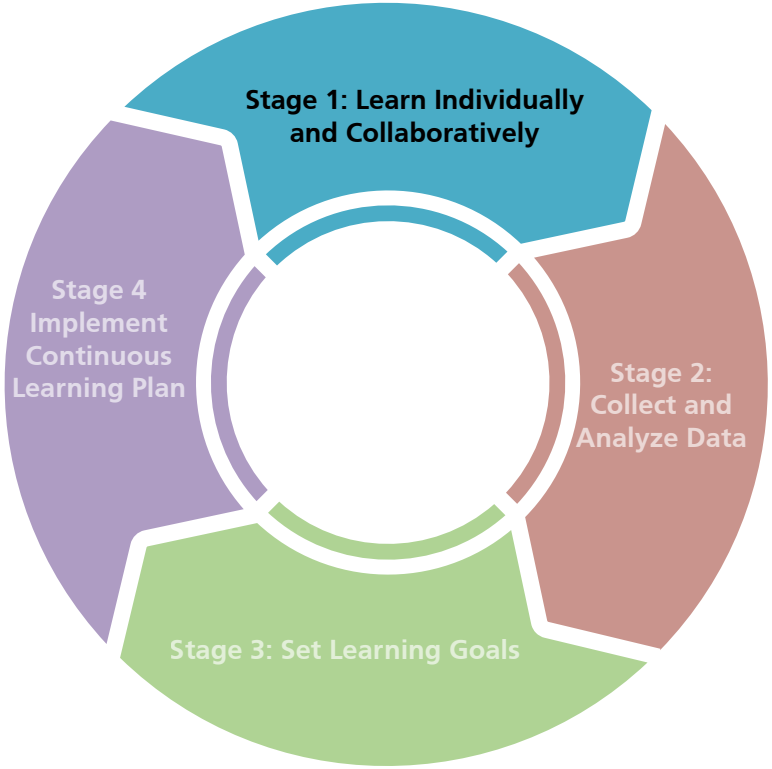
Process	
Stage 1: Learn Individually and Collaboratively	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies with Standard II: Management and Operations, both independently and collaboratively with the school leadership team.
Stage 2: Collect and Analyze Data	Collect and analyze staff hiring tools, protocols, and processes using a set of equity tools to deepen their understanding of the district hiring process and identify implicit biases that may exist within the recruitment and hiring process.
Stage 3: Set Learning Goals	Use the SMARTIE Goal process to create a learning goal aligned to the selected anti-racist competencies. This process 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 year.
Stage 4: Implement Continuous Learning Plan	Implement, in collaboration with leadership teams, a learning goal using the continuous Learning Plan Template.

Recommended Timeline for Module Completion: 18 Weeks

Module 3: Leading for Equity: Human Capital Development	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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 1

Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies aligned with Standard II: Management and Operations. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.

Process	• **Stage 1a: Review Resources to Inform Anti-racist Practices**
	  • Review the resources to identify and reflect on the anti-racist competencies and key actions that are most impactful and relevant for your school.
	• **Stage 1b: Share Resources and Learning with Colleagues**
	  • Share the resources in a collaborative setting with your leadership team and use guiding questions to discuss and gather feedback about the anti-racist competencies and key actions identified.

Recommended Timeline for Module Completion: 18 Weeks

Module 3: Leading for Equity: Human Capital Development	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: Learn Individually and Collaboratively																		
Stage 2: Collect and Analyze Data																		
Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 1A

Stage 1a: Review resources to inform anti-racist practices	
In Stage 1a, you will review three resources. While you watch the videos and read the article, consider the questions and anti-racist leadership competencies below. Write your reflections on the next page.	
Questions	**Anti-racist Competencies**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 Competency #8:** Continually commits to recruiting, 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 #11:** 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.

Stage 1A, continued

Stage 1a, continued		
Resource	**Synopsis**	**Reflections**
Concepts Unwrapped: Implicit Bias from PBS Learning Media 	This video from Ethics Unwrapped introduces the behavioral ethics bias known as implicit bias. Implicit bias exists when people unconsciously hold attitudes toward others or associate stereotypes with them. Support materials include discussion questions, case study, and teaching tips.	
Check Out Bias to Wreck Our Bias 	In this short video from The New York Times, discusses the importance of self-reflecting on internal biases to get a better understanding of how biases impact actions.	
Step 1: Understanding why teacher racial and ethnic diversity matters to your students and district from "Promising Recruitment, Selection, and Retention Strategies" DESE publication (pp. 6-11)	Naming your 'why' and aligning commitments, communications, practices, and policies to reflect that 'why' is key to building a coherent approach to building a more diverse workforce.	

Stage 1B

Stage 1b: Share resources and learning with colleagues	
Share the three resources (2 videos and 1 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 identified from Step 1.	
Guiding Questions	**Identified Anti-racist Competencies and Key Actions**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 identified? 4. How do the anti-racist competencies in the resources make us think about starting, stopping, or continuing current policies and practices in our schools such as: a. The development of interview committees b. Interview questions c. Candidate selection for interview d. Job posting forms e. Where jobs are posted f. Teacher induction and mentoring program requirements g. Identification of mentors for teachers	**Mentor Tip:** Work with your mentee to plan this collaborative learning experience. Make a suggestion to have members of the leadership team view/read the resources prior to the meeting. Then support your mentee in identifying a text-based protocol. Use the questions above to facilitate a whole group discussion.

Stop Here!

Are you facing a dilemma or roadblock?

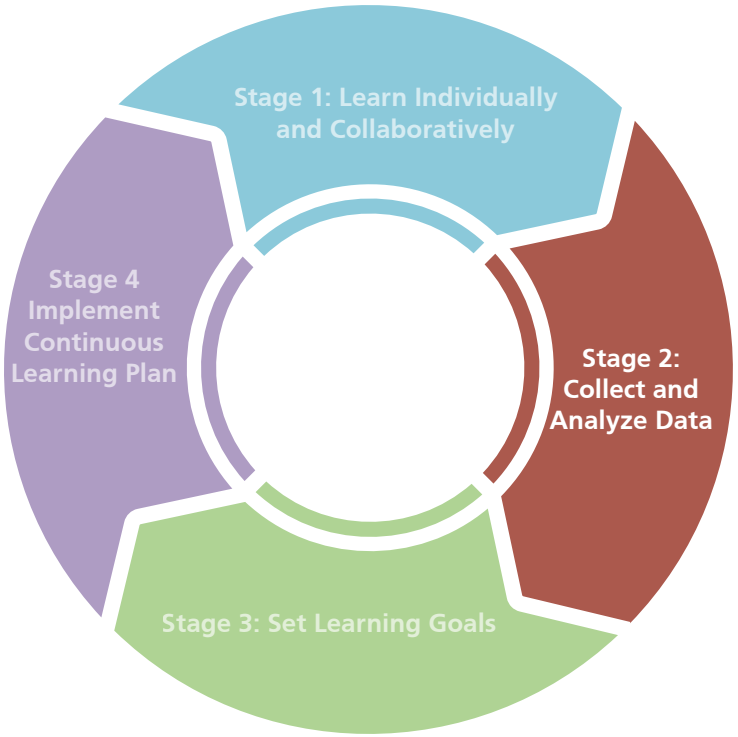
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 2

Collect and Analyze Data



Overview	
Purpose	Collect and analyze key recruitment, hiring, and retention data using Equity Lens Focus tools and conducting an empathy interview with staff. Use findings from data to deepen your understanding of staff experiences as well as improve culturally responsive recruitment, hiring, and retention practice to achieve racial equity.

Process	• **Stage 2a: Interrogate and Reflect on Key Pieces of Data**
	  • Identify, interrogate, and reflect on existing recruitment, hiring, and retention data to reveal trends and patterns to foster deeper understanding and create a set of action informed summary statements.
	• **Stage 2b: Empathy Interviews**
	  • Conduct an empathy interview with a select group of teachers to learn about and understand each group member's experience with the mentoring and induction program in place.

Recommended Timeline for Module Completion: 18 Weeks

Module 3: Leading for Equity: Human Capital Development	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
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Stage 4: Implement Continuous Learning Plan																		

Stage 2A: Interrogate and Reflect on Key Pieces of Data

I: Identify key data sources	
Examples of Educator Data (DESE School and District Profiles, DESE Employed Educators Dashboard) • Educator demographic data • Educator retention data • Educator licensure data including area of certification and level of license: provisional, temporary, initial, professional • Educator experience data in years teaching and years with the district • Educator evaluation data disaggregated by race and individual standard scores • Educator course assignments • Number of teacher leaders disaggregated by race and experience levels	**Examples of Hiring Tools/Processes** • School Committee Policy on Hiring Procedures • School Committee Policy on Equal Employment Opportunity • School Committee Policy on Recruitment and Retention • Recent Job Postings for School/District • District Hiring Tools Including Interview/Selection Forms or Procedures • District Practices to Eliminate Selection Bias • District Guidelines for Selecting Interview Committees • External Partners to Recruit Candidates

II: Select three sources of Educator Data and Hiring Tools/Processes that are aligned with the selected focus indicators and anti-racist competencies and record them below

Mentor Tip: Support your mentee with the identification of key data sources. It would be helpful to be sure data is accessible so your mentee can review and analyze. Some data may be difficult for mentees to access. Your mentee may need support identifying and collecting district tools/data.

Educator Data	Student Data
1.	1.
2.	2.
3.	3.

Stage 2A, continued

III: Interrogate the Data	IV: Reflect
Use these guiding questions to analyze your data examples. Record your analysis in the space below. • What are your data telling you about the diversity of your students as compared to your staff? • Who is teaching students from marginalized groups? • What are these data illuminating about the experiences of students and staff of color? • Are there current tools/efforts in use that should be revised to include questions about race? • Who are the teacher leaders within your building? • What processes exist to recruit teachers and staff from underrepresented groups? • Are hiring tools biased? • What messaging about the district does recruitment communicate?	Use this space to record and reflect on your key takeaways from the analysis of key educator data and hiring tools/processes. How have these pieces of data informed your understanding of the questions below? • Can teaching assignments change to ensure all students are provided with opportunities to be taught by highly effective teachers? • Where is there an opportunity to leverage the voices of educators from underrepresented groups? • What revisions could be made to current hiring tools/processes to eliminate selection bias? • What changes to recruitment practices can be made to hire and retain educators from underrepresented groups?

Stage 2A, continued

V: Writing Data Summary Statements

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. Job postings do not include inclusive language, and do not include any language specific to equity.
2. There are no teachers of color in leadership roles at our school.
3. Hiring tools at our school are different from hiring tools in other schools within our district.

Write your data summary statements below:

Stage 2B: Empathy Interviews

Review the Empathy Interview Protocol resource.

Design interviews with educators

- Conduct an empathy interview with educators to gather qualitative data about the mentoring and induction program currently in your district/school.
- 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.
- 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 three anti-racist competencies and focus indicator.
- Set up focus group norms/agreements to ensure an inclusive, safe, and confidential participant experience.

Mentor Tip: Support the development of norms/agreements with your mentee by providing examples.

Example Empathy Interview Questions for Teachers

1. How would you describe your mentoring and induction experience?
2. What tools and/or strategies did you learn from your mentoring and induction experience and incorporate into your practice?
3. Who was your mentor? What was your relationship like? Did you have any input on who your mentor would be?
4. How many hours did your mentor/induction experience include?
5. Were affinity groups/buddy programs offered to you as a part of your induction/onboarding experience? Describe any supplemental resources that were provided.
6. Were you given opportunities to observe culturally responsive/conscious practices by sustaining teachers, coaches, and or leaders? What support did you receive from colleagues?
7. What would you change in the existing mentoring/induction program to best serve your needs?

Mentor Tip: Example questions are above though mentors are encouraged to help mentee develop questions specific to their school and district context.

Interview Reflections

- What did you learn about the current and past mentoring and induction program(s)?
- Are there barriers that prevent Black, Latinx, Asian, Indigenous, and multiracial educators from being supported and successful?

Mentor Tip: Direct your mentee to return to the root cause analysis developed during the introductory module. How does the data collected in stage 2 expand understanding of the root causes of inequity?

Stop Here!

Are you facing a dilemma or roadblock?

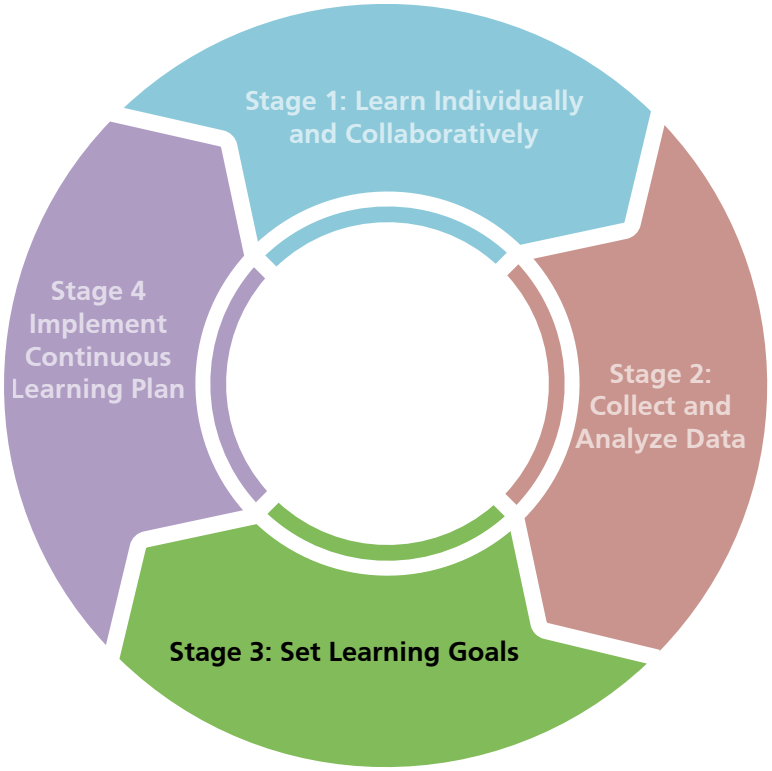
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 3

Set Learning Goals



Overview	
Purpose	Create one draft learning 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	• **Stage 3a: Equity Pause Protocol**
	  • Review data summary statements and Empathy Interview reflections using the Equity Pause Protocol.
	• **Stage 3b: SMARTIE Goal Process**
	  • Using the SMARTIE Goal process, create one draft learning goal specifically aligned to the anti-racist competencies (#8, #11). This process 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.

Recommended Timeline for Module Completion: 18 Weeks

Module 3: Leading for Equity: Human Capital Development	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
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Stage 4: Implement Continuous Learning Plan																		

Stage 3A: 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." **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

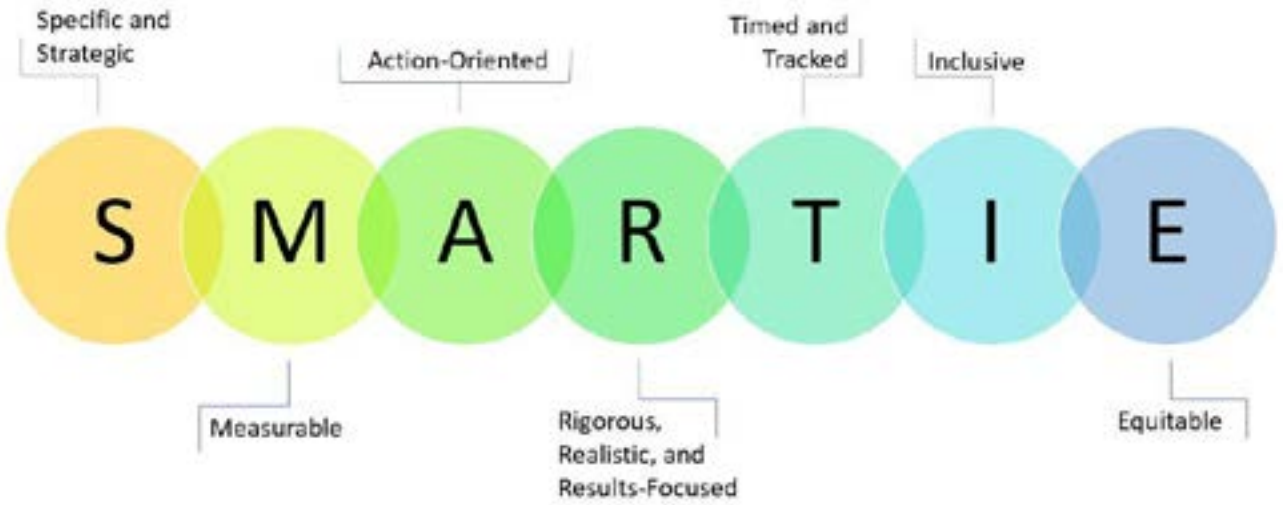
Mentor Tip: Review the data summary statements and reflections with your mentee. Have your mentee describe how the summary statements and reflections align to the Anti-racist Leadership Competencies.

Stage 3B • SMARTIE Goal Process

Using the SMARTIE Goal process, create one professional practice learning 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.



Example Learning Goal

Identify two hiring tools currently used within the school/district. Assess the tools for bias and create suggestions that would minimize bias from these tools. Share suggestions with district leadership.

Stop Here!

Are you facing a dilemma or roadblock?

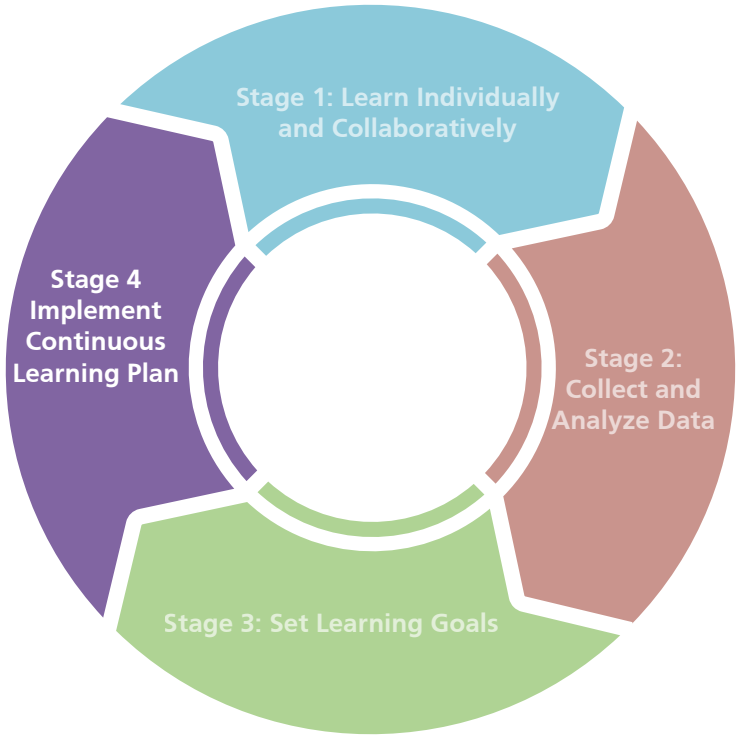
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement, in collaboration with your leadership team, your learning goal over a 45-day period.
Process	• **Stage 4a: Create a Continuous Learning Plan** • Use the Continuous Learning Plan Template to plan, do, study, and act on your learning goal.

Recommended Timeline for Module Completion: 18 Weeks

Module 3: Leading for Equity: Human Capital Development	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
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Stage 4: Implement Continuous Learning Plan																		

Stage 4A: Create a Continuous Learning Plan

Copy final draft of your learning goal:			

Plan
• What action steps will you identify to address your learning goal?
• What do you predict will happen?
• Who will be involved?
• When will it happen?
• What data will you collect to measure impact?
	Do
	• What actually happened?
	• What data did you collect? Link results.
		Check
		• How did your results compare to your prediction?
		• What was the impact on students, staff, and/or school culture?
			Act
			• What will you do next?
			  • Adopt
			  • Adapt
			  • Amplify
			  • Abandon

Mentor Tip: Support your mentee by reviewing the continuous learning plan prior to implementation. Consider what practical measure your mentee will be using to collect data. Mentees may need support with this step. Suggested Checkpoint: Completion of Tool 6 Draft Learning Plan by end of Week 10; Final Learning Plan by end of Week 11; Completion of all four sections of Learning Plan by end of Week 18.

Stop Here!

Are you facing a dilemma or roadblock?

Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Module 4

Leading for Equity: Inclusive and Responsive Family and Community Engagement

Learning Module 4 focuses on administrator leadership **Standard III: Family and Community Engagement** to support novice principals in creating a collaborative culture where stakeholders' voices are respected and centered.

SYI: First half (18 weeks)	SYI: Second half (18 weeks)	SY2: First half (18 weeks)	**SY2: Second half (18 weeks)**

Module Focus: Selected Indicators and Anti-racist Competencies

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.

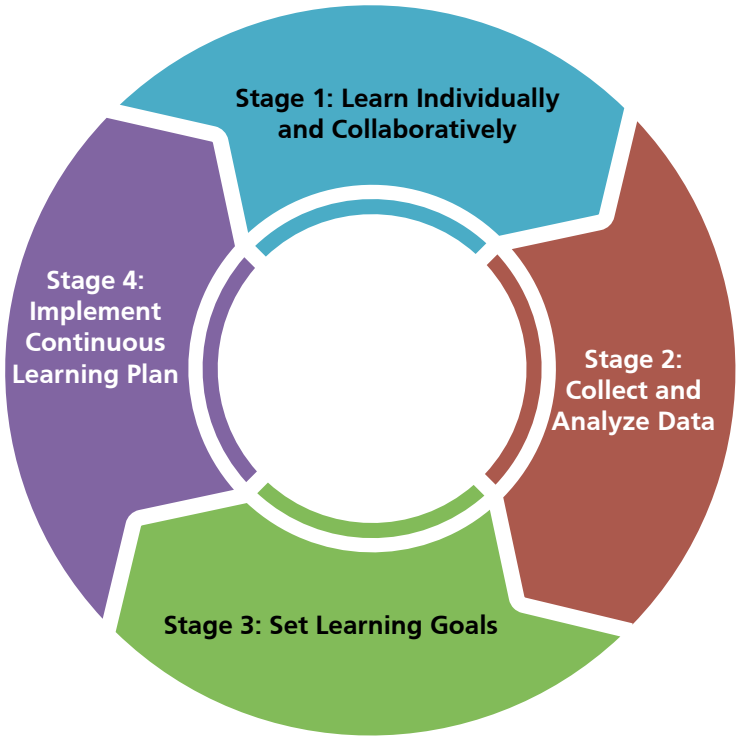
Indicator	Anti-racist Competencies
• **Indicator III-A: Engagement.** Welcomes and encourages every family to become active participants in the classroom and school community.	• **Anti-racist Competency #12:** Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by analyzing current practices while collaboratively monitoring existing outreach initiatives and redesigning structures that perpetuate racial inequities. Builds all staff's skills in meaningfully collaborating with families, students, and the broader community. • **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.
• **Indicator III-B: Sharing Responsibility.** Continuously collaborates with families to support student learning and development both at home and at school.	• **Anti-racist Competency #13:** Builds allyship with community organizations, educators, and other school/district leaders to collectively work toward antiracist goals and 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.

Some ways these indicators and anti-racist leadership competencies might show up in a school leader's practice are:

1. Building the capacity of staff to proactively develop and sustain positive partnerships with families and the community.
2. Developing tools for families and the community to provide feedback on their experiences to support anti-racism within the school community.
3. Creating collaborative experiences with community organizations, educators, and school/district leaders to work toward antiracist goals and navigate political resistance.
4. Learning individually and collaboratively about the historical and social roles of schools and the impact of individual and systemic racism and the resulting inequities.

Module Structure: Four-Stage Learning Cycle

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.



Process	
Stage 1: Learn Individually and Collaboratively	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies with Standard III: Family and Community Engagement, both independently and collaboratively with the school leadership team.
Stage 2: Collect and Analyze Data	Collect and analyze data using a set of equity tools to deepen novice principals' understanding of how families and the community engage with the school, including representation on decision making committees, communication to families and the community, and existing community partnerships.
Stage 3: Set Learning Goals	Use the SMARTIE Goal process to create a learning goal aligned to the selected anti-racist competencies. This process 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 year.
Stage 4: Implement Continuous Learning Plan	Implement, in collaboration with leadership teams, a learning goal using the continuous Learning Plan Template.

Recommended Timeline for Module Completion: 18 Weeks

Module 4: Leading for Equity: Inclusive and Responsive Family and Community Engagement	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
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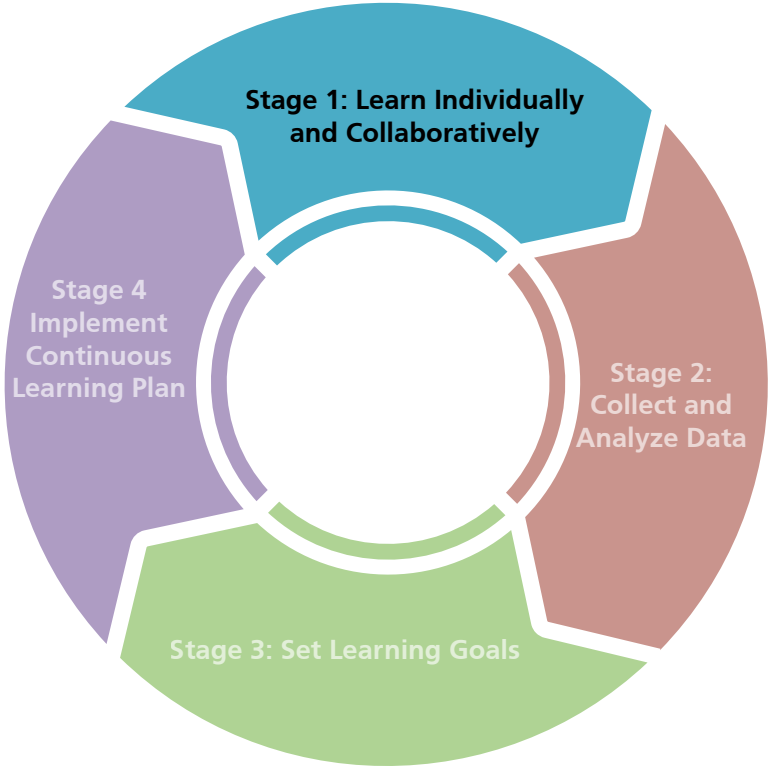
Stage 4: Implement Continuous Learning Plan																		

Stage 1

Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies aligned with Standard III: Family and Community Engagement. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.

Process	• **Stage 1a: Review Resources to Inform Anti-racist Practices**
	  • Review the resources to identify and reflect on the anti-racist competencies that are most impactful and relevant for your school.
	• **Stage 1b: Share Resources and Learning with Colleagues**
	  • Share the resources in a collaborative setting with your leadership team and use guiding questions to discuss and gather feedback about the anti-racist competencies identified.
	• **Stage 1c: Share Resources and Learning with Colleagues**
	  • Build the capacity of staff through professional development specific to Family and Community Engagement.

Recommended Timeline for Module Completion: 18 Weeks

Module 4: Leading for Equity: Inclusive and Responsive Family and Community Engagement	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
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Stage 3: Set Learning Goals																		
Stage 4: Implement Continuous Learning Plan																		

Stage 1A

Stage 1a: Review resources to inform anti-racist practices	
In Stage 1a, you will review four resources. While you review the resources, consider the questions and anti-racist leadership competencies below. Write your reflections on the next page.	
Questions	**Anti-racist Leadership Competencies**
1. Which of the anti-racist competencies were visible and effective in this resource? 2. Which of the anti-racist competencies 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 identified?	• **Anti-racist Competency #12:** Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by analyzing current practices while collaboratively monitoring existing outreach initiatives and redesigning structures that perpetuate racial inequities. Builds all staff's skills in meaningfully collaborating with families, students, and the broader community. • **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 #13:** Builds allyship with community organizations, educators, and other school/district leaders to collectively work toward antiracist goals and 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.

Stage 1A, continued

Stage 1a, continued		
Resource	**Synopsis**	**Reflections**
Family and Community Engagement (Learning for Justice)	From Critical Practices for Anti-bias Education, this publication provides information on culturally sensitive communication, inclusion of family and community wisdom, and the importance of increased connections among families.	
Creating the Conditions for Family-School-Community Partnerships (ASCD)	This article from ASCD includes information about key shifts to create conditions for strong family-school-community partnerships.	
Videos from the **Dual Capacity-Building Framework**	Dr. Karen Mapp provides an introduction to the Dual Capacity-Building Framework for Family-School Partnerships.	

Stage 1B

Stage 1b: Share resources and learning with colleagues
Jigsaw the articles from Stage 1a as a leadership team. • Assign team members a resource to review prior to the meeting. • In small groups complete a Three Levels of Text Protocol for each article. • Consider connections to the Anti-racist Leadership Competencies when interpreting the excerpt chosen. • Record implications for practice on chart paper and post throughout the room. [TIP! If virtual, use a Google Jamboard to complete this step] • Have all participants engage in a gallery walk. **Mentor Tip:** Review the protocol with your mentee prior to the meeting. It is important to provide facilitator tips such as how to assign groups, roles, and times to ensure the protocol provides all participants with a voice.

Stage 1C

Stage 1c: Building capacity of staff
During a staff meeting, share the videos from the Dual Capacity-Building Framework. Have staff members review the framework individually. Then have staff members turn and talk to discuss the following questions: 1. What do you notice about the Dual Capacity-Building Framework? 2. What is one challenge and one essential condition listed in the columns on the left that you think are present in your school? **Mentor Tip:** Help your mentee develop a staff meeting agenda that includes this learning experience. Reserve 15-20 minutes to complete this experience.

Stop Here!

Are you facing a dilemma or roadblock?

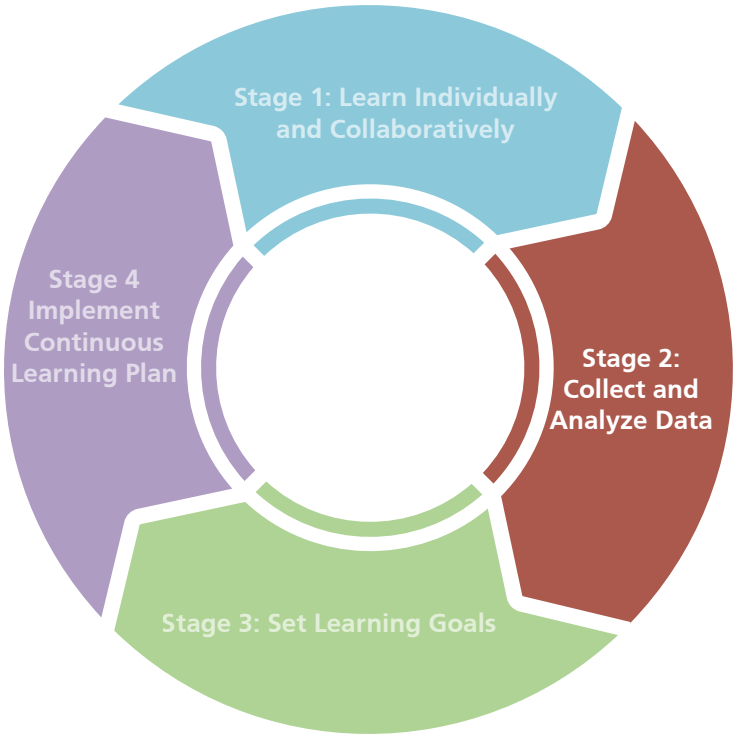
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 2

Collect and Analyze Data



Overview	
Purpose	Collect and analyze key data representing family engagement using Equity Lens Focus tools and conducting empathy interviews with families. Use findings from the data to deepen your understanding of families' experiences and connection to the school community.

Process	• **Stage 2a: Complete Self-Assessment**
	  • Complete a self-assessment with your leadership team to understand where your school is relative to key family engagement practices.
	• **Stage 2b: Interrogate and Reflect on Key Pieces of Data**
	  • Identify, interrogate, and reflect on data representing family engagement to reveal trends and patterns to foster deeper understanding and create a set of action informed summary statements.
	• **Stage 2c: Empathy Interviews**
	  • Conduct empathy interviews with a select group of family members to learn about and understand each family member's perspective and experience within the school community.

Recommended Timeline for Module Completion: 18 Weeks

Module 4: Leading for Equity: Inclusive and Responsive Family and Community Engagement	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: Learn Individually and Collaboratively																		
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Stage 2A: Complete Self-Assessment

MA DESE Family, School and Community Partnership Fundamentals Self-Assessment Version 2.0.

As a leadership team, complete the MA DESE Family, School and Community Partnership Fundamentals Self-Assessment Version 2.0. These revised Fundamentals provide Massachusetts schools with a new research-based tool to support high expectations for family, school, and community partnerships with the goal that coordinated, comprehensive, and systemic supports create opportunities for all students to achieve academic proficiency and beyond. Use the results of the self-assessment to inform the development of your learning goal.

Mentor Tip: Review norm setting/learning agreements with your mentee prior to this step to ensure authentic responses are provided for the self-assessment.

Use the space below to record and reflect on your key takeaways from the analysis of the Self-Assessment data. How have the data informed your understanding of the following:

1. Do families have a voice in school-based decision making?
2. Is communication accessible to all families in the school community?
3. Are school-based activities welcoming for families?
4. Are families consistently informed about school events, progress toward academic goals, new school-based initiatives?
5. Do community partnerships exist? And do community partnerships reflect demographics of the school community?

Stage 2B: Interrogate and Reflect on Key Pieces of Data

I: Identify key data sources to Reinforce or Challenge Assumptions from the Self-Assessment Completed in Stage 2a

Examples of Data

- School Council Members
- School Improvement Plan
- School Newsletters
- Information on School Website
- Postings on School Social Media
- Interview Committee Rosters
- School Sign In/Sign Out Lists for Volunteers
- List of School-based Activities Open to Families and the Community
- Emails to Families from Administration
- Emails to Families from Teachers
- Emails to Families from Support Staff
- Phone Logs
- List of Community Partnerships
- Family Survey Results

II: Select four data points from the sources you reviewed that provide deeper insight into the self-assessment results completed in step 1. Record them below.

Mentor Tip: Support your mentee with the identification of key data sources. It would be helpful to be sure data is accessible so your mentee can review and analyze. Your mentee may need support identifying and collecting district tools/data.

Data Selected

1.

2.

3.

Mentor Tip: With your mentee, discuss how the data selected aligns with the Anti-racist Leadership Competencies.

Stage 2B, continued

III: Reflect

- Do the selected data points support the results of the self-assessment?
- Has this led to further insight or questions?
- What further investigation is required to better understand family and community engagement in your school?

Stage 2B, continued

IV: Writing Data Summary Statements

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. The demographics of School Council members are not representative of the school community.
2. School events are consistently scheduled at the same time of day limiting the attendance of families due to child care/work conflicts.
3. There are more examples of reactive communication with families than proactive.

Write your data summary statements below:

Stage 2C: Empathy Interview Protocol

Review the Empathy Interview Protocol resource.

Design interviews with educators

- Conduct an empathy interview with families to gather qualitative data about families' perspectives on their role as members of the school community.
- As you prepare for an empathy interview, select up to five individuals representing families of students from different grades, and who have multiple perspectives related to race, gender, age, and ethnicity for a group empathy interview.

Mentor Tip: Support your mentee with identifying participants for the empathy interview. Discuss how to reach out to participants who are not actively involved in school groups such as the PTSA.

- Use the protocol to develop or adapt a set of neutral questions for the group to share their experiences related to the anti-racist competencies and equity focus indicators.
- Set up focus group norms/agreements to ensure an inclusive, safe, and confidential participant experience.

Mentor Tip: Support the development of norms/agreements with your mentee by providing examples.

Example Empathy Interview Questions for Teachers

1. How would you describe teacher-student-family relationships in your child's/children's school/s? To what extent do you feel that your child's/children's school is safe and inclusive?
2. How would you describe the school regarding whether all students are included and belong? What examples can you give about who is included and how? What about who is excluded? Do you ever hear or see racist or prejudicial words or actions while at school? If so, can you describe? What is the staff knowledge of and response to these incidents?
3. Describe a time when you felt the school supported and valued your expertise as a family member. What did that look like? What did it feel like?
4. In what ways do you feel that you are treated as a partner in your child's education? (Do you have a voice? Is your perspective taken under consideration? Are you involved in decision-making?)
5. Describe a time when you felt disconnected from your child's learning/school experiences. What did that look like? What did it feel like?

Continued on the next page

Interview Reflections

- What did you learn about the experience of families in your school?
- How can you leverage the implications of the empathy interview data to create actionable and high-impact next steps?
- Are there barriers that prevent Black, Latinx, Asian, Indigenous, and multiracial families from being included and supported?

Mentor Tip: Direct your mentee to return to the root cause analysis developed during the introductory module. How does the data collected in stage 2 expand understanding of the root causes of inequity?

Stage 2C, continued

Design interviews with educators		
	Example Empathy Interview Questions for Teachers (continued) 6. To what extent do you think the educators at your child's school value families of all backgrounds? (multilingual learners, race, religion, gender expression, sexual orientation, income, urban/suburban/rural, family structure) 7. What's one wish you have for how schools and families could partner together to support student learning? **Mentor Tip:** Example questions are above though mentors are encouraged to help mentee develop questions specific to their school and district context.	

Stop Here!

Are you facing a dilemma or roadblock?

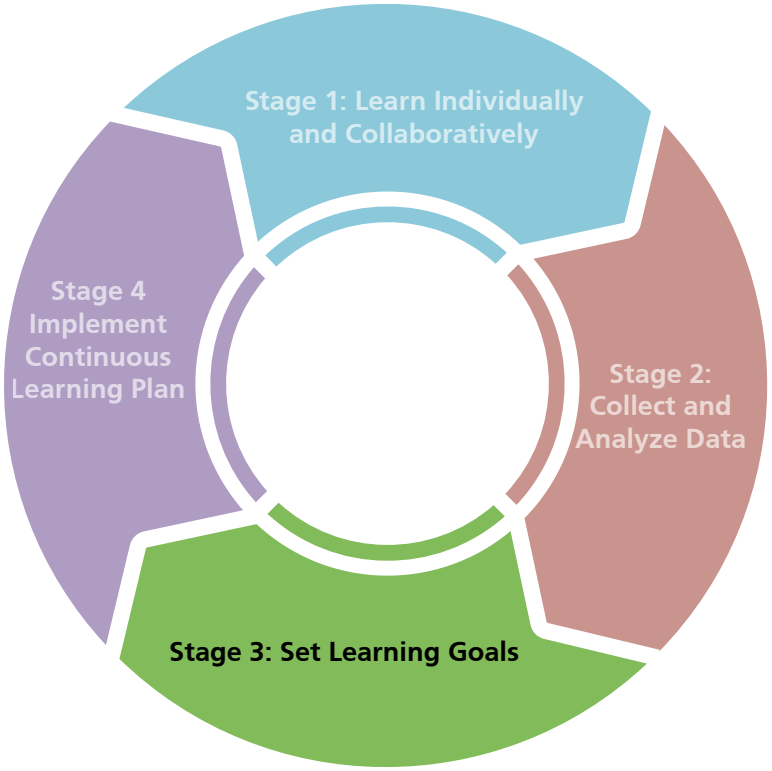
Take this time to reflect on your key learning from this module.

- What came up for you as you completed the module? What thoughts and feelings?
- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

Use the Mentor/Mentee Dilemma Form to discuss next steps during your mentor meetings.

Stage 3

Set Learning Goals



Overview	
Purpose	Create one draft learning 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	• **Stage 3a: Equity Pause Protocol**
	  • Review data summary statements and Empathy Interview reflections using the Equity Pause Protocol.
	• **Stage 3b: SMARTIE Goal Process**
	  • Using the SMARTIE Goal process, create one draft learning goal specifically aligned to the anti-racist competencies (#2, #5, #12, #13). This learning 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.

Mentor Tip: Support your mentee by referring back to the Anti-Racist Competencies. Ensure that the learning goal is aligned to the selected competencies. Push your mentee to develop a goal that evolves or transforms the current reality of family and community engagement.

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Stage 3A: 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." **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

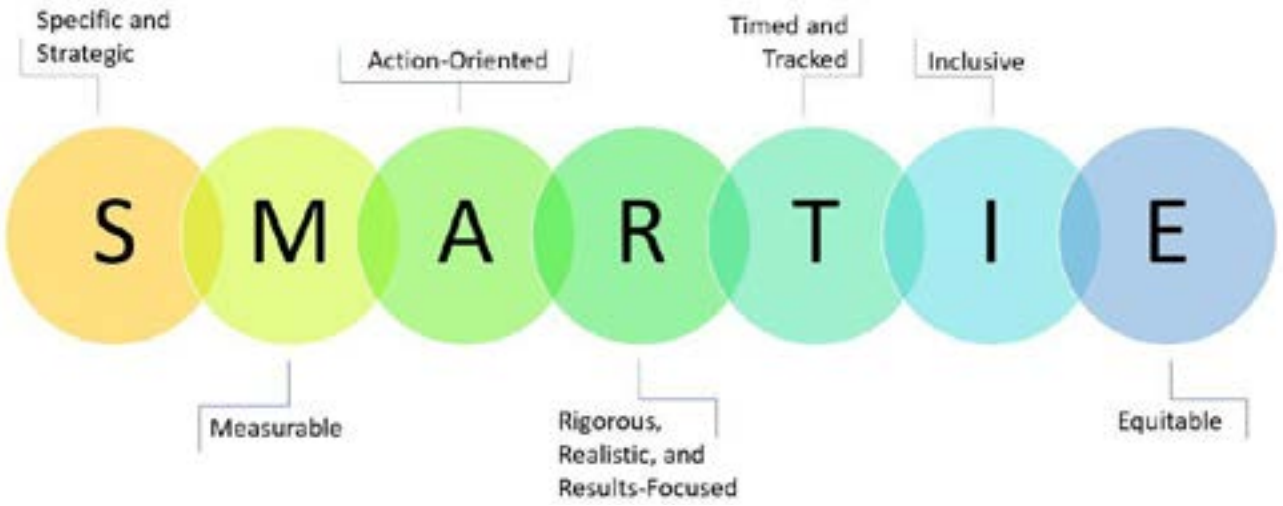
Mentor Tip: Review the data summary statements and reflections with your mentee. Have your mentee describe how the summary statements and reflections align to the Anti-racist Leadership Competencies.

Stage 3B • SMARTIE Goal Process

Using the SMARTIE Goal process, create one professional practice learning 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.



Example Learning Goal

Design a survey that is accessible to all families. Seek input from families on how they can best support the mission and vision of the school. Use specific goals from the existing School Improvement Plan to structure feedback.

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- What support do you need to implement practices in this module effectively?

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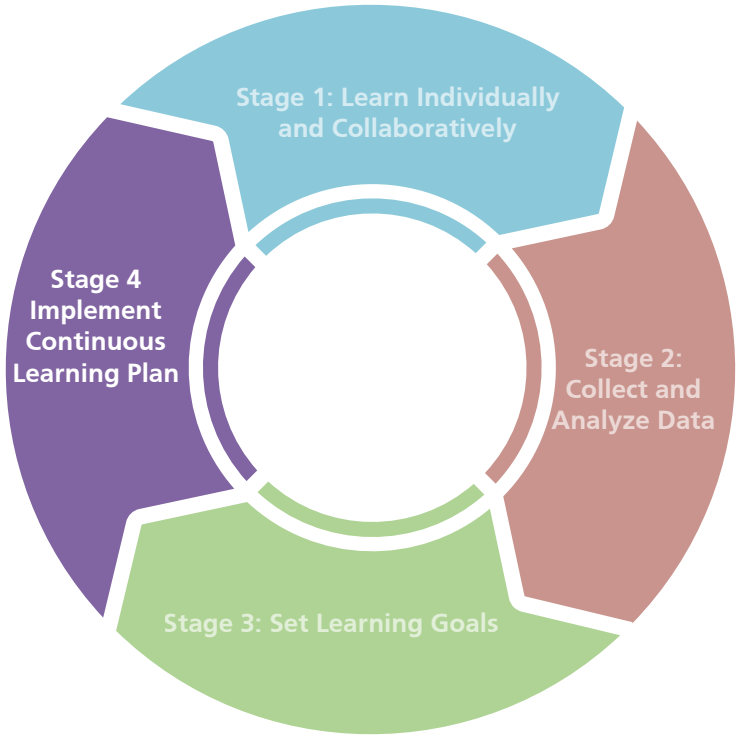
Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement, in collaboration with your leadership team, your learning goal over a 45-day period.
Process	• **Stage 4a: Create a Continuous Learning Plan** • Use the Continuous Learning Plan Template to plan, do, study, and act on your learning goal.

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Stage 4A: Create a Continuous Learning Plan

Copy final draft of your learning goal:			

Plan
• What action steps will you identify to address your learning goal?
• What do you predict will happen?
• Who will be involved?
• When will it happen?
• What data will you collect to measure impact?
	Do
	• What actually happened?
	• What data did you collect? Link results.
		Check
		• How did your results compare to your prediction?
		• What was the impact on students, staff, and/or school culture?
			Act
			• What will you do next?
			  • Adopt
			  • Adapt
			  • Amplify
			  • Abandon

Mentor Tip: Support your mentee by reviewing the continuous learning plan prior to implementation. Consider what practical measure your mentee will be using to collect data. Mentees may need support with this step. Suggested Checkpoint: Completion of Tool 6 Draft Learning Plan by end of Week 10; Final Learning Plan by end of Week 18.

Stop Here!

Are you facing a dilemma or roadblock?

Take this time to reflect on your key learning from this module.

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- What parts were most relevant to your work?
- How will you connect this new learning to your current practices? Any challenges?
- What support do you need to implement practices in this module effectively?

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