

The equity dimension is a key foundation of the rubric. Every attempt has been made to integrate the equity dimension across the entire rubric and represent equity in this dimension as a vital and necessary building block of the entire rubric. The leader personally and professionally demonstrates a strong commitment to equity as a foundation of excellence, takes substantive actions and has conversations with multiple constituents for the purpose of supporting equitable outcomes, is able to recognize and interrupt inequity, and advocates for just schools as a key component of maintaining the democracy.

Dimension One Overview **EQUITY**

Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools

Element 1.1 PERSONAL COMMITMENT (Developing Leader Capacity)

Indicator of Practice 1.1.1	Framework
Indicator of Practice 1.1.2	Inventory
Indicator of Practice 1.1.3	Equity Actions

Element 1.2 ADVOCACY (Cultivating School Level Capacity)

Indicator of Practice 1.2.1	Individual Dialogue
Indicator of Practice 1.2.2	School Community Dialogue
Indicator of Practice 1.2.3	Constituency Voice

Element 1.3 DEMOCRATIC LEADERSHIP (Ensuring Collective Responsibility and Accountability)

Indicator of Practice 1.3.1	Civic Capacity
Indicator of Practice 1.3.2	Collective Action
Indicator of Practice 1.3.3	Collective Responsibility for Outcome

<p>Dimension 1: EQUITY Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools (SQR 5.5)</p>		
<p>Leader Development Element 1.1 PERSONAL COMMITMENT Develops and uses an asset-based equity framework, uses inventories to assess equity, and develops action plans for improving equitable access</p>		
<p>Indicator of Practice 1.1.1 Framework</p> <ul style="list-style-type: none"> • Applies an equity lens to guide conversations and decisions • Analyzes systems of equity and inequity with particular attention to creating opportunities for learning 	<p>Indicator of Practice 1.1.2 Inventory</p> <ul style="list-style-type: none"> • Uses equity inventories and data to assess levels of equity in classrooms, school, and community • Determines actions based on results of inventories 	<p>Indicator of Practice 1.1.3 Equity Actions</p> <ul style="list-style-type: none"> • Systematically ensures that diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences are fully represented • Engages in shared reflection about equity and inequity with individuals and groups
<p>School Capacity Building Element 1.2 ADVOCACY Purposefully engages and facilitates the development of a school and community culture that builds individual and collective advocacy with and for students and families/caregivers who are underserved and under-resourced</p>		
<p>Indicator of Practice 1.2.1 Individual Dialogue</p> <ul style="list-style-type: none"> • Facilitates and models conversations with individuals that interrupt inequity and support an equitable learning environment 	<p>Indicator of Practice 1.2.2 School Community Dialogue</p> <ul style="list-style-type: none"> • Fosters ongoing dialogue and strategic coalitions among constituents that fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences 	<p>Indicator of Practice 1.2.3 Constituency Voice</p> <ul style="list-style-type: none"> • Maintains conditions and implements structures for engaging all school and community constituents • Prepares constituents for varying roles in school and community dialogue
<p>Collective Responsibility Element 1.3 DEMOCRATIC LEADERSHIP Systematically reinforces an equitable school culture that values the principles of democratic schooling, develops the civic capacity of all constituents, and fosters collective responsibility for outcomes</p>		
<p>Indicator of Practice 1.3.1 Civic Capacity</p> <ul style="list-style-type: none"> • Advances individual and collective potential for ensuring student success by setting up conditions and structures that support full constituent access and engagement 	<p>Indicator of Practice 1.3.2 Collective Action</p> <ul style="list-style-type: none"> • Ensures full and equitable participation in decision-making • Publicly transmits and publicizes equitable collective processes and actions 	<p>Indicator of Practice 1.3.3 Collective Responsibility for Outcomes</p> <ul style="list-style-type: none"> • Engages constituents in assessing, monitoring and reporting the levels of equity in schools and school systems • Maintains and assesses co-responsibility with constituents for equitable structures