



ROSEVILLE AREA SCHOOLS

*Cultivating Equity Minded Principals
and Instructional Leaders*

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“...you’ve got to be carefully taught to hate and fear, you’ve got to be taught from year to year, it’s got to be drummed in your dear little ear, you’ve got to be carefully taught.

You’ve got to be taught to be afraid, of people whose eyes are oddly made, and people whose skin is a different shade, you’ve got to be carefully taught.

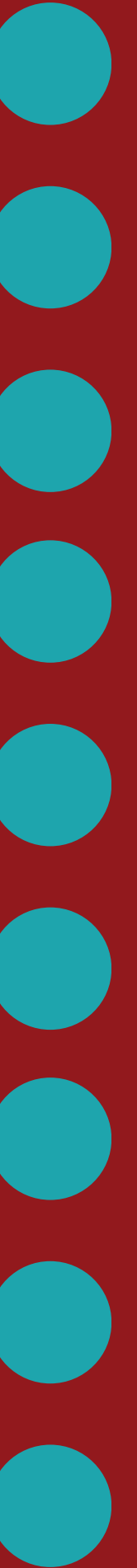
You’ve got to be taught before it’s too late, before you are six, or seven, or eight, to hate all the people your relatives hate, you’ve got to be carefully taught.”

- South Pacific (1958)

Essential Question

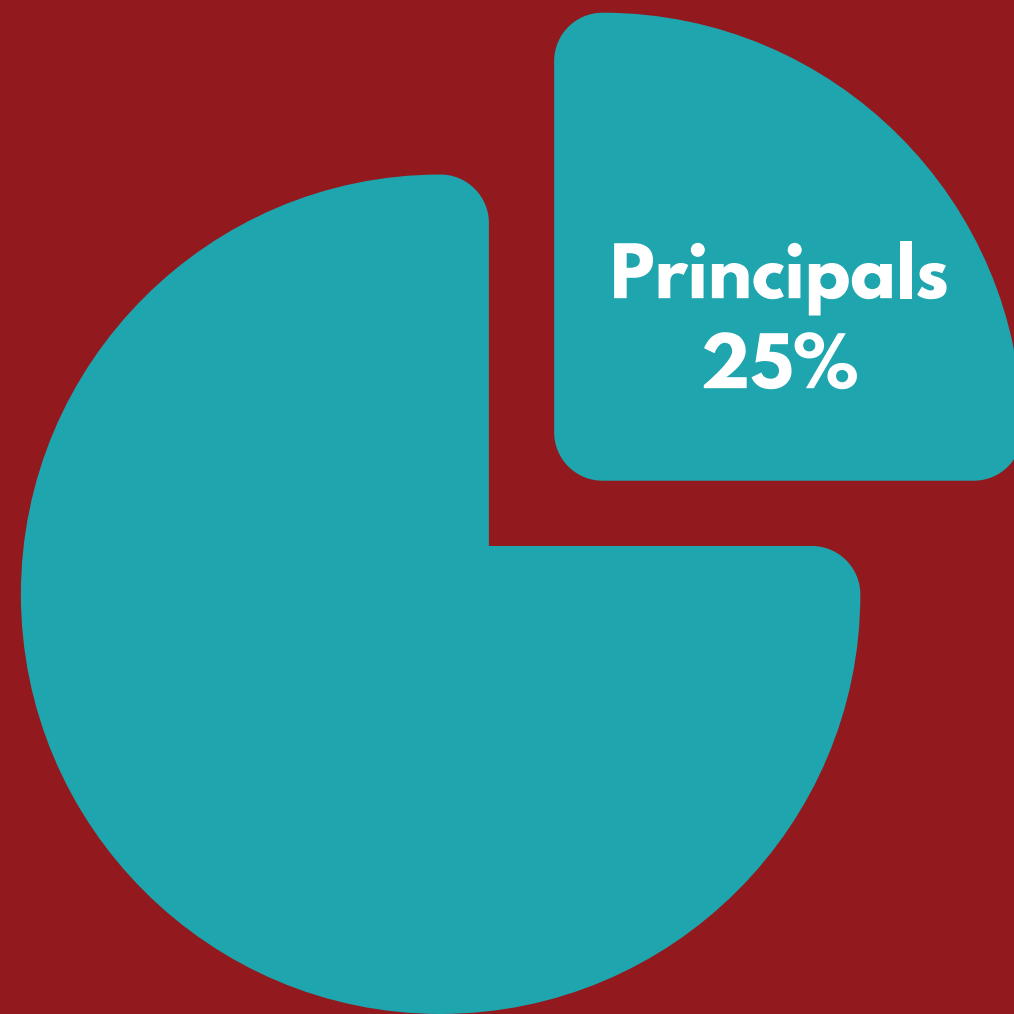
What role do I play in creating an anti-racist environment, and to what actions will I commit that will foster/cultivate that environment?

Anti-racist - a person (school district) acting and believing in a way that supports that all races are equal and opposing Whiteness as the norm.



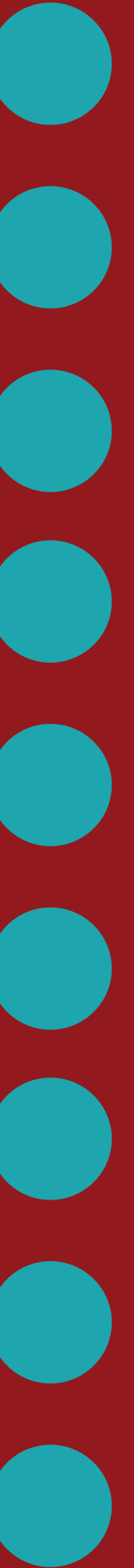
Why does it matter?

Principals are responsible for over 25% of school effects on student learning...



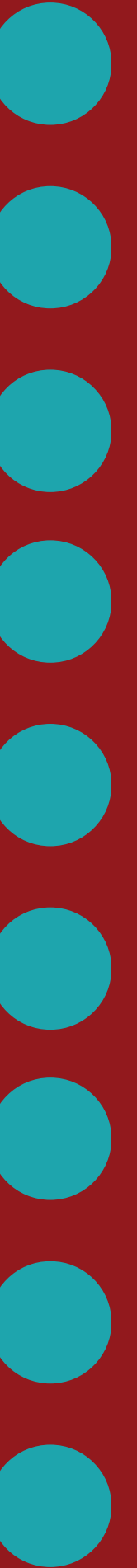
... and also impact the hiring, training, and retention of teachers – who account for 33% of the effects.

Marzano, R.J.; Waters, T.: & McNulty, B. (2005) School Leadership that Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development



AGENDA - Cultivating Equity Minded Principals and Instructional Leaders

- Staffing, Onboarding & Evaluation
- School Improvement and Data Leadership
- Principal Supports
- Professional Development
- Navigating Conflict & Interrupting Silence





Staffing

Inboarding

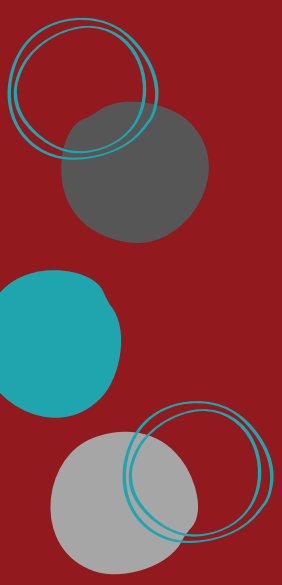
Evaluation



Principal Hiring Practices

- **Written application questions**
- **Candidate Selection**
- **Interview Process**
 - **Student Voice & Family Voice**
 - **Classroom Observation**
 - **Student Tour**
 - **Data Analysis**
 - **Interview Panel**





Principal Onboarding

Onboarding - High Expectations and High Support

- 3 half days in the summer
- Once a month
- In partnership with district leadership





Principal Evaluation

Evaluation

- **Gallery Tour - 10 Principal Power Standards**
- **Stakeholder Feedback**
- **Student Achievement**
- **Summative Eval every 3 years**

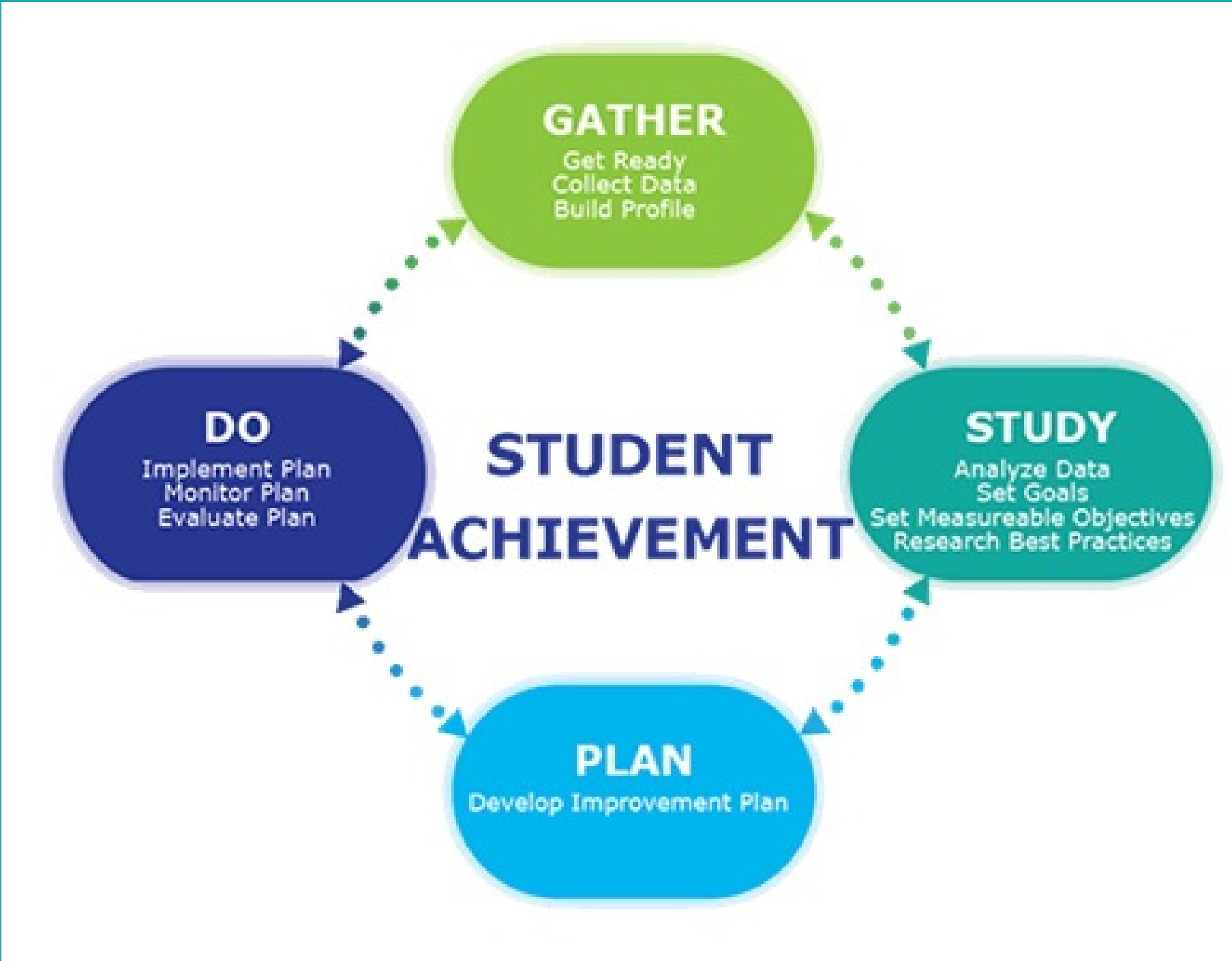




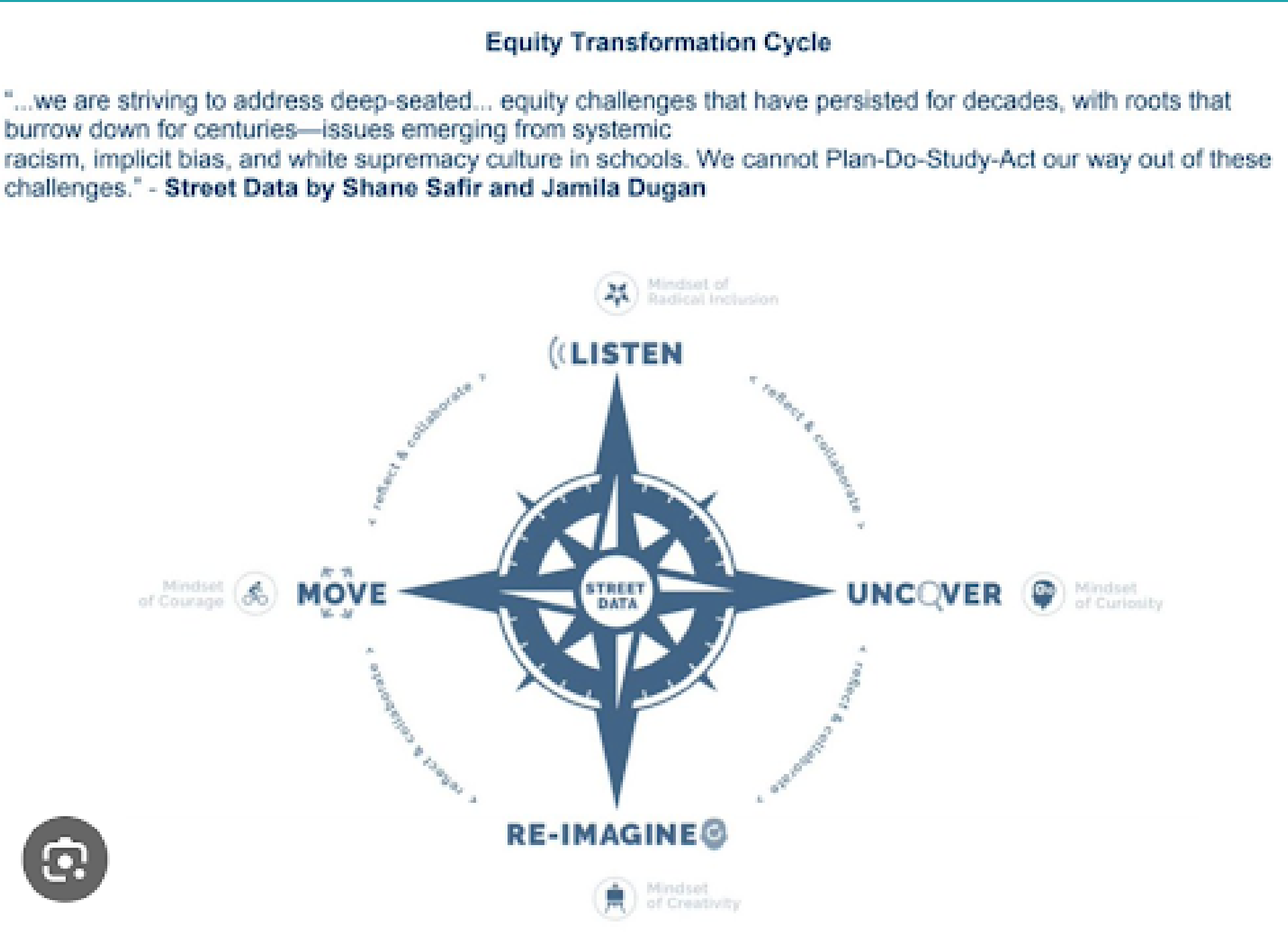
School Improvement & Data Leadership



The Site Improvement Plan Cycle



The Equity Transformation Cycle



LISTEN: The Mindset of Radical Inclusion

- **When we listen at the margins, we open our hearts to what is said, what is not said, what is seen and expressed non-verbally, what is perceived, on the level of neuroception, and what is felt by the listener and speaker alike.**
- **“In practicing this mindset, we commit to identify and include the voices of those who may have never had a seat at the decision-making table but whose experiences and perspectives matter. This might be your kindergarteners who “can’t sit still,” frequently suspended boys, students with attention issues, long-term English learners, refugee families, Black mothers, LGBTQ+ or non-binary students, young staff of color, community leaders, elders, and many others.”**

UNCOVER: The Mindset of Curiosity

- In this stage we **probe all the available street data to uncover the root causes of our equity challenge.** It is critical to do this in a collaborative fashion by studying the data with a team. By listening deeply to voices at the margins, we have **disrupted the improvement habit of diving into planning before gathering street data.**
- The critical mindset at this stage is **curiosity:** setting aside our preconceived notions, checking our confirmation biases, and thinking hard before coming to any conclusions.

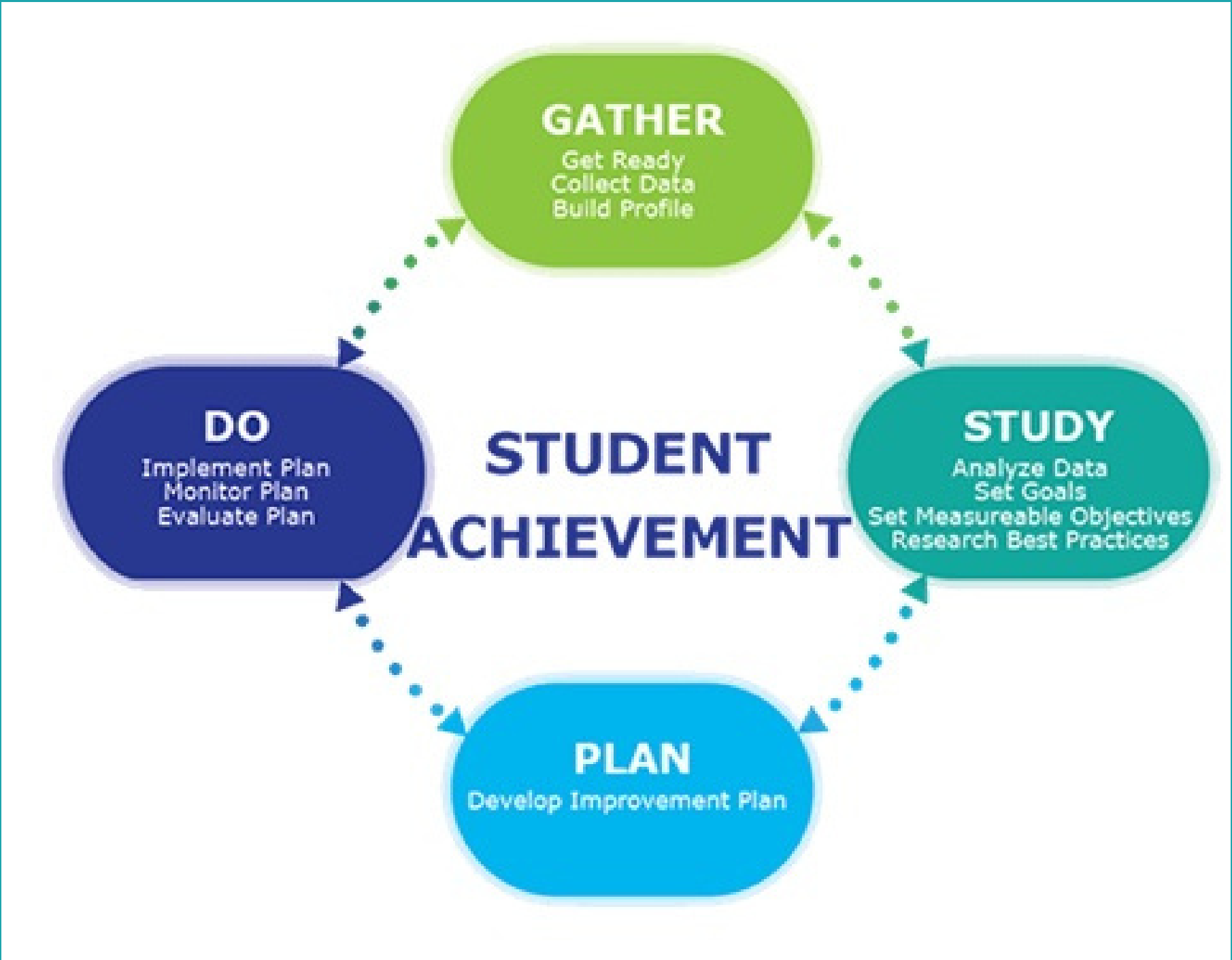
REIMAGINE: The Mindset of Creativity

- This third phase invites us to **reimagine our current reality with a mindset of creativity.**
- We can't do this in an echo chamber, however; **transformational, anti-racist thinking will emerge from convening a range of perspectives around the table...**
- We bring the **stakeholders** we initially listened to into the conversation as **co-designers and co-dreamers.**

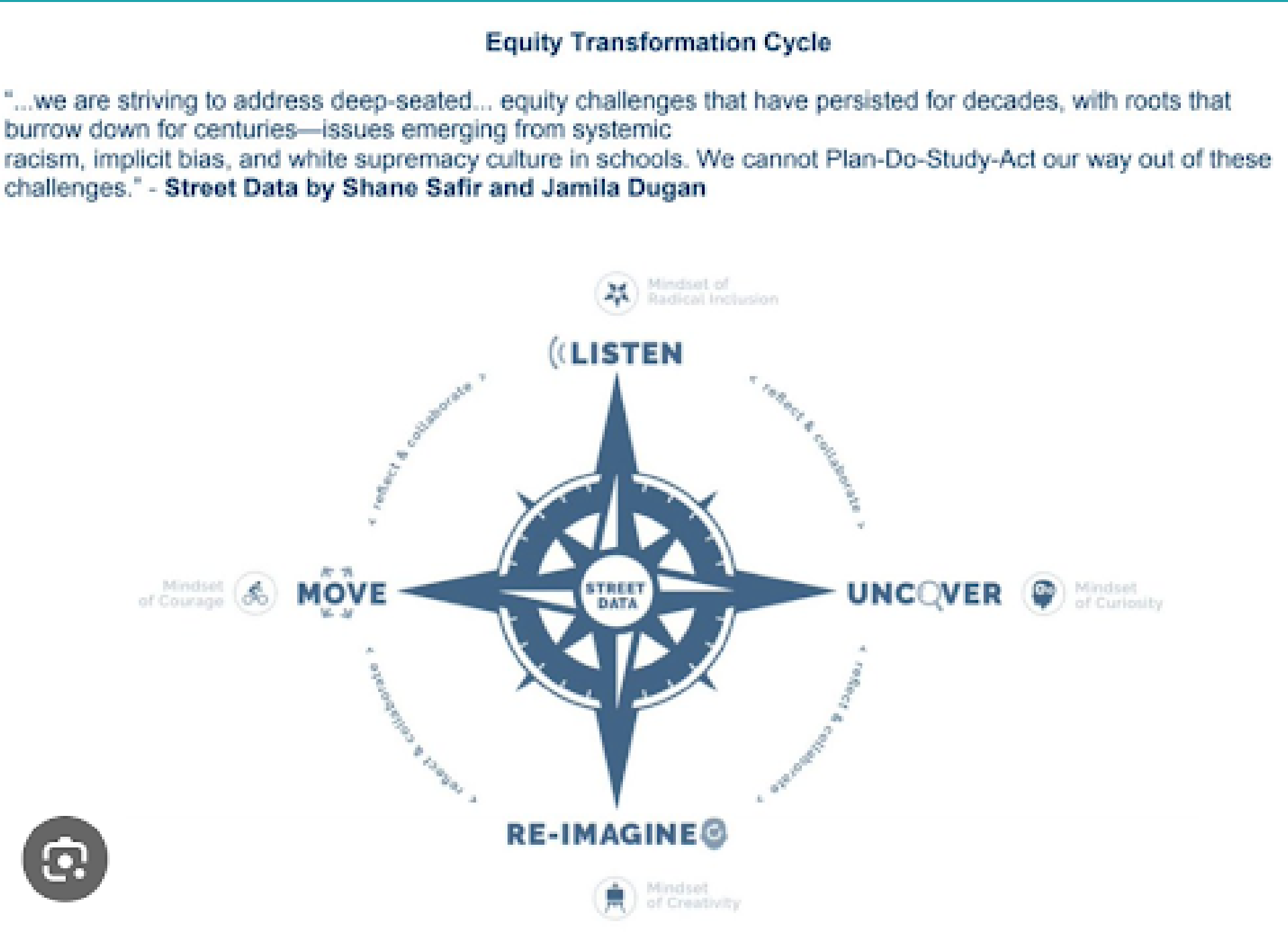
MOVE: The mindset of **Courage**

- The final stage is to **move on your emerging ideas with a mindset of courage.**
- When we commit to move, no matter what the outcome, **we commit to be courageous in the face of inequity.**
- To move signifies that need to **act without complete information or the perfect design.**
- * **Remember: “If there is no struggle, there is no progress”**
- Frederick Douglass

The Site Improvement Plan Cycle



The Equity Transformation Cycle



The Steps

- Step 1 – Establish Site Team - **Whose on this team? What perspectives are missing?**
- Step 2 – Collect data, analyze data and identify strengths and opportunities for transformation - **LISTEN & Street Data**
- Step 3 – Write your goals - **Based off your root causes you UNCOVER**
- Step 4 – Determine which strategies will help you accomplish your goals - **REIMAGINE based of LISTENing**
- Step 5 – Create a professional development plan for the school year (including Raider Support) - **MOVE**
- Step 6 – Create the SIP Action and Reflection Plan - **MOVE**
- Step 7 – Create a SIP one pager that can be used as a communication tool - **MOVE**
- Step 8 – Share the Site Improvement Plan with staff during back to school workshop - **MOVE**
- Step 9 - Collect evidence of fidelity of implementation data as defined in SIP Action Plan and Reflection form (3x a year) - **MOVE**
- Step 10 - SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting. (2x a year) - **MOVE**



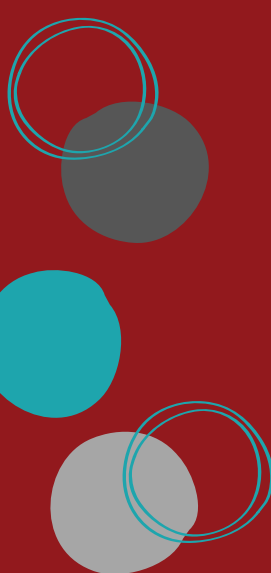
Principal Support



Principal Support

- **Equity Coaching**
- **BIPOC Stay Interviews**
- **Principal 1:1 every 6 weeks**





Equity Coaching Sessions

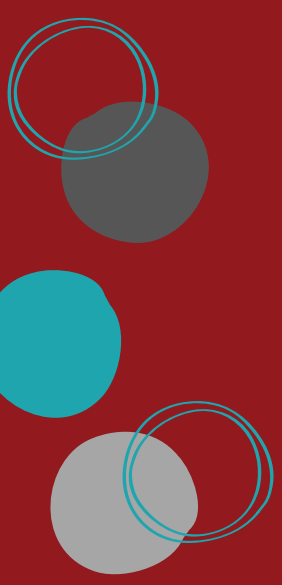
“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.”

**– Rosalynn Carter,
former first lady of the United States**



Equity Coaching Sessions

- **Equity Coaching Sessions** are regularly scheduled meetings with all principals to build their capacity to be transformational equity minded instructional leaders.
- **Equity Coaching Sessions** are 1-hour meetings that happen on a 6-week basis October - May.
- **Equity Coaching Sessions** are organic with a purpose. Agenda is determined by the needs of each individual principal.



Equity Coaching Sessions

Questions

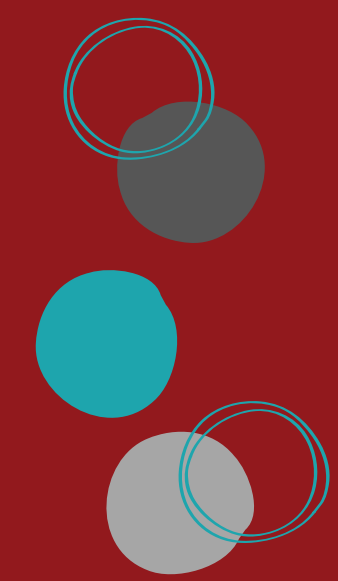
- **What are you doing to move equity forward in your building?**
- **What are you doing to create inclusive climates in your building?**
- **Any challenges you are facing to moving this equity work forward in your building?**
- **Any supports I can provide to help you move equity and climate work forward in your building?**



Equity Coaching Sessions

Questions

- When you walk into a classroom, what evidence do you collect that tells you this teacher is using equitable practices and being inclusive of all students?
- Have you ever observed a student experiencing instruction from their perspective?
- What can you model for me that shows you leading for equity?
- How have you seen district PD manifested in your building?



Equity Coaching Sessions

Equity Look Fors



BIPOC Stay Interviews

The Why

- **Representation Matters**
- **Increase the number of teachers and staff of color (recruitment).**
- **An effort to meet the needs of our staff of color (retention).**
- **Street Data used to co-create improvements to the experiences of our staff of color.**
- **We want to hear from staff of color while they are with us, not while they are leaving us.**



BIPOC Stay Interviews

The Questions

- What keeps you working here at (your school)
- Do you feel you can show up to (your school) as your authentic self?
 - If so, why?
 - If not, why?
- What aspects of your job do you wish you could change?
- What can I do to ensure you feel supported here at (your school)?



Stay Interviews

The Process

- **15 min scheduled meetings with each staff of color individually (sometimes as a group)**
- **Conducted by the Director of Equity (recorder), Principals/Supervisor (interviewer), and Human Resources (recorder).**
- **Use of interpreters when preferred**
- **Themes for each question**
- **Brainstorm next steps based on themes**
- **Communicate next steps to entire staff**



Principal 1:1

- **What would be helpful to talk about?**
- **Check Ins:**
 - **School Improvement Plan
Implementation and Reflection
Form**
 - **Individual Growth and
Development Plan**
 - **Observations**
 - **Coaching for Equity Questions**





Instructional Leaders' Professional Development



Cultivating Equity Leaders through Adult Learning

- Grounding & Community Building
- Professional Development
 - Coaching for Equity
 - Data Analysis - Office Discipline Referrals & Suspensions
 - PD on PD
- Curriculum and Instruction
 - Differentiated PD - AVID, LETRS/ELA, Grading for Equity
 - Professional Learning Community Reviews
- Organizational Management
 - Site Improvement Plan Check Ins
 - Instructional Leadership - Observations





Navigating Conflict & Interrupting Silence



**“You can choose comfort or you
can choose growth, but you
cannot have both”**

-Pastor of New Vikings Defensive Coordinator Brian Flores

4 PILLARS OF ALLYSHIP

- **Ask others about their experience and share yours.**
- **Listen with empathy and seek to understand different perspectives.**
- **Show up by being present, engaged, and committed.**
- **Speak up as an advocate and evangelize your allyship among others.**

COURAGEOUS CONVERSATIONS

- **Gather into 3 Affinity Groups: 1-BIPOC Leaders, 2-White Leaders**

WHITE LEADERS

- **What was the reason for your silence at the last Instructional Leaders Meeting on Tuesday, February 7th?**
- **As a White person, how can you maintain your allyship with people of color?**

BIPOC LEADERS

- **How did the silence, from your White colleagues, impact you at the Instructional Leaders Meeting on Tuesday, February 7th?**
- **As a Person of Color, what do you expect from a White ally?**

COURAGEOUS CONVERSATIONS

WHITE LEADERS

- **Collectively, what will you commit to in order to maintain/strengthen your allyship with your colleagues of color?**

BIPOC LEADERS

- **Collectively, what do you need your White colleagues to know about their allyship?**

**"Do the best you can until you know better. Then
when you know better, do better."**

-Maya Angelou



Roseville Area Schools

Thank You!

