

Leadership and Identity: Actions

Self-Assessment

Use this assessment to help facilitate an authentic reflection of your instructional, cultural, and operational actions.

Instructional Actions	Cultural Beliefs	Operational Beliefs
<ul style="list-style-type: none"><input type="checkbox"/> I hold high expectations for students and all careholders in the school/district community.<input type="checkbox"/> I collaborate with students, parents, and experts on what constitutes meaningful entry points and culturally affirming learning experiences.<input type="checkbox"/> I engage and provide my team with both personal and professional development that connects to students' lived experiences, exemplifies anti-racist principles, and redresses inequities.<input type="checkbox"/> I focus my observation and evaluation of teacher effectiveness on the quality of grade-level entry points provided to students.<input type="checkbox"/> I enable school-level conditions for effective lesson planning.	<ul style="list-style-type: none"><input type="checkbox"/> My team and I continuously reflect on the identities and cultures we individually and collectively bring to interactions with staff, students, and families.<input type="checkbox"/> I create regular opportunities to engage staff, students, and families in the vision, mission, and values of the system through concrete connections to practice.<input type="checkbox"/> To collect perspectives and information on manifestations of inequity, I ensure that systems and processes are in place for families, students, and staff to provide feedback.<input type="checkbox"/> My team and I are expected to facilitate communal learning in psychologically safe environments.<input type="checkbox"/> I work across district functions and departments to provide comprehensive and collaborative support and break down silos of work.	<ul style="list-style-type: none"><input type="checkbox"/> I create, refine, and publicly share priorities each year so that all stakeholders have a common understanding of short and long-term goals.<input type="checkbox"/> I use data cycles to monitor, evaluate, and adjust the implementation of policies.<input type="checkbox"/> I establish consistent grading policies and procedures that allow fair assessment of the growth, effort, and progress of students/student subgroups toward college and career readiness.<input type="checkbox"/> I seek grant, foundational, and other financial/in-kind support for teaching and learning experiences.<input type="checkbox"/> I use protocols and processes to make decision-making and/or discussions transparent, equitable, and aligned.

Now that you've completed your assessment, think about the following questions:

- Who do you need to galvanize?
- What are the actions that best align with equitable instructional outcomes?
- How do you consistently reassess or monitor your overall leadership practice/actions?