



This Leadership Equity Portrait serves as a reflection, growth, and assessment tool for international school leadership. The tool has been inspired by and adapted from the work of The Leadership Academy. This process of developing this tool involved a multi-year collaborative effort by a sub-working committee and incorporated feedback from various stakeholders to ensure that it is research-informed, practical, and aligned with the unique context of international schools.

Our aim was to create a **measurable, evidence-based, and aspirational** tool that defines the competencies, dispositions, and actions required for equity-centered leadership. This tool serves as both a developmental and accountability framework for leaders striving to systemically embed diversity, equity, inclusion, justice, and belonging (DEIJB) in their schools.

- **Measurable:** The profile includes clear indicators of progress, allowing for assessment over time.
- **Evidence-Based:** Rooted in research and best practices, ensuring alignment with contextual challenges, actions and outcomes.
- **Institutional Reflection Tool:** A reflection tool for school leaders to self-assess and evaluate leadership in their schools.
- **Practical and Aspirational:** Grounded in actionable steps while also encouraging continuous growth and higher standards.

THIS DRAFT IS A WORK IN PROGRESS; IT IS NOT YET INTENDED FOR FINAL USE, PUBLICATION, OR DISSEMINATION.

Equity Leadership Disposition 1: Reflect on personal assumptions, beliefs and biases, as well as power, positionalities, and identities.		
Areas of Growth	Outcome (What this looks like)	Areas of Strength
	a. I proactively lead in dismantling inequitable practices within the system.	
	b. I continuously seek to understand and help others in their understanding of privilege, power and oppression in education and other aspects of life.	
	c. I proactively recognize the privileges I hold based on my position, identity, or background, consistently reflecting on their implications and actively working to address and mitigate any negative impact, working toward catalyzing positive change.	

	d. I proactively seek feedback and low-inference evidence to reflect on my leadership for equity, anticipating the need for feedback and consistently seeking opportunities to improve and refine my approach.	
	e. I proactively communicate a commitment to equity in the face of concerns and complaints, effectively addressing any challenges or resistance with confidence and clarity.	
	f. I proactively stay committed to a long-term transformative approach for equity, consistently seeking out and implementing evidence-based strategies, and inspiring others to do the same.	

	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Learning about Privilege & Power	I may not yet recognize how my role contributes to inequitable practices.	I am beginning to examine how my role might contribute to inequitable practices.	I actively examine and reflect on how my role contributes to inequitable practice by engaging in conversation with members of the school community.	I consistently and critically examine how my role contributes to or supports equity with members of the school community.	I proactively lead in dismantling inequitable practices within the system.
B Recognizing Privilege	I have limited awareness of historical and current issues related to privilege, power, and oppression in education.	I am starting to learn about privilege, power, and oppression in education.	I consistently seek to understand privilege, power, and oppression in education by asking questions to either myself or a trusted colleague.	I continuously seek to deepen my understanding of privilege, power, and oppression by asking questions and engaging in conversations with colleagues around these matters.	I continuously seek to understand and help others understand privilege, power and oppression in education.
C Examining Role in Inequity	I may not recognize the privileges I hold based on my position, identity, or background, or I may be unaware of their significance..	I am beginning to recognize the privileges I hold based on my position, identity, or background, but my understanding may be limited or inconsistent.	I consistently recognize the privileges I hold based on my position, identity, or background, ensuring awareness and acknowledgment in various contexts..	I actively and consistently recognize the privileges I hold based on my position, identity, or background, actively seeking opportunities to deepen my understanding and integrate this awareness into my actions.	I proactively recognize the privileges I hold based on my position, identity, or background, consistently reflecting on their implications and actively working to address and mitigate their impact, setting a standard for others to follow
D Seeking Feedback on Leadership	I may not actively seek feedback or low-inference evidence to reflect on my leadership for equity, or I may not prioritize this process.	I am beginning to seek feedback and low-inference evidence to reflect on my leadership for equity, but my efforts may be sporadic or inconsistent.	I consistently seek feedback and low-inference evidence to reflect on my leadership for equity, ensuring that I regularly engage in this process.	I actively and consistently seek feedback and low-inference evidence to reflect on my leadership for equity, ensuring that I am consistently gathering insights to inform my practice.	I proactively seek feedback and low-inference evidence to reflect on my leadership for equity, anticipating the need for feedback and consistently seeking opportunities to improve and refine my approach, setting a standard for others to follow.

E Communicating Equity Commitment	I may not consistently communicate a commitment to equity in the face of concerns and complaints, or I may avoid addressing them altogether.	I am beginning to communicate a commitment to equity in the face of concerns and complaints, but my responses may lack confidence or consistency.	I consistently communicate a commitment to equity in the face of concerns and complaints, ensuring that I affirm my dedication to equity principles.	I actively and consistently communicate a commitment to equity in the face of concerns and complaints, confidently addressing them and reinforcing my dedication to equity.	I proactively communicate a commitment to equity in the face of concerns and complaints, effectively addressing any challenges or resistance with confidence and clarity, setting a standard for others to follow
F Long-term Transformation	I may not consistently stay committed to a long-term transformative approach for equity, or I may not prioritize evidence-based strategies for promoting equity.	I am beginning to stay committed to a long-term transformative approach for equity, but my efforts may lack consistency or evidence-based strategies.	I consistently stay committed to a long-term transformative approach for equity, actively prioritizing evidence-based strategies and ensuring consistency in my efforts.	I actively and consistently stay committed to a long-term transformative approach for equity, continuously seeking new evidence-based strategies and adapting my approach based on the evidence.	I proactively stay committed to a long-term transformative approach for equity, consistently seeking out and implementing evidence-based strategies, and inspiring others to do the same, setting a standard for others to follow.

Key Terms: Privilege • Power • Oppression • Inequitable Practices • Low-inference Evidence • Equity • Positionality • Identity

Equity Leadership Disposition 2: Publicly model a personal belief that is grounded in equity.

Areas of Growth	Outcome (What this looks like)	Areas of Strength
	<p>a. I consistently and proactively use language that promotes belief in the ability of each student and adult to achieve, especially those from historically marginalized groups, to create inclusive and empowering language environments, setting a standard for others to follow.</p>	
	<p>b. I seek new ways to openly and actively value the diversity of all members of our community in dialogue and cooperation with all stakeholders</p>	
	<p>c. I consistently and clearly look for new ways to demonstrate a belief in and take action to eliminate inequities and provide each student with what they need to be successful.</p>	
	<p>d. I regularly publicly discuss and model awareness of my own identity, privilege, and biases related to equity and encourage others to become more aware of their own identities, privileges, and biases.</p>	
	<p>e. I consistently and courageously encourage risk-taking and create space for open, honest dialogue about race and other hard-to-discuss topics, actively seeking out opportunities to facilitate meaningful discussions and setting a standard for others to follow.</p>	
	<p>f. I proactively advocate against inequitable practices, possess a comprehensive understanding of the root causes of educational disparities, and consistently work to dismantle systemic inequities within schools and beyond. I actively inspire and empower others to join in the pursuit of equity and justice, setting a high standard for excellence in this work.</p>	

	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Language of Achievement	I may not actively use language that promotes belief in the ability of each student and adult to achieve, particularly those from historically marginalized groups.	I am beginning to use language that promotes belief in the ability of each student and adult to achieve, including those from historically marginalized groups, but my efforts may be inconsistent or lack depth.	I Consistently use language that promotes belief in the ability of each student and adult to achieve, including those from historically marginalized groups, ensuring that my communication consistently reflects this belief.	I actively and consistently use language that promotes belief in the ability of each student and adult to achieve, including those from historically marginalized groups, ensuring that my communication is intentional and consistently reinforces this belief with clarity and conviction.	I consistently and proactively use language that promotes belief in the ability of each student and adult to achieve, especially those from historically marginalized groups, to create inclusive and empowering language environments, setting a standard for others to follow.
B Openly Valuing Diversity	I rarely openly value the diversity of all members of our community.	I occasionally openly value the diversity of all members of our community.	I openly value the diversity of all members of our community in communicating with my peers.	I consistently and openly value the diversity of all members of our community in communicating with my peers.	I seek new ways to openly and actively value the diversity of all members of our community in dialogue and cooperation with all stakeholders.
C Demonstrates Belief in Eliminating Inequity	I rarely demonstrate my belief in eliminating inequities and providing each student with what they need to be successful.	I am starting to look for opportunities to demonstrate a belief in eliminating inequities and providing each student with what they need to be successful.	I have identified some ways to demonstrate a belief in eliminating inequities and providing each student with what they need to be successful.	I consistently and clearly demonstrate a belief in and take action to eliminate inequities and provide each student with what they need to be successful.	I consistently and passionately look for new ways to demonstrate a belief in and take action to eliminate inequities and provide each student with what they need to be successful.
D Publicly Discusses	I do not publicly discuss or model awareness of my own identity, privilege, and biases related to equity.	I am beginning to publicly discuss and model awareness of my own identity, privilege, and biases related to equity.	I occasionally publicly discuss and model awareness of my own identity, privilege, and biases related to equity.	I regularly publicly discuss and model awareness of my own identity, privilege, and biases related to equity.	I regularly publicly discuss and model awareness of my own identity, privilege, and biases related to equity and encourage others to become more aware of their own identities, privileges, and biases.

<p>E</p> <p>Encouraging Risk Taking</p>	<p>I do not encourage risk-taking or create space for open dialogue about race and other hard-to-discuss topics.</p>	<p>I am starting to encourage risk-taking and create space for open dialogue about race and other hard-to-discuss topics, but my efforts may be limited or inconsistent.</p>	<p>I actively encourage risk-taking and create space for open dialogue about race and other hard-to-discuss topics, ensuring that these opportunities are consistently provided and supported.</p>	<p>I consistently encourage risk-taking and create space for open, honest dialogue about race and other hard-to-discuss topics, fostering an environment where such conversations are encouraged and valued consistently.</p>	<p>I consistently and courageously encourage risk-taking and create space for open, honest dialogue about race and other hard-to-discuss topics, actively seeking out opportunities to facilitate meaningful discussions and setting a standard for others to follow.</p>
<p>F</p> <p>Proactive Advocacy</p>	<p>I do not advocate against inequitable practices or recognize and address the root causes of educational disparities.</p>	<p>I am starting to recognize and address inequitable practices, but I have limited understanding of their root causes.</p>	<p>I advocate against inequitable practices and recognize some root causes of educational disparities, but my understanding may be incomplete.</p>	<p>I actively advocate against inequitable practices, understand and address root causes of educational disparities comprehensively, and actively work to dismantle systemic inequities within schools and beyond.</p>	<p>I proactively advocate against inequitable practices, possess a comprehensive understanding of the root causes of educational disparities, and consistently work to dismantle systemic inequities within schools and beyond. I actively inspire and empower others to join in the pursuit of equity and justice, setting a high standard for excellence in this work.</p>

Key Terms: Marginalized • Historically Marginalized Groups • Inclusive • Diversity • Inequities • Vulnerability • Biases • Identities • Intersectionality

Equity Leadership Disposition 3: Act with Cultural Competence and Responsiveness in interactions, decision-making and practices.

Areas of Growth	Outcome (What this looks like)	Areas of Strength
	a. I proactively seek and make use of diverse perspectives in decision-making, anticipating the need for diverse input and actively seeking out diverse viewpoints.	
	b. I critically analyze and anticipate the intended and unintended consequences of decisions on all stakeholder groups, ensuring equitable outcomes.	
	c. I actively create inclusive spaces where all voices are not only heard but valued in group discussions.	
	d. I continuously deepen my understanding of the identities and communities of students in our school(s), informing culturally responsive practices.	
	e. I consistently challenge decision-makers to examine which groups are benefiting or being left out, driving systemic change towards equity and inclusion.	

	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Actively Seeks Diverse Perspectives	I do not actively seek or make use of diverse perspectives in decision-making.	I am beginning to seek and make use of diverse perspectives in decision-making, but my efforts may be sporadic or inconsistent.	I actively seek and make use of diverse perspectives in decision-making, ensuring that I regularly engage in this process.	I actively and consistently seek and make use of diverse perspectives in decision-making, ensuring that I integrate diverse viewpoints into my decision-making processes consistently.	I proactively seek and make use of diverse perspectives in decision-making, anticipating the need for diverse input and actively seeking out diverse viewpoints, setting a standard for others to follow.
B Considers Consequences on All Group	I do not consider the intended or unintended consequences of decisions on all stakeholder groups.	I am starting to consider the intended and unintended consequences of decisions on all stakeholder groups.	I consistently consider the intended and unintended consequences of decisions on all stakeholder groups.	I consistently and critically consider the intended and unintended consequences of decisions on all stakeholder groups.	I critically analyze and anticipate the intended and unintended consequences of decisions on all stakeholder groups, ensuring equitable outcomes.
C Invites Unheard Voices	I do not pay attention to which voices aren't being heard in group discussions or invite them to express their perspective.	I am starting to pay attention to which voices aren't being heard in group discussions and occasionally invite them to express their perspective.	I consistently pay attention to which voices aren't being heard in group discussions and invite them to express their perspective.	I consistently and proactively ensure that all voices are heard in group discussions and invite them to express their perspective.	I actively create inclusive spaces where all voices are not only heard but valued in group discussions.
D Learns About Student Identities	I do not actively seek to learn about the identities and communities of students in our school(s).	I am starting to actively seek to learn about the identities and communities of students in our school(s).	I actively seek to learn about the identities and communities of students in our school(s).	I actively and continuously seek to learn about the identities and communities of students in our school(s).	I continuously deepen my understanding of the identities and communities of students in our school(s), informing culturally responsive practices.
E Questions Who Benefits or Is Left Out	I do not question which groups are benefiting or being left out when decisions are made.	I am starting to question which groups are benefiting or being left out when decisions are made.	I consistently question which groups are benefiting or being left out when decisions are made.	I consistently and fearlessly question which groups are benefiting or being left out when decisions are made.	I consistently challenge decision-makers to examine which groups are benefiting or being left out, driving systemic change towards equity and inclusion.
Key Terms: Identity • Culturally Responsive Practices • Systemic Change • Equity • Inclusion					

Equity Leadership Disposition 4: Purposefully build the capacity of others to identify and disrupt inequities in schools.

Areas of Growth	Outcome (What this looks like)	Areas of Strength
	<p>a. I proactively lead with exceptional facilitation skills, setting a high standard for others to follow. I consistently demonstrate mastery in creating conditions, opportunities, and guiding conversations that promote equity in my school community. My facilitation is characterized by inclusivity, empathy, and a deep understanding of equity principles. I go beyond basic facilitation techniques, inspiring others to engage in courageous conversations and fostering a culture of equity and inclusion within the school community and beyond.</p>	
	<p>b. I proactively model and teach language and behaviors that are inclusive and responsive to differences in identity, setting a standard for others to follow.</p>	
	<p>c. I proactively lead by example, setting a high standard for others to follow in supporting colleagues' reflection on their own beliefs and biases related to equity, especially those who have been historically, systemically, and present-day marginalized. My approach goes beyond basic support, demonstrating innovation, creativity, and a deep commitment to fostering personal and professional growth in equity-related understanding. My efforts serve as a model for others, inspiring collective action and creating meaningful change in promoting equity and justice within the organization.</p>	
	<p>d. I proactively lead by example, setting a high standard for others to follow in participating in and facilitating professional learning opportunities that promote culturally responsive teaching practices, while also integrating equity principles deeply into my teaching practice. My approach goes beyond basic participation, demonstrating innovation, creativity, and a deep commitment to fostering equity and cultural responsiveness in teaching and learning. My efforts serve as a model for others, inspiring collective action and creating meaningful change in promoting equity and justice within the educational community.</p>	
	<p>e. I proactively provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice, setting a standard for others to follow.</p>	

	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Facilitation the Promotes Equity	I do not demonstrate facilitation skills to create conditions, opportunities, or facilitate conversations that promote equity in my school community. There may be little to no effort to initiate or guide discussions on equity-related topics.	I am beginning to demonstrate facilitation skills by initiating discussions and creating some conditions or opportunities that promote equity in my school community. However, my facilitation may be inconsistent or lack depth in promoting meaningful dialogue.	I demonstrate facilitation skills by consistently initiating discussions and creating conditions or opportunities that promote equity in my school community. My facilitation is becoming more effective in guiding meaningful conversations and fostering understanding among participants.	I actively and consistently demonstrate strong facilitation skills by skillfully initiating discussions, creating conducive environments, and guiding conversations that promote equity in my school community. My facilitation techniques effectively encourage participation, foster empathy, and promote critical reflection on equity issues.	I proactively lead with exceptional facilitation skills, setting a high standard for others to follow. I consistently demonstrate mastery in creating conditions, opportunities, and guiding conversations that promote equity in my school community. My facilitation is characterized by inclusivity, empathy, and a deep understanding of equity principles. I go beyond basic facilitation techniques, inspiring others to engage in courageous conversations and fostering a culture of equity and inclusion within the school community and beyond.
B Models Inclusive Language & Behaviors	I do not model or teach language and behaviors that are inclusive and responsive to differences in identity.	I am starting to model and teach language and behaviors that are inclusive and responsive to differences in identity.	I consistently model and teach language and behaviors that are inclusive and responsive to differences in identity.	I actively and consistently model and teach language and behaviors that are inclusive and responsive to differences in identity.	I proactively model and teach language and behaviors that are inclusive and responsive to differences in identity, setting a standard for others to follow.
C Supports Colleague Reflection on Beliefs & Biases	I do not actively engage in supporting my colleagues in reflecting on their own beliefs and biases related to equity. There may be little to no effort made to facilitate discussions or provide opportunities for reflection on equity-related topics among colleagues.	I am beginning to support my colleagues in reflecting on their own beliefs and biases related to equity. Efforts to facilitate discussions or provide opportunities for reflection on equity-related topics are emerging, but they may be limited in scope or depth.	I consistently support my colleagues in reflecting on their own beliefs and biases related to equity. My support for colleagues' reflection on equity-related topics is becoming more regular and integrated into our professional interactions.	I actively and consistently support my colleagues in reflecting on their own beliefs and biases related to equity. These efforts are well-established and evident in various aspects of my professional interactions, demonstrating a commitment to fostering a culture of reflection and growth.	I proactively lead by example, setting a high standard for others to follow in supporting colleagues' reflection on their own beliefs and biases related to equity, especially those who have been historically, systemically, and present-day marginalized. My approach goes beyond basic support, demonstrating innovation, creativity, and a deep commitment to fostering

					personal and professional growth in equity-related understanding. My efforts serve as a model for others, inspiring collective action and creating meaningful change in promoting equity and justice within the organization.
D Participates in Culturally Responsive Professional Learning	I do not actively engage in participating in or facilitating professional learning opportunities that promote culturally responsive teaching practices. There may be little to no effort made to prioritize or integrate equity-focused professional development opportunities into my practice.	I am beginning to participate in and facilitate professional learning opportunities that promote culturally responsive teaching practices. Efforts to engage in equity-focused professional development opportunities are emerging, but they may be sporadic or lack depth in addressing the intersection of equity and culturally responsive teaching.	I consistently participate in and facilitate professional learning opportunities that promote culturally responsive teaching practices. My engagement in equity-focused professional development opportunities is becoming more regular and integrated into my professional practice, demonstrating a commitment to bridging equity work with culturally responsive teaching.	I actively and consistently participate in and facilitate professional learning opportunities that promote culturally responsive teaching practices. These efforts are well-established and evident in various aspects of my professional development and teaching practice, demonstrating a strong connection between equity work and culturally responsive teaching.	I proactively lead by example, setting a high standard for others to follow in participating in and facilitating professional learning opportunities that promote culturally responsive teaching practices, while also integrating equity principles deeply into my teaching practice. My approach goes beyond basic participation, demonstrating innovation, creativity, and a deep commitment to fostering equity and cultural responsiveness in teaching and learning. My efforts serve as a model for others, inspiring collective action and creating meaningful change in promoting equity and justice within the educational community.
E Develops Facilitation Skills to Intervene	I do not develop facilitation skills or content knowledge needed to intervene effectively when biases or inequities arise.	I am starting to develop facilitation skills and content knowledge needed to intervene effectively when biases or inequities arise.	I consistently develop facilitation skills and content knowledge needed to intervene effectively when biases or inequities arise.	I actively and consistently develop facilitation skills and content knowledge needed to intervene effectively when biases or inequities arise.	I proactively develop facilitation skills and content knowledge needed to intervene effectively when biases or inequities arise, setting a standard for others to follow.
F Cultivates Student	I do not actively cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, or school policies	I am beginning to cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school	I consistently cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and school	I actively and consistently cultivate in students the ability to analyze bias and inequity in classroom materials, classroom interactions, and	I proactively lead by example, setting a high standard for others to follow in cultivating students' ability to analyze bias and inequity in classroom

<p>Equity Literacy</p>	<p>and practices. There may be minimal effort or awareness in addressing these aspects of equity literacy with students.</p>	<p>policies and practices. Efforts to integrate equity literacy into student learning are emerging but may be inconsistent or lack depth in addressing all aspects of bias and inequity.</p>	<p>policies and practices. My efforts to promote equity literacy among students are becoming more regular and integrated into instructional practices, though there may still be room for further refinement or expansion.</p>	<p>school policies and practices. These efforts are well-established and evident in various aspects of my teaching practice, demonstrating a strong commitment to fostering equity literacy among students.</p>	<p>materials, classroom interactions, and school policies and practices. My approach goes beyond basic instruction, demonstrating innovation, creativity, and a deep commitment to equity literacy education. My efforts serve as a model for others, inspiring collective action and creating meaningful change in promoting equity and justice within the educational community.</p>
<p>G Provides Structured Prof. Learning Opportunities</p>	<p>I do not provide structured or consistent professional learning opportunities to develop and deepen culturally responsive teaching practice.</p>	<p>I am starting to provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice.</p>	<p>I consistently provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice.</p>	<p>I actively and consistently provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice.</p>	<p>I proactively provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice, setting a standard for others to follow.</p>

Key Terms: Identity • Culturally Responsive Practices • Systemic Change • Equity • Inclusion

Equity Leadership Disposition 5: Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with a minoritized population.

Areas of Growth	Outcome (What this looks like)	Areas of Strength
	<p>a. I proactively confront behavior that promotes inequity or other forms of discrimination, setting a standard for others to follow.</p>	
	<p>b. I proactively lead the examination of data for signs of inequity with my leadership team, setting a high standard for others to follow. We go above and beyond in our data analysis efforts, using advanced tools and methodologies to uncover and address inequities effectively. Our approach serves as a model for others, demonstrating the importance of data-driven decision-making in promoting equity and justice.</p>	
	<p>c. I proactively lead and model the support for others to examine their own assumptions, beliefs, and personal biases, setting a high standard for others to follow. I go above and beyond in my efforts to promote self-reflection, developing comprehensive programs and initiatives that empower individuals to engage in meaningful introspection and growth. My approach serves as a model for others, demonstrating the transformative impact of fostering a culture of self-awareness and continuous improvement.</p>	
	<p>d. I proactively lead the establishment of high expectations for all adults and students, regardless of identity or background, setting a high standard for others to follow. I go above and beyond in my efforts to set ambitious goals and ensure accountability, inspiring others to strive for excellence and demonstrating the transformative impact of high expectations on student success. My approach serves as a model for others, demonstrating the importance of fostering a culture of high expectations in promoting achievement and growth.</p>	
	<p>e. I proactively lead the engagement in conversations about racial equity and access, setting a high standard for others to follow. I go above and beyond in my efforts to foster dialogue, creating safe and inclusive spaces for stakeholders to discuss challenging topics openly and honestly. I courageously confront resistance and pushback, demonstrating unwavering commitment to advancing equity and justice. My approach serves as a model</p>	

	for others, inspiring collective action and creating meaningful change within our school community.	
	f. I proactively lead the recognition of subtle bias in learning materials and classroom interactions, setting a high standard for others to follow. I go above and beyond in my efforts to identify and address bias, implementing strategies to promote equity and inclusion at every level of the school community. My approach serves as a model for others, inspiring collective action and creating meaningful change to ensure that all students have access to equitable educational opportunities.	

	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Confronts Inequitable Behavior	I do not confront behavior that promotes inequity, racism, or other forms of discrimination.	I am starting to confront behavior that promotes inequity or other forms of discrimination.	I consistently confront behavior that promotes inequity or other forms of discrimination.	I actively and consistently confront behavior that promotes inequity or other forms of discrimination.	I proactively confront behavior that promotes inequity or other forms of discrimination, setting a standard for others to follow.
B Examines Satellite & Street Data for Inequity	I do not regularly prioritize examining data for signs of inequity with my leadership team. I may not be aware of the importance of this practice or may not allocate time and resources for it.	I am starting to recognize the importance of examining data for signs of inequity with my leadership team. I may have initiated discussions about it, but our efforts may be sporadic or lack depth.	I consistently prioritize examining data for signs of inequity with my leadership team. We regularly engage in discussions and analyses of relevant data, ensuring that we are actively monitoring for signs of inequity.	I actively and consistently examine data for signs of inequity with my leadership team. We proactively seek out and analyze relevant data, ensuring that our efforts are comprehensive and ongoing.	I proactively lead the examination of data for signs of inequity with my leadership team, setting a high standard for others to follow. We go above and beyond in our data analysis efforts, using advanced tools and methodologies to uncover and address inequities effectively. Our approach serves as a model for others, demonstrating the importance of data-driven decision-making in promoting equity and justice.
C Supports Examination of Personal Assumptions & Biases	I do not prioritize supporting others to examine their own assumptions, beliefs, and personal biases. I may not recognize the importance of this practice or may not actively encourage others to engage in self-reflection.	I am starting to recognize the importance of supporting others to examine their own assumptions, beliefs, and personal biases. I may have initiated some discussions or provided limited support, but my efforts are sporadic or lack consistency.	I consistently prioritize supporting others to examine their own assumptions, beliefs, and personal biases. I actively encourage and facilitate discussions and activities aimed at promoting self-reflection among colleagues, ensuring that this practice is embedded in our school culture.	I actively and consistently support others to examine their own assumptions, beliefs, and personal biases. I provide ongoing guidance, resources, and opportunities for self-reflection, ensuring that this practice is deeply ingrained in our school community.	I proactively lead and model the support for others to examine their own assumptions, beliefs, and personal biases, setting a high standard for others to follow. I go above and beyond in my efforts to promote self-reflection, developing comprehensive programs and initiatives that empower individuals to engage in meaningful introspection and growth. My approach serves as a model for others, demonstrating the transformative impact of fostering a culture of self-awareness and continuous improvement.
D Establishes High Expectations	I do not prioritize establishing high expectations for all adults and students. I may not recognize the importance of this practice or may not actively set clear and ambitious goals for everyone in the school community.	I am starting to recognize the importance of establishing high expectations for all adults and students. I may have initiated some efforts to set expectations, but my actions may be inconsistent or lack clarity.	I consistently prioritize establishing high expectations for all adults and students. I set clear and ambitious goals for everyone in the school community, ensuring that expectations are	I actively and consistently establish high expectations for all adults and students. I consistently set ambitious goals and hold everyone accountable for achieving them, fostering a culture	I proactively lead the establishment of high expectations for all adults and students, regardless of identity or background, setting a high standard for others to follow. I go above and beyond in my efforts to

for All			communicated effectively and consistently upheld.	of excellence and continuous improvement.	set ambitious goals and ensure accountability, inspiring others to strive for excellence and demonstrating the transformative impact of high expectations on student success. My approach serves as a model for others, demonstrating the importance of fostering a culture of high expectations in promoting achievement and growth.
E Engages in Racial Equity Conversations	I do not prioritize engaging in conversations about racial equity and access. I may avoid discussing these topics due to discomfort, fear of backlash, or a lack of awareness of their importance.	I am starting to recognize the importance of engaging in conversations about racial equity and access. I may have initiated some discussions, but my efforts may be hesitant or limited, and I may avoid challenging conversations.	I consistently prioritize engaging in conversations about equity and access. I actively seek out opportunities to discuss these topics with stakeholders, regardless of potential risks or pushback, and I demonstrate a willingness to listen and learn from diverse perspectives.	I actively and consistently engage in conversations about racial equity and access. I initiate and facilitate discussions on these topics, actively challenging inequitable systems and advocating for change, even in the face of resistance. I demonstrate a deep commitment to addressing disparities and promoting equity within our school community.	I proactively lead the engagement in conversations about racial equity and access, setting a high standard for others to follow. I go above and beyond in my efforts to foster dialogue, creating safe and inclusive spaces for stakeholders to discuss challenging topics openly and honestly. I courageously confront resistance and pushback, demonstrating unwavering commitment to advancing equity and justice. My approach serves as a model for others, inspiring collective action and creating meaningful change within our school community.
F Recognizes Subtle Bias in Materials & Policies	I do not prioritize recognizing subtle bias in learning materials and classroom interactions, nor do I consider how school policies and practices may disadvantage some students. I may not be aware of the existence or impact of bias in these areas.	I am starting to recognize subtle bias in learning materials and classroom interactions, and I am beginning to consider how school policies and practices may disadvantage some students. I may have started to question certain practices or materials but have limited awareness or understanding of the broader issues.	I consistently recognize subtle bias in learning materials and classroom interactions, actively seeking out and addressing instances of bias. I regularly consider how school policies and practices may disadvantage some students, advocating for changes to promote equity and inclusion.	I actively and consistently recognize subtle bias in learning materials and classroom interactions, demonstrating a deep understanding of the impact of bias on student experiences. I consistently consider how school policies and practices may disadvantage some students, actively working to address systemic inequities and promote fairness and justice for all students.	I proactively lead the recognition of subtle bias in learning materials and classroom interactions, setting a high standard for others to follow. I go above and beyond in my efforts to identify and address bias, implementing strategies to promote equity and inclusion at every level of the school community. My approach serves as a model for others, inspiring collective action and creating meaningful change to ensure that all students have access to equitable educational opportunities.

Key Terms: Anti-Blackness • Color Evasiveness • Asian Hate • Homophobia • Transphobia • Deficit-Thinking • Street Data • Satellite Data • Racial Equity • Subtle Bias • Minoritized

Equity Leadership Disposition 6: Create systems and structures to promote equity with a focus on minoritized identities.

Areas of Growth	Outcome (What this looks like)	Areas of Strength
	<p>a. I proactively lead the prioritization of equity in the strategic vision of my district or school, setting a high standard for others to follow. Equity is embedded in every aspect of the organization's strategic planning process, and there is a strong commitment to advancing equity at all levels of the organization. My approach serves as a model for others, inspiring collective action and creating meaningful change to promote equity and justice within the school community.</p>	
	<p>b. I proactively lead the creation of processes that promote the recruitment, support, and retention of diverse staff, setting a high standard for others to follow. My approach goes above and beyond basic requirements, demonstrating innovation, creativity, and a deep commitment to diversity and inclusion. My efforts serve as a model for others, inspiring collective action and creating meaningful change to promote a more diverse and inclusive workforce.</p>	
	<p>c. I proactively lead the seeking, allocation, and management of resources to directly support minoritized populations, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively advocating for the needs and rights of minoritized populations, ensuring that resources are allocated in a way that addresses systemic barriers and promotes equitable outcomes. My approach is characterized by innovation, creativity, and a relentless pursuit of justice. I go beyond basic requirements, implementing transformative strategies and initiatives that challenge the status quo and create meaningful change. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and inclusion within the organization.</p>	
	<p>d. I proactively lead the ensuring of new policies and practices that prioritize student needs and promote equity for minoritized identities, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively seeking out opportunities to address systemic barriers and injustices faced by minoritized populations. I go beyond basic requirements, implementing innovative strategies and initiatives to promote equity and inclusion within the organization. My efforts serve as a model for</p>	

	<p>others, inspiring collective action and creating meaningful change to dismantle systemic inequities and promote justice for all students.</p>	
	<p>e. I proactively lead the partnership with families, staff, and communities to ensure fair treatment and equal access to opportunities, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively seeking out opportunities for collaboration, amplifying marginalized voices, and advocating for systemic change. My approach is characterized by innovation, inclusivity, and a relentless pursuit of equity and justice. I go beyond basic requirements, fostering authentic partnerships that empower communities and create sustainable change. My efforts serve as a model for others, inspiring collective action and transforming the culture of equity within the organization and beyond.</p>	
	<p>f. I proactively lead the insistence on equitable and inclusive outcomes for students and adults, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively challenging the status quo, advocating for marginalized communities, and promoting systemic change. My approach is characterized by innovation, persistence, and a relentless pursuit of justice. I go beyond basic requirements, inspiring others to join me in creating a more equitable and inclusive environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and inclusion within the organization and beyond.</p>	
	<p>g. I proactively lead the application of an equity lens to every decision, prioritizing the interests and needs of historically marginalized groups, and setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively challenging bias, advocating for equitable policies, and promoting systemic change. My approach is characterized by innovation, inclusivity, and a relentless pursuit of justice. I go beyond basic requirements, inspiring others to join me in creating a more equitable and inclusive environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and inclusion within the organization and beyond.</p>	
	<p>h. I proactively lead the contribution to fair resolution or the implementation of restorative processes when harm is caused, setting a high standard for others to follow. I consistently demonstrate a deep commitment to healing and justice by actively facilitating difficult discussions, promoting empathy, and fostering a culture of accountability and reconciliation. My approach is characterized by empathy, inclusivity, and a relentless</p>	

	<p>pursuit of fairness. I go beyond basic requirements, inspiring others to join me in creating a more equitable and restorative environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of trust and healing within the organization and beyond.</p>	
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	Not Ready to Start	Ready to Start	Launched	Well on the Way	Exemplary
A Prioritizes Equity in Strategic Vision	Equity is not a priority in the strategic vision of my district or school. The concept of equity may not be recognized or considered in the planning process, and there may be little to no effort to integrate equity-focused goals or initiatives into the strategic vision.	I am beginning to prioritize equity in the strategic vision of my district or school. There may be initial discussions or efforts to incorporate equity into the planning process, but these actions are in the early stages and may lack depth or consistency.	I consistently prioritize equity in the strategic vision of my district or school. Equity is integrated into the planning process, and there is a clear commitment to advancing equity-focused goals and initiatives throughout the organization.	I actively and consistently prioritize equity in the strategic vision of my district or school. Equity considerations are central to decision-making processes, and there are ongoing efforts to assess progress, adjust strategies, and ensure that equity remains a core focus of the organization's mission and goals.	I proactively lead the prioritization of equity in the strategic vision of my district or school, setting a high standard for others to follow. Equity is embedded in every aspect of the organization's strategic planning process, and there is a strong commitment to advancing equity at all levels of the organization. My approach serves as a model for others, inspiring collective action and creating meaningful change to promote equity and justice within the school community.
B Recruits & Retains Diverse Staff	I do not prioritize creating processes that promote the recruitment, support, and retention of diverse staff. There may be little to no effort to develop strategies or initiatives aimed at attracting, supporting, and retaining diverse talent within the organization.	I am beginning to recognize the importance of creating processes that promote the recruitment, support, and retention of diverse staff. There may be initial discussions or efforts to develop such processes, but they are in the early stages and may lack depth or consistency.	I consistently create processes that promote the recruitment, support, and retention of diverse staff. There is a deliberate and ongoing effort to develop and implement strategies aimed at attracting, supporting, and retaining diverse talent within the organization.	I actively and consistently create processes that promote the recruitment, support, and retention of diverse staff. These processes are well-established and integrated into the organization's practices, and there are ongoing efforts to assess effectiveness, make improvements, and ensure that diversity and inclusion remain priorities.	I proactively lead the creation of processes that promote the recruitment, support, and retention of diverse staff, setting a high standard for others to follow. My approach goes above and beyond basic requirements, demonstrating innovation, creativity, and a deep commitment to diversity and inclusion. My efforts serve as a model for others, inspiring collective action and creating meaningful change to promote a more diverse and inclusive workforce.
C Allocates Resources for Minoritized Populations	I do not prioritize seeking, allocating, or managing resources to directly support minoritized populations. There may be little to no effort to identify the specific needs of minoritized populations or to allocate resources accordingly.	I am beginning to recognize the importance of seeking, allocating, and managing resources to directly support minoritized populations. There may be initial discussions or efforts to address the needs of these populations, but they are in the early stages and may lack depth or consistency.	I consistently seek, allocate, and manage resources to directly support minoritized populations. There is a deliberate and ongoing effort to identify their unique needs and allocate resources accordingly, ensuring equitable access to opportunities and support services.	I actively and consistently seek, allocate, and manage resources to directly support minoritized populations. These efforts are well-established and integrated into the organization's practices, and there are ongoing efforts to assess effectiveness, make improvements, and ensure that the needs of minoritized populations are addressed comprehensively.	I proactively lead the seeking, allocation, and management of resources to directly support minoritized populations, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively advocating for the needs and rights of minoritized populations, ensuring that resources are allocated in a way that addresses systemic barriers and promotes equitable outcomes. My approach is characterized by innovation, creativity, and a relentless pursuit

					of justice. I go beyond basic requirements, implementing transformative strategies and initiatives that challenge the status quo and create meaningful change. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and inclusion within the organization.
D Ensures Equitable Policies & Practices	I do not prioritize ensuring that new policies and practices prioritize student needs and promote equity for minoritized identities. There may be little to no effort to consider the impact of policies and practices on minoritized populations or to incorporate equity-focused considerations into decision-making processes.	I am beginning to recognize the importance of ensuring that new policies and practices prioritize student needs and promote equity for minoritized identities. There may be initial discussions or efforts to address equity concerns in policy development, but they are in the early stages and may lack depth or consistency.	I consistently ensure that new policies and practices prioritize student needs and promote equity for minoritized identities. There is a deliberate and ongoing effort to integrate equity-focused considerations into policy development processes, ensuring that the needs of minoritized populations are addressed and that equitable opportunities are provided.	I actively and consistently ensure that new policies and practices prioritize student needs and promote equity for minoritized identities. These efforts are well-established and integrated into the organization's policy development processes, and there are ongoing efforts to assess the impact of policies on minoritized populations and make adjustments as needed.	I proactively lead the ensuring of new policies and practices that prioritize student needs and promote equity for minoritized identities, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively seeking out opportunities to address systemic barriers and injustices faced by minoritized populations. I go beyond basic requirements, implementing innovative strategies and initiatives to promote equity and inclusion within the organization. My efforts serve as a model for others, inspiring collective action and creating meaningful change to dismantle systemic inequities and promote justice for all students.
E Partners with Families & Communities	I do not prioritize partnering with families, staff, and communities to ensure fair treatment and equal access to opportunities. There may be little to no effort to engage with stakeholders or address equity concerns within the broader community.	I am beginning to recognize the importance of partnering with families, staff, and communities to ensure fair treatment and equal access to opportunities. There may be initial efforts to engage with stakeholders, but they are in the early stages and may lack depth or consistency.	I consistently partner with families, staff, and communities to ensure fair treatment and equal access to opportunities. There is a deliberate and ongoing effort to collaborate with stakeholders, listen to their concerns, and work together to address equity issues within the community.	I actively and consistently partner with families, staff, and communities to ensure fair treatment and equal access to opportunities. These efforts are well-established and integrated into the organization's practices, and there are ongoing initiatives to deepen engagement and build meaningful partnerships.	I proactively lead the partnership with families, staff, and communities to ensure fair treatment and equal access to opportunities, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively seeking out opportunities for collaboration, amplifying marginalized voices, and advocating for systemic change. My approach is characterized by innovation, inclusivity, and a relentless pursuit of equity and justice. I go beyond basic requirements, fostering authentic partnerships that empower communities and create

					sustainable change. My efforts serve as a model for others, inspiring collective action and transforming the culture of equity within the organization and beyond.
F Insists on Equitable & Inclusive Outcomes	I do not prioritize insisting on equitable and inclusive outcomes for students and adults. There may be little to no effort to advocate for equity or challenge inequitable practices within the organization.	I am beginning to recognize the importance of insisting on equitable and inclusive outcomes for students and adults. There may be initial efforts to address equity concerns, but they are in the early stages and may lack depth or consistency.	I consistently insist on equitable and inclusive outcomes for students and adults. There is a deliberate and ongoing effort to challenge inequitable practices, advocate for marginalized groups, and promote a culture of equity within the organization.	I actively and consistently insist on equitable and inclusive outcomes for students and adults. These efforts are well-established and integrated into the organization's practices, and there are ongoing initiatives to address systemic barriers and promote equity for all individuals.	I proactively lead the insistence on equitable and inclusive outcomes for students and adults, setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively challenging the status quo, advocating for marginalized communities, and promoting systemic change. My approach is characterized by innovation, persistence, and a relentless pursuit of justice. I go beyond basic requirements, inspiring others to join me in creating a more equitable and inclusive environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and inclusion within the organization and beyond.
G Applies an Equity Lens to Every Decision	I do not prioritize applying an equity lens to every decision or prioritize the interests and needs of historically marginalized groups. There may be little to no effort to consider equity implications in decision-making processes or to address the needs of marginalized communities.	I am beginning to recognize the importance of applying an equity lens to every decision and prioritize the interests and needs of historically marginalized groups. There may be initial efforts to consider equity implications, but they are in the early stages and may lack depth or consistency.	I consistently apply an equity lens to every decision and prioritize the interests and needs of historically marginalized groups. There is a deliberate and ongoing effort to integrate equity considerations into decision-making processes and ensure that the needs of marginalized communities are addressed.	I actively and consistently apply an equity lens to every decision and prioritize the interests and needs of historically marginalized groups. These efforts are well-established and integrated into the organization's practices, and there are ongoing initiatives to address systemic inequities and promote equity for all individuals.	I proactively lead the application of an equity lens to every decision, prioritizing the interests and needs of historically marginalized groups, and setting a high standard for others to follow. I consistently demonstrate a deep commitment to equity by actively challenging bias, advocating for equitable policies, and promoting systemic change. My approach is characterized by innovation, inclusivity, and a relentless pursuit of justice. I go beyond basic requirements, inspiring others to join me in creating a more equitable and inclusive environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of equity and

					inclusion within the organization and beyond.
H Implements Restorative Processes	I do not actively contribute to fair resolution or the implementation of restorative processes when harm is caused. There may be little to no effort to address conflicts or promote healing within the organization.	I am beginning to recognize the importance of contributing to fair resolution or the implementation of restorative processes when harm is caused. There may be initial efforts to address conflicts or support restorative practices, but they are in the early stages and may lack depth or consistency.	I consistently contribute to fair resolution or the implementation of restorative processes when harm is caused. There is a deliberate and ongoing effort to address conflicts, facilitate difficult discussions, and promote healing within the organization.	I actively and consistently contribute to fair resolution or the implementation of restorative processes when harm is caused. These efforts are well-established and integrated into the organization's practices, and there are ongoing initiatives to address conflicts and promote restorative justice principles.	I proactively lead the contribution to fair resolution or the implementation of restorative processes when harm is caused, setting a high standard for others to follow. I consistently demonstrate a deep commitment to healing and justice by actively facilitating difficult discussions, promoting empathy, and fostering a culture of accountability and reconciliation. My approach is characterized by empathy, inclusivity, and a relentless pursuit of fairness. I go beyond basic requirements, inspiring others to join me in creating a more equitable and restorative environment for all. My efforts serve as a model for others, inspiring collective action and fostering a culture of trust and healing within the organization and beyond.

Key Terms: Minoritized Identities • Equity Lens • Strategic Vision • Restorative Processes • Marginalized • Systemic Barriers • Equitable Outcomes • Active/Warm Demandingness • Inclusive

Reference: [PTC Standards for International School Principal with DEIJB Indicators](#) & [Equity Literacy for Educators: Definitions & Abilities](#) | Equity Leadership Academy

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