EQUITY-CENTERED LEADERSHIP (ECL)

Cultivates prosperity and liberation for all staff and students, starting with historically marginalized populations, by applying an equity lens to all leadership situations and interactions

INDICATORS	ASSISTANT SUPERINTENDENT	PRINCIPAL	ASSISTANT PRINCIPAL	TEACHER LEADER	CENTRAL OFFICE LEADERS
Equitable Expectations	**(ECL – AS1) SETS RIGOROUS, EQUITABLE EXPECTATIONS:** Defines, articulates, and implements rigorous academic and behavioral expectations, aligned to the district's vision, mission and core values, that support equitable outcomes and college and career readiness for all students	**(ECL – P1) SETS RIGOROUS, EQUITABLE EXPECTATIONS:** Defines, articulates, and implements rigorous academic and behavioral expectations, aligned to the school's vision, mission and core values, that support equitable outcomes and college and career readiness for all students	**(ECL – AP1) SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS:** Supports the implementation of rigorous academic and behavioral expectations, aligned to the school's vision, mission and core values, that support equitable outcomes and college and career readiness for all students	**(ECL– TL1) SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS:** Supports the implementation of rigorous academic and behavioral expectations aligned to the school's vision, mission, and core values, promoting instructional strategies that address issues of diversity and equity in the classroom	**(ECL – CL1) SETS RIGOROUS, EQUITABLE EXPECTATIONS:** Defines, articulates, and implements rigorous academic and behavioral expectations, aligned to the district's vision, mission and core values that support equitable outcomes and college and career readiness for all students
Access and Inclusion	**(ECL – AS2) INCREASES ACCESS AND INCLUSION:** Supports and monitors vision and implementation plan around supportive school environments that are inclusive of diverse backgrounds and strengths; Ensures school systems and structures provide all students with equal access to all opportunities so they are able to thrive as their full selves; redistributes resources to the most marginalized students in order to eliminate the predictability of success or failure based on historical trends	**(ECL – P2) INCREASES ACCESS AND INCLUSION:** Creates, enacts, and monitors vision and implementation plan around supportive school environments that are inclusive of diverse backgrounds and strengths; (re)designs systems and structures to provide all students with equal access to all opportunities so they are able to thrive as their full selves; redistributes resources to the most marginalized students in order to eliminate the predictability of success or failure based on historical trends	**(ECL – AP2) INCREASES ACCESS AND INCLUSION:** Enacts and supports vision and implementation plan around supportive school environments that are inclusive of diverse backgrounds and strengths; supports systems and structures that provide all students with equal access to all opportunities so they are able to thrive as their full selves; redistributes resources to the most marginalized students in order to eliminate the predictability of success or failure based on historical trends	**(ECL – TL2) INCREASES ACCESS AND INCLUSION:** Implements team or program initiatives, aligned to the school plan and vision, that prioritize supportive school environments that are inclusive of diverse backgrounds and strengths; supports systems and structures that provide all students with equal access to all opportunities so they are able to thrive as their full selves; effectively leverages resources allocated to the most marginalized students in order to eliminate the predictability of success or failure based on historical trends	**(ECL – CL2) INCREASES ACCESS AND INCLUSION:** Implements team or program initiatives that value and respect staff, students, and families from diverse backgrounds and perspectives, with a focus on increasing access and inclusion; redistributes resources to our most marginalized schools and communities in order to eliminate the predictability of success or failure based on historical trends
Trusting Relationships	**(ECL – AS3) FACILITATES AND BUILDS TRUSTING RELATIONSHIPS:** Proactively builds authentic relationships with historically marginalized stakeholders based on common goals, trust, and mutual responsibilities, amplifying their voices and prioritizing time for meaningful engagement in the network; solicits stakeholder input/feedback on a regular basis; effectively communicates rationale and process for making decisions to parents, leaders, teachers, and students; advises principals on system development to cultivate an inclusive environment that supports the social and emotional well-being of all school staff and promotes a positive relationship with families and the community.	**(ECL – P3) FACILITATES AND BUILDS TRUSTING RELATIONSHIPS:** Proactively builds authentic relationships with historically marginalized families and community members by amplifying their voices and prioritizing time for meaningful engagement at the school, in students' homes, and in the community; works with the leadership team to implement school-wide structures that facilitate positive relationship-building between staff members and students; communicates in a compelling and adaptive manner that builds trust and investment of all stakeholders, promotes collaboration efforts, and welcomes different opinions and ideas even if it leads to conflict	**(ECL– AP3) BUILDS TRUSTING RELATIONSHIPS:** Proactively builds authentic relationships with families and community members by amplifying their voices and prioritizing time for meaningful engagement at the school, in students' homes, and in the community; supports the principal and leadership team to implement school-wide structures that facilitate positive relationship-building between staff members and students; communicates in a compelling and adaptive manner while reinforcing an environment in which people from diverse backgrounds and perspectives can succeed	**(ECL – TL3) FACILITATES TRUSTING RELATIONSHIPS:** Supports teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students, especially those who have been historically marginalized; communicates in a compelling and adaptive manner to build the trust and buy-in of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds and perspectives can succeed	**(ECL – CL3) BUILDS TRUSTING RELATIONSHIPS:** Consistently demonstrates respect and appreciation for others, especially those who have been historically marginalized, by valuing their time and contributions; prioritizes responsiveness to staff and all stakeholder needs, alongside the needs of the district; solicits stakeholder input and feedback on a regular basis; conveys decisions to relevant stakeholders and takes follow-up actions to support the decisions; effectively explains rationale and process for making decisions to leaders and teachers
Removing Barriers	**(ECL – AS4) REMOVES BARRIERS TO STRUCTURAL INEQUITIES:** Intentionally acknowledges and disrupts the historical origins and forces behind systemic oppression; leverages disaggregated data and data disproportionalities, across the network and within specific schools, to identify and dismantle inequitable policies and practices; collaborates with other central office leaders to support school leaders with critical self-reflection to identify barriers within themselves and in school and system norms and structures.	**(ECL – P4) REMOVES BARRIERS TO STRUCTURAL INEQUITIES:** Intentionally acknowledges and disrupts the historical origins and forces behind systemic oppression; leverages disaggregated data and data disproportionalities to identify and dismantle inequitable policies and practices; utilizes critical self-reflection to identify barriers in themselves and in school norms, systems, and structures, as racialized problems emerge.	**(ECL– AP4) REMOVES BARRIERS TO STRUCTURAL INEQUITIES:** Intentionally acknowledges and disrupts the historical origins and forces behind systemic oppression; works with leadership team to examine disaggregated data and data disproportionalities to identify and dismantle inequitable policies and practices; utilizes critical self-reflection to identify barriers in themselves and, alongside the Principal, within school norms, systems, and structures.	**(ECL – TL4) REMOVES BARRIERS TO STRUCTURAL INEQUITIES:** Intentionally acknowledges and disrupts the historical origins and forces behind systemic oppression; works with leadership team to examine disaggregated data and data disproportionalities to identify and dismantle inequitable policies and practices; utilizes critical self-reflection to identify barriers in themselves; collaborates with other school leaders to support teachers with critical self-reflection to identify barriers in themselves and in classroom and school norms and structures.	**(ECL – CL4) REMOVES BARRIERS TO STRUCTURAL INEQUITIES:** Intentionally acknowledges and disrupts the historical origins and forces behind systemic oppression; supports schools in their analysis of disaggregated data and data disproportionalities to identify and dismantle inequitable policies and practices; utilizes critical self-reflection to identify barriers in themselves; collaborates with other central office leaders to support school teams with critical self-reflection to identify barriers within themselves and in school and classroom norms and structures.
Shared Culture of Social Responsibility	**(ECL – AS5) DRIVES A SHARED CULTURE OF SOCIAL RESPONSIBILITY:** Holds everyone to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families or about school staffs; designs innovative plans for the network that encourages others to take initiative and ownership; progress monitors the extent to which equitable outcomes are reached in the network and across schools; regularly and transparently shares progress made towards a commitment to equity.	**(ECL – P5) CREATES A SHARED CULTURE OF SOCIAL RESPONSIBILITY:** Holds everyone to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families; creates an environment that encourages others to take initiative by designing innovative plans for the classroom and school; progress monitors the extent to which equitable outcomes are reached; regularly and transparently shares progress made towards a commitment to equity.	**(ECL – AP5) REINFORCES A SHARED CULTURE OF SOCIAL RESPONSIBILITY:** Holds everyone to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families; supports an environment that encourages others to take initiative by designing innovative plans for the classroom and school; supports progress monitoring that measures the extent to which equitable outcomes are reached; regularly and transparently shares progress made towards a commitment to equity.	**(ECL – TL5) SUPPORTS A SHARED CULTURE OF SOCIAL RESPONSIBILITY:** Supports school team members with embodying practices of equity by holding everyone to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families; encourages others to take initiative; supports progress monitoring that measures the extent to which equitable outcomes are reached and openly reflects on the progress made towards a commitment to equity.	**(ECL – CL5) DRIVES A SHARED CULTURE OF SOCIAL RESPONSIBILITY:** Holds everyone to a shared culture of growth and continuous learning, with a deep focus on eradicating disparaging beliefs about students and their families or about school staffs; supports an environment that encourages others to take initiative by designing innovative plans for continuous learning at the district level; progress monitors the extent to which equitable outcomes are reached across the district; regularly and transparently shares progress made towards a commitment to equity.

PERSONAL LEADERSHIP (PL)

Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals

Indicators	Assistant Superintendent	Principal	Assistant Principal	Teacher Leader	Central Office Leaders
Growth Mindset	**(PL – AS1) APPLIES GROWTH MINDSET:** Takes initiative, applying a growth mindset to personal development, acknowledging strengths and weaknesses; innovates to support school teams in achieving their comprehensive school plans; actively seeks feedback from multiple stakeholders; models self-awareness and takes responsibility for behavior, mistakes, and results, changing behavior/actions to become a more effective equity-centered leader.	**(PL – P1) APPLIES GROWTH MINDSET:** Takes initiative, applying a growth mindset to personal development, acknowledging strengths and weaknesses; innovates to achieve the comprehensive school plan; actively seeks feedback from multiple stakeholders; shows self-awareness and takes responsibility for behavior, mistakes, and results, changing behavior/actions to become a more effective equity-centered leader.	**(PL – AP1) APPLIES GROWTH MINDSET:** Takes initiative, applying a growth mindset to personal development, acknowledging strengths and weaknesses; innovates to support the comprehensive school plan; actively seeks feedback from multiple stakeholders, including the Principal and teachers; shows self-awareness and takes responsibility for behavior, mistakes, and results, changing behavior/actions to become a more effective equity-centered leader.	**(PL – TL1) APPLIES GROWTH MINDSET:** Takes initiative, applying a growth mindset to personal development, acknowledging strengths and weaknesses; innovates to support teachers and the comprehensive school plan; actively seeks feedback from multiple stakeholders, including teachers; shows self-awareness and takes responsibility for behavior, mistakes, and results, changing behavior/actions to become a more effective equity-centered leader.	**(PL – CL1) APPLIES GROWTH MINDSET:** Takes initiative, applying a growth mindset to personal development, acknowledging strengths and weaknesses; innovates to achieve district-level goals and yearly plans; actively seeks feedback from multiple stakeholders; shows self-awareness and takes responsibility for behavior, mistakes, and results, changing behavior/actions to become a more effective equity-centered leader.
Values-Driven	**(PL – AS2) LEADS WITH PERSONAL VALUES AND CONSIDERS DIVERSE PERSPECTIVES:** Demonstrates integrity by modeling humility, high expectations and personal accountability; recognizes and consistently acts in alignment with own beliefs, values, and purpose; builds trusting relationships grounded in equity for self and others, centering and amplifying marginalized voices across the network and within school communities; seeks to understand the needs and motivations of leaders, teachers, students, families, and the community and applies that knowledge when making decisions and adjusting long term plans to achieve network-wide vision and goals.	**(PL – P2) LEADS WITH PERSONAL VALUES AND CONSIDERS DIVERSE PERSPECTIVES:** Demonstrates integrity by modeling humility, high expectations and personal accountability; recognizes and consistently acts in alignment with own beliefs, values, and purpose; builds trusting relationships grounded in equity for self and others, centering and amplifying marginalized voices within the school community; seeks to understand the needs and motivations of leaders, teachers, students, and families and applies that knowledge when making decisions and adjusting long term plans to achieve school-wide vision and goals.	**(PL – AP2) LEADS WITH PERSONAL VALUES AND CONSIDERS DIVERSE PERSPECTIVES:** Demonstrates integrity through humility, high expectations and personal accountability; recognizes and consistently acts in alignment with own beliefs, values, and purpose; builds trusting relationships grounded in equity for self and others, centering and amplifying marginalized voices within the school community; seeks to understand the needs and motivations of leaders, teachers, students, and families and applies that knowledge when making decisions.	**(PL – TL2) LEADS WITH PERSONAL VALUES AND CONSIDERS DIVERSE PERSPECTIVES:** Demonstrates integrity through humility, high expectations and personal accountability; recognizes and consistently acts in alignment with own beliefs, values, and purpose; builds trusting relationships grounded in equity for self and others, centering and amplifying marginalized voices within the school community; seeks to understand the needs and motivations of leaders, teachers, students, and families and applies that knowledge when making decisions.	**(PL – CL2) LEADS WITH PERSONAL VALUES AND CONSIDERS DIVERSE PERSPECTIVES:** Demonstrates integrity by modeling humility, high expectations and personal accountability; recognizes and consistently acts in alignment with own beliefs, values, and purpose; builds trusting relationships grounded in equity for self and others, centering and amplifying marginalized voices across school communities; seeks to understand the needs and motivations of central office staff, school leaders, teachers, students, families, and communities and applies that knowledge when making decisions and adjusting long term plans to achieve the district vision and goals.
Leadership Style	**(PL – AS3) ADAPTS PERSONAL LEADERSHIP AND COACHES OTHERS:** Understands personal leadership style, including how identities inform their leadership; adapts leadership style to motivate, influence, and persuade others; seeks teachable moments to coach others to understand and leverage their own leadership style; grounds actions in awareness of power, privilege, racial stress, and inner resilience in connection to personal identities and hierarchies of oppression	**(PL – P3) ADAPTS PERSONAL LEADERSHIP AND COACHES OTHERS:** Understands personal leadership style, including how identities inform their leadership; adapts leadership style to motivate, influence, and persuade others; seeks teachable moments to coach others to understand and leverage their own leadership style; grounds actions in awareness of power, privilege, racial stress, and inner resilience in connection to personal identities and hierarchies of oppression	**(PL – AP3) ADAPTS PERSONAL LEADERSHIP:** Understands and articulates strengths and weaknesses in the development and ownership of their personal leadership style; adapts leadership to motivate, influence, and persuade others; grounds actions in awareness of power, privilege, racial stress, and inner resilience in connection to personal identities and hierarchies of oppression	**(PL – TL3) ADAPTS PERSONAL LEADERSHIP:** Understands and articulates strengths and weaknesses in the development and ownership of their personal leadership style; adapts leadership to motivate, influence, and persuade others; grounds actions in awareness of power, privilege, racial stress, and inner resilience in connection to personal identities and hierarchies of oppression	**(PL – CL3) ADAPTS PERSONAL LEADERSHIP AND COACHES OTHERS:** Understands and articulates own strengths and weaknesses; takes responsibility for behavior, adapts personal leadership style to motivate, influence, and persuade others; grounds actions in awareness of power, privilege, racial stress, and inner resilience in connection to personal identities and hierarchies of oppression; demonstrates flexibility and tenacity when plans/situations change unexpectedly and effectively solves problems and adjusts plans to achieve goals.
Self-Development	**(PL – AS4) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF:** Attuned to own learning needs, advocates for self-development, and models this for others; outlines an intentional plan to improve knowledge and leadership practices, learns from successes and failures; integrates feedback by adapting behavior/actions to hold self and others accountable to be effective equity-centered leaders.	**(PL – P4) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF:** Attuned to own learning needs, advocates for self-development, and models this for others; outlines an intentional plan to improve knowledge and leadership practices; learns from successes and failures; integrates feedback by adapting behavior/actions to be an effective equity-centered leader and holds others accountable to do the same.	**(PL – AP4) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF:** Attuned to own learning needs and advocates for self-development; outlines an intentional plan to improve knowledge and leadership practices; learns from successes and failures; integrates feedback by adapting behavior/actions to be an effective equity-centered leader and teaches others to do the same.	**(PL – TL4) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF:** Attuned to own learning needs and advocates for self-development; outlines an intentional plan to improve knowledge and skills; learns from successes and failures; integrates feedback by adapting behavior/actions to be an effective equity-centered leader and teaches others to do the same.	**(PL – CL4) ENGAGES IN PROFESSIONAL DEVELOPMENT FOR SELF:** Attuned to own learning needs and advocates for self-development; outlines an intentional plan to improve knowledge and leadership practices; learns from successes and failures; integrates feedback by adapting behavior/actions to hold self accountable to be an effective equity-centered leader while continually modeling this for others

INSTRUCTIONAL LEADERSHIP (IL)

Uses deep understanding of curriculum, instruction, culturally sustaining practices, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth

INDICATORS	ASSISTANT SUPERINTENDENT	PRINCIPAL	ASSISTANT PRINCIPAL	TEACHER LEADER	CENTRAL OFFICE LEADERS
Instructional Vision and Aligned Professional Learning	**(IL - AS1) DESIGNS INSTRUCTIONAL VISION AND ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates clear and strategic network-wide instructional vision that is aligned to Board Goals; leverages knowledge of current relevant frameworks, curriculum, assessment, and performance to diagnose instructional strengths and areas of growth; designs, implements, and monitors a cohesive professional learning plan that is grounded in the performance and development goals for schools and their leaders; creates and uses systems to hold self and others accountable to achieving these goals.	**(IL – P1) DESIGNS INSTRUCTIONAL VISION AND ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates clear and strategic school instructional vision that is aligned to the school plan; leverages knowledge of current relevant frameworks, curriculum, and assessment to diagnose instructional strengths and areas of growth; designs, implements and monitors a cohesive professional learning plan; aligns individual performance and development goals for leaders, teachers, and students to drive professional learning; creates and uses systems to hold everyone accountable to achieving these goals.	**(IL - AP1) SUPPORTS INSTRUCTIONAL VISION AND ALIGNED PROFESSIONAL LEARNING PLAN:** Supports clear and strategic school instructional vision that is aligned to the school plan; leverages knowledge of current relevant frameworks, curriculum, and assessment to diagnose instructional strengths and areas of growth; supports design, implementation and monitoring of a cohesive professional learning plan; integrates knowledge of individual performance and development goals for teachers and students to drive professional learning; supports accountability systems for achieving these goals.	**(IL - TL1) SUPPORTS INSTRUCTIONAL VISION AND ALIGNED PROFESSIONAL LEARNING PLAN:** Supports clear and strategic school instructional vision that is aligned to the school plan; serves as a content-specific instructional resource, leveraging knowledge of current relevant frameworks, curriculum, and assessment to diagnose instructional strengths and areas of growth; supports design and implementation of a cohesive professional learning plan; integrates knowledge of individual performance and development goals for teachers and students to guide adult learning; supports accountability systems for achieving these goals	**(IL - CL1) SUPPORTS DISTRICT INSTRUCTIONAL VISION AND ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates clear and strategic instructional vision that is aligned to Board Goals; leverages knowledge of current relevant frameworks, curriculum, and assessment to diagnose instructional strengths and areas of growth; partners with networks and schools to design, implement, and monitor a cohesive professional learning plan that is grounded in appropriate performance and development goals; supports accountability systems for achieving these goals.
Observation and Coaching	**(IL – AS2) OBSERVES, ASSESSES AND COACHES:** Supports and develops Principals in assessing the quality of instructional practices across schools; models design of meaningful instructional feedback cycles to improve adult practices and student outcomes; supports and develops leaders to implement effective feedback cycles, including regular formal and informal classroom observations of teachers and instructional leaders; assesses impact of feedback cycles across schools, advises leaders about adjusting implementation and/or adjusts coaching and professional learning for school teams.	**(IL – P2) OBSERVES, ASSESSES AND COACHES:** Regularly assesses the quality of instruction across the school and understands how to design meaningful and cohesive feedback cycles to improve adult practices and student outcomes; implements effective feedback cycles including regular formal and informal classroom observations of teachers and instructional leaders; assesses impact of feedback cycles and adjusts coaching, professional learning, and other supports, as needed.	**(IL – AP2) OBSERVES, ASSESSES AND COACHES:** Supports in the assessment of quality of instructional practices across the school and understands how to design meaningful and cohesive feedback cycles to improve adult practices and student outcomes; implements effective feedback cycles including regular formal and informal classroom observations of teachers; assesses impact of feedback cycles and adjusts coaching, professional learning, and other supports, as needed.	**(IL – TL2) VISITS CLASSROOMS AND COACHES:** Supports with quality of instructional practices by using release time for targeted teacher development; supports effective feedback cycles including regular classroom visits; assesses impact of feedback cycles and adjusts coaching, collaboration, and/or planning support, as needed.	**(IL – CL2) DEVELOPS OTHERS' SKILLS AND PROFESSIONAL CAPACITY:** Develops team and school-based capacity around a shared belief in the academic success of every child; assesses the quality of instructional practices across the school district; models how to design meaningful instructional feedback and coaching cycles to improve adult practices and student outcomes for every student; holds school and network teams accountable to cycles of coaching that improve practice; assesses impact of coaching and feedback cycles across the district and adjusts implementation supports, as needed.
Data-Driven Culture	**(IL – AS3) ESTABLISHES A DATA DRIVEN CULTURE GROUNDED IN RIGOROUS AND EQUITABLE EXPECTATIONS;** Drives equitable opportunities by establishing a culture of rigorous expectations; utilizes a variety of data sources regularly in order to drive network decision-making; develops leaders so they can develop teachers and staff to analyze, reflect upon, and synthesize various relevant data; considers relevant available data and questions what data is not present but necessary; uses an asset based frame to make school-wide and network-level decisions regarding curriculum, instruction, assessment, MTSS, and professional learning; develops and/or uses systems to monitor implementation and effectiveness of district curriculum, instruction, and assessments at network schools.	**(IL – P3) ESTABLISHES A DATA DRIVEN CULTURE GROUNDED IN RIGOROUS AND EQUITABLE EXPECTATIONS;** Fosters equitable opportunities by establishing a culture of rigorous expectations; utilizes data to drive leadership decisions; develops leaders, teachers, and staff to analyze, reflect upon, and synthesize various relevant data when making decisions; considers relevant available data and questions what data is not present but necessary; uses an asset based frame to make school-wide decisions regarding curriculum, instruction, assessment, MTSS, and professional learning.	**(IL – AP3) MAINTAINS A DATA DRIVEN CULTURE GROUNDED IN RIGOROUS AND EQUITABLE EXPECTATIONS;** Supports equitable opportunities by establishing a culture of rigorous expectations; utilizes data to support leadership decisions; develops teachers and staff to analyze, reflect upon, and synthesize various relevant data when making decisions; considers relevant available data and questions what data is not present but necessary; uses an asset based frame to support school-wide decisions regarding curriculum, instruction, assessment, MTSS, and professional learning.	**(IL – TL3) SUPPORTS A DATA DRIVEN CULTURE GROUNDED IN RIGOROUS AND EQUITABLE EXPECTATIONS;** Supports equitable opportunities by reinforcing a culture of rigorous expectations; utilizes data to support instructional support and decision-making; creates a climate of trust and critical reflection for teachers to analyze, reflect upon, and synthesize various relevant data; considers relevant available data and questions what data is not present but necessary; uses an asset based frame to support school-wide decisions regarding curriculum, instruction, assessment, MTSS, and professional learning.	**(IL – CL3) SUPPORTS A DATA DRIVEN CULTURE GROUNDED IN RIGOROUS AND EQUITABLE EXPECTATIONS;** Drives equitable opportunities by establishing a culture of rigorous expectations; utilizes data to drive systems for instructional support and decision-making; develops leaders, teachers, and other SDP staff to analyze, reflect upon, and synthesize various relevant data; considers relevant available data and questions what data is not present but necessary; uses an asset based frame to support district-wide decisions regarding curriculum, instruction, assessment, MTSS, and professional learning; develops and/or uses systems to monitor implementation and effectiveness of district curriculum, instruction, and assessments.
Collaboration Structures	**(IL – AS4) SUPPORTS VISION AND IMPLEMENTATION OF COLLABORATION AND PLANNING STRUCTURES:** Establishes a network vision for collaborative structures for effective planning, connecting to school level plans; champions the value of this time as a lever for leader and teacher development; ensures support and resources are available to schools; engages and/or observes collaborative planning and provides regular feedback and/or exemplars to leaders; monitors and ensures efficacy across network schools; collaborates outside of the network toward improvement; interrupts inequities, microaggressions, and behaviors that counter progress.	**(IL – P4) CREATES COLLABORATION AND PLANNING STRUCTURES:** Establishes collaborative structures for effective planning that are grounded in targeted goals for teacher development; communicates alignment to school plans, vision and goals; develops leaders, teachers, and staff so they understand purpose of this time and effectively engage; models and engages in collaborative planning and effective data analysis, including regular analysis of student work; monitors and ensures efficacy; collaborates outside of individual school toward improvement; interrupts inequities, microaggressions, and behaviors that counter progress.	**(IL – AP4) SUPPORTS COLLABORATION AND PLANNING STRUCTURES:** Supports collaborative structures for effective planning that are grounded in targeted goals for teacher development; communicates alignment to school plans, vision and goals; supports the development of teachers and staff so they understand purpose of this time; models and engages in collaborative planning and effective data analysis, including regular analysis of student work; supports efficacy; collaborates outside of individual school toward improvement; interrupts inequities, microaggressions, and behaviors that counter progress.	**(IL – TL4) SUPPORTS COLLABORATION AND PLANNING STRUCTURES:** Communicates alignment of collaborative planning structures to goals in school plans and/or priorities for teacher development; supports teachers so they understand the purpose of this time; models and engages in collaborative planning and effective data analysis, including regular analysis of student work; supports efficacy; collaborates outside of individual school toward improvement; interrupts inequities, microaggressions, and behaviors that counter progress.	**(IL – CL4) SUPPORTS VISION AND IMPLEMENTATION OF COLLABORATION AND PLANNING STRUCTURES:** Sets a vision for collaborative structures for effective planning; champions the value of this time as a lever for achieving board goals; ensures support and resources are available to networks and schools; regularly collaborates across departments/schools in order to gather data about implementation and efficacy of collaborative planning structures in order to refine the vision, supports, resources, and continued learning; interrupts inequities, microaggressions, and behaviors that counter progress.

Leadership Pathways Framework (LPF) - Final Version

TALENT MANAGEMENT AND DEVELOPMENT (TMD)

Selects, hires, develops, and retains a diverse highly effective team, fostering a culture of performance management and continuous learning that values and prioritizes staff and student learning

INDICATORS	ASSISTANT SUPERINTENDENT	PRINCIPAL	ASSISTANT PRINCIPAL	TEACHER LEADER	CENTRAL OFFICE LEADERS
Staffing and Retention	**(TMD – AS1) IDENTIFIES AND CULTIVATES HIGH-QUALITY TALENT:** Identifies and cultivates potential high-quality personnel of diverse backgrounds who have the ability to successfully support all children; drives the process to hire new leaders within the network; considers the demographics of school student bodies and how that is reflected in the staff; identifies and supports talent within schools and local community to fill roles; drives conditions for school cultures which promote equity and culturally responsive management to retain personnel of diverse backgrounds.	**(TMD – P1) STAFFS EFFECTIVELY AND PRIORITIZES RETENTION:** Hires and sustains high-quality personnel of diverse backgrounds who have the ability to successfully support all children; considers the demographics of the student body and how that is reflected in the staff; identifies and supports talent within schools and local community to fill roles; cultivates a school culture which promotes equity and culturally responsive management to retain personnel of diverse backgrounds.	**(TMD – AP1) SUPPORTS STAFFING AND RETENTION:** Contributes to the staffing and retention of talented and valued school staff by listening to needs and working with the principal to develop aligned conditions and support plans; identifies talent within schools and the community to fill roles; considers the demographics of the student body and how that is reflected in the staff; supports a school culture which promotes equity and culturally responsive management to retain personnel of diverse backgrounds who have the ability to successfully support all children.	**(TMD – TL1) SUPPORTS TEACHER RETENTION:** Contributes to the retention of talented teachers by serving as a mentor, motivator, coach, and subject content facilitator; supports development of internal talent; considers the demographic composition of the student body and how that is reflected in the staff; supports a school culture which promotes equity and culturally responsive management to retain personnel of diverse backgrounds who have the ability to successfully support all children.	**(TMD – CL1) IDENTIFIES AND STAFFS HIGH-QUALITY TALENT:** Identifies and cultivates potential high-quality talent who have the ability to successfully support all children; drives or provides input into the process to hire new staff within the central office or in schools; considers the demographic composition of the student body and how that is reflected in the staff; supports a culture which promotes equity and culturally responsive management to retain personnel of diverse backgrounds.
Staff Development and Accountability	**(TMD – AS2) DIFFERENTIATES COACHING FOR PRINCIPALS, BUILDING TOWARDS SHARED ACCOUNTABILITY:** Creates network conditions where staff embrace diversity, equity, inclusivity and a growth mindset, supporting a culture of continuous learning and multidirectional feedback; coaches and trains principals to reach their goals by monitoring progress, conducting formative assessments, providing feedback, and adjusting elements of the professional learning plan; differentiates support by balancing the development needs of the principal and the needs of the school, leveraging data-driven, standards' aligned, culturally sustaining practices; balances role of coach and and supervisor, as necessary, to enhance Principal learning; holds Principals accountable for achieving the comprehensive school plan and supporting the liberation of students and staff, starting with historically marginalized populations.	**(TMD – P2) LEADS TEACHER AND STAFF DEVELOPMENT, BUILDING SHARED ACCOUNTABILITY:** Creates the school conditions where staff embrace diversity, equity, inclusivity and a growth mindset, supporting a culture of continuous learning and feedback; Identifies teacher, leader, and staff member strengths and collaborates with internal and external experts to address each person's key areas of growth; leads development with data-driven, standards' aligned, and culturally sustaining practices; holds staff accountable for achieving the comprehensive school plan and supporting the liberation of students and staff, starting with historically marginalized populations.	**(TMD – AP2) SUPPORTS TEACHER AND STAFF DEVELOPMENT, BUILDING SHARED ACCOUNTABILITY:** Reinforces school conditions where staff embrace diversity, equity, inclusivity and a growth mindset, supporting a culture of continuous learning and feedback; identifies teacher and staff member strengths and collaborates to support each person's key areas of growth; supports development grounded in data-driven, standards' aligned, and culturally sustaining practices; reinforces accountability towards reaching the comprehensive school plan and supporting the liberation of students and staff, starting with historically marginalized populations.	**(TMD – TL2) SUPPORTS TEACHER DEVELOPMENT AND SHARED ACCOUNTABILITY:** Reinforces school conditions where staff embrace diversity, equity, inclusivity and a growth mindset, supporting a culture of continuous learning and feedback; identifies teacher strengths and supports areas of growth with non-evaluative individualized coaching plans and differentiated professional learning opportunities; supports teachers in setting and meeting student learning and teacher practice goals; grounds support in data-driven, standards' aligned, and culturally sustaining practices; acknowledges accountability towards reaching the comprehensive school plan; supports the liberation of students and staff, starting with historically marginalized populations.	**(TMD – CL2) SETS HIGH EXPECTATIONS, BUILDING TOWARDS SHARED ACCOUNTABILITY:** Establishes conditions where district staff embrace diversity, equity, inclusivity and a growth mindset, supporting a culture of continuous learning and feedback; sets high expectations and drives accountability systems for meeting School Board Goals and Guardrails; supports differentiated staff development at multiple levels, leveraging data-driven, standards' aligned, and culturally sustaining practices; conducts formative assessment, provides regular feedback at multiple levels, and adjusts centralized professional learning and support plans accordingly; holds schools and central office teams accountable to achieving district/team goals; supports the liberation of students and staff, starting with historically marginalized populations.
Effective Leadership Team	**(TMD – AS3) LEADS EFFECTIVE NETWORK LEADERSHIP TEAM:** Develops, or advocates for the development, of a highly effective network leadership team that has the knowledge, skills, and mindsets to keep the network driving toward its goals, even in the Assistant Superintendent's absence; establishes meeting, check-in, and development structures specific to team needs and effective collaboration; develops school teams to coordinate and maintain effective distributed leadership models for school-based leadership teams (e.g. instructional, climate, etc.); invites and welcomes critical feedback and/or recommendations, recognizing the importance of ceding power and widening perspectives, especially for leaders with dominant social identities.	**(TMD – P3) LEADS EFFECTIVE SCHOOL LEADERSHIP TEAM:** Identifies and develops a highly effective leadership team that has the knowledge, skills, and mindsets to keep the school driving toward its goals, even in the principal's absence; distributes roles and responsibilities intentionally; establishes meeting, check-in, and development structures specific to this team; invites and welcomes critical feedback and/or recommendations, recognizing the importance of ceding power and widening perspectives, especially for leaders with dominant social identities.	**(TMD – AP3) SUPPORTS EFFECTIVE SCHOOL LEADERSHIP TEAM:** Supports development of a highly effective leadership team that has the knowledge, skills, and mindsets to keep the school driving toward its goals, even in the principal's absence; enacts designated roles, as distributed by the Principal, and collaborates with other roles, as needed; reinforces meeting, check-in, and development structures specific to this team; invites and welcomes critical feedback and/or recommendations, recognizing the importance of ceding power and widening perspectives, especially for leaders with dominant social identities.	**(TMD – TL3) SUPPORTS EFFECTIVE SCHOOL LEADERSHIP TEAM:** Contributes towards a highly effective leadership team, advocating on behalf of teachers; enacts designated roles, as distributed by the Principal, and collaborates with other roles, as needed; understands and appropriately balances roles as a school ILT member and as a teacher coach and advocate; recognizes the importance of ceding power and widening perspectives, especially for leaders with dominant social identities.	**(TMD – CL3) CONTRIBUTES TO DISTRICT AND/OR NETWORK LEADERSHIP TEAMS:** Develops teams, at a variety of levels, to coordinate and maintain effective distributed leadership models; builds knowledge, skills, and mindsets to support teams that prioritize and meet Board Goals and Guardrails; outlines meeting, check-in, and development structures specific to various team needs and effective collaboration, prioritizing best practice sharing; invites and welcomes critical feedback and/or recommendations, recognizing the importance of ceding power and widening perspectives, especially for leaders with dominant social identities.
Influence Toward Shared Goals (i.e. Change Management)	**(TMD - AS4) INFLUENCES TOWARDS SHARED GOALS:** Communicates the "why" behind district and/or network initiatives; fosters buy-in by engaging multiple voices, encouraging critical input, and cultivating a solutions' orientation; identifies, understands, and removes barriers to implementation; celebrates short wins to sustain motivation; sustains network capacity to institutionalize the change through innovative planning and a commitment to responsiveness.	**(TMD - P4) INFLUENCES STAFF TOWARDS SHARED GOALS:** Communicates the "why" behind school initiatives; enlists a coalition of the willing to help shape the strategic direction of initiatives; fosters staff buy-in by engaging multiple voices, encouraging critical input, and cultivating a solutions' orientation; identifies, understands, and removes barriers to implementation; celebrates short wins to motivate staff; sustains staff capacity to institutionalize the change through innovative planning and a commitment to responsiveness.	**(TMD - AP4) INFLUENCES STAFF TOWARDS SHARED GOALS:** Reinforces communication of the "why" behind school initiatives; supports a coalition of the willing to help shape the strategic direction of initiatives; supports staff buy-in by engaging multiple voices, encouraging critical input, and cultivating a solutions' orientation; collaborates to identify, understand, and remove barriers to implementation; celebrates short wins to motivate staff; helps to sustain staff capacity to institutionalize the change.	**(TMD - TL4) INFLUENCES STAFF TOWARDS SHARED GOALS:** Reinforces communication of the "why" behind school initiatives; supports teacher buy-in by engaging multiple voices, encouraging critical input, and cultivating a solutions' orientation; advocates for teachers by identifying and communicating barriers to implementation; celebrates short wins to motivate staff; helps to sustain staff capacity to institutionalize the change.	**(TMD - CL4) INFLUENCES TOWARDS SHARED GOALS:** Communicates the "why" behind district initiatives; fosters buy-in by engaging multiple voices, encouraging critical input, and cultivating a solutions' orientation; identifies, understands, and removes barriers to implementation; celebrates strategic short wins to sustain motivation at multiple levels; sustains capacity to institutionalize the change through innovative planning and a commitment to responsiveness.

ORGANIZATIONAL AND OPERATIONAL MANAGEMENT (OM)
Manages the key resources and systems needed to ensure the effective management of school systems and operations

INDICATORS	ASSISTANT SUPERINTENDENT	PRINCIPAL	ASSISTANT PRINCIPAL	TEACHER LEADER	CENTRAL OFFICE LEADERS
Effective Systems	**(OM – AS1) ADVISES ON RESOURCES, SYSTEMS, STRUCTURES AND SUPPORTS EFFECTIVE PRIORITIZATION:** Understands current local, state, and national laws, regulations, and compliance measures; advises/coaches on systems for critical school operations, risk management, compliance, and equitable resource allocation; manages and supports highly functioning school-based operations such that leaders anticipate and eliminate potential barriers to teaching and learning.	**(OM – P1) DESIGNS EFFECTIVE SYSTEMS AND PRIORITIZES EFFECTIVELY:** Designs systems for critical school operations, risk management, and compliance; manages staff to maintain and support highly functioning school-based operations such that staff members anticipate and eliminate potential barriers to teaching and learning.	**(OM – AP1) MANAGES EFFECTIVE SYSTEMS AND PRIORITIZES EFFECTIVELY:** Manages and recommends improvements around systems for critical school operations, risk management, and compliance; supports highly functioning school-based operations such that staff members anticipate and eliminate potential barriers to teaching and learning.	**(OM – TL1) SUPPORT SYSTEMS MANAGEMENT:** Supports school-based operational routines and procedures and recommends potential improvements, as needed; acts as representative for principal or other school leaders for various school functions as appropriate.	**(OM – CL1) ESTABLISHES EFFECTIVE SYSTEMS AND PROCEDURES:** Understands current local, state, and national laws, regulations, and compliance measures; creates clear systems, processes, and procedures to manage a team or program connected to critical school operations, risk management, and compliance; designs plans to achieve short- and long-term goals, ensuring that key logistics, details, and implementation needs are thoroughly considered.
Flexibility	**(OM – AS2) DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve school and district goals by maximizing resources and ensuring effective management of school systems and operations.	**(OM – P2) DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve school goals by maximizing resources and ensuring effective management of school systems and operations.	**(OM – AP2) DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve school goals by maximizing resources and ensuring effective management of school systems and operations.	**(OM – TL2) DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; advises on strategies to maximize resources and ensure effective management of classroom systems and operations.	**(OM – CL2) DEMONSTRATES FLEXIBILITY:** Demonstrates flexibility when plans or situations change unexpectedly; suggests adjustments to plans to achieve district-wide goals by maximizing resources and ensuring effective management of school and central office systems and operations.
Resource Management	**(OM – AS3) ADVOCATES FOR SCHOOLS AND RESOURCES:** Represents and advocates for schools and principals; connects principals to central office resources and personnel in order to support their comprehensive school plan; prioritizes central office requests in order to ensure meaningful school involvement and development of the Principal as an instructional and/or operational leader; supports the equitable redistribution of resources.	**(OM – P3) MANAGES RESOURCES:** Prioritizes resources (e.g., finances, equipment, time, and people) to support the school's vision; utilizes current resources, considers untapped resources, and redistributes resources when possible; appropriately delegates day-to-day operations to designated staff members to ensure continued focus on instruction and a supportive environment.	**(OM – AP3) MANAGES RESOURCES:** Aligns resources (e.g. finances, equipment, time, and people) to support the school's vision and comprehensive plan; utilizes current resources, considers untapped resources, and redistributes resources when possible; supports day to day operations and delegations.	**(OM – TL3) SUPPORTS RESOURCE PRIORITIZATION:** Strengthens teacher focus on the critical resources essential to effective classroom operations; advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice.	**(OM – CL3) MANAGES RESOURCES:** Manages time and resources effectively, prioritizing efforts according to the School Board's Goals and Guardrails and the long-term sustainability of the district; promotes collaboration at all levels of the district to align and coordinate efforts; supports the equitable redistribution of resources.
Communication and Feedback	**(OM – AS4) COMMUNICATES EFFECTIVELY & ESTABLISHES CLEAR FEEDBACK LOOPS:** Creates and uses clear and streamlined communication and feedback systems that allow for regular exchanges with central office staff, school leaders/staff, students, families and community members about the implementation of operational systems; considers methods for communicating across difference and uses a culturally responsive lens to plan and execute communication.	**(OM – P4) COMMUNICATES EFFECTIVELY & ESTABLISHES CLEAR FEEDBACK LOOPS: :** Creates and uses clear and organized communication and feedback systems that allow for regular exchanges with leaders, teachers, students, and/or families about the implementation of operational systems; considers methods for communicating across difference and uses a culturally responsive lens to plan and execute communication.	**(OM – AP4) COMMUNICATES EFFECTIVELY:** Supports clear communication and feedback systems that allow for regular exchanges with teachers, students, and/or families about the implementation of operational systems; considers methods for communicating across difference and uses a culturally responsive lens to plan and execute communication.	**(OM – TL4) COMMUNICATES EFFECTIVELY:** Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families; considers methods for communicating across differences and uses a culturally responsive lens to plan and execute communication.	**(OM – CL4) COMMUNICATES EFFECTIVELY & ESTABLISHES CLEAR FEEDBACK LOOPS:** Creates and uses clear and streamlined communication and feedback systems that allow for regular exchanges with central office and school-based staff about the implementation of operational systems; proactively gathers input and feedback from key stakeholders on ongoing initiatives, including intentional opportunities for recommended potential improvements; considers methods for communicating across difference and uses a culturally responsive lens to plan and execute communication.

LEADERSHIP OF SUPPORTIVE ENVIRONMENTS (LSE)

Cultivates a school culture that fosters positive interactions and strong relationships with students, staff, families, and communities so everyone feels a sense of belonging and support

INDICATORS	ASSISTANT SUPERINTENDENT	PRINCIPAL	ASSISTANT PRINCIPAL	TEACHER LEADER	CENTRAL OFFICE LEADERS
Climate Vision and Aligned Professional Learning	**(LSE - AS1) SUPPORTS AND GUIDES CLIMATE VISION AND AN ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates a clear and strategic network climate and culture vision, aligned to Board Goals and Guardrails; leverages knowledge of climate programming that is trauma informed, aligned to SDP guidance and school plans, supported by comprehensive SDP MTSS guidance, and responsive to network school's community, cultural context and history; collaborates with the SDP Climate and Culture team to design, implement, and monitor a cohesive network professional learning plan that supports Tier I approaches that prioritize inclusivity and cultural responsiveness, particularly for historically marginalized students and families; monitors school-based professional learning plans and ensures alignment to goals in the school plan.	**(LSE - P1) DESIGNS CLIMATE VISION AND AN ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates a clear and strategic school climate and culture vision, grounded in knowledge of climate programming (ex: PBIS, Relationships First, and Social Emotional Learning) that is trauma-informed, aligned to the school plan, supported by comprehensive SDP Multi-Tiered System of Supports (MTSS) guidance, and responsive to each school's community, cultural context and history; collaborates with Office of School Climate and Culture, as well as the school-based climate lead(s), to design, implement and monitor a cohesive professional learning plan for Tier I approaches that prioritize inclusivity and cultural responsiveness, particularly for historically marginalized students and families.	**(LSE - AP1) SUPPORTS CLIMATE VISION AND AN ALIGNED PROFESSIONAL LEARNING PLAN:** Supports a clear and strategic school climate and culture vision, grounded in knowledge of climate programming (ex: PBIS, Relationships First, and Social Emotional Learning) that is trauma-informed, aligned to the school plan, supported by a comprehensive SDP Multi-Tiered System of Supports (MTSS) guidance, and responsive to each school's community, cultural context and history; supports design, implementation, and monitoring of a cohesive professional learning plan for Tier I approaches that prioritizes inclusivity and cultural responsiveness, particularly for historically marginalized students and families.	**(LSE - TL1) SUPPORTS CLIMATE VISION AND AN ALIGNED PROFESSIONAL LEARNING PLAN:** Supports a clear and strategic school climate and culture vision, grounded in knowledge of climate programming (ex: PBIS, Relationships First, and Social Emotional Learning) that is trauma-informed, aligned to the school plan, supported by a comprehensive SDP Multi-Tiered System of Supports (MTSS) guidance; and responsive to each school's community, cultural context and history; reinforces school-wide professional learning around Tier I climate approaches that prioritize inclusivity and cultural responsiveness, particularly for historically marginalized students and families.	**(LSE - CL1) SUPPORTS DISTRICT CLIMATE VISION AND AN ALIGNED PROFESSIONAL LEARNING PLAN:** Articulates or champions a clear and strategic district climate and culture vision, grounded in knowledge of climate programming that is trauma-informed, aligned to Board Goals and Guardrails, supported by a comprehensive SDP Multi-tiered System of Supports (MTSS) guidance, and inclusive of each school's community, cultural context and history; designs or implements and monitors a cohesive system-wide professional learning plan around Tier I climate approaches that prioritize inclusivity and cultural responsiveness, particularly for historically marginalized communities, and drive towards district-wide climate and culture goals.
Observation and Coaching	**(LSE - AS2) OBSERVES, ASSESSES AND COACHES:** In collaboration with network climate leads and school climate leads, regularly assesses the quality of climate and culture across network schools; understands and designs, as well as supports Principals to design, meaningful and cohesive feedback cycles to improve adult practices that positively affect student outcomes and sense of belonging; supports and develops leaders to implement effective feedback cycles including regular formal and informal observations; assesses impact of feedback cycles across schools, advises leaders about adjusting implementation and/or adjusts coaching and professional learning for school teams.	**(LSE – P2) OBSERVES, ASSESSES AND COACHES:** In collaboration with other climate leads, regularly assesses the quality of climate and culture across the school; understands and designs meaningful and cohesive feedback cycles to improve adult practices that positively affect student outcomes and sense of belonging; implements effective feedback cycles including regular formal and informal observations of staff; assesses impact of feedback cycles and adjusts modeling, coaching, professional learning, and other supports, as needed.	**(LSE - AP2) OBSERVES, ASSESSES AND COACHES:** In collaboration with the Principal and other climate leads, supports assessing the quality of climate and culture within the school; understands and supports the design of meaningful and cohesive feedback cycles to improve adult practices that positively affect students outcomes and sense of belonging; implements effective feedback cycles including regular formal and informal observations of staff; assesses impact of feedback cycles and adjusts coaching, professional learning, and other supports, as needed.	**(LSE - TL2) VISITS CLASSROOMS AND COACHES::** Supports with quality of Tier I climate and culture approaches by using release time for targeted teacher development; supports effective feedback cycles including regular classroom visits; assesses impact of feedback cycles and adjusts coaching, collaboration, and/or planning support, as needed, to continually improve adult practices that positively affect student outcomes and sense of belonging.	**(LSE - CL2) DEVELOPS OTHERS SKILLS AND PROFESSIONAL CAPACITIES:** Develops team and school based capacity around a shared belief in climate programming that is trauma-informed, aligned to Board Goals and Guardrails, and inclusive of community cultural values; assesses the quality of climate and culture across schools and networks; models how to design meaningful feedback and coaching cycles to improve adult practices and student outcomes and sense of belonging; assesses impact of coaching and feedback cycles across the district and adjust implementation supports, as needed.
Data-Driven Support and Deployment	**(LSE – AS3) ESTABLISHES A SUPPORTIVE ENVIRONMENT DRIVEN BY DATA:** Increases access and inclusion and a safe and supportive culture across schools by regularly assessing Tier I climate programming; ensures schools hold monthly MTSS meetings with all key members attending, and an action plan with commitments that are upheld; leverages relevant data and a critical investigation of disproportionalities in data to diagnose strengths and areas for growth in network schools; develops leaders to analyze, reflect upon, and synthesize various relevant data when making decisions; uses an equity lens to manage network-wide climate programming, including central office support for schools, coaching for leaders, or student/staff/community specific support and professional learning.	**(LSE – P3) ESTABLISHES A SUPPORTIVE ENVIRONMENT DRIVEN BY DATA:** Increases access and inclusion and a safe and supportive school culture by regularly assessing Tier I climate programming; holds monthly MTSS meetings with clear agendas, all key members attending, with a clear action plan as the outcome; holds team members accountable for commitments; leverages relevant data and a critical investigation of disproportionalities in data to diagnose strengths and areas of growth; develops leaders, teachers, and staff to analyze, reflect upon, and synthesize various relevant data when making decisions; uses an equity lens to make school-wide climate decisions.	**(LSE - AP3) MAINTAINS A SUPPORTIVE ENVIRONMENT DRIVEN BY DATA:** Increases access and inclusion and a safe and supportive school culture by supporting the regular assessment of Tier I climate programming; supports monthly MTSS meetings with clear agendas, all key members attending, and a clear action plan as the outcome; supports team members with commitments from MTSS meetings; leverages relevant data and an investigation of disproportionalities in data to support the diagnosis of strengths and areas for growth; develops teachers and staff to analyze, reflect upon, and synthesize various relevant data when making decisions; uses an equity lens to support school-wide climate decisions.	**(LSE - TL3) SUPPORTS A SUPPORTIVE ENVIRONMENT DRIVEN BY DATA:** Increases access and inclusion and a safe and supportive school culture by supporting effective MTSS systems in the school; creates a climate of trust and critical reflection for teachers to analyze, reflect upon, and synthesize various relevant data when making decisions about culture and climate within their classroom and across the school; use an equity lens to support school-wide climate decisions and for coaching teachers; gathers evidence of teacher strengths and areas of need in order to advocate for targeted climate-focused professional learning and support.	**(LSE - CL3) ESTABLISHES A SUPPORTIVE ENVIRONMENT DRIVEN BY DATA:** Increases access and inclusion and a safe and supportive culture across district schools by regularly assessing Tier I climate programming and MTSS processes; leverages relevant data and a critical investigation of disproportionalities in data to diagnose strengths and areas for growth across the district; develops leaders, teachers, and other SDP staff to analyze, reflect upon, and synthesize various relevant data when making decisions; uses an equity lens to make district-wide climate decisions, including central office support and/or coaching for networks and schools, community-specific resources/support, and to drive/adjust professional learning opportunities.
Targeted Student Supports	**(LSE - AS4) SUPPORTS TIER II/III STUDENT SUPPORTS WITHIN A COMPREHENSIVE MTSS PROCESS:** Collaborates with school leaders to prioritize interventions for students who are not responding to Tier I programming; connects school teams with additional central office supports and/or mental/behavioral health services, as needed; coordinates with school teams, families, district staff, and agency representatives to support transitions for students leaving/entering school.	**(LSE - P4) FACILITATES TIER II/III STUDENT SUPPORTS WITHIN A COMPREHENSIVE MTSS PROCESS:** In collaboration with Tier II and Tier III leads, holds monthly meetings to prioritize interventions for students who are not responding to Tier I programming; coordinates with counselor and/or STEP team in the facilitation of mental/behavioral health services; coordinates with students, families, school/district staff, and agency representatives to facilitate supportive transitions for students leaving/entering school.	**(LSE - AP4) SUPPORTS TIER II/III STUDENT SUPPORTS WITHIN A COMPREHENSIVE MTSS PROCESS:** Collaborates with the Principal and other Tier II and Tier III leads to support monthly meetings to prioritize interventions for students who are not responding to Tier I programming; supports coordination of counselor and/or STEP team in the facilitation of mental/behavioral health services; supports transitions for students leaving/entering school, in coordination with other school, family, or agency representatives.	**(LSE - TL4) SUPPORTS TIER II/III STUDENT SUPPORTS WITHIN A COMPREHENSIVE MTSS PROCESS:** Supports teachers and other Tier II and Tier III leads to prioritize interventions for students who are not responding to Tier I programming; advocates for teacher and student needs as related to targeted student supports, transitions, and connections with other school staff or agency representatives.	**(LSE - CL4) SUPPORTS TIER II/III STUDENT SUPPORTS WITHIN A COMPREHENSIVE MTSS PROCESS:** Collaborates with other central office staff and network teams to prioritize interventions for students who are not responding to Tier I programming; connects central office supports and/or mental/behavioral health services to school teams, as needed; supports transitions for students leaving/entering school, as needed.
Restorative Approach to Discipline	**(LSE - AS5) DRIVES AND SUPPORTS RESTORATIVE APPROACHES TO DISCIPLINE:** Champions and facilitates a restorative network-wide environment, including a progressive discipline process in alignment with SDP Student Code of Conduct; ensures restorative alternatives to punitive discipline as the primary response to behavioral infractions; ensures school teams have the training and tools to minimize exclusion of students; collaborates with school teams, parents and guardians with the goal of supporting students to mend harm and practice communal healing; ensures school teams regularly documentation of leveraging district-wide reporting systems	**(LSE - P5) DESIGNS AND OVERSEES RESTORATIVE APPROACHES TO DISCIPLINE:** Collaborates with climate leads to facilitate a restorative school-wide environment, including designing and clearly communicating a progressive discipline process in alignment with SDP Student Code of Conduct; prioritizes restorative alternatives to punitive discipline as the primary response to behavioral infractions; ensures staff have the training and tools to minimize exclusion of students and respond to most disciplinary issues in a restorative manner; collaborates with parents and guardians with the goal of supporting students to mend harm and practice communal healing; ensures that disciplinary incidents and interventions are documented appropriately.	**(LSE - AP5) SUPPORTS RESTORATIVE APPROACHES TO DISCIPLINE:** Supports and communicates a progressive discipline process in alignment with SDP Student Code of Conduct; prioritizes restorative alternatives to punitive discipline as the primary response to behavioral infractions; supports staff training to minimize exclusion of students and a restorative response to most disciplinary issues; collaborates with parents and guardians with the goal of supporting students to mend harm and practice communal healing; supports documentation of disciplinary incidents and interventions, as appropriate.	**(LSE - TL5) SUPPORTS RESTORATIVE APPROACHES TO DISCIPLINE:** Supports a progressive discipline process in alignment with SDP Student Code of Conduct; supports teachers to prioritize restorative alternatives to punitive discipline as the primary response to behavioral infractions; coaches teachers to collaborate with parents and guardians with the goal of supporting students to mend harm and practice communal healing; guides teachers with processes for regular documentation of disciplinary incidents and interventions, leveraging district-wide reporting systems.	**(LSE - CL5) DRIVES AND SUPPORTS RESTORATIVE APPROACHES TO DISCIPLINE:** Drives and supports a progressive discipline process in alignment with SDP Student Code of Conduct; develops, ensures, and supports a vision for restorative alternatives to punitive discipline as the primary response to behavioral infractions; collaborates with central office staff, school teams, and the community in order to support school teams with training and tools that target student interventions that target mending harm and practicing communal healing; oversees district-wide reporting systems for documentation; builds systems where school leadership and school safety officers ensure a cohesive response to discipline, where distractions to the school community are limited.