Actions Matter: How School Leaders Enact Equity Principles

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Abstract

This qualitative study examines how urban school principals employ an equity frame to promote change in their daily work. Over a three-year period, an urban school district on the west coast implemented a process to develop and use a leadership rubric for principal professional learning and evaluation purposes. This Principal Leadership Rubric was developed, in part, through video observations of principals in action, and subsequent analysis and naming of leadership practices. The study examines a subset of the video transcripts and analyzes them using the foundational leadership element of the Principal Leadership Rubric: equity. We found that the principals' enactments of equity varied in three ways: level of explicitness (explicit to implicit), type of issue (macro to micro), and indicators towards change (clear to unclear next steps). We argue that it is more likely that principals who were explicit about the equity issue and clear about next steps in their leadership practice, whether the issue was micro or macro, were more likely to disrupt historical inequities and allow all students to encounter more learning opportunities. The findings have implications for research and practice of principal support and evaluation. We add to the field of social justice leadership by illustrating what "enacting equity" looks like in leadership practice.

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The education research and practice communities are in agreement: school leadership is of central importance for what happens in schools. Effective school leaders are the connective tissue in school reform, and substantial consensus among researchers verifies the importance of school leadership in influencing teacher practice to improve student outcomes (Branch, Hanushek, & Rivkin, 2012; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Knapp et al., 2003; Knapp, Copland, Honig, Plecki, & Portin, 2010; Leithwood, Harris, & Strauss, 2010; Leithwood & Louis, 2012; Leithwood & Sun, 2012; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Wallace Foundation, 2010; Waters, Marzano, & McNulty, 2003). Yet effectiveness of school leaders is not completely understood. In the policy arena and in district evaluations, school leader effectiveness is often conflated with value-added measures, which, like the teacher value-added measures, have limited validity and reliability (Loeb & Grissom, 2013).

Nationwide, in both schools of education and leadership standards and evaluation, the focus is on the principal as an instructional leader (see, for example: 2010; Bryk et al., 2010; Louis et al., 2010). However, the instructional leadership and accountability frames, while important, do not take into account the underlying or prerequisite leadership actions around equity. We argue this plays a significant role in a principal's ability to set the stage for and produce improvement in instruction and student achievement. This study examines how a group of urban principals (n=10) enact an equity frame to promote and direct school change. We define "equity frame" as an intentional structure that a principal uses systematically and intentionally to guide decisions about leadership actions and professional interactions when he or she

encounters inequities. An equity frame is the visible enactment of an equity perspective or vision and presumes that a principal understands and communicates structural elements that undergird and influence the conditions for effective leadership in instruction and management. We argue that using an explicit equity frame is a foundational element of effectiveness for urban principals. In this study, we explore what an equity frame looks like in effective leadership practice in the context of accountability mandates and requirements, and we make recommendations for how to make an equity vision more visible, tangible, and consistent. Specifically, we seek to understand how principals convey a commitment to a vision of equity in a complex urban school context. Our overarching question was: How do principals convey a commitment to equity at all times and reshape conversations about school direction, instruction, and accountability using an equity frame?

Multiple circumstances may intervene and redefine the direction of leaders who are not solidly situated in an equity frame. Urban principals, facing complex and often urgent situations, encounter multiple and conflicting expectations (Grubb & Flessa, 2006) and look for ways to re-conceptualize their work and maintain their persistence. In 2013, a study of urban principals reported that their jobs are increasingly more complex and more stressful; principal job satisfaction decreased by 9% from 2008-2012; and they lead teachers whose job satisfaction decreased 23% in the same period (Markow, Macia, & Lee, 2013). Principals are pulled by school reform efforts to be instructional leaders without a clear understanding of what that means (Rigby, 2013b). Further, in spite of lack of research on using test scores as an effective way to evaluate principals, many districts, non-profit leadership organizations, and states are crafting value-added measures to

evaluate principals (Braun, Chudowsky, & Koenig, 2010; Loeb & Grissom, 2013). This focus on standardized tests inevitably narrows curriculum (e.g., D. Berliner, 2011; Darling-Hammond, 2011; Milner, 2013) and focuses instruction towards one kind of success—that which is measurable on standardized tests.

We know that leaders in urban schools serve in increasingly vulnerable communities that face debilitating effects of economic disparity, structural racism, and spikes in urban violence that affect neighborhoods and schools. Ample research illustrates poverty's impact on multiple facets of individuals' lives, including health outcomes, food security, exposure to violence, and educational outcomes (e.g, Lawrence, Sutton, Kubisch, Susi, & Fulbright-Anderson, 2010). Further, it is evident that poverty is not equitably distributed by race, rather African-American and Latino communities face organizational and social structures that systematically differentiate access to goods, services, and opportunities. In turn, these out-of-school factors dramatically affect school outcomes. Principals in urban settings work with increasing numbers of families that are subject to the effects of intergenerational poverty and multiple other out-of-school factors (D. C. Berliner, 2009; Rothstein, 2004). And while bilingualism is an asset, learning a second language in many schools adds to the complexity of the instructional program, and principals must manage this. These complicate the task of schools and their leaders to deliver on their core educational mission. Yet, despite these prevailing conditions created in communities and districts, we know that all families and children bring significant cultural and personal assets to our schools and communities (e.g., Hess, Lanig, & Vaughan, 2007; Kretzmann & McKnight, 1993; Lindsey, Karns, & Myatt, 2010).

At the same time, school districts set seemingly arbitrary expectations for

instructional leadership actions, such as spending a minimum of two hours observing teachers per day. These expectations, however, are often ephemeral. One year, after reading one set of recommendations from researchers or reports, a district might shift their expectations from classroom observations to facilitating professional learning communities, or in the case of the principals in this district, a focus on academic conversations as the silver bullet for improvement. Yet, we know that shifts in instructional leadership practice necessitate time and expertise to build teachers' capacity and see transfer to the classroom, which is often limited at best (Bransford, Brown, & Cocking, 2000; Cobb, Zhao, & Dean, 2009; Cuban, 1990; Kazemi & Hubbard, 2008). The shifting nature of expectations makes it nearly impossible for principals to dig in deeply with their staff and successfully contextualize district attempts at coherence to their schools.

Iterating school district agendas, while trying to create coherence, actually detract from alignment and successful implementation (i.e., Fuhrman, 1993; Honig & Coburn, 2008; Johnson & Chrispeels, 2010). School districts, often with changing leadership, modify vision statements and district plans; and, along with changes in the "reforming again and again" tradition we have come to expect, come strategies, programs, and efforts directed at improving student learning (Cuban, 1990; Grubb & Tredway, 2010). Without a clear and present equity frame, principals can easily get sidetracked by a changing district agenda, neglect the need for school context to be the driver of decisions, and lose touch with his or her principles.

Thus, urban leaders and the teachers who work to bring about substantial changes in student social-emotional, civic, and academic growth within the current accountability

climate require a set of knowledge, skills, and dispositions that, while hard to quantify, are palpable, visible, and documentable. This set of knowledge, skills, and dispositions, girded by an equity frame, can support a principal in recognizing the assets and the significant challenges of their communities. As schools in our urban communities face increasingly untenable conditions without the financial and social supports from community agencies and nonprofits, cities, and states that were available a decade ago, we must look afresh at what it takes to be an effective as an urban leader who has and enacts a commitment to equity.

One approach to these formidable challenges is to take a strong and vocal stance on equity. Explicit and clear attention to equity serves as a foundational guide that fortifies and directs the underlying motivations and actions of leaders who make multiple daily and long-term choices to guide teachers in their mutual goals of improved student outcomes (Browne, 2012). We define equity as conditions for learning that interrupt historically discriminatory practices, support democratic schooling, and achieve fair, inclusive, and just outcomes. Further, leadership for equity is acting on those beliefs and understandings intentionally, regularly, and systematically. In this approach, equity needs to be the guiding light for the 40+ leadership actions (i.e., school schedule, classroom observations, parent meetings, disciplinary meetings, teacher professional development, and providing supervision in halls and cafeterias) that principals enact each day (Horng, Klasik, & Loeb, 2009). Leverett (2002) describes this panoptic focus on equity as being an "equity warrior." He explains:

> Equity warriors are people who, regardless of their role in a school or district, passionately lead and embrace the mission of high levels of achievement for all students, regardless of race, social class, ethnicity, culture, disability or language proficiency…Equity warriors often act outside their formally assigned roles;

communicate effectively and persistently with diverse publics to influence the core business of schools and districts; participate successfully in cross-functional teams; work to improve their knowledge, skills and disposition; engage in risk-taking; and model these values, beliefs and behaviors for others to emulate in the quest for higher levels of learning for all groups of children and youth.

Given the set of circumstances of urban schools, principals must recognize the importance of equitable access and opportunity for students as a primary starting point for creating the conditions for improved student success, and they must act on this proposition in daily ways through their actions and words (Boykin & Noguera, 2011; Darling-Hammond, 2010).

In this study, we examine the practices of ten principals in an urban west coast school district. As part of its strategic plan to offer a different approach to leadership professional learning and principal evaluation, the district created a Leadership Task Force (LTF) to create and pilot an administrator rubric to be used for both support and evaluation. The LTF chose to emphasize equity as an underlying dimension of the rubric for school leaders. The ten focal principals in this study were a part of the pilot program, self-selected to be members of the LTF and, in general, voiced a strong commitment to creating more equitable outcomes in their schools. By using a best-case logic in choosing our district and principals, or choosing a sample that is the most likely to demonstrate the phenomena we seek to understand (Horn, Kane, & Wilson, under review), we hope to shed light on how equity is actualized in leadership practice. In short, these principals were equity warriors. Here, we attempt to capture the range of practices they enacted. The following research questions guided our study: *How, if at all, did the equity dimension in the Principal Leadership Rubric show up in the leadership practices of the ten focal principals? What does equity look like in the leadership practices of the ten*

focal principals?

In this chapter, we first define what it means to be a principal focused on equity and describe two key elements in the process of learning how to be an "equity warrior": first, understanding self, school community, and the intersection in-between; and second, connecting to a larger social justice leadership community. We then explain our methods including details about the school district's process to create the Principal Leadership Rubric. Then, we describe our key findings, both overall with counts and in-depth through qualitative excerpts from video transcripts. Finally, we discuss the implications of our findings as well as the limitations and make recommendations about how school leaders and the programs that prepare them can enhance their ability to be equity warriors.

Defining Equity for School Leadership

Equity is a widely used term in school reform language, and has come to mean different things to different people. We conceptualize equity as a key lever to achieve educational opportunity that focuses on fairness, inclusion, and justice. School leaders who operate with an equity frame "advocate, lead, and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States" (Theoharis, 2007, p. 222). We suggest two key levers that move from the rhetoric of equity to action: understanding self, school community, and the intersection in-between; and connecting to a larger community of like-minded leaders.

Understanding Self, School Community, and the Intersection In-Between

As leaders of diverse communities, principals must first examine the multiracial, multicultural, and class identities that often influence the ways they intersect with a multitude of different people (Kivel & Zinn, 2002; McIntosh, 1989; Page, 2007; Wise, 2009). Without a firm self-examination of his or her own role in historically inequitable structures, a school leader is not able to authentically engage with his or her school community (regardless of the level of sameness or difference in the principal's and school community's identities). Without examining self and developing the ability to engage others in conversation about their stories of self, a principal cannot hope to create the story of all school constituents (students, teachers, families, support providers, community non-profit partners, etc.) or support others to examine structural issues once they emerge as the underlying causes of the instructional and achievement concerns (Ganz, 2011).

Second, school leaders must cultivate and maintain a deep knowledge and understanding of the history and culture of the constituents in the school community (Banks & McGee Banks, 2004). This includes a broad knowledge of history and literature, popular culture, youth culture, and specific knowledge of the community where the school is situated. This knowledge is essential for principals to support their teachers in broadening and deepening a common standard of most teacher rubrics—knowing their students as individuals and members of specific communities (Andrade-Duncan, 2009; Danielson & McGreal, 2000).

Third, principals must understand how issues around equity show up both in school structures and in classrooms themselves. They must have a deep sense of how race, class, stereotype threats, and cultural discontinuity both create inequity in discipline

systems and classroom practices, and undercut the ability of students and families to engage in schools (Arum, 2003; Boykin & Noguera, 2011; Ferguson, 2000; Foucault, 1977; Lee, 2008; Steele, 1997, 2010; Valdés, 1996; Valenzuela, 1999). Further, in order to insist on equitable access and opportunity to learn in classrooms, a principal has to have an understanding of culturally responsive curriculum and pedagogy, including how home language impacts and supports learning (Banks & McGee Banks, 2004; Dutro & Moran, 2003; Gay, 2000; Hollie, 2012; Jones & Vagle, 2013; G. Ladson-Billings, 1994; G. Ladson-Billings, 2006; Menkart, Murray, & View, 2004). Finally, principals need experience in and ability to facilitate complex conversations in their school environment that simultaneously keep people in difficult conversations while also fostering diverse ideas and identities (Browne, 2012; Byrne-Jimenez & Thompson, 2012; Eubanks, Parish, & Smith, 1997; Gooden & O'Doherty, 2013; McKenzie & Scheurich, 2004; Singleton & Linton, 2006; Tredway & Maxis, forthcoming). This is especially true as principals must often serve as a broker between families and teachers who come from distinct cultural and educational backgrounds (Sleeter, 2001).

Connecting to a Larger Community of Like-Minded Leaders

The role of the principal is a lonely one (Whitaker, 1996). Explicitly using equity as a foundational value in leadership actions places principals as a part of a larger community of social justice leaders (e.g., Furman, 2012; Theoharis, 2008). It is important for principals to be able to connect to something larger than the daily urgencies and exigencies of urban schools. Naming equity as a driving force behind leadership actions situates these actions as part of a larger concept, purpose, and social justice movement, thus allowing principals to take more risks, have difficult conversations, and hold

themselves and others accountable for the outcomes not only at their schools, but also across the district and broader education community. It places them in an informal social network of equity warriors.

Beyond an abstract connection to like-minded principals, school leaders need interactions with other individuals in similar roles who face similar problems. Research on informal social networks points to the value that these types of connections can serve both to sustain emotional support as well as foster persistence in the implementation of a particular set of practices (Coburn, Choi, & Mata, 2010; Coburn & Russell, 2008; Daly, 2010; Keleher et al., 2010; Rigby, 2013a; Theoharis, 2010). To have input and develop the skills to interrupt typical organizational structures, principals need to hear and use stories of change from colleagues that support a "moving force for change" (Dewey, 1938, p. 38). Keleher et al. (2010) describe how participating in a network of like-minded leaders supports individuals:

> Network weaving is a leadership strategy to intentionally introduce and link people together to strengthen their bonds and build bridges among groups that are not already connected, thereby expanding the network's reach, influence, and innovation. These connections also help people self-organize and experiment around common interests, forming many collaborative projects and initiatives.

Further, individual and collective successes are not based on a special or inherent set of skills; few principals are born equity warriors. Intentional efforts by school districts to foster their professional capital and create conditions for professional learning, combined with the right set of peer-to-peer relationships, can support their equity beliefs and practices (Hargreaves & Fullan, 2012). The next section describes the background of our study, including the intentional practices of the school district we studied to foster the types of networks and connections described above.

Background Context

      Conditions of poverty were present in the school district in which this study was conducted. For example, violent crimes increased by almost 20% from 2010-2011 (from 6,652 to 7,962); the number of homicides increased from 95 in 2010 to 131 murders in 2012. Further, youth were a substantial part of this violence. In 2007 (the most recent data available), the city was the third in the nation for youth firearm murder, with 42 youth firearm homicides, or a rate of 47.7 (per 1000,000 of 10-to 19-year-olds) (Gabrielson, 2011). Despite the collapse of social safety nets, the structural issues of poverty and racism that result in a growing education apartheid and re-segregation (Arum, 2003), urban principals are responsible for maintaining resilience in the face of daily tragedy and trauma, or what Jeff Andrade-Duncan (2009) calls perpetual traumatic stress.

      It is within this context that the ten principals in this study participated in a Leadership Task Force (LTF) in an urban west coast school district over a three-year period (varying years for each principal). The school district made a concerted effort to engage principals to investigate the multiple ways that their leadership work could be seen and categorized. In the first year, the LTF developed the first iteration of the Principal Leadership Rubric with eight dimensions of leadership practice and descriptions of those dimensions: Equity, Vision, Relationships, Resilience, Partnerships, Management, Instruction, and Accountability. In order to develop indicators of practice for each of the elements, in the second year the LTF conducted qualitative analysis of their "on-the-ground" leadership work, based on scripts from videotaping leadership

work, in order to understand what these dimensions looked like both in authentic practice and in this particular context.

Some dimensions commonly appear in most leadership rubrics: vision, relationships, instruction, management, and accountability. However, others are either unique to or are more elaborated in this rubric: equity, partnership, and resilience. The Principal Leadership Rubric offers a theory of action about leadership support and evaluation that names equity, vision, relationships, and resilience as the foundational dimensions and posits that partnership, management, instruction, and accountability rely on the foundational dimensions for enactment. In this chapter, we analyze the cornerstone dimension that is used as a frame for the other seven rubric dimensions: equity. (See Appendix A for the Equity Dimension of the Principal Leadership Rubric.)

Methods

As described above, each principal in the LTF (which included 40 principals over three years) was videotaped for 60-90 minutes, typically once each in the fall and spring. To reiterate: the principals self-selected to participate in the LTF. The videotapes included a variety of leadership activities such as leading parent meetings, conducting post-observation conferences with teachers, leading teacher professional development, monitoring halls or recess, etc. These videotapes were transcribed and analyzed using codes from indicators of practice and names of practice from the existing Principal Leadership Rubric.

For this study, we randomly sampled ten principals (n=10) from our larger best-case sample (n=40) for deeper analysis. We labeled the principals P1-P10, and each of

their transcripts a and b. Using NVivo, the authors coded the 20 transcripts just for the equity dimension of the rubric.

Using a modified version of the constant comparative method of qualitative analysis (Glaser & Strauss, 1967), two of the authors first compared their coding along the elements of the equity dimension on the Principal Leadership Rubric. Then, they determined trends and patterns in their coding, which they identified as three distinct analytical components: 1) explicit to implicit; 2) macro to micro; and 3) clear to unclear next steps. They used these analytical components to jointly recode the original codes, what Strauss and Corbin (1990) refer to as axial coding. Through discussion and collaboration, the authors created matrices to compare the leadership actions along the three analytical components (Miles & Huberman, 1994). Below are the definitions we used to classify the leadership actions:

- *Explicit leadership actions*: the principal verbalized the purpose of a leadership action as rooted in notions of equity
- *Implicit leadership actions*: the principal embodied notions of equity in action to some degree, but not unequivocally stating it as a central purpose for engaging in the task or action
- *Macro issues*: abstract, structural, and systemic, such as the importance of parental participation, the importance of having a diverse student body, or the structural nature of racism and classism
- *Micro issues*: concrete and actionable, such as how a teacher should re-teach a concept or which students should be tested for extra resources
- *Clear next steps:* individuals with whom the principal communicates appear to have explicit actions to enact following the communication
- *Unclear next steps:* individuals with whom the principal communicates do not appear to have explicit actionable next steps following the communication

From these matrices, the authors selected different sections of principals' leadership actions to highlight the various facets of and range within the frames.

Limitations

Our data present one main limitation: we only see a snapshot in time. While the scripts provide detail of leadership work not often analyzed in this depth, the video scripts remain moments in time and reflect only one slice of the complexities of leadership practice. Given a different situation, would the principal "show up" differently? This challenge is particularly salient in scripts in which a more typical and equity-neutral narrative for having a conversation about practice is present and principals, who in other scripts demonstrate equity clearly and explicitly, fail to do so in certain circumstances. For example, in a meeting about a grant in which one principal (P10) participates, the grant meeting narrative follows a fairly routine agenda and does not indicate a clear message about equity. It could, but interrupting types of narratives that have such embedded scripts appear to be instances where the principal follows the traditional script, rather than imagining how that type of meeting could be different. Our data could represent the dominant narrative of our principals most of the time, or we could have captured an uncommon demonstration of the principals' approaches.

Findings

The video transcripts of the leadership practices of the ten principals (P1-P10) in this study had varying degrees of evidence of a focus on equity; there was a range or continuum in how equity was addressed and represented in their practice. Our analysis indicates that the equity frame is exemplified in three components of leadership practice and indicate a range of expression of the equity frame: (1) *Explicit to implicit:* Was the equity explicit in the principal's words or actions? (2) *Macro to micro*: Was the leadership practice focused on a macro issue addressing broader systems and structures or a micro issue closer to practice? Does the leader cast the micro issue in a macro or

structural context? and 3) *Clear to unclear next steps*: Were there clear or unclear next steps indicated by the response of the other person(s) in the script or the direction of the principal?

In the following section, we illustrate the variety of approaches to invoking equity in leadership practice in an effort to first, describe what "invoking equity in leadership practice" looks like; and second, to argue for the use of explicit equity language with clear next steps. While there is clearly a range within the each component of the equity frame, we first describe each script as explicit or implicit, macro or micro, and clear or unclear. We then use the rich qualitative data to illustrate what these practices look like in action.

As discussed previously, the analysis uses a best-case sampling logic. That is, the ten focal principals work in a school district explicitly working to create more equitable structures, practices, and outcomes for their students. Each was a part of extensive and ongoing conversations about what it looks like to be an equity warrior. It is not surprising, then, that all principals in this study had a stated equity stance. Nonetheless, some of the principals demonstrated this more explicitly than others. Based on these analyses, we argue that it is more likely that principals who were explicit about the equity issue and clear about next steps, whether the issue was micro or macro, would be successful equity warriors. That is, they would be more likely to disrupt historical inequities and foster the conditions in which all students encounter more learning opportunities.

Looking across the data, several relationships between the three components of the equity frame emerged. First, all but one implicit invocation of equity was a micro

issue, mainly focused on classroom instruction and specific school structures. Explicit

invocations of equity were spread along the type of issue, more or less equally distributed

along macro, micro, or a situation that addressed both types of issues.
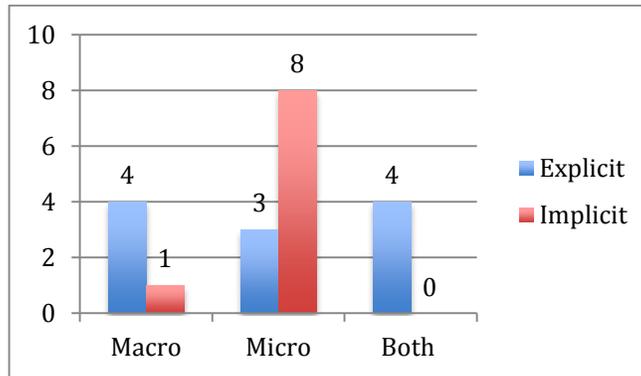
Second, nearly all of the invocations of equity that had clear next steps addressed micro

issues (seven of ten, two of the other three instances simultaneously addressed micro and

macro issues, and the last instance addressed a macro issue). The opposite was not true in

relation to unclear next steps. With respect to lack of clarity, the results were mixed

between macro (4), micro (3) and both (2).
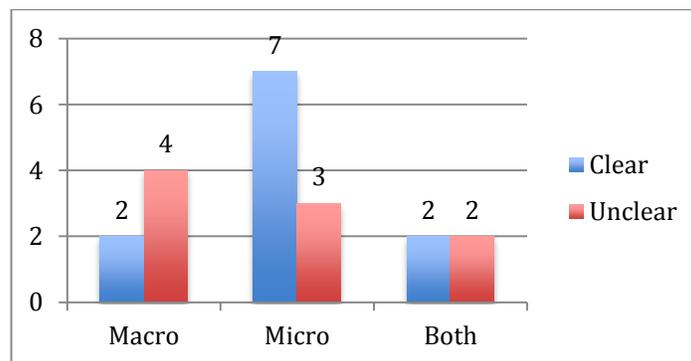
There were no discernable relationships between implicit/explicit invocations of equity

and clear or unclear next steps.

The chart below (Figure 1) illustrates how each transcript was coded along the

three analytical components of the equity frame. While the descriptive data are

illustrative of trends, they do not accurately represent the ranges within our dimensions nor do they describe what it actually looked like to enact equity focused leadership actions. To paint a more accurate picture of how individuals invoked equity in their speech and in their actions, we rely on the qualitative evidence itself.

Figure 1: Explicitness, level of issue, and clarity of next steps

Principal	Explicit	Implicit	Micro or Macro	Next Steps
P1a		X	Micro	Unclear
P1b		X	Micro	Unclear
P2a	X		Micro	Clear
P2b		X	Macro	Unclear
P3a		X	Micro	Clear
P3b		X	Micro	Clear
P4a	X		Both	Unclear
P4b	X		Both	Unclear
P5a	X		Micro	Clear
P5b		X	Micro	Clear
P6a	X		Both	Clear
P6b	X		Both	Clear
P7a	X		Macro	Unclear
P7b		X	Micro	Clear
P8a	X		Micro	Clear
P8b		X	Micro	Unclear
P9a	X		Macro	Unclear
P9b	X		Macro	Clear
P10a		X	Micro	Unclear
P10b	X		Macro	Unclear

Note: (a) indicates first script of principal and (b) indicates second script of principal

Component I: Invoking Equity Explicitly to Implicitly

Of the twenty transcripts from the ten principals, eleven invoked issues of equity (as defined by the Principal Leadership Rubric) explicitly. The examples below show the range in explicitness evident in the leadership practice. To illustrate an implicit invocation of equity, we rely on the script from P3a that was based on a conversation with a school-based intervention team. The meeting addressed chronic absenteeism. First,

the principal addressed why chronic absenteeism is an important issue for the school: "I think I have some information of how studies have shown if kids miss so much amount of school that it can really predict their outcomes later; whether they're going to graduate from high school or not." Then, she prepared her teachers and support personnel to have conversations with individual parents (including conducting home visits) to ensure that every child on the chronic absence list got individual attention.

Using the equity dimension on the Principal Leadership Rubric as a guide, this transcript was coded using the indicators of practice on the rubric (all indicators are in parentheses; See Appendix A for Equity rubric). These include: the principal used data to identify a problem (Inventory); framed the problem in the context of the larger context of educational opportunities for students (Framework); took specific actions to ensure educational opportunities for individual students (Equity Actions); engendered dialogue between the school and parents or caregivers (School Community Dialogues); and, finally, assigned specific actions for individual teachers and staff members to address the issue (Collective Action). While the principal never stated explicitly that equity was the driving force behind her leadership actions, designating explicit conditions and directions for the teachers that lead to creating equitable opportunities for all children offered clear and tangible next steps that promoted equity.

Representing a high degree of explicitness, P7's first script describes a meeting with the potential incoming parents. P7 was a principal at one of the few high schools in this district that had a sizable White student population (according to the 2011-2012 demographics on the state's Department of Education website, this principal's school had around 20% White students whereas most high schools in the district range from 0.0% to

1.5%, with the exception of one other high school that had a little less than 10%). The meeting consisted of predominantly White parents with children in the eighth grade that attended private schools. The parents were choosing high schools for their children. The principal described her school to this group of parents:

> "I strongly believe that [this city] deserves to have a school that meets all students' needs…It's a great place for folks interested in a public school… Our vision is that all students are involved in discourse, conversations, write, and present their work…We celebrate students who are successful with lunch and awards; we meet with parents of kids who are struggling."

A parent asked, "Why not have an academic school? Are kids going to be able to take all the classes they need?" and P7 responded, "I don't want to be a [magnet school] principal. I want to be a principal of a school that serves all students." Her personal commitment was evident through her use of an equity lens to guide the conversation with parents (Framework); she modeled a conversation that interrupted typical inequitable school systems to support an equitable learning environment (Individual Dialogue); and she engaged the parents as partners in the work to take co-responsibility for equitable structures (Collective Responsibility for Outcomes). Further, P7's value of equity was evident through her explicit language, such as her repeated use of "all students" as well as through her response to the parent question. She made it clear to the parents that her school not only served all students, but that it was the goal of the school to do so.

These examples illustrate a range of explicitness around issues of equity. Both examples highlight the principals' actions that were clearly driven by a focus on equity. They differ in how they direct the next steps, however. In the case of P3, she did not specifically use equity language, but equity framed everything she said and asked teachers to do. Her teachers left the meeting knowing exactly what actions they were

asked to take, yet not necessarily understanding how their actions fit into a broader equity agenda. In contrast, P7 was completely explicit about her goal of creating an equitable school, although the next steps for parents included fewer directives and would be classified as unclear. While the principal's language indicates she wants parents who have children from more advantaged circumstances to know that tracking and privileging are not acceptable for the school's vision, the parents' next steps were more abstract: they could elect to send their children to the school or not. These examples illustrate the complexity of the intersections of these components of analysis, and, more broadly, of the implementation of equity actions as a school leader.

Yet, we argue that an explicit invocation of equity is more likely to lead to more just, inclusive, and fair opportunities for children, even in the case of implicit equity with clear next steps. For example, there are two potential benefits if P3 had been more explicit about why she was asking her team to take the specific actions she advocated. First, her staff would have had the opportunity to understand a bigger picture behind their micro actions, and potentially they could have connected this understanding to other actions in the future. In effect, she would have been bringing them into the equity loop. Second, she would have been connecting her own actions with that of the larger network. As discussed previously, this type of connection may have situated her as a part of something larger, thus supporting her in otherwise isolating and risky work.

On the other hand, P7 spoke explicitly, but about a macro issue that did not allow for specific direction for the parents. Yes, they had the choice to either send their children to the school or not, but in the realm of actions that work towards creating more equitable outcomes for all children, her call is less actionable than those for the individuals in P3's

school. These examples speak at once to the limitations in our data in that we only capture small moments in the life of these principals, and to the complexity of these issues. Rather than ranking one principal's invocation of equity as "better" than another's, at least in this case we hope that the examples highlight the various ways in which the principals invoked equity in their practice along the explicitness component while concurrently illustrating that the components overlap.

Component II: Micro to Macro

School leaders engage with a wide variety of issues on a daily basis, such as classroom instruction, a fight in the hallway, allocating resources, and meeting with parents. These issues range from concrete and actionable, what we term "micro" to structural and systemic, or "macro." The data highlighted that the more micro the issue, the less likely a principal was to speak out about equity explicitly. Take the above example of P3 working to break patterns of chronic absenteeism. While a macro issue is at its core, achievement linked directly to attendance (Bryk et al., 2010), the script addresses a micro issue: the group wrote a list of individual children and families, discussed possible issues that caused the absenteeism, and created individual follow-up plans. As indicated, the principal did not explicitly link this to an equity platform or school vision. The role of the principal was to direct the technical follow-up actions of the teachers and herself to address the issue; she did not explicitly use this time to discuss how chronic absenteeism is directly linked to achievement for those students and for the school. She does not specifically support teachers in understanding that many out-of-school factors are at the root cause of the absenteeism and they are dealing with a symptom. The script, then, addresses a specific micro issue.

Another example of a micro incident with implicit notions of equity is a post-observation conference between P2 and a teacher. Below is part of the conversation:

Teacher: The make up of the class is [not as strong as other classes]

P2: Low

Teacher: Low…still working on

P2: With that being said and watching other classes … those classes talk more to each other. This class doesn't really talk to each other like the other classes.

Teacher: Yah.

P2: In the other classes, I see you use the equity sticks and you did not do that with them. …what I would suggest… this notion called wait time, but even more than that, get in the habit of telling them to turn to partner and see if that gets them in the habit. Not jumping out of order, but there is this thing about how kids think about themselves as learners. This may be a low-skilled class, 10 out of 12 said that they could get better by learning. … So there is something that gets them to believe they can get better at math.

This script focuses on a micro instructional issue on the surface: getting a teacher

to use equity sticks, wait time, and turning to talk to a partner. Here, the principal

does not state the shift in instruction as one explicitly about equity (i.e., "You do

not give your low students equitable learning opportunities!"), yet his framing of

the issue, "This class doesn't really talk to each other like the other classes" is one

about equity. P2 addresses a macro issue, low expectations, through a specific and

actionable micro instructional practice. He emphasized that the teacher should

have similar practices with both classes (Framework); he facilitated and modeled

in conversation the types of choices the teacher should be making to make his

classroom more equitable (Individual Dialogue); and, later in the same

conversation, he pressed the teacher to use a common strategy as the rest of the

math department (students saying a second sentence for any answer they share in class), (Civic Capacity).

This script again illustrates the complexity in how principals invoke issues of equity in their practice. P2 explicitly addressed a micro issue, equitable participation of students in a particular teacher's classroom. He also implicitly addressed a macro issue, teachers' low expectations for lower-skilled students. Earlier, we argued that explicitly naming equity issues is preferable as it is more likely that others will take up the practices in their own work. Yet in this scenario, P2's tacit pushing on his teacher's inequitable practices was likely more effective than "calling him out", which may have led to defensiveness and an inability to hear the feedback at all. While we continue to press on the benefit of explicitly naming leadership actions and practices in schools as more likely to forward the equity frame, we also recognize the complexity surrounding issues of equity and that there are situations that may call for more subtlety. We wonder how this principal might have invoked an equity lens for this first-year teacher without personalizing his practice as inequitable so as to cast the dilemmas of practice in a larger equity frame.

Five of the scripts addressed what we call "macro" issues, or those that address larger school systems, values, or problems of practice. Like the micro issues, these offer a variety of enactments of macro issues. Some were presentations to constituents that voiced equitable values for the organization whereas others focused on the general importance for parents' involvement in their children's daily work at school. An illustration of the macro-micro range of

the equity frame is useful to highlight the depth that the principals' addressed

issues of equity along the dimension of the level of issues. The script below (P4)

is from the opening of school assembly with parents. The principal described the

vision of the dual immersion school, speaking in both English and Spanish:

> …our vision is really a vision that is focused on social justice. So
> what we try to do at [this school]—everything that we do—is
> really geared to prepare students to be able to take responsibility
> for their school, for their community, and for the world so that they
> can create a better world for our boundless. And that is what the
> work that we have, that we do together, is all about.

She goes on to say that the focus of the school is not on test scores, but on "preparing

students to understand each other and to develop community." Here, the principal

presents a school vision that is focused on empathy, curiosity, experience, and learning to

live in community. Her statement supports democratic schooling for the public good

(Element 3 of Equity Dimension), and given the context of an opening-day assembly, the

principal positions herself as an advocate for social justice and equity. She sets up a

framework of an equity lens to guide future conversations and decisions (Framework). Of

course, it is hard to tell from these data if her remarks are rhetorical or if they

authentically engage in structures and outcomes that would lead to more equitable

practices and outcomes.

In contrast, P9's presentation to her new kindergarten parents both addressed a

macro issue, parental participation, and went beyond the rhetorical by setting up

conditions and structures that supported full constituent engagement. She spoke both in

English and in Spanish. During the first part of the meeting, the principal set up an

activity for parents to interact with each other:

You are in groups where some of you speak only English, some speak English and Spanish, and some speak only Spanish. I would like you to introduce yourselves. And if you want a little support from English to Spanish we can use these frames [points to sentence frames on the board]. Tell the people at your table your name, and what is one hope you have for your child.

She then explained four different structures that the school used to keep parents informed about their children's activities at school. First she described academic expectations and how parents were able to see these in the work their children brought home, "You'll see [high-frequency words] on their homework packets, when we send the poem home every week. And they should be circling or coloring those same words." The parents also had to check their children's homework packets, which they got once a week to allow for families to complete the homework at different times based on their needs. She explained the behavior system and when the school would contact the parents, "If their card goes to red…we will let you know. We know that you would want to know if there is something like that going on with your child." Finally, she explained the report card that students received:

Believe it or not, your kids will get a report card. This is what it looks like. We do, however, have the children come to the report card conference. They are going to sit with you, and they're going to show you what they can do and demonstrate their learning to you in both English and Spanish. We call it student-led conferences, and we're going to do it twice a year. So not only will you get the written report card, but your child will be demonstrating what they've learned and you'll have a chance to set goals with them as well. So this is a really great opportunity to support your children's learning.

P9 began by honoring home languages by speaking both in English and Spanish and by providing structures (sentence frames in Spanish) for all individuals to participate in the

parent/caregiver community (School-Community Dialogue/Equity Actions). She publically shared collective processes and actions by explicating each of the systems that the school used for both academic and behavioral classroom expectations for their children, and how they communicated their children's progress with parents. These actions made often-tacit school structures explicit for all parents who might have otherwise not had experience or knowledge about the structures and expectations (Collective Action). Further, she brought parents into the process, thus creating a co-responsibility to maintain the structures (Collective Responsibility for Outcomes). Finally, the report card structure gave both parents *and* children an explicit voice in the education of the children and in the school's structures (Constituency Voice).

Again, when a principal is clear in the macro or micro frame, the next steps seem clearer. However, if a leader does not explicitly invoke equity language, even if he or she is clear about next steps, we posit that there is a missed opportunity to help teachers, parents, and students frame their actions and their conversations in schools as an explicit vision of equity.

An Equity Warrior

We use P6 as one model of a successful equity warrior. As illustrated in Figure 1, her scripts were both explicit, addressed both macro and micro issues, and had clear next steps. One script is conversation that she had with her assistant principal in which they debriefed a faculty meeting about student discipline issues the school faced. We note that this type of meeting opened the door for more explicit language because it was a place where the principal and assistant principal could be explicit about their vision and equity frames. In the meeting they discussed, teachers stated that they wanted to use Student

Study Teams (SSTs) to push students out of the school. Further, the teachers were using

the referral system as their main disciplinary tool, sending up to ten students to the office

per period. P6 and the AP discussed how to shift the faculty culture away from a

behaviorist disciplinary culture that P6 believed undermined their efforts to create a more

choice-oriented model and their commitment to use restorative justice that students

considered fair and equitable (Amstutz & Mullet, 2005; Arum, 2003; Wolfgang, 2005).

She concurrently addressed the macro issue of urban schools' discipline systems

generally pushing children out of classrooms and away from learning (Ayers, Dohrn, &

Ayers, 2001; Irby, 2013) and the micro issue of how and why these inequitable practices

showed up at her school with her faculty. Below is an excerpt from their conversation:

> P6: The guiding question always has to be: How is this in the service of kids? The comment at the end about SST about documenting kids out…[We need to be] going into these things, we have to exert some control and influence over what happens. One of us has to be in these.

> AP: Teachers are like children, and kids do not learn when they are tense…the staff is tense…I am never going to be able to get to them on [how to change their perspectives].

> P6: …I think if we do leading and planning about what an SST looks like and what it is we are looking for…We can keep doing restorative justice…[to teachers] you said these are things you agreed to, we did not impose this on you. I think the other thing it brought up is the leadership team…we need to do some reading and reflecting…

P6 named the macro problem: the work was not in service of children (Framework).

Then, she set out the specific micro ways in which the work was not serving children, and

that some teachers wanted to use the SST process to document students out of the school.

She then set out next steps for how she and her assistant principal could lead the teachers

towards using restorative justice rather than their current practices (Plan for Equity

Actions). Further, her plan was focused on building teacher capacity and shifting their

beliefs by modeling an SST meeting, building buy-in around restorative justice, and creating time for the teacher leaders to read and reflect on how to shift the culture of the school (Individual Dialogue, Collective Action). P6 laid out clear next steps: she and her AP would be present in SST meetings, model an SST for the staff, and would meet with the Leadership Team to read and reflect.

The principal's plan for a shift in the discipline structure was evident in the next script, from the fall that followed the spring conversation. It illustrates how P6 explicitly addresses issues of equity with students. The script shows the principal in the hallway, coaching students on how to show up differently in the classroom. Several students were kicked out of their classroom for disrupting the lesson. The principal had a twenty-minute discussion with students about how to re-enter the class and what they might say to the teacher. She said to one student: "Because now I've got five kids out of one class, that there shouldn't be anyone out of that class. So let's just think about you. What's something that you could do that would help fix this situation?" She coached them and practiced with them what they could say: "Because it made a big disruption. It actually stopped learning and pulled me into it. A bunch of other students—it stopped their learning, too. It stopped your learning. So we've got to fix it... So, Titana, what words would you say?" Her equity focus included the micro attention to how the students and teachers had to change their ways of acting and re-acting if the disciplinary space was to become more fair and equitable.

The two scripts from P6 illustrate the principal's focus on equity frame on multiple component levels. She at once discussed the inequitable nature of her school's disciplinary practices on the macro level, "in service of children," and on the micro level

by planning teacher learning through modeling and guidance. She was explicit about how issues of equity were important at both the macro and micro levels. She created structures to address inequitable actions for the faculty; she also explicitly described to the students the micro and macro implications of equity.

However, P6 did not become an equity warrior on her own. She was a part of a principal preparation program that taught both theoretical and practical approaches to equitable leadership; she worked in a school district that both had an explicit theory of action around equity and enacted processes and structures for individuals in the organization to design what that theory of action looked like in practice; and she was a part of the pilot project described earlier in this chapter.

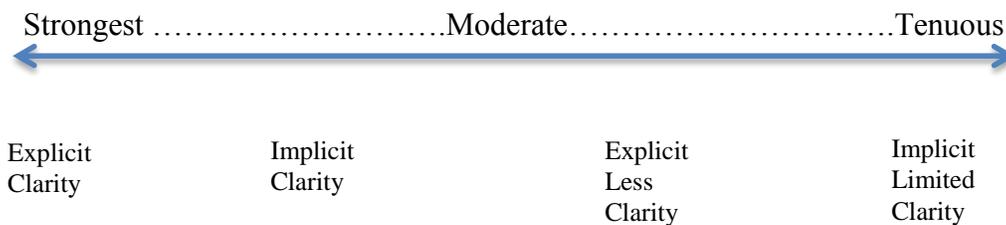**Discussion & Recommendations and Implications for Practice**

The findings from this analysis demonstrate the variety in approaches to enacting equitable leadership practices and the complex situations that urban principals face in doing so. We argue that the explicit naming of equity as a stated purpose of a leadership action is more likely to lead to an increase in equitable learning opportunities for students and communities. In addition, the use of explicit equity language could over time increase the likelihood that school constituents (teachers, staff, parents, and students) will develop a common language and framework for school actions. Our evidence indicates, however, that implicit equity language is necessary but not sufficient to move schools towards more equitable practices and outcomes. Rather, our findings suggest that implicit equity language paired with clarity in next steps may be more indicative of change than explicit equity language without clear next steps. At the school level, it is important for principals to set clear expectations for teachers and staff, motivate staff to achieve those

expectations, and set up the conditions for instructional change (Little, 1982). Naming the purpose or moral imperative behind their leadership actions, however, is important for teachers, staff, and community to understand that equity is a key driver of school practices. If principals remember to invoke equity as the driver of change, they may, by consistently naming equity across a variety of leadership actions, establish coherency in purpose and vision. As Elmore (2000) states, "Organizational coherence on basic aims and values, then, is a precondition for the exercise of any effective leadership around instructional improvement" (p. 17). If principals name the underlying impact on equity behind any number of decisions, both macro and micro, the value of the equity is reinforced across all practices.

In our findings we provided a strong example of a principal's implicit push for equity tied to clear next steps, P2's case of maintaining high expectations across all classes of children. In that case, his implicit actions were likely more efficacious in the short run as next steps for the first year teacher than if he had overtly named the teacher's practices as inequitable. However, using an explicit equity frame with the teacher could have connected what the teacher saw as strategies for engagement, which were largely technical or instrumental, to the larger structural issues that an equity emphasis undergirds. Full engagement and participation in classrooms serves an important purpose of schooling: to prepare students for full participation as citizens in a democratic society. Yet, this disconfirming evidence is important in that it illustrates the complexity of being a principal, in general, and specifically a principal in an urban school. When and how school leaders invoke an explicit equity lens is a judgment call in multiple contexts.

Our findings highlight how equity emerged in principals' leadership actions in a wide variety of situations; those that address historical issues of inequity in education, like tracking (Loveless, 1999; Oakes & Wells, 1998), and those that address specific needs of specific children and families, like chronic absenteeism. The examples also illustrate a range of perceived equity outcomes based on the principals' choices, language, and clarity of next steps. It was more likely that individuals would take actions towards creating more equitable schooling when a principal used implicit equity language combined with clarity about what the other school constituents are supposed to do next, rather than when a principal used explicit equity language that was less clear about what to do next. The polemical uses of equity as rhetorical without clear next steps are vague in terms of what the teachers, parents, or students are supposed to do. Figure 3 below illustrates the connections between how the principals in our study invoked equity and the potential strength of equity outcomes.

Figure 3: Strength of Equity Outcomes

Strongest ……………………..Moderate…………………………..Tenuous

| Explicit
Clarity | Implicit
Clarity | Explicit
Less
Clarity | Implicit
Limited
Clarity |

Another pattern emerged across our data: when principals discussed micro issues, they often engaged in a more mainstream frame of discussion. They moved away from an equity frame to one that is more typically used in schools, bureaucratic, and "value-free." Rather than connecting their daily, perhaps ordinary, work to a moral imperative, principals stayed close to the task at hand. This makes sense; principals are extremely busy and often just need to get things done in order to move onto the next task. Naming

equity as driver behind actions is also risky, as we addressed earlier in this chapter. Principals must establish trust and a singleness of purpose with their staff and community if they are to connect their daily work with that of a moral imperative. This is hard work that requires ongoing support and development.

The following recommendations may support prospective and current leaders in invoking an explicit and clear equity frame with specific next steps that support equitable outcomes:

(1) School leaders, in preparation and in professional learning, must engage in conversations about identity so that they are comfortable with themselves and others. In order to facilitate conversations about race, class and equity, they need tools, protocols, and practice. Many of the leaders in this study came from principal preparation program that had such a focus.

(2) Central Office leaders need to model an equity frame for their principals so that principals will do so for their teachers, students, and families. In this case, the district's vision was to interrupt the historical inequities that create lack of opportunity and access for students.

(3) The Central Office should set up norms and protocols for equitable conversations that are used both in meetings and classrooms across the organization. In this case, the professional learning practices (the group norms) of the Leadership Task Force were developed with the equity emphasis and that authorized their input on the principal dimensions and supported their work as equity warriors.

(4) These findings, and others from similar research, should be shared in digestible

form for the principals. In this case, we created a one-page synopsis of the

research findings and made recommendations.

There are principals who will maintain a focus on equity throughout their daily work, and receive support and impetus to do so. These are the equity warriors. This study not only examines the work of ten principals, it offers a road map for all principals who take up equity as a major tenet of their work to be more explicit about the equity frame, no matter the context or dilemma, offer clear next steps for others to follow, and remember to cast any micro issue in a larger macro context. These actions appear to help principals maintain a discernible emphasis on equity.

We view this chapter, and the project as a whole, as a beginning. We know that our principals and this school district are moving towards more equitable practices and outcomes, and we also know that it is not without individual and organizational challenges. Further, there are many districts, district leaders, and principals across the nation who are also either working towards becoming equity warriors or who want to engage in the practice, but are unclear about where to start or where to find support. We hope that this study helps to frame the work while illustrating specific examples of what equity in leadership practice looks like; the study offers specific evidence for those conversations about how to enact equity as a framing tenet of their work.

In terms of research, while our findings indicate the range within the components of invoking equity in leadership practice, further research and analysis could determine more precise attributes of the frames and their interconnections. This research also points to an important and novel methodology used to capture principal leadership actions:

video. The video allowed us to see the complexities and interconnections in quotidian principal leadership actions. Future research can further explore the use of video in conjunction with robust leadership rubrics. Finally, we believe it is important to discern the interactions between the formal organizational structures, such as the leadership rubric, the LTF, support for principals from their supervisors, professional development, support from principal preparation programs, etc. and the individual enactments of the equity frame. The exploration of when and under what conditions principals are able to lead with strong equity principles can lead to stronger research, policy, and practice.

Appendix A: Equity Dimension of the Principal Leadership Rubric

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY

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

NOTE: This rubric was the format used for the research study. However, after a year of implementation, revisions in format and some content were made to the rubric.   Because these are the codes we used for analysis, we retain this rubric form for this study.

Dimension One Overview   EQUITY

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

Element 1.1   PERSONAL COMMITMENT (Developing Leader Capacity)
Indicator of Practice 1.1.1   Framework
Indicator of Practice 1.1.2   Inventory
Indicator of Practice 1.1.3   Equity Actions

Element 1.2   ADVOCACY (Cultivating School Level Capacity)
Indicator of Practice 1.2.1   Individual Dialogue
Indicator of Practice 1.2.2   School Community Dialogue
Indicator of Practice 1.2.3   Constituency Voice

Element 1.3   DEMOCRATIC LEADERSHIP (Ensuring Collective Responsibility and Accountability)
Indicator of Practice 1.3.1   Civic Capacity
Indicator of Practice 1.3.2   Collective Action
Indicator of Practice 1.3.3   Collective Responsibility for Outcome

Dimension 1: EQUITY
Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools (SQR 5.5)

Leader Development   Element 1.1 PERSONAL COMMITMENT
Develops and uses an asset-based equity framework, uses inventories to assess equity, and develops action plans for improving equitable access

Indicator of Practice	Indicator of Practice	Indicator of Practice
1.1.1 Framework	**1.1.2 Inventory**	**1.1.3 Equity Actions**
• Applies an equity lens to guide conversations and decisions • Analyzes systems of equity and inequity with particular attention to creating opportunities for learning	• Uses equity inventories and data to assess levels of equity in classrooms, school, and community • Determines actions based on results of inventories	• Systematically ensures that diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences are fully represented • Engages in shared reflection about equity and inequity with individuals and groups

School Capacity Building   Element 1.2   ADVOCACY
Purposefully engages and facilitates the development of a school and community culture that builds individual and collective advocacy with and for students and families/caregivers who are underserved and under-resourced

Indicator of Practice	Indicator of Practice	Indicator of Practice
1.2.1 Individual Dialogue	**1.2.2 School Community Dialogue**	**1.2.3 Constituency Voice**
• Facilitates and models conversations with individuals that interrupt inequity and support an equitable learning environment	• Fosters ongoing dialogue and strategic coalitions among constituents that fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences	• Maintains conditions and implements structures for engaging all school and community constituents • Prepares constituents for varying roles in school and community dialogue

Collective Responsibility   Element 1.3   DEMOCRATIC LEADERSHIP
Systematically reinforces an equitable school culture that values the principles of democratic schooling, develops the civic capacity of all constituents, and fosters collective responsibility for outcomes

Indicator of Practice	Indicator of Practice	Indicator of Practice
1.3.1 Civic Capacity	**1.3.2 Collective Action**	**1.3.3 Collective Responsibility for Outcomes**
• Advances individual and collective potential for ensuring student success by setting up conditions and structures that support full constituent access and engagement	• Ensures full and equitable participation in decision-making • Publicly transmits and publicizes equitable collective processes and actions	• Engages constituents in assessing, monitoring and reporting the levels of equity in schools and school systems • Maintains and assesses co-responsibility with constituents for equitable structures

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