

# FS PASC Equity Driven Leadership Index

	Unskilled	Developing	Proficient	Unsure at this time
<b>Be Anti-Racist:</b> Actively confront racism and its effects wherever it may exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Be Humbly Inquisitive:</b> Model honesty, unpack bias, humbly inquire, investigate, and seek to understand others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Create Courageous Spaces:</b> Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Be Willing to Confront White Privilege:</b> Understand that white people are the primary guardians and recipients of racial power, presence, and privilege; as such, recognize that this structure has created institutional barriers needing to be dismantled by courageous self-reflective leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Know Thyself and Be Aware of Personal Biases:</b> Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti-racist work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Notice and Negotiate Exclusionary Policies, Practices, and Behaviors:</b> Examine the school's physical environment and organizational structure to identify how it impacts all students and their opportunities to learn; resist deficit thinking of culturally and racially diverse students, families, and the broader community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Enact a Restorative Approach:</b> Recognize the social and emotional needs within student populations and provide mechanisms to address inequities and build and repair relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ensure Quality Instruction for All:</b> Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Directions

### P12 MA ELA & PASC Program

#### Equity-Driven Leadership Index Self-Rating

An Equity-Driven School Leader provokes action by insisting that gaps in opportunities to learn are eliminated by creating the conditions necessary for all students to set goals and allocating resources such that all students achieve in their aspirations. In order to create the necessary conditions, future leaders must possess certain leadership dispositions and enact equity-driven decisions.

This index, adapted from the Department of Educational Leadership at San Diego State University (n.d.) with content from the Culturally Responsive School Leadership Framework (Khalifa, Gooden & Davis, n.d.), will be used both as a self-reflective tool and program continuous improvement cycles. It will be taken now at orientation and again later, near the end of your program.

**\*\*Provide the following information to begin the Equity-Driven Leadership Index**

First and Last Name

Today's Date (MM/DD/YYYY)

Fresno State ID

Cohort: Select your PASC program cohort.

- Cohort 4 (Kings Canyon, End Fall 2022)
- Cohort 5 (University High, End Fall 2022)

Q8.

#### Index Directions

Please carefully consider each of the equity-driven leadership dispositions and responsibilities below and reflect honestly on areas where you see yourself using the following definitions:

- **Unskilled** - Aspiring School Leader recognizes that he/she does not have the knowledge or the skill set necessary to successfully and effectively enact the disposition and responsibility of an equity-driven leader
- **Developing** - Aspiring School Leader is beginning to develop competence in identified disposition and responsibility. A developing rating indicates the educator is growing competence in the area.
- **Proficient** - Aspiring School Leader demonstrates effective knowledge of disposition and responsibility. A proficient rating is evidence that the leader demonstrates the disposition and responsibility with skill and effectiveness consistently.

**Critical note:** Some of the statements may evoke feelings that are uncomfortable or even upsetting, especially when considering topics of race and ethnicity. As we consider our future personal and professional leadership in diverse settings, at times we find intersections across lines of differences with others, and at other times we find ourselves in contexts where differences have created barriers that we may not yet understand.

	Unskilled	Developing	Proficient	Unsure at this time
<b>Be Culturally Proficient and Responsive:</b> Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students and families and staff from varied racial backgrounds, experiences, beliefs, and understandings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Advocate for All:</b> Recognize that every student comes to school with a unique identity profile that is too often impacted by racism, bias, and bigotry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Remember to keep a PDF or screenshot of your summary of response on the next page.