

RESOURCE EQUITY GUIDEBOOK

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# SCHOOL LEADERSHIP QUALITY & DIVERSITY



**ALLIANCE FOR  
RESOURCE  
EQUITY**

Uniting advocates and education leaders  
to unlock excellence for every student



## About

This guidebook for district- and school-level action planning leverages Education Resource Strategies' deep expertise supporting districts and schools and iterates from frameworks and tools that we have tested and used with school and district leaders from across the country over the last decade.

It was also informed by strong collaboration with The Education Trust and its expertise working with equity advocates across the country to support state and federal policy development that focuses on eliminating opportunity and achievement gaps for students of color and students from low-income backgrounds.

The Alliance for Resource Equity is a partnership between **Education Resource Strategies (ERS)** and **The Education Trust**.



### WHY AN ALLIANCE?

Across the nation, local decision makers and equity advocates are committed to improving schools—including school board members, state and district leaders, civil rights advocates, families, educators, and even students themselves. However, a lack of coordination can limit the impact of these efforts. The Alliance for Resource Equity works to bring many combinations of stakeholders together around a framework for shared understanding, and a plan for collaborative action.

## ACKNOWLEDGMENTS

This work is the result of joint efforts among dozens of people, led by Education Resource Strategies, with strong collaboration from The Education Trust, as part of The Alliance for Resource Equity.

First, we owe our deep thanks to the many people in the field who inspire us by engaging in this difficult (yet rewarding) work each day: Thank you to our partners within the schools, systems, and communities that we have worked with throughout the years; to the leaders and researchers from peer education organizations who served as valuable thought partners; and to the many district and nonprofit leaders, advocates, teachers, and families from across the country who contributed with an ongoing willingness to reflect, share their stories, and help others learn.

We would also like to acknowledge the many team members who contributed to this work. At Education Resource Strategies, this includes Hayley Bacon, Nicole Katz, Danielle Adams, Torrie Mekos, Karen Silverman, Daven McQueen, Ruby Shumaker, Byron Nicholas, Betty Chang, Jonathan Travers, and Karen Hawley Miles. At the Education Trust, this includes Terra Wallin, Allison Socol, Eric Duncan, Ary Amerikaner, and Rachel Metz. Thank you to J Sherman Studio for their design partnership.

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The Alliance for Resource Equity is solely responsible for the ideas presented in this document and for any errors.



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### THE EDUCATION COMBINATION

## Learn about the 10 dimensions

This paper turns the spotlight on education resource equity by sharing the 10 dimensions that unlock better, more equitable experiences in school for all students.



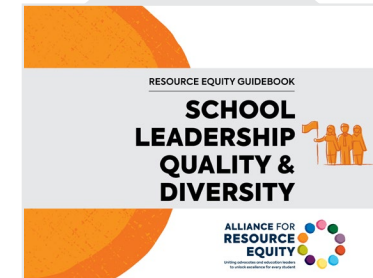
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### THE RESOURCE EQUITY DIAGNOSTIC

## Identify strengths and gaps

This tool helps you better understand the current state of education resource equity and excellence for students in *your* school system across all 10 dimensions.

- **Advocates' Guide:** Tailored guidance for advocates on how to use the diagnostic in partnership with your local school system.
- **Sample Meeting Agenda:** An example of a meeting agenda to help community advocates and district leaders work collaboratively to kick off the process of improving education resource equity.



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### THE RESOURCE EQUITY GUIDEBOOKS

## Explore next steps

This series of guidebooks digs deeper into your diagnostic results by probing underlying causes of challenges in your school system and considering ways to improve students' experiences in school.





## Dimension 3: School Leadership Quality & Diversity

# ABOUT THIS GUIDEBOOK

Your team of district leaders and community members can use this guidebook about **School Leadership Quality & Diversity** to choose promising actions based on your district’s challenges and the distinct needs of your students.

- Determine **root causes** of challenges in your school district
- Explore **potential actions**
- Plan **next steps**

In this guidebook, each key question is a separate “chapter”—and depending on what growth opportunities your team identified in the diagnostic, you can choose to look at any number of these key questions. **For each key question that is relevant to your district, you will investigate the underlying root causes of challenges, explore potential actions, and plan next steps.** Key questions, root causes, and potential actions often connect to each other across chapters.

### KEY QUESTION

## 3.1

Does each student have access to strong school leadership?

### KEY QUESTION

## 3.2

Does the school leadership workforce reflect student and staff diversity?

Refer to your [Resource Equity Diagnostic \(bit.ly/equitydiagnostic\)](#) as you use this guidebook.



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# WHAT IS EDUCATION RESOURCE EQUITY?

When schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students, that is what we call **education resource equity**. Yet many schools and systems are set up as if different students all need the same things. Worse yet, students with higher needs and students of color are often *less* likely than their peers to have access to the high-quality learning experiences that research tells us are necessary to prepare them for college and career.

**Education resource equity is what we need to make sure that school unlocks every child’s power to live a life of their choosing—and that race and family income no longer predict a student’s life trajectory.**

To change students’ educational experiences for the better, we need to “do school” differently by making changes at the district and school levels. This means working together to design schools and systems that use the right combination of resources to meet each child’s distinct needs.

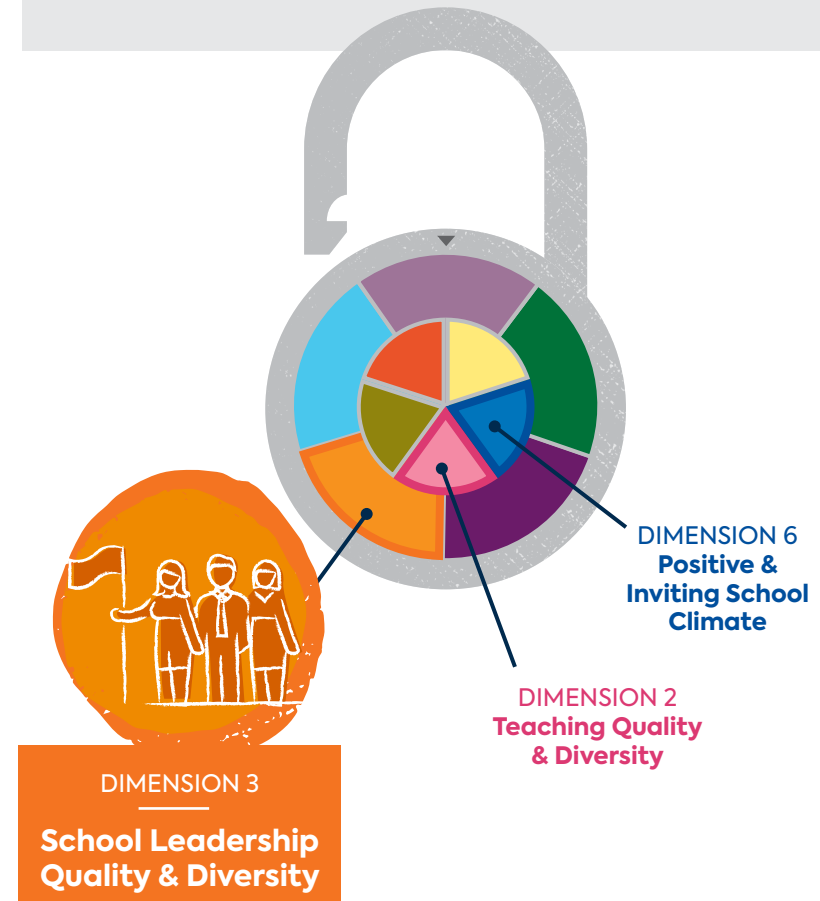
## KEY TERMS

**Students with higher needs** includes students in your district who may face additional barriers to success, such as students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system.

**Students of color**, in this context, includes Black, Latino, and Native American students, or other historically underserved racial/ethnic groups in your district.

The 10 dimensions of education resource equity often interact. For example, **School Leadership Quality & Diversity** is closely related to other dimensions, such as **Teaching Quality & Diversity**, because the school leader pipeline depends on a strong teacher workforce; and **Positive & Inviting School Climate** because school leadership teams play an important role in developing the climate in their school building. No single dimension of education resource equity can unlock every student’s potential — but when dimensions are combined to meet students’ distinct needs, they are a strong foundation for unlocking better, more equitable experiences in school.

Learn more at [educationresourceequity.org/dimensions](https://educationresourceequity.org/dimensions).



# FOUNDATIONS FOR EXCELLENCE & EQUITABLE ACCESS

To make progress toward education resource equity, your team will need to consider:



## FOUNDATIONS FOR EXCELLENCE

Systemwide

Foundations for Excellence gauges whether there is enough of a resource available at the system level and whether foundational structures, practices, and policies are in place to enable equitable access to the resource for all students. For example, a challenge in Foundations for Excellence may mean that your district does not have a large enough supply of strong school leaders overall.

If your district faces challenges with Foundations for Excellence, then your team will need to consider how the root causes you see in this guidebook play out across the system, for all schools or all students. The actions you choose to address these root causes should be implemented systemwide.



## EQUITABLE ACCESS

In specific schools

Equitable Access assesses whether students with higher needs, students of color, and students with lower academic performance have access to the right amount and combinations of resources necessary to meet their needs. Challenges in Equitable Access may mean that in your district there are...

- **Inequities across schools**—for example, if schools that have higher proportions of students from low-income backgrounds are less likely to have strong school leadership.

If your district faces challenges with Equitable Access, then your team will need to consider how the root causes of those inequities play out at specific schools or for specific groups of students. The actions you choose to address these root causes should be targeted toward specific schools.



The [Resource Equity Diagnostic \(bit.ly/equitydiagnostic\)](https://bit.ly/equitydiagnostic) can help your team determine key opportunities and challenges both systemwide (**Foundations for Excellence**) and in specific schools or classrooms (**Equitable Access**). Keep these results in mind as you work through this guidebook to ensure that your team is addressing the specific challenges your district faces.

# HOW DO WE USE THIS GUIDEBOOK?

First, get everyone together at the table.

Every community, district, school, and child is unique. And your system undoubtedly has strengths, challenges, and possible barriers that will surface as you explore this guidebook.

**That's why the first step to ensuring that students have better, more equitable experiences in school is engaging the people who know that unique context best.** To accurately identify and effectively mobilize the right combination of resources for meeting students' needs, many different people need to be part of the process. Their perspectives, expertise, and lived experiences will help to inform a planning process that reflects your system's unique context and has broad community support.

Therefore, you should use this guidebook as part of a facilitated group exercise and a starting point for larger conversations and planning. Include the following groups from the outset: **PRAC-TITIONERS**, including school board members, district leaders, and central office department staff; **EDUCATORS**, including school leaders and teachers; and **ADVOCATES**, including civil rights leaders, business leaders, families, and other community members.

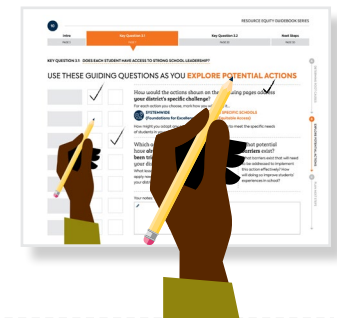
## A DETERMINE ROOT CAUSES

After you've decided which key question chapter(s) to start with, use the guiding questions to help you narrow down the menu of common root causes and select the one(s) that are most significant, relevant, or true for what is driving your district's challenges. Together, you should use the root cause menu to help your team think, discuss, analyze data, seek out other views, and keep asking "why?" to dig deeper. You may find that this menu doesn't include every root cause that contributes to your district's challenge. You can add your own customized root cause based on your [diagnostic results](#) and insights from the diverse groups of stakeholders at the table.



## B EXPLORE POTENTIAL ACTIONS

Next, use the guiding questions as you explore potential actions and choose the ones that seem most promising given the needs of students in your community. For each action you choose, indicate if you will pursue it **systemwide**, in **specific schools**, or both.



## C PLAN NEXT STEPS

Making changes isn't easy. As you gear up for deeper planning and implementation, your team will need to organize your roles and identify both short- and long-term next steps. Use the guidance on "[Plan Next Steps](#)" on page 30 to prioritize which of the actions you selected seem most promising to pursue (and when), to further customize those actions to meet the unique needs of your students, and to check for alignment with other district efforts and priorities.



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KEY QUESTION

**3.1**

Does each student  
have access to strong  
school leadership?

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**DIMENSION 3: SCHOOL LEADERSHIP QUALITY & DIVERSITY**



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**KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?**

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this challenge occur?



**SYSTEMWIDE** for all schools or all students  
(Foundations for Excellence)



**IN SPECIFIC SCHOOLS,**  
affecting some groups of students (Equitable Access)

**Which** of the root causes on the next page drive this challenge in your district?

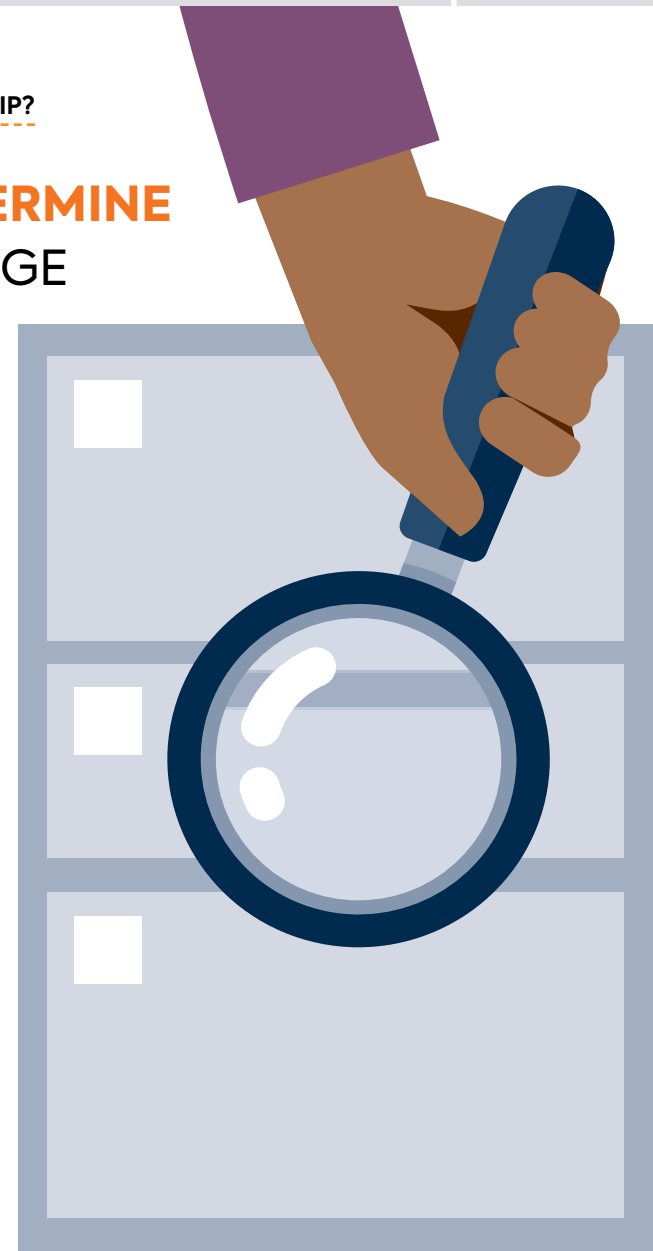
Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

**How** do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:





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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?

WHAT ARE THE **ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE?

ROOT CAUSES

**Hiring** PAGE 11

School leader pipelines and hiring practices do not result in a sufficiently high-potential applicant pool because strong educators are not identified for leadership positions early on, or strong leaders are not identified through the recruitment, application, or selection processes.

school leaders' morale, retention, or performance.

**Career Path** PAGE 16

Educators who demonstrate strong potential do not have sufficient learning opportunities or mentorship to continuously build leadership skills throughout their career through teacher-leadership or other leadership roles.

**Assignment** PAGE 12

Strong school leaders are not sufficiently incentivized to work in schools serving students with higher needs.

**Professional Learning & Collaboration** PAGE 14

Professional learning opportunities do not effectively develop school leaders and support their different needs over the course of their career, particularly for new school leaders.

**Compensation** PAGE 17

Salary, benefits, and stipends are not sufficiently competitive to attract and retain strong school leaders.

**Working Conditions** PAGE 13

Challenging workloads or school climates, lack of appropriate flexibility in decision-making, and/or limited support from the central office reduce

**Performance Measurement & Management** PAGE 15

Systems for measuring and tracking school leaders' growth and effectiveness do not provide a clear, fair, or detailed picture of each leader's performance and contribution, and/or do not inform decisions to strategically manage talent.

**Other\*** PAGE 18

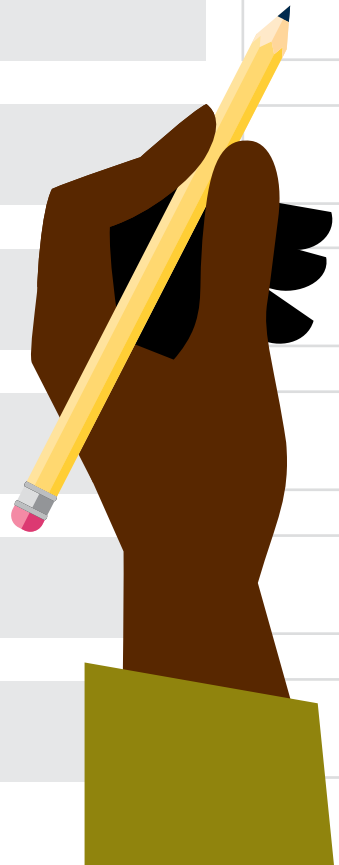
*\*You can add a custom root cause depending on your district's unique context*

A  
DETERMINE ROOT CAUSES  
B  
EXPLORE POTENTIAL ACTIONS  
C  
PLAN NEXT STEPS

KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?

USE THESE GUIDING QUESTIONS AS YOU EXPLORE POTENTIAL ACTIONS

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How would the actions shown on the following pages address your district's specific challenge?

For each action you choose, mark how you will apply it...

SYSTEMWIDE (Foundations for Excellence)

IN SPECIFIC SCHOOLS (Equitable Access)

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have already been tried in your district?

What lessons can you apply now to address your district's challenge?

What do stakeholders recommend?

What recommendations do different stakeholder groups have—particularly those most directly impacted by existing inequities?

What potential barriers exist?

What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:



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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

## WHAT ARE THE POTENTIAL ACTIONS?



### Hiring

THE VISION

School leader pipelines and hiring practices result in a sufficiently high-potential applicant pool because strong educators are identified for leadership positions early on, and strong leaders are identified through the recruitment, application, and selection processes.

- Clearly define the **skills and competencies** for success in each type of school leadership role to create a consistent high bar for candidates in all stages of the recruitment and hiring process.
- Shift **hiring timelines** earlier; districts that hire school leaders earlier are often better able to attract strong candidates.
- Develop or refine in-house **preparation programs** for school leaders, or form partnerships with outside providers to improve the pipeline of new leaders and draw from strong teachers; these pipelines should be aligned with district standards and involve on-the-job training in schools, including in schools serving a high percentage of students of color and students with higher needs.
- Improve the **application and screening processes** to gain a better sense of school leader effectiveness—for example, using authentic tasks that are aligned to district standards, such as student data reviews and teacher observations—and use evaluators that are trained to accurately gauge candidate qualifications.
- Establish a **diverse search committee** to take part in the school leader hiring process and meaningfully engage community stakeholders (including teachers, parents from underserved groups, and representatives from neighborhood nonprofits that serve youth) in meeting, interviewing, and/or providing input on candidates.
- Proactively prepare for succession by having **clear plans** for recruiting, selecting, and transitioning new school leadership to reduce disruptions caused by school leader turnover.

Other potential action(s):

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**KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?**



WHAT ARE THE **POTENTIAL ACTIONS?**

**Assignment**

**THE VISION**  
Strong school leaders are sufficiently incentivized to work in schools serving students with higher needs.

Provide **incentives** to encourage strong school leaders and high-potential candidates to work at schools with the highest need—for example, financial incentives, opportunities for growth and learning, and greater flexibilities, such as the ability to choose their own staff.

Address **district policies that unintentionally discourage** strong school leaders from going to and remaining in high-need schools, such as tying pay or level of flexibility to school performance.

Help school leaders understand how their own biases may impact their **assignment preferences** and develop explicit plans to address those biases, including open conversation to learn more about how and why school leaders choose to work in certain schools.

Help district leaders reflect on how their own biases may impact their **decision-making on how to assign school leaders** and develop explicit plans to address those biases.

Other potential action(s):



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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



## WHAT ARE THE POTENTIAL ACTIONS?

### Working Conditions

Manageable workloads, positive school climates, and appropriate flexibilities and supports contribute to strong school leader morale, retention, and performance.

THE VISION

To distribute leadership responsibilities and reduce individual workloads, use the school budgeting/staffing process to ensure that the breadth of the school’s leadership team—including the principal, assistant principal(s), instructional coaches, and teacher-leaders—matches the **school’s level of need**.

Restructure roles or enable principals to hire new staff who can take on administrative and operational tasks to free up **principals’ time** to focus on instruction.

Provide teacher-leaders with **sufficient release time** from classroom teaching to increase the sustainability and impact of their leadership role.

Improve the **clarity and consistency of school leader support** by ensuring that central office structures and staff are integrated and aligned with one another.

Improve the **service quality of operational support** provided by the central office to better meet school leaders’ needs—for example, create streamlined processes and protocols to limit the number of compliance-based tasks and last-minute requests, and to ensure that central office teams promptly and fully address school leaders’ questions, concerns, and feedback.

Provide **tools** that enable school leaders to better do their jobs, such as human resource performance management systems.

Increase **flexibilities** for school leaders, based on school leadership team performance and capacity, to make decisions about personnel, budget, and school culture so that they have more ownership over decisions that directly impact their schools.

Provide **wellness supports**—such as counseling or gym memberships—to support morale, sustain work-life balance, and prevent burn-out.

Other potential action(s):



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## KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

## WHAT ARE THE POTENTIAL ACTIONS?

### Professional Learning & Collaboration

Professional learning opportunities effectively develop school leaders and support their different needs over the course of their career, particularly for new school leaders.

Develop principals' skills and expertise through **principal supervisors**, who themselves have a track record of success as a principal in a high-need school, and who are focused on helping principals align their goals to broader system goals and can provide individualized coaching rather than simply monitoring principals; give these principal managers / supervisors spans of oversight that allow them to dedicate sufficient time to each principal.

Provide instructional coaches and teacher-leaders with **professional development that supports teacher teams** in implementing rigorous, empowering curriculum and instructional strategies, monitoring student progress to adjust instruction based on data, and checking in on students' academic and social-emotional needs.

Tailor professional learning based on the **experience, performance, and goals** of individual school leaders and a school's leadership team as a whole; provide additional support for novice and low-performing school leaders.

Facilitate school leader-led **lateral learning opportunities across schools** in the district through group networks and communities of practice to leverage and build upon the existing expertise of school leaders in the district.

Provide targeted professional learning that includes mentoring and coaching for school leaders before, during, and after they make **transitions into new positions and roles**— for example, focusing professional learning opportunities on best practices for English language development for leaders starting roles at schools with high proportions of English language learners.

Other potential action(s):

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS



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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

## WHAT ARE THE POTENTIAL ACTIONS?



### Performance Measurement & Management

THE VISION  
Systems for measuring and tracking school leaders' growth and effectiveness provide a clear, fair, and detailed picture of each leader's performance and contribution, and inform decisions to strategically manage talent.

Ensure that principal supervisors, other district staff, and school leaders share a **common understanding of what strong practice looks like** for each leadership role so that their expectations and feedback are aligned to the same vision.

Provide ongoing **training for evaluators** in how to effectively apply the school leader evaluation standards and facilitate feedback conversations.

Ensure evaluation data is meaningful and useful by consistently implementing **school leader evaluation systems** that are grounded in clearly defined skills and competencies, leverage multiple measures of growth and effectiveness, enable accurate identification of the most effective and least effective school leaders (as well as the most effective teachers for advancement into leadership roles), and monitor progress over time.

Use evaluation data strategically to inform individual and district-level **professional growth strategies that differentiate support** for school leaders based on their needs.

Provide struggling school leaders with **intensive coaching as part of an improvement plan** that includes specific areas for improvement, support strategies, ongoing documentation, and mutually understood next steps for career progression or exit, if needed.

Other potential action(s):

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## KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

## WHAT ARE THE POTENTIAL ACTIONS?

### Career Path

THE VISION

Educators who demonstrate strong potential have sufficient learning opportunities and mentorship to continuously build leadership skills throughout their career through teacher-leadership or other leadership roles.

Build a **career ladder program** to create a strong school leadership pipeline in which high-potential leaders, including current teachers, are given increasingly greater responsibility, build skills over their career, and are mentored at each step of the way.

Provide the most effective school leaders with **additional leadership opportunities** (such as managing principal residents or potential principals) and **opportunities to take on more challenging roles** (such as working in a higher-need school) to recognize their strengths and help them progress in their careers.

Implement **mentoring programs** and other forms of support to help school leaders navigate their roles and develop in their careers.

Other potential action(s):

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

## WHAT ARE THE POTENTIAL ACTIONS?



### Compensation

THE VISION

Salaries, benefits, and stipends are sufficiently competitive to attract and retain strong school leaders.

Increase compensation (**salaries, benefits, stipends**) to make it competitive with neighboring districts and jobs in other sectors that require similar levels of education, either in all schools or in high-need schools to encourage strong school leaders to go where they are needed most.

Compensate strong school leaders for taking on **increased responsibilities** in order to attract and retain the most effective school leaders.

Align compensation with the **highest-priority retention needs**—for example, if early-career school leader retention is a particular challenge, then shift raises earlier in school leaders’ careers.

Restructure benefits to increase school leader compensation and/or explore which **nontraditional benefits** school leaders in your community would value most, such as mortgage assistance or childcare credits.

Other potential action(s):

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KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?



SYSTEM-WIDE



SPECIFIC SCHOOLS

# WHAT ARE THE POTENTIAL ACTIONS?

## Other Root Cause

You can add a custom root cause depending on your district's unique context.

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**KEY QUESTION 3.1: DOES EACH STUDENT HAVE ACCESS TO STRONG SCHOOL LEADERSHIP?**

For prompts to help your team think about next steps, go to page 30.

# NOTES



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KEY QUESTION

# 3.2

## Does the school leadership workforce reflect student and staff diversity?



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**KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?**

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this challenge occur?



**SYSTEMWIDE** for all schools or all students  
(Foundations for Excellence)



**IN SPECIFIC SCHOOLS,**  
affecting some groups of students (Equitable Access)

**Which** of the root causes on the next page drive this challenge in your district?

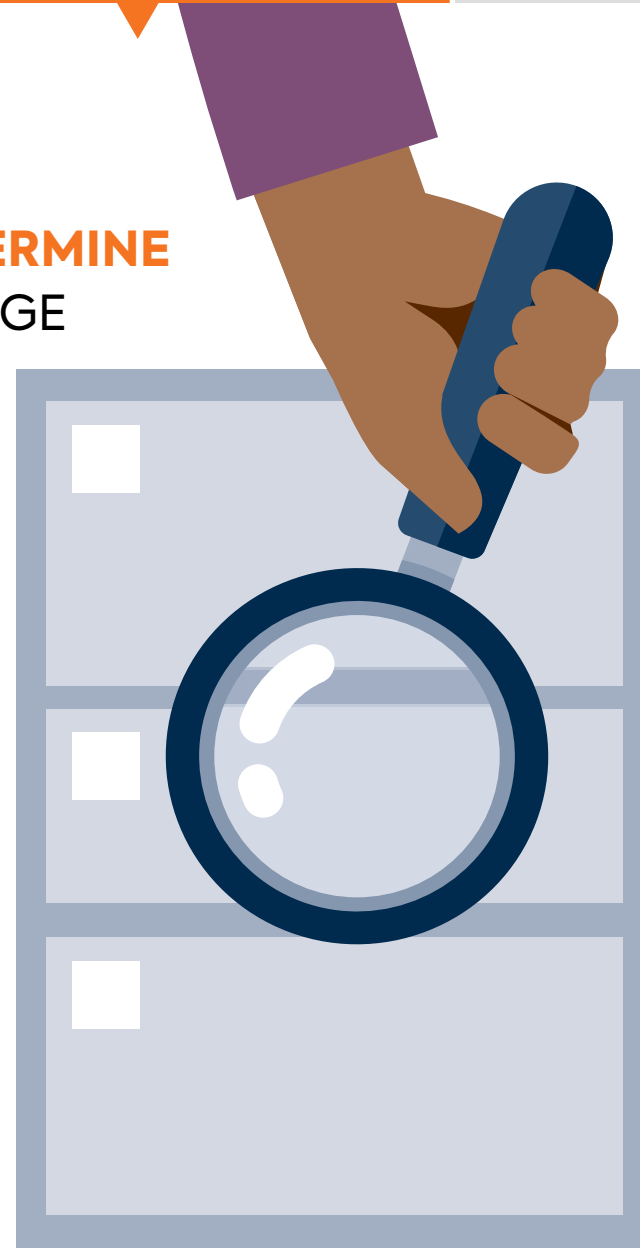
Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

**How** do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:



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**KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?**

**WHAT ARE THE ROOT CAUSES OF YOUR DISTRICT'S CHALLENGE?**

ROOT CAUSES

**Hiring** PAGE 24

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The pool of applicants or school leaders who receive job offers is not diverse due to school leader pipelines (which can be impacted by the diversity of the teaching workforce) or hiring practices (which may be influenced by implicit or explicit biases, or other factors).

**Career Path** PAGE 26

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There is a lack of support for developing the careers of school leaders of color—which may get exacerbated by a lack of people of color in school leadership roles to begin with, impacting hiring and retention.

**Other\*** PAGE 28

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*\*You can add a custom root cause depending on your district's unique context*

**Working Conditions** PAGE 25

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School leaders of color or linguistically diverse leaders experience a negative school climate and/or restrictive work environment due to a lack of support, or the implicit or explicit biases of district leaders, other school leaders, or teachers.

**Compensation** PAGE 27


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Salaries, benefits, and stipends are not sufficiently competitive to attract and retain school leaders of color.

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**KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?**

USE THESE GUIDING QUESTIONS AS YOU **EXPLORE POTENTIAL ACTIONS**

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

How would the actions shown on the following pages address **your district's specific challenge?**

For each action you choose, mark how you will apply it...

 **SYSTEMWIDE**  
(Foundations for Excellence)

 **IN SPECIFIC SCHOOLS**  
(Equitable Access)

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have **already been tried in your district?**

What lessons can you apply now to address your district's challenge?

What do stakeholders **recommend?**

What recommendations do different stakeholder groups have—particularly those most directly impacted by existing inequities?

What potential **barriers** exist?

What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:



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## KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?

### WHAT ARE THE POTENTIAL ACTIONS?



SYSTEM-WIDE



SPECIFIC SCHOOLS

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

## Hiring

THE VISION

The pool of applicants or school leaders who receive job offers is diverse due to strong and diverse school leader pipelines and unbiased hiring practices.

Create a more unbiased hiring process by helping district staff, hiring managers, and principals understand their own **racial and ethnic biases** and how they may influence their decisions in recruiting and hiring through exploration, reflection, and discussion.

Ensure that **hiring methods, processes, and policies** are fair and equitable for all candidates by measuring the rate at which candidates of color and linguistically diverse candidates apply, receive offers, and accept offers.

Make **demographic data** about students, teachers, and school leaders widely available; facilitate transparent discussions about diversity among district/school staff and the broader community that could improve the hiring process.

Set clear, ambitious, and achievable **goals** to increase school leadership diversity and **monitor** progress toward these goals.

Shift **hiring timelines** earlier; districts that hire school leaders earlier are often better able to attract strong and diverse candidates.

Change or expand **hiring sources** to attract more school leaders of color and linguistically diverse school leaders; strengthen community relationships so that these networks can be used to spread the word about open positions and tap into talent.

Create **district-specific pipelines** to increase diversity, including pathways for teachers of color to become school leaders.

Establish a **diverse search committee** to take part in the school leader hiring process, including teachers, parents from underserved groups, and representatives from neighborhood nonprofits in meeting candidates and providing input.

Other potential action(s):

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KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?

WHAT ARE THE **POTENTIAL ACTIONS?**



SYSTEM-WIDE



SPECIFIC SCHOOLS



**Working Conditions**

THE VISION  
School leaders of color and linguistically diverse leaders experience a positive school climate and non-restrictive work environment.

Increase opportunities for school leaders of color and linguistically diverse leaders to provide input and feedback to central office staff, such as disaggregating survey results by racial, ethnic, and linguistic diversity—and respond by making timely changes so that their **voices are better represented** in district policies and practices.

Provide school leaders with **flexibility** so that they can create a **school culture** that meets the distinct needs of the students they serve, and so that they can express their own passions and commitments through their leadership of their school—for example, creating a school climate that is inclusive and celebratory of racial, ethnic, and linguistic diversity.

Provide **stipends and/or promotion opportunities** for additional duties (such as leading mentoring programs) taken on by school leaders of color to recognize these important contributions.

Implement practices that increase the quantity and quality of collaboration and community-building among school leaders, particularly among school leaders of color, to help them develop **strong relationships** with each other and to increase meaningful opportunities for professional and personal growth.

Facilitate open **conversations** among school and/or district staff about how language choices can both reflect and perpetuate racism, prejudice, and historic and systemic oppression, in order to identify necessary changes.

Other potential action(s):

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## KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?

### WHAT ARE THE POTENTIAL ACTIONS?



SYSTEM-WIDE



SPECIFIC SCHOOLS

#### Career Path

THE VISION

There is strong support for the career development of school leaders of color, improving hiring and retention.

Ensure that **methods and processes for determining leadership opportunities** (for example, managing principal residents) are fair and equitable for all candidates by measuring the rate at which candidates of color and/or linguistically diverse candidates are chosen or encouraged to seek out leadership opportunities.

Implement **mentoring programs** and other forms of support that draw on the experiences and expertise of school leaders of color to help new school leaders of color navigate their role and develop in their careers.

Develop **specific programs or opportunities for school leaders of color** that cultivate leadership skills and can lead to further leadership positions—including shadowing other leaders, participating in on-the-job training, and receiving ongoing guidance and support.

Other potential action(s):

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS



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KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?



SYSTEM-WIDE



SPECIFIC SCHOOLS



Compensation

THE VISION

Salaries, benefits, and stipends are sufficiently competitive to attract and retain school leaders of color.

Review compensation structures to uncover **disproportionalities in pay** between school leaders of color and white school leaders — and make changes to ensure equitable policies.

Increase compensation (**salary, benefits, stipends**) to make it competitive with neighboring districts and jobs in other sectors that require similar levels of education; competitive compensation is especially relevant for attracting and retaining school leaders of color due to racial wealth gaps.

Provide **benefits**, such as relocation funding or scholarships, identified by school leaders of color that address barriers to employment or job satisfaction.

Other potential action(s):

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KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?

WHAT ARE THE POTENTIAL ACTIONS?



SYSTEM-WIDE



SPECIFIC SCHOOLS

Other Root Cause

You can add a custom root cause depending on your district's unique context.

Four horizontal lines for writing potential actions.

A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

PLAN NEXT STEPS

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**KEY QUESTION 3.2: DOES THE SCHOOL LEADERSHIP WORKFORCE REFLECT STUDENT AND STAFF DIVERSITY?**

For prompts to help your team think about next steps, go to page 30.

# NOTES



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# Plan Next Steps



1. PRIORITIZE



2. CUSTOMIZE



3. ALIGN



4. PLAN

Now that your team has begun to uncover the root causes of your school system's challenges and explored possible actions to improve **School Leadership Quality & Diversity**, it's time to plan next steps. You can continue to build on the momentum your team has built so far by beginning to outline what you will do next and who will help to move this work forward.



The Alliance for Resource Equity partners directly with state and local systems and communities to support education resource equity. Reach out to bring our team to you for workshops, in-depth engagements, or other support as you analyze resources, design strategies, and gear up for implementation.

[educationresourceequity.org](https://educationresourceequity.org)

RESOURCE EQUITY GUIDEBOOK SERIES  
**DIMENSION 3: SCHOOL LEADERSHIP QUALITY & DIVERSITY**

Intro

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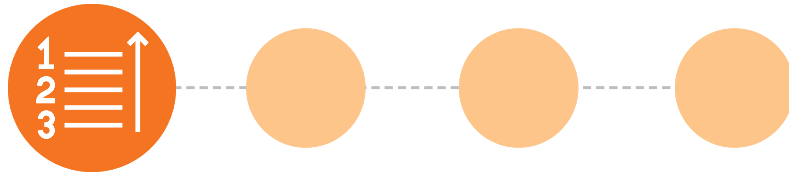
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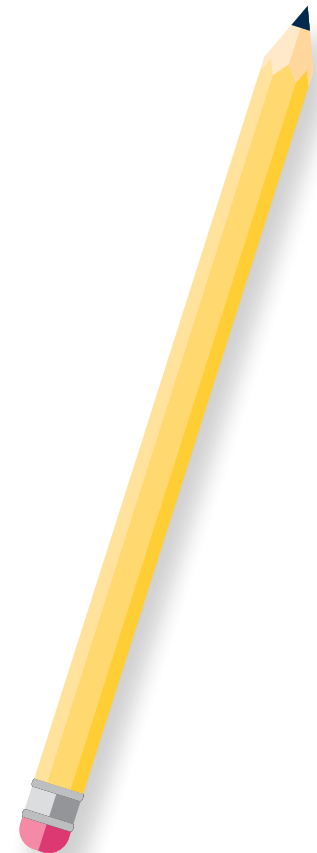
## 1. PRIORITIZE

How will we choose which promising actions to pursue—and when?

Important considerations:

- How do we believe this action could address our current challenges?
- How does the ease of implementing this action compare with the degree of impact it will have?
- What do we believe are the likely outcomes of implementing this action? For which students? Over what timeframe(s)?
- What is the opportunity cost of not moving forward with this action?
- To what extent is there energy and momentum in our community around moving forward with this action?

## NOTES



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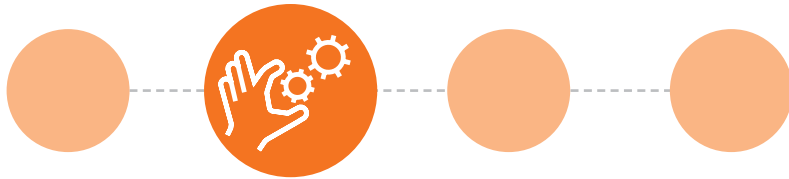
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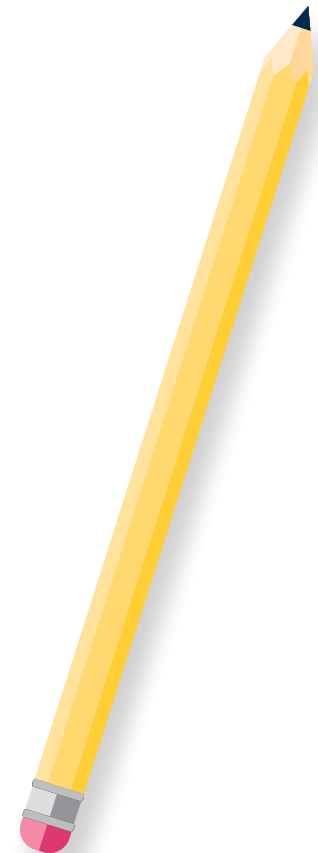
## 2. CUSTOMIZE

How will we adapt the most promising potential actions to fit our community's unique context?

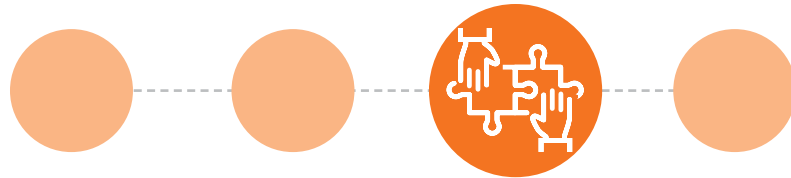
Important considerations:

- Are there past or current efforts that have been successful that we can adapt or build off of?
- What unique risks or barriers might threaten success?
- How will we get our community involved in making progress on this action?
- What prerequisite steps might be needed before we move forward?  
(For example, learning more through focus groups or community sessions, partnering with local advocacy groups, or changing existing policies or timelines)

## NOTES



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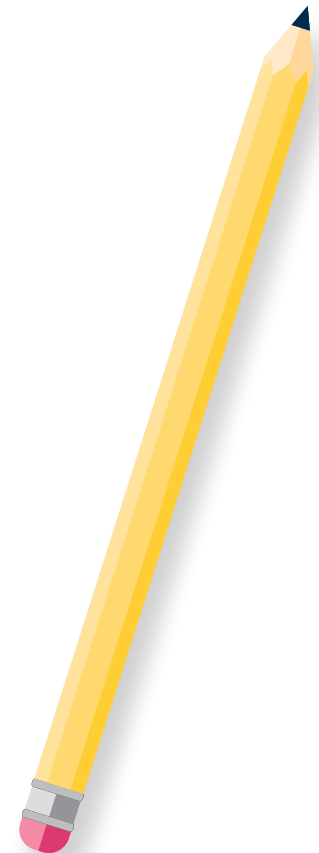
### 3. ALIGN

How do the most promising potential actions align with other strategic priorities in our district?

Important considerations:

- What is our big-picture theory of action? How does it tie any new actions that we choose to pursue to our district- or school-level priorities?
- How can we make sure that our strategic plan accurately reflects our equity goals?
- How might our efforts in this action area connect to [other dimensions](#) of education resource equity?
- What related efforts or investments does this work rely on? What else do we need to start, stop, or continue doing for implementing this action to be effective?
- How does this action align with the goals and priorities of different groups of people, including families, educators, and students?

### NOTES



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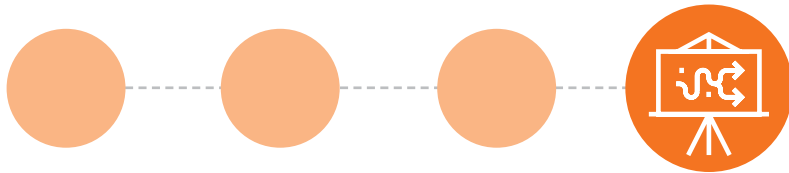
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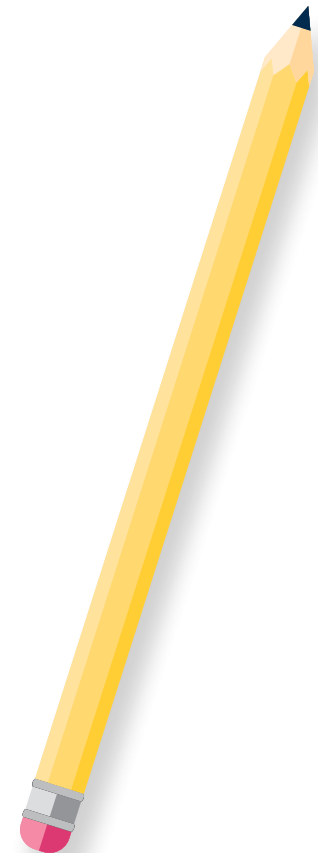
## 4. PLAN

### What is needed to successfully implement the most promising actions?

#### Important considerations:

- What resources, processes, and mindsets will this work require? What shifts might we need to make? Will these shifts impact other district or school priorities?
- What can we do to proactively mitigate potential risks and barriers to success?
- What are our short-, medium-, and long-term timelines for planning and implementing this action?
- How might we build buy-in around this action?
- How will we measure impact? How will we know we are on track?

## NOTES







# APPENDIX



# SOURCES

This guidebook includes best practice research from the following publications:

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3. The Education Trust—New York. *The Educator Diversity Playbook*. The Education Trust—New York, The Council of School Superintendents, and The Council’s Commission on Diversity & Inclusivity, 2019. [seeourtruth-ny.edtrust.org/playbook/](https://seeourtruth-ny.edtrust.org/playbook/)
4. Davis Dixon, Ashley Griffin, and Mark Teoh. *If You Listen, We Will Stay*. The Education Trust and Teach Plus, 2019. [edtrust.org/resource/if-you-listen-we-will-stay/](https://edtrust.org/resource/if-you-listen-we-will-stay/)
5. Susan Burkhauser, Susan M. Gates, Laura S. Hamilton, and Gina Schuyler Ikemoto. *First-Year Principals in Urban School Districts: How Actions and Working Conditions Relate to Outcomes*. RAND Corporation, 2012. [rand.org/content/dam/rand/pubs/technical-reports/2012/RAND\\_TR1191.pdf](https://rand.org/content/dam/rand/pubs/technical-reports/2012/RAND_TR1191.pdf)
6. Desiree Carver-Thomas. *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color*. Learning Policy Institute, 2018. [learningpolicyinstitute.org/product/diversifying-teaching-profession-report](https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report)
7. Matthew Clifford. *Hiring Quality School Leaders: Challenges and Emerging Practices*. American Institutes for Research, 2012. [air.org/resource/hiring-quality-school-leaders-challenges-and-emerging-practices](https://air.org/resource/hiring-quality-school-leaders-challenges-and-emerging-practices)
8. Susan Gates, Matthew Baird, Benjamin Master, and Emilio Chavez-Herrerias. *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools*. RAND Corporation, 2019. [rand.org/pubs/research-reports/RR2666.html](https://rand.org/pubs/research-reports/RR2666.html)
9. Gina Ikemoto, Lori Taliaferro, Benjamin Fenton, and Jacquelyn Davis. *Great Principals At Scale*. New Leaders and the George W. Bush Institute, 2014. [newleaders.org/great-principals-at-scale?rq=great%20principals%20at%20scale](https://newleaders.org/great-principals-at-scale?rq=great%20principals%20at%20scale)
10. Ohio Department of Education. *Working Conditions For School Leaders*. Ohio Department of Education, 2016. [education.ohio.gov/Topics/Teaching/Educator-Equity/METworks-in-Ohio/Working-Conditions-for-School-Leaders](https://education.ohio.gov/Topics/Teaching/Educator-Equity/METworks-in-Ohio/Working-Conditions-for-School-Leaders)
11. Cortney Rowland. *Principal Professional Development: New Opportunities for a Renewed State Focus*. The Education Policy Center at American Institutes for Research, 2017. [air.org/resource/principal-professional-development-new-opportunities-renewed-state-focus](https://air.org/resource/principal-professional-development-new-opportunities-renewed-state-focus)

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# ALLIANCE FOR RESOURCE EQUITY

Uniting advocates and education leaders  
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