**Systems Thinkers**

An Equity-Driven **Systems** Thinker must have the ability to (1) conceptualize schools as complex organizations comprised of a network of dynamic and interdependent thinking components, (2) pursue school change and improvement through systemic change and capacity building, and (3) create and articulate a shared vision of a school as a place where all students are fully engaged, inspired, empowered, and their voices are heard.

**Systems thinkers ask:**

* How do I conceptualize my organization as a system with internal and external influences?
* How do I tie *types of thinking* together to pursue school change & improvement through systemic change?
* How do I adapt my leadership when circumstances require changes in the what, why, or how things need to be done?
* How does our vision to promote every student’s voice drive our long-range and short-term strategic thinking and execution?
* How do I articulate and model beliefs about the value of every student’s voice as a critical element to educational outcomes?

**Indicators:**

1. Apply systems thinking tocreate and articulate a shared vision of a school as a place where all students are empowered and their voices are heard. In doing so, leaders understand and value governance and political systems, using this knowledge to operate within legal and ethical parameters.
2. Apply systems thinking toarticulate, manage and impact the “thinking” components, and leverage their interrelationships. Equity-driven leaders regularly review and reflect on their performance and evaluate their actions and their collective impact on teaching and learning.
3. Apply systems thinking toarticulate a theory of action to manage the system and its “thinking” components. The theory of action should represent a balance between deploying technical knowledge of the organization with a means to adapt and integrate relevant practices.
4. Apply equity-driven systems thinking bydemonstrating the theoryofaction in practice while building a trusting and collaborative climate.
5. Apply systems thinking to all decisions, recognizing that decisions have ethical implications as well as the potential to foster equity for all students.

**Data & Design Thinkers**

An Equity-Driven **Data and Design** thinker must have the ability to (1) access and interpret diverse forms of data to identify existing equity gaps and iteratively design programs,

products, and initiatives, and (2) inform decisions that contribute to optimal learning conditions for all.

**Data & Design Thinkers ask:**

* What can I know through reliable data sources to inform the decisions I make?
* How can I encourage calculated risk through a process of innovation?
* Am I demonstrating a commitment to sustained inquiry and the iterative improvement of our programs, products, and initiatives to ensure all learners are able to perform at the

ambitious academic levels needed to succeed in school and community?

**Indicators:**

1. Recognize the diverse range of qualitative and quantitative data available within an educational system—including the full range of data to represent student voice, and then interpret and present that data by making it accessible, relevant, and persuasive to diverse audiences.
2. Collaboratively analyze reliable and valid data to understand contextual factors for the purpose of identifying strengths, existing equity-gaps, opportunities and needs, and propose actions and/or solutions with predictable results, ensuring that data are used to prioritize actions, monitor impact, and adjust approaches.
3. Understand how a design thinking approach is used to innovate—including tasks of defining, researching, ideating, prototyping, selecting, implementing, and learning—and improve the quality of the educational experience for all students.
4. Using data as an input, work iteratively to address a need or opportunity through design of a solution system, formative monitoring of actions taken, and cycles of refinement to optimize our shared vision of engaged, inspired, and successful learners.

**Operational Thinkers**

An Equity-Driven **Operational** leader must have the ability to (1) orchestrate equitable, fair, legal, honest, ethical practices to promote student voice, and (2) create spaces for shared decision-making and stakeholder influence.

**Operational Thinkers ask:**

* In what ways do decisions impact teaching and learning and foster equity?
* Whose counsel should I seek regarding operational decisions?
* Who are the obviously affected and possibly overlooked stakeholders in decisions and actions?
* What are the unintended consequences of decisions?

**Indicators:**

1. Use an equity and ethical frame when making decisions in the fiscal, personnel, legal, governance, operational, and facilities domains.
2. Solicit input or counsel from all relevant stakeholders before enacting decision-making related to these domains and communicate in ways that all stakeholders can understand and enact.
3. Ensure that procedures and processes in these domains contribute positively to the teaching and learning lives of all adults and all students.
4. Proactively align the organization’s mission and vision with these domains to create the conditions necessary to foster student voice and equitable outcomes

**Climate & Culture Thinkers**

An Equity-Driven **Culture and Climate** thinker must have the ability to (1) understand and positively influence the current state of the school culture and climate, and (2) drive collaborative actions and relational leadership.

**Culture & Climate Thinkers ask:**

* How can I assess the school’s “feel” to students, staff, families, and the community to guide decision-making resulting in a positive culture and climate?
* What systems do I have in place to continuously improve the climate and culture of the school?
* How do I insist that gaps in opportunities to learn are eliminated?
* How is the school an emotionally & physically safe place for everyone?
* As a “dream manager,” how do I help others realize their aspirations?

**Indicators:**

1. Assess the current condition as it relates to student voice and learning, educator learning, growth-producing relationships, and stakeholder perceptions.
2. Identify and rally students and others stakeholders into the process of defining and operationalizing an inclusive school mission and vision focused on student success.
3. Through appreciative inquiry, address gaps between the shared school mission and vision and current state of the school climate & culture as central to inclusive school improvement processes (LCAP, SPSA, WASC).
4. Recognize, confront, interrupt, address without apology, and educate others about the dynamics of inequity, racism, bias, prejudice, discrimination, and bullying.
5. Tap the aspirations of, and ignite and guide the actualization of, students’ and educators’ goals and dreams by cultivating student, teacher, parent, and community growth-producing relationships.

**Learnership Thinkers**

An Equity-Driven **Learnership** thinker (1) creates the conditions and opportunities for all adults and students to learn and perform at ambitious, academic levels to achieve in school and life, and (2) utilize instructional leadership practices that are driven by the belief that student~~s~~ and adult voice are both an *input* and an *outcome*.

 **Learnership Thinkers ask:**

* How do my leadership practices maximize student and adult learning?
* How am I nurturing the growth and capacity of each individual to reach his/her fullest potential?
* How do I demonstrate the attributes of an equity-driven lead learner?

**Indicators:**

1. Demonstrate leadership thinking and practices that are evidence-based, strength-based, and growth producing~~.~~
2. Increase high-impact, culturally responsive instructional practices across learning environments that result in engaged, inspired, and successful learners.
3. Continuously analyze current conditions in student engagement, instructional practices, curriculum, and assessment to provide actionable feedback about our teaching, leadership, and student learning.
4. Build collaborative structures for adults and students that develop leadership capacity and includes differentiated, personalized learning, and opportunities for ongoing self and group reflective practices to strengthen the collective efficacy of the community of learners.
5. Consider adult and student input and output in instructional practices, curriculum and assessments within the context of the school’s or district’s mission and vision.