

Prioritizing learning

Where are we now?				
The principal values her own learning and the learning of others in the school.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal engages in professional learning with staff to promote collective responsibility for the learning of all.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Strong levels of trust exist between the principal and staff as well as between the principal and students.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal visibly makes clear the high expectations held for staff and students.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
The principal has established a culture where innovation and risk-taking are essential.				
STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE

When a learning principal instills a growth mindset in adults and students, leadership matters. A leader who is a lifelong learner sets the stage for professional learning and classroom improvement and makes continual refinement visible in every aspect of her practice. Learning principals approach every situation as learners; they constantly reflect on their practice, network, and learn from others. By taking a learning mindset, learning principals create opportunities for continuous improvement that directly affects staff and student cultures.

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Overview

Highly effective principals relentlessly pursue equity and excellence. To that end, one of their priorities is professional learning that leads to high-quality teaching and learning for every student every day. They communicate the school's mission and moral purpose throughout all actions. With a commitment to equity at the core, principals take every action necessary to ensure teachers have support, resources, and expertise to not only meet the immediate needs of students, but to provide them access to a future with limitless possibilities. Jason Grissom's (2011) analyses showed that

The effectiveness of the school principal is found to be an especially important component of teacher working conditions; average teacher ratings of principal effectiveness are strong predictors of teacher job satisfaction and one-year turnover probability in the average school. Moreover, these correlations are even stronger in schools with large numbers of disadvantaged students that traditionally have faced greater staffing challenges. (p. 2574)

To put every educator's continuous improvement at the fore, principals demonstrate that they are learning principals. They value their own learning and lead by example to engage in learning with staff and other principals. A learning principal regularly reflects on her work and its impact on students and staff to determine where she needs to change her practice. She sets new goals for herself and engages in the practice of learning new skills or behaviors.

Learning principals believe that when adults are continuously learning, students will succeed. Their unshakable commitment is based on building collective responsibility for the success of *all* students. Learning principals also create the conditions and

provide the support necessary for all staff members as well as members of the broader school community to engage in cycles of learning and improvement. Learning principals display attitudes of respect, joy, and optimism for the potential within each educator and student. Their attitudes permeate the school and in many cases, principals, staff, and students produce results that once may have been viewed as unattainable.

Leithwood, Louis, Anderson, and Wahlstrom (2004) conclude that principals are “second only to classroom instruction among all school-related factors that contribute to what students learn at school” (p. 5). Leithwood and his colleagues’ study firmly establishes that principals make an impact on student outcomes. But what do they **do** that matters? As this book explores in depth, effective principals focus intentionally on learning for all. Among their intentions, learning principals set high expectations and challenging learning goals for students and staff; they expect all educators in their schools to learn together every day in pursuit of individual, team, school, and district learning goals; and they build cultures of trust for such ongoing learning and risk-taking to happen as teachers and staff work collectively to help every student learn and meet expectations.

Expectations drive results

Learning principals are recognized for the high expectations they hold for students and staff. High expectations are recognizable through the mission and goals that drive the learning agenda. Hirsh and Killion (2007) write that ambitious goals lead to powerful actions and remarkable results. They contend that bold goals offer motivation and pressure to succeed. Jim Collins and Jerry Porras (1994) coined the expression Big Hairy Audacious Goals (BHAGs) to describe how visionary organizations drive boldly toward their

aspirations based on their core values. Such goals don’t just exist in parallel to ideology; they are manifestations of it. They are extensions of who educators are and what matters to them (p. 170). In learning schools, principals enlist the entire community including all school staff, families, and community partners in the development of audacious goals. Learning principals know that professional learning takes on new meaning when educators commit seriously to high expectations and achieving powerful goals.

As the counterpart to holding high expectations, learning principals create a culture of support and caring. They recognize the hard work — and ongoing support — required to achieve high expectations. They establish an environment in which staff and students know each other well and treat each other with respect. Hard work can be stressful so principals focus significant energy in building caring relationships with and among staff. They establish a blame-free zone of learning. Learning principals believe that when people are committed and connected to everyone in the school, they will invest the time necessary to achieve ambitious goals. Principals know that teachers being fully engaged with their learning community, their students, and their administrators inspires them to do their best work.

The principal’s expectation for caring and respectful relationships extends to interactions with families and community members. Learning principals create an environment in which families and community are treated as essential partners in the education of their students. Parents feel welcome and know they have a voice in their child’s education. Learning principals encourage parents who want to and can be at school to serve as mentors for students or resources in the classroom. When principals create a culture of inclusion, learning, and joy, everyone in the school thrives. Principals also invite partners from the broader school

community to extend the culture and ensure resources and support not otherwise available to teachers.

Principals accompany their high expectations with a commitment to build strong relationships with students, knowing each student's progress and challenges. Learning principals are constantly analyzing data about student progress and engaging in meaningful conversations with staff, families, and students about how students are doing. They chart progress student by student, teacher by teacher, and skill by skill over time. They are not just focused on numbers; they examine artifacts of student work and they talk to students. As they consider teachers' learning needs and those connections with student learning, effective principals observe adult practices and the impact that specific teaching approaches have on student behaviors, attitudes, and outcomes. They choose protocols for hosting thoughtful data conversations. Such protocols help guide learning teams through conversations about relationships, including possible causal factors, next actions to take with students, and the essential learning that adults need to discover effective ways to meet student needs.

Learning principals recognize that it is irresponsible to present compelling "stretch" goals without also providing the support needed to achieve them. They work to ensure all staff feel valued and empowered to achieve the school's mission and fulfill its moral purpose. By modeling respectful language, attitudes, and actions and a relentless focus on outcomes, they send a message that both high expectations and strong relationships are critical to success.

Every educator learns every day

Fundamental to achieving equity and excellence is a commitment to continuous learning. Learning principals lead learning schools. Learning schools are

distinguished by the priority they place on learning for students and staff members alike. Learning schools are places where all parents have confidence in the children's teachers because they know teachers share collective responsibility for the success of all students in a grade level, in a particular course, and across the school from year to year. Learning principals ensure that the conditions and support are in place so that teachers have what is necessary to advance their knowledge, understanding, and practice.

The principal's attitude toward professional learning and her understanding of the Standards for Professional Learning and the cycle of continuous improvement determine the school's approach to professional learning. The principal does not lead all instructional learning but works to ensure that intense instructional focus and continuous learning are central. Highly effective principals build a culture for learning, tap others to co-lead, and serve as learning leaders for all. Learning principals recognize when it is time to lead and when it is time to collaborate and learn.

Learning principals believe the core work of the learning teams or communities is anchored in high-quality instructional materials. William Schmidt and Nathan Burroughs (2013) report,

As it stands now, students' chances to learn challenging content depend on whether they are lucky enough to attend a school that provides it. In effect, a defense of localism in response to questions about content amounts to a defense of inequality in opportunity to learn. (p. 5)

TNTP (2018) reports that low-income students are less likely than high-income students to have access to high-quality content and grade-appropriate lessons. Learning principals guided by principles of equity and excellence ensure that all classrooms have high-quality materials to support effective instruction.

Access to high-quality instructional materials is only part of the essential equation for achieving equity and excellence. Studying and adapting high-quality instructional materials is the other half. This work has among the greatest potential to transform all students' learning experiences. Learning principals ensure that educators' learning agendas are grounded in the curriculum and that teachers use learning cycles to identify student challenges and their greatest needs in understanding, implementing, and supplementing or adapting materials and strategies to ensure the success of all students. When teachers invest ongoing dedicated time to study materials, they set the foundation for transferring their learning into powerful lessons that can be differentiated and personalized to address individual student needs. High-quality lessons that motivate, engage, and challenge students enable them to achieve the success learning educators desire for them (Hirsh, 2018). Principals secure substantial time during the work day for learning teams to learn together and offer specialized training and support for the learning team facilitator.

Learning principals maximize the talent in their school and individual learning teams and support leadership development among educators at every level. Paul Manna (2015) calls such principals "multipliers":

Principals who are strong, effective, responsive leaders help to inspire and enhance the abilities of their teachers and other school staff to do excellent work. Such principals also tend to retain great teachers and create opportunities for them to take on new leadership roles. In short, principals, through their actions, can be powerful multipliers of effective teaching and leadership practices in schools. (p. 7)

Learning principals attract and hire teachers who view it as a professional obligation to continue to learn.

Learning principals also serve as lead learners. The

learning principal is constantly asking: "How can I get smarter to help this team in a better way?" Learning principals speak up and show everyone how to make sure that "At our school, everyone's job is to learn."

Trust builds courage

Trust is a key element if learning is to result in substantive change. Successful trust builders demonstrate certain attributes and take deliberate actions. Principals build trust when they are open and vulnerable while holding expectations high. Principals who are trustworthy are viewed as honest, fair, and consistent in their transactions. They keep their promises and admit when they made mistakes. Trusted principals lead communities to see schools as a laboratory for learning for both students and staff. Through this work, people take ownership for their own learning, the learning of their peers, and the learning of all students. They feel empowered to assume and share leadership responsibilities and take necessary actions. Trust becomes the connective tissue in which high expectations, purposeful teaching and learning, and community flourish.

This culture of trust nurtures the courage to embrace new ideas and experimentation. Principals continuously create conditions that result in teams exploring new research, innovations, and strategies. Staff members feel empowered to take risks and learning from failure. Sharing instructional practices, modeling, co-teaching, observing each other, and asking for help from peers and the principal are celebrated and encouraged as opportunities to learn. People are sincere about their own learning, their commitment to their students, and the confidence that they can do whatever it takes to ensure the success of all their students. This innovative environment is nurtured through high levels of trust in the organization.

Stephen M. R. Covey (2008) writes that effective leaders remember that their thoughts, attitudes, and actions are self-fulfilling proficiencies. When they lead with positive self-expectancy, confidence, optimism, and just plain faith, they can expect wins and can lead through the challenges. An effective football coach once told us, “When you feel like you have hit the wall and you do not see your way out, when you are exhausted and going into survival mode, lift up your head, lift your energy, and pick up the pace. It’s your choice!” The principal has the responsibility to carry through and finish strong. When staff members view the principal as a finisher — someone of character with high expectations of them — they are confident that the principal can be trusted to work with them through any challenges to create positive teaching and learning conditions for all students and staff.

Taking action

Principals who are intentional about making learning the priority for their schools are careful in how they choose to spend their time each day. They choose actions and words that demonstrate their commitment to learning for all. The following actions are helpful to principals seeking to strengthen and amplify this responsibility.

1. Run a self-check every morning

Given the importance of the learning principal’s commitment to learning, high expectations, and a thriving culture, how she shows up each day sets the tone for the school. Learning principals ask, “What attitude am I bringing with me to school today? What impact will that attitude have on the work of others and the success of students?” Checking ourselves with a whole-body and mindset scan makes a difference.

Principals have control over the attitude they bring to school every day and they are under constant observation. What principals do, how they do it, and what they say all matter in terms of what others do and say.

Co-author Psenick recalled a friend’s observations in doctors’ waiting rooms: “When the doctor is not in the office, things run fine — everyone is very professional, but there is a low energy level among the staff. When the doctor walks in the front door, energy is noticeably higher. People are laughing, they begin moving just a little faster, there is a lift in their voices as they joke with each other. It is amazing what a difference one person can make in the attitudes and energies of those around them!” Principals have the same impact. When principals show up exhibiting no energy, feeling tired, holding a negative attitude about themselves and the world in which they live, they can expect to see similar behaviors from others.

Check yourself. Ask, “What does my attitude, body, and language today model for others? What are my expectations of myself today? How will my energy level show that? What is the mood I want to project for others? If I am in a mood of anger or frustration, how will others treat each other and the students we serve? If I am in a mood of optimism and hope, will it be strong enough to be infectious? How can I turn myself around to best serve others?”

Robert Kegan and Lisa Lahey (2001) remind us that without this self-assessment, it may be nearly impossible for us to bring about the changes we desire.

If we say, “I haven’t the time for all this soul-searching. Let’s just jump in, get into action, and we’ll work out the problems as we come upon them,” it’s easy to predict that we will end up puzzled as to why such good intentions led to such disappointing results. (p. 63)



Living by the PEER Code: Learning with peers and students

Learning principals focus intensely on student learning. To sharpen that focus, they create a learning culture based on a continuous improvement process, one each for students and staff. Like gears, the two cycles mesh with adult learning making a direct impact on what and how students learn. A learning principal provides for strategic design of professional learning to ensure that teachers gain the knowledge and skills they need in their cycle to help students meet learning goals in theirs.

As the former principal of Maria Sanchez Elementary School, I led the development of our school culture and schoolwide expectations. The staff and administration, with consultation from EL Education school designers, crafted a schoolwide code of norms focused on student learning. The norms became the foundation of our culture while our collaborative creation and input allowed us to develop shared commitment to the continuous improvement process. The Sanchez School became known as the PEER Code School. The acronym PEER stands for Perseverance, Enthusiasm, Exploration, and Respect. In every aspect of learning — student and adult — we applied the PEER Code by persevering through challenges; demonstrating enthusiasm in daily lessons, interactions, and operations; exploring ideas; and respecting all stakeholders.

To stay focused on learning, we initiated several structures, including explicit teaching of PEER norms, teacher-led walkthroughs, feedback for improvement, flex intervention/enrichment blocks, grade-level cohorts, student goal-setting and student-led conferences. In morning CREW meetings, staff explicitly taught the PEER Code to students while simultaneously modeling these elements through

P.E.E.R. CODE

<h2 style="text-align: center;">Perseverance</h2> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN keep trying without giving up. <input type="checkbox"/> I CAN use my strategies and try my best to complete an assigned task. 	<h2 style="text-align: center;">Enthusiasm</h2> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN have a positive attitude. <input type="checkbox"/> I CAN celebrate and energize myself and others.
	
<h2 style="text-align: center;">Exploration</h2> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN leave my comfort zone and take risks. <input type="checkbox"/> I CAN independently explore and extend my learning. <input type="checkbox"/> I CAN welcome new challenges. 	<h2 style="text-align: center;">Respect</h2> <ul style="list-style-type: none"> <input type="checkbox"/> I CAN follow the PEER Code at all times and make smart choices even when others are not. <input type="checkbox"/> I CAN treat others the way I want to be treated. <input type="checkbox"/> I CAN respect my school community.
<p style="display: flex; justify-content: space-between;"> Maria Sánchez Elementary School  Education </p>	



Former Principal
Azra Redzic championed
 standards at Sanchez
 Elementary School.

daily interactions with students and each other. The PEER Code, displayed, referenced, and embedded within the day, was essential to supporting student academics. Teacher-led walkthroughs let teachers visit one another's classrooms while providing job-embedded professional learning and a means for sharing feedback with colleagues in identified focus areas.

As our schoolwide learning culture matured, so did staff collaboration resulting in high levels of adult learning. School staff, for example, strengthened their sense of ownership and responsibility for their own learning; I was able, later, to distribute leadership among staff members to lead improvement efforts. Staff met weekly and created teacher action plans to support the Flex (Intervention/Enrichment) blocks. This block of time was strategically designed to intervene and create enrichments based on identified student strengths and areas of need. Staff teams analyzed formal and informal data to create individualized student and personalized adult learning opportunities. The PEER Code/CREW philosophy, which was so deeply ingrained in the staff, gave rise to a community in which staff embraced all students and taught them outside their own class and grade level. Teacher teams created grade-level cohorts to manage this practice.

Embracing our continuous improvement process, we expanded our learning capacity quickly. And we demonstrated higher achievement than we thought possible. As teachers led students through the process of crafting and reflecting on their own academic goals, they changed the parent-teacher conference structure. Students engaged in goal setting, self-monitoring, and reflection to achieve their goals. They took ownership of their own learning and reported their progress and growth.

For all of us at Maria Sanchez, I'd say we were able to sustain our learning focus because the continuous improvement process addressed student and staff learning needs concurrently. With a schoolwide focus on learning, students and staff can learn collaboratively, take ownership for their learning and progress more quickly, elevate achievement, and ingrain all stakeholders with a commitment to learning.

— Azra Redzic

There is a caution to leaders who may have a great desire to foster a more collaborative learning organization. Yet, without a self-check, their leadership and language may actually be communicating an authoritative leadership style. Intentionally performing morning self-checks (see Tool 1.1: Running a Daily Self-Check) is an amazingly powerful process to position a principal for greater success each day.

2. Model commitment to professional learning

Each educator has a personal responsibility to learn aggressively, and principals are no different. Education is evolving rapidly and each individual who impacts student learning has a responsibility to set individual goals for learning along with a course to achieve them. Each educator needs a personal learning agenda grounded in an equity mindset, school goals, and theory of change. Although unique, each learning agenda is focused on developing new skills, competencies, and behaviors to advance an educator's goals (see Tool 1.2: Forming an Equity Mindset for Learning).

The Leadership standard (Learning Forward, 2011) calls on leaders for action:

As advocates for professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their leadership practice. Through learning, they clarify their values and beliefs and their influence on others and on the achievement of organizational goals. Their actions model attitudes and behaviors they expect of all educators. (pp. 29–30)

Learning leaders model the learning practices and attitudes they expect of others. They set and share

their individual learning goals. They chart their own personal learning journey. They engage with staff members and other principals as well as colleagues beyond the school system to acquire the knowledge and skills they need to achieve their goals. They make public what they are reading and implications of it for their work. They reflect and write about their new learning in order to get clarity and when appropriate share their thoughts with others. They participate in staff learning, including in learning teams and experiences organized strictly for principals. They commit to collaboration and demonstrate their belief that learning with others leads to faster results. Learning principals are committed to identifying and engaging in their own learning communities. They elevate this work and the impact it has on them for their school and community.

3. Be the guardian of learning teams

Create conditions for team success. Start the year with a clearly articulated cycle for each team. Ensure that each learning team understands its roles and responsibilities. Introduce or review the learning cycle you expect all teams to follow and ensure they have necessary resources including data, instructional materials, assessments, and time to do the work. Establish a year-long calendar for the data conversations you set with all teams. Ensure teams have effective facilitators and if necessary enhance them with additional learning or external support.

Attend learning team sessions. Continue to reinforce the importance of a focus on curriculum, instruction, and assessment and elevate examples of how this matters in terms of student success. When you notice other topics such as behavior in the classroom or students' failure to do homework creeping into learning team conversations, gently confront and bring teams back to their essential work.

Even when you feel overbooked and stressed to get everything done in a timely manner, make it a priority to attend learning team sessions. Successful principals make time to participate and engage in conversations about curriculum, assessment, and instruction. Schedule your time in the learning communities and protect it.

Tammy Bock, an associate principal in Friendswood ISD, Friendswood, Texas, was committed to building the capacity of her 7th-grade ELA team in increasing their effectiveness in teaching writing. She had been monitoring the data with them for several years. Student writing scores on the state test were stagnant. Bock believed in her team and knew they could learn their way to success. As they analyzed their student performance data, she observed and was pleased when they agreed that they could do much better. She provided materials and expertise to support their examination of more effective approaches to teaching writing. She provided resources necessary to enable them to observe teachers in a nearby district implementing strategies they were interested in using. She participated in team learning sessions as they refined their vision for excellent writing instruction. She reminded them to follow through with a strong implementation plan. The team put into place strategies for planning together, establishing a classroom environment conducive to writing, observing each other teaching, engaging in feedback and coaching conversations, and making modifications to their work. As they became more proficient at their work, she encouraged them to analyze the impact on their students. They found a significant increase in their students' skills in writing. The outcomes increased their commitment to the work they were undertaking. See Tool 1.2: Supporting Learning Teams to consider other ways to strengthen learning teams.

4. Learn from students

Principals who value their relationships with their students spend time with them. They schedule opportunities for students to share their experiences in school and their attitudes about how things can be better. In addition, principals determine strategies to facilitate students taking responsibility for their own learning and the learning of their peers. Principals focus on learning from students about what principal, faculty, and community actions are helpful and what are barriers to their efficacy and success.

Principals learn from students in various ways. They engage students in both formal and informal listening and learning structures. They host regular focus groups with students or hold lunchtime conversations. They invite students to share what is or is not working for them in terms of classroom assignments, relationships with teachers, and expectations of them. They engage in one-on-one conversations about the rigor and expectations students are experiencing in the classroom. They visit classrooms and ask students about their current work and its application for them.

Kent Ewing, retired Bowie High School principal in Austin ISD, Austin, Texas, made his relationships with students a priority. He put students on his school leadership team. He charged a student group to develop a schedule that would work best for all students. Students were offered different arrival and exit times to meet unique needs and course requirements. The schedule also created opportunities for flexible teacher schedules. Students also determined that some courses could be completed in a month and other courses could be taught by adults in the community over lunch and last a couple of weeks. Students indicated that time in class should not matter as much as their ability to demonstrate

competency on the standards. Ewing was intent on listening and he supported changes to respond to what he heard.

There are so many possibilities for prioritizing student voices. Planning a pizza party to talk about how all students are not attending school regularly might result in a conversation about what the school could do differently to support them in coming to school or to better understand the issues students are facing. Principals can schedule home visits throughout the year to check in with students and parents. Principals can host and attend after-school opportunities on activities of interest to students — bowling, camping, computer program design, painting, sewing — anything to create time to be with students in a different environment than school and the classroom. Engaging with students during these informal activities give leaders opportunities to strengthen relationships as well as observe, listen, and learn from those who matter most in schools. More formal conversations regarding goals and progress proceed more smoothly when relationships and trust are strong. See Tool 1.3: Listening to Students for additional ways to access student voice to inform the learning agenda for the school.

5. Demonstrate a commitment to a trust-based culture

Building and sustaining trust is tricky, not because the relevant skills are difficult to develop, but because trust is in the perception of those we work with, not in us. It is not what we do as much as how others perceive us. Psencik (2011) writes, “Positive, high levels of trust in relationships with others and in organizations produce joy, effortless communication, transparent relationships, and high levels of energy,” so it’s worth the effort (p. 92). Covey (2008) states

that organizations with low trust relationships have unhealthy working environments, hostility, guarded communications, defensiveness, and constant worry and suspicion (pp. 22–24).

Consider enacting the following practices to strengthen others’ perceptions that you are trustworthy:

- Be honest and open. How many times have leaders in our nation gotten into trouble not because of what they did but because they lied about it? Remember that you as a principal are held to a high standard of character. Live up to it! Be as transparent as possible.
- Be positive. Let people know regularly that you believe in them and in the community’s capacity to live up to expectations and to deliver its promise to children.
- Unleash talent. Share leadership responsibilities and give others the opportunity to develop their leadership skills. Build your own pipeline of learners and leaders.
- Share your personal mastery journey with all staff members. Engage others in understanding that you are a learner. Let them know that you are taking risks and it demands courage from you. Solicit staff’s help in implementing innovative leadership approaches that keep students and staff engaged in the learning.
- Celebrate risk taking. Talk about the relationship between learning, changing, and risk taking. Acknowledge there is risk involved in any attempt at change. Discuss the risks the school undertakes when it adopts a new program or implements a new strategy.
- Apply risk-taking conversations to what happens in classrooms. Remind teachers you are there to support them in taking risks and that you do not expect all risks to produce desired results but you do expect all risks to result in learning.

Reflections

- How do I demonstrate my intentional focus on learning for myself as well as for others?
- Am I viewed as a finisher? Are there pieces of my own equity and excellence agenda I have not addressed?
- Can my teams clearly articulate the value of team learning and how it supports improved student results?
- How do I connect others to the mission and promote learning and innovation to advance it?
- How are my actions intentionally informed by what I learn from students?

Each time a principal undertakes one of these actions, she offers another example of how her behavior aligns to her beliefs and she continues to build and maintain trust.

Conclusion

Achieving equity and excellence requires new ways of thinking and working. Yet imagining the changes required and actually trying them are very different. Educators are more likely to commit to change when they are led by a learning principal. They see they can take risks, make mistakes, and take on new challenges when their principal learns by their side. When learning leaders combine high expectations with high support and trust, next to nothing can stop them from achieving their goals.

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Tools index for Chapter 1

Tool	Title	Use
1.1	Running a Daily Self-check	This tool is a self-assessment for leaders to pause and determine how they want to present themselves to others.
1.2	Forming an Equity Mindset for Learning	This tool includes resources that principals and leadership teams can use for holding equity-focused conversations and planning sessions within school communities.
1.3	Supporting Learning Teams	This process helps principals facilitate discussion with leadership teams so they can identify opportunities for strengthening their approach to teaching and learning.
1.4	Listening to Students	This tool gives principals and leadership teams a process for learning about and practicing strategies for engaging with students to address issues at the school.