

# THE GUIDE TO LEADING EQUITABLE CHANGE

Is change happening at a rate fast enough to generate significant improvement and a pace the organization can bear?	Who bears the costs of change, who receives the benefits, and what patterns of inequity does the change interrupt?
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	Emerging	Developing	Effective	Strategic	Transformative
<b>Responsive to Stakeholders</b> <i>How does the leader attend to the loss and excitement surfaced by change efforts with consideration for organization, individuals and minoritized groups?</i>	The school leader may be aware of needs, but does not attend to the affective needs surfaced by change. School leader proceeds with change without staff input/knowledge or with minimal input.	The school leader acknowledges the challenges of change at a surface level that some staff may view the response as inauthentic. Very few staff members feel their opinions are considered.	The school leader attends to the continuum of reactions to change, anticipates some reactions, and views all reactions as legitimate. Most staff feel their opinions are heard and considered.	The school leader anticipates the continuum of reactions to change. All staff feel their opinions are heard and considered.	The school leader is intimately aware of the diversity of feelings generated by the change and offers space for these to surface and to engage stakeholders in collective ownership and agency related to the change.
<b>Communication</b> <i>How and how frequently does the leader make the case for change?</i>	The reason for change is framed as externally imposed or is communicated poorly.	The reason for change is communicated and mostly compelling. It may not be communicated with enough frequency. It may focus on the student outcome rationale for change to the exclusion of all other audiences.	Regardless of the origins of change, the leader acts and connects change to organizational values, vision, and goals with consistency. The messages about change, delivered by the leadership team, are nuanced to reflect the needs and priorities of the audience.	The leader's communication regarding the change is consistent and nuanced to reflect the needs and priorities of multiple audiences. The leader's communication and enlistment of other change advocates are sensitive to benefits and losses associated with change for students, teachers, and families.	The leader's communication regarding change is inspiring and a call to action for all stakeholders. It is communicated frequently, in multiple formats, and by diverse stakeholders. The why, how and what of change is embodied by all members the organization.
<b>Sequence and Articulation</b> <i>How does the leader structure the change process to increase the likelihood of success?</i>	Little thought is given to how components of change are sequenced or interact with local context/culture—leading to poor or limited execution.	Some attention to sequencing change is paid. However, the effort is either too much and too fast or too little and too slow in order to improve learning and be sustainable.	Change is sequenced in a linear, predetermined trajectory. It both impacts learning on an annual timeline and ensures organizational sustainability.	Change efforts are sequenced and selected in response to analysis of progress and changing context, connected to organization vision/values, and based on some level of data evidence. Adjustments are made to change efforts as the leader and various stakeholders consider the ease of implementation and impact of change on staff members, the organization, and the community.	Change progression is consistently checked, assessed, refined, and adjusted to collected data including evidence of level of impact on students. Change efforts address inequitable learning opportunities, directly support and strengthen the school vision, values, and goals, and are led/designed by diverse stakeholders.