

KIPP DC Leadership Toolkit

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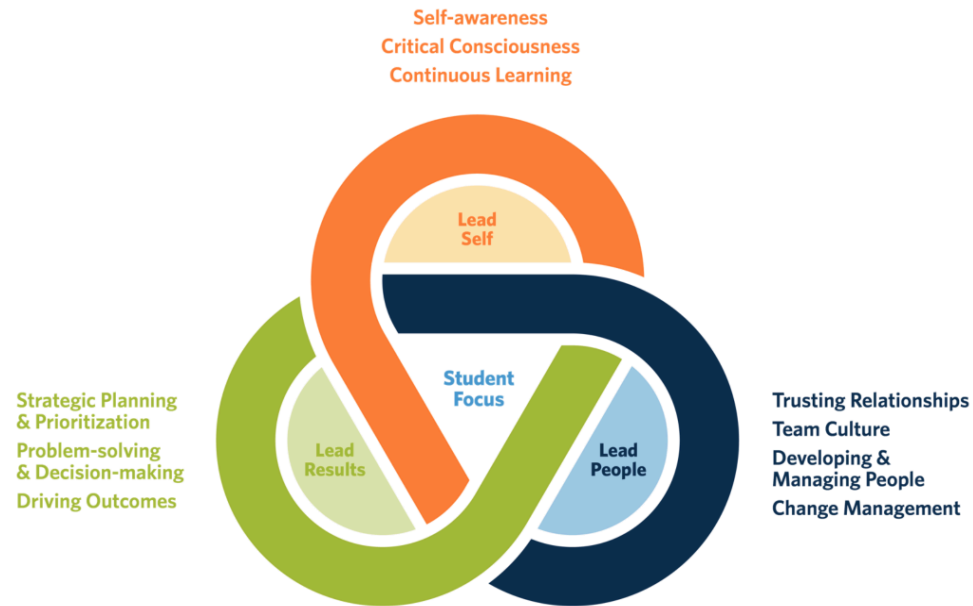
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As you use or revisit this tool, please reach out to Leadership Development Team members if you have thoughts or feedback.

Overview

What is the Toolkit?

The KIPP DC Leadership Toolkit names and describes what effective leaders consistently do in schools. Each row clarifies work that drives positive experiences and outcomes for students. Rows highlighted in yellow represent competencies which are embedded through all domains. The competencies from One KIPP are:




Most rows are white and clarify the “what” of the work. These skills are organized into six domains; the domains are: Vision & Goals, Plan & Prioritize, School Culture, Instructional Leadership, Talent, and Operations Management. **Key actions that match One KIPP Principal Core Skills and Competencies language are in bold.** We expect similar skills and competencies for other roles in the future!


Why do we need a Toolkit?


The purpose of the Toolkit is to clarify and describe the skills that are essential for driving quality experiences and outcomes for KIPP DC students. Having shared language is foundational to cohesive development and a powerful tool for alignment. In order to have equitable and transparent pathways to school leadership, KIPP DC is committed to providing current and future leaders a clear understanding of what excellence looks like. The Toolkit drives job descriptions, selection processes, programming decisions, leadership coaching, and reflection and growth practices.


Who developed the Leadership Toolkit?


Many current and former members of the KIPP DC community have participated in collaborative processes to create and refine the Toolkit. This work includes the perspective of current and former KIPP DC school leaders, School Leader Managers, Instructional Coaches, Student Support Team members, KIPP DC’s Leadership Development Team, KIPP DC parents and family members, and teammates across HDQ. The toolkit was also informed by research and literature from a variety of sources (see appendix for full details). As KIPP DC’s schools, communities, and priorities evolve, so too will the Leadership Toolkit.


		VICE PRINCIPAL	PRINCIPAL	
<div>1</div> <div>Vision & Goals</div> 	MOTIVATE & INSPIRE	Articulate leadership story and authentic 'why' for leading at a KIPP DC school	Articulate leadership story and authentic 'why' for leading at a KIPP DC school	1-A
		Motivate and inspire staff through shared vision and lived values	Motivate and inspire staff through shared vision and lived values	1-B
		Is as clear on the purpose of actions as the actions themselves; effectively and reliably communicate "the why"	Is as clear on the purpose of actions as the actions themselves; effectively and reliably communicate "the why"	1-C
	SET VISION & BRING TO LIFE	Support systems to enable focus on teaching	Build systems to enable focus on teaching	1-D
		Use data to drive leader actions	Use data to drive leader actions	1-E
		Show commitment and persevere through significant challenges to reach goals	Show commitment and persevere through significant challenges to reach goals	1-F
		Build strong relationships, collaborate, ask for help, and problem-solve with a variety of regional teammates and stakeholders	Build strong relationships, collaborate, ask for help, and problem-solve with a variety of regional teammates and stakeholders	1-G
	EQUITY IN ALL THINGS		Create equitable schoolwide academic and culture systems	1-H
			Empower leaders to own, implement, and manage each system	1-I
		Connect team/s' vision, goals and actions to KIPP DC's goal of becoming an anti-racist organization	Connect school's vision, goals and actions to KIPP DC's goal of becoming an anti-racist organization	1-J
		Cultivate self-awareness about his/her/their values, beliefs, behaviors, power, and the impact it may have on others	Cultivate self-awareness about his/her/their values, beliefs, behaviors, power, and the impact it may have on others	1-K
		Define and communicate beliefs around racial and educational equity and lean into conversations about this	Define and communicate beliefs around racial and educational equity and lean into conversations about this	1-L
		Collaborate, communicate, and work effectively across many lines of difference	Collaborate, communicate, and work effectively across many lines of difference	1-M

		VICE PRINCIPAL	PRINCIPAL	
2 Plan & Prioritize 	SCHOOL & NETWORK		Backward plan to determine goals, schoolwide action plans and progress monitoring	2-A
		Integrate KIPP DC vision, policies, and priorities into school; build investment with staff	Integrate KIPP DC vision, policies, and priorities into school; build investment with staff	2-B
	THOUGHTFUL & INTENTIONAL USE OF TIME		Create schoolwide meeting matrix aligned to priorities	2-C
		Prioritize and manage own time to deliver on short and long-term goals or priorities	Prioritize and manage own time to deliver on short and long-term goals or priorities	2-D
		Keep commitments to students, families, and staff	Keep commitments to students, families, and staff	2-E
		Clarify and communicate roles and responsibilities for all members of your team/s	Clarify and communicate roles and responsibilities for school staff (i.e. LT, Office Manager, MHP, etc.)	2-F
		Distribute and delegate meaningful work to other leaders; support people in that work	Distribute and delegate meaningful work to other leaders; support people in that work	2-G
		Support teachers and staff in planning and prioritizing their time; ensure they uphold commitments	Support leadership team and others in planning and prioritizing their time; ensure they uphold commitments	2-H

		VICE PRINCIPAL	PRINCIPAL	
<div>3</div> <div>School Culture</div> 	RELATIONSHIPS MATTER	Be a reliable, consistent presence in whole school spaces (arrival, passing periods, dismissal, lunch, etc.)	Be a reliable, consistent presence in whole school spaces (arrival, passing periods, dismissal, lunch, etc.)	3-A
		Establish and maintain strong relationships with all students, teachers, families, staff, and HDQ team members	Establish and maintain strong relationships with all students, teachers, families, staff, and HDQ team members	3-B
		Navigate adult conflict proactively and productively; have courage to create conditions for generative conflict	Navigate adult conflict proactively and productively; have courage to create conditions for generative conflict	3-C
		Maintain calm and poise in unpredictable situations	Maintain calm and poise in unpredictable situations	3-D
		Demonstrate respect and appreciation for others by empathizing and valuing others' time and contributions	Demonstrate respect and appreciation for others by empathizing and valuing others' time and contributions	3-E
	STUDENTS	Collaborate with team members to establish and follow-in strong Tier 1 instruction and structures	Collaborate with team members to establish and follow-in strong Tier 1 instruction and structures	3-F
		Lead an affirming and joyful culture for all students; monitor, follow in and refine PBIS systems	Lead an affirming and joyful culture for all students; develop, monitor, and follow in PBIS systems	3-G
		Build an inclusive school environment for special populations (i.e. students with IEPs, new students, students with HCYP status, etc.)	Build an inclusive school environment for special populations (i.e. students with IEPs, new students, students with HCYP status, etc.)	3-H
		Plan for and predictably respond to student behavior that doesn't meet expectations; follow up with stakeholders after incidents	Plan for and predictably respond to student behavior that doesn't meet expectations; follow up with stakeholders after incidents	3-I
	FAMILIES	Collaborate and partner with families; thoughtfully consider and plan for families in unique situations (i.e. families of students with disabilities, families with HCYP status, etc.)	Lead collaboration and partnership with families; thoughtfully consider and plan for families in unique situations (i.e. families of students with disabilities, families with HCYP status, etc.)	3-J
		Consistently, transparently, and effectively communicate, especially around potentially sensitive situations (i.e. grades, discipline, teacher switches, etc.)	Consistently, transparently, and effectively lead school communication, especially about potentially sensitive situations (i.e. grades, discipline, teacher switches, etc.)	3-K
	SCHOOL COMMUNITY	Be a reliable source for information, resources, and care for school community, especially students and families on your team/s	Be a reliable source for information, resources, and care for all members of a school community	3-L
		Understand KIPP DC policies; provide support in complex situations and occasionally take the lead	Understand KIPP DC policies; take the lead on complex situations, especially around safety	3-M
		Actively listen to school community members; seek to understand others' views and needs	Actively listen to school community members; seek to understand others' views and needs	3-N
		Be prepared to step in for SL in whole school moments (i.e. assemblies, KPO meetings, parent workshops, etc.)	Lead whole school moments (i.e. assemblies, KPO meetings, parent workshops, ANC meetings, etc.)	3-O
		Be present and notice details about school community and people; take initiative when necessary	Be present and notice details about school community and people; take initiative when necessary	3-P




		VICE PRINCIPAL	PRINCIPAL	
<div>4</div> <div>Instructional Leadership</div> 	INSTRUCTIONAL VISION & ACADEMIC GOALS	Communicate and invest teachers and staff in a clear, inclusive instructional vision for all students	Define, communicate, and invest teachers and staff in a clear, inclusive instructional vision for all students	4-A
		Establish and communicate ambitious goals for all students	Establish and communicate ambitious goals for all students	4-B
		Be a frequent, regular presence in all team classrooms	Be a frequent, regular presence in all classrooms at your school	4-C
			Create strategic school walkthrough structure and protocol	4-D
			Ensure leaders are normed and calibrated on a high bar of excellence	4-E
		Understand and explain team/s' curriculum, assessments, pedagogical practices, standards, lessons, and each one's purpose	Understand and explain school's curriculum, assessments, pedagogical practices, standards, lessons, and each one's purpose	4-F
	DATA DRIVEN	Use data to inform leader actions	Use data to inform leader actions	4-G
		Have multiple points to measure performance against goals and expectations and then adjust approach	Establish integrated and embedded data systems to progress monitor intended impact	4-H
	ADULT LEARNING		Create strategic professional development (PD) plan aligned to priorities	4-I
		Lead effective, aligned, and engaging PD for team/s and school	Lead effective PD for staff and leadership team	4-J
			Coach and develop leadership team to lead effective PD	4-K
		Set conditions for effective meetings and follow through	Set conditions for effective meetings and follow through	4-L
		Support strong staff culture of learning and growth mindset	Create strong staff culture of learning and growth mindset	4-M
		Actively participate in ongoing learning (i.e. new research, professional texts, regional meetings, peer external PD, etc.)	Actively participate in ongoing learning (i.e. new research, professional texts, regional meetings, external PD, etc.)	4-N
		Support teachers with deep intellectual prep while simultaneously growing teacher understanding of curriculum and pedagogy	Support teachers with deep intellectual prep while simultaneously growing teacher understanding of curriculum and pedagogy	4-O
		Progress monitor the implementation and impact of PD	Progress monitor the implementation and impact of PD	4-P
	COLLABORATION	Establish predictable cadence with coaches to ensure the follow through on adult learning and student impact	Establish predictable cadence with coaches to ensure the follow through on adult learning and student impact	4-Q
		Collaborate with Special Educators to understand and meet the needs (i.e. academic, behavioral, etc.) of unique learners	Lead culture where Special Educators collaborate with other team members to understand and meet the needs of unique learners	4-R
	LEADING FOR ALL STUDENTS	Understand and explain special education law (i.e. IDEA, Section 504, etc.) and its implications	Understand and explain special education law (i.e. IDEA, Section 504, etc.) and its implications	4-S
		Build and/or refine systems to access and understand your students' IEPs, goals, services, hours and schedules	Ensure all stakeholders in special education processes and services are upholding their commitments	4-T




		VICE PRINCIPAL	PRINCIPAL	
<div>5</div> <div>Talent</div> 	RELATIONSHIP BUILDING	Lead strong teacher team culture	Build strong leadership team culture	5-A
		Celebrate effort and impact; hold teachers accountable through follow-up and crucial conversations	Celebrate effort and impact; hold teachers and LT members accountable through follow-up and crucial conversations	5-B
		Seek feedback and understand own strengths and weaknesses; generate many ideas for how to address areas of growth	Seek feedback and understand own strengths and weaknesses; generate many ideas for how to address areas of growth	5-C
	DEVELOP & MANAGE		Create a strategic vision and supporting systems for leader coaching	5-D
		Coach teachers to proficiency	Coach leaders to proficiency	5-E
		Manage teachers to outcomes and connect feedback and next steps to student experiences and outcomes	Manage leaders to outcomes and connect feedback and next steps to student experiences and outcomes	5-F
		Strike a consistent, predictable balance between extending generosity and giving honest, productive feedback	Strike a consistent, predictable balance between extending generosity and giving honest, productive feedback	5-G
		Actively communicate with SL about progress, strengths, areas of growth, and potential trajectories of team members	Build awareness of self and others' strengths and areas of growth; build complementary teams across the school	5-H
	HIRE, ONBOARD, & RETAIN	Participate in a hiring process that meets legal requirements, combats bias, and attracts high quality candidates	Lead hiring processes, both internal and external, that meets legal requirements, combats bias, and attracts high quality candidate	5-I
			Identify and communicate staffing needs throughout the year	5-J
		Support (and occasionally lead) onboarding of new staff	Collaborate with LT to onboard new hires	5-K
		Intentionally practice retention strategies for staff you manage	Identify and employ strategies to retain top talent	5-L
		Collaborate with SL and LT to develop teacher leader pipeline	Develop pipeline and succession plans	5-M
		Understand and rely on systems that promote fair and equitable staffing practices (i.e. coverage tracking, Workday, etc.)	Understand and rely on systems that promote fair and equitable staffing practices (i.e. coverage tracking, Workday, etc.)	5-N
		Execute PIP for any staff you manage	Monitor and develop low performing staff (ex: PIP); where necessary, exit staff	5-O

		VICE PRINCIPAL	PRINCIPAL	
6 Operations Management 	BUDGET, FACILITIES & OPERATIONS	Take the lead on staff facing, school based systems (i.e. testing, school schedule, arrival, dismissal, etc.)	Manage all staff facing, school based systems (i.e. testing, school schedule, arrival, dismissal, etc.)	6-A
		Lead one aspect of school based operations	Manage school based operations (i.e. facilities, renovations, technology, food vendors, security, etc.)	6-B
		Lead purchasing (i.e. BOY supplies, etc.) for team/s	Manage school budget (i.e. budgeting, spending, BVAs, etc.)	6-C
			Propose and build school budget that reflect school vision and priorities	6-D
		Consistently communicate guidelines and processes that keep facilities clean and cared for; support and follow up when necessary	Consistently communicate guidelines and processes that keep facilities clean and cared for; support and follow up when necessary	6-E
		Collaborate and compromise with other SLs on campus to ensure safe and productive procedures (i.e. arrival, dismissal, aftercare, fire drills, emergency drills, etc.)	Collaborate and compromise with other SLs on campus to ensure safe and productive procedures (i.e. arrival, dismissal, aftercare, fire drills, emergency drills, etc.)	6-F
		Support the SL in implementing health and safety guidelines and policies in the school building	Take the lead on implementing health and safety guidelines and policies in the school building	6-G
			Strategically allocate resources	6-H

Teacher Leadership at KIPP DC

To be in a teacher leadership position at KIPP DC, it is essential for teacher leaders to demonstrate the exemplary practices outlined in the Vision for Teaching Excellence (page 10). A teacher leader's foremost responsibility is to be a role model for exceptional instruction and positive classroom culture. Once this is established, teacher leaders can reference the guidance below to further their development as leaders. Language in bold is inspired by One KIPP's Arc of the Year guidance for teachers.

		TEACHER LEADERS
1 Vision & Goals 	MOTIVATE & INSPIRE	<p>Teacher leaders articulate their personal 'why' for leading and collaborate with their managers to align their teacher leader role with long-term professional goals. They inspire and motivate colleagues by cultivating a shared vision, living their values, and implementing supportive systems. Through demonstrating a profound self-awareness of how their values, strengths, weaknesses, beliefs, and personal identity (e.g., race, gender, experience, education, etc.) shape their leadership approach, teacher leaders serve as exemplars of integrity and positively influence teams.</p>
	SET VISION & BRING TO LIFE	
	EQUITY IN ALL THINGS	
2 Plan & Prioritize 	SCHOOL & NETWORK	<p>First and foremost, teacher leaders at KIPP DC keep their commitments to colleagues, students, and families, with a keen focus on driving student academic achievement. They set and can articulate clear goals and take deliberate actions that directly contribute to positive student outcomes. Alongside their teammates, they use assessments and data to promote student growth, fostering a culture of continuous learning and development for both students and adults.</p>
	THOUGHTFUL & INTENTIONAL USE OF TIME	
3 School Culture 	RELATIONSHIPS MATTER	<p>Teacher leaders have strong attendance, consistently embody emotional constancy, and exemplify teaching best practices (as defined by the Vision for Teaching Excellence) both in their classrooms and for the school community. They prioritize building strong and trusting relationships with students and intentionally celebrate student success, ensuring all children feel seen and welcomed while supporting their learning goals. Additionally, they build trust and rapport with team members across lines of difference and leverage these connections to help colleagues achieve academic and experiential goals for students. When necessary, teacher leaders leverage these relationships to engage in generative conflict with team members. They also foster trusting relationships with families, maintain open lines of communication, and actively promote family engagement within teams.</p>
	STUDENTS	
	FAMILIES	
	SCHOOL COMMUNITY	

		TEACHER LEADERS
4 Instructional Leadership 	INSTRUCTIONAL VISION & ACADEMIC GOALS	<p>Teacher leaders are instructional leaders in their classrooms. They have a comprehensive understanding of their students' academic goals, follow internalization processes for all lessons, employ high-impact management, instructional, and engagement techniques that support student growth and achievement, and regularly monitor and assess student progress to inform instructional decisions and adjustments. Teacher leaders can break down and clearly explain their specific actions that directly contribute to positive student outcomes.</p> <p>Teacher leaders also support their colleagues in exercising instructional leadership in their classrooms and collaborate with them to cultivate a shared understanding of and commitment to a clear, inclusive instructional vision for all students. They support team members in implementing high-impact management, instructional and engagement strategies that help all students achieve academic and experiential goals. In this regard, teacher leaders are well-versed in and adhere to school and network policies regarding Special Education instruction and MTSS. To support their colleagues' growth and development, they may facilitate adult learning by planning for and actively participating in content team meetings and potentially designing and leading professional development opportunities, including grade level or team meetings. Teacher leaders, driven by a spirit of continuous learning and growth, actively seek out and pursue opportunities to support their own professional development.</p>
	DATA DRIVEN	
	ADULT LEARNING	
	COLLABORATION	
	LEADING FOR ALL STUDENTS	
5 Talent 	RELATIONSHIP BUILDING	<p>Teacher leaders harness the strength of strong and trusting relationships with team members to cultivate a welcoming and collaborative teaching environment. Within this environment, teacher leaders establish clear systems that encourage everyone to share their voice and perspective, while also providing avenues to gather feedback on the impact of their work. Additionally, teacher leaders play a significant role in the welcoming and onboarding process for new team members and students, ensuring a smooth transition and fostering a sense of belonging.</p>
	DEVELOP & MANAGE	
	HIRE, ONBOARD & RETAIN	
6 Operations Management 	BUDGET, FACILITIES & OPERATIONS	<p>Teacher leaders consistently follow various school-based systems, such as those related to health and safety, dismissal, arrival, and attendance. Additionally, teacher leaders cultivate effective and respectful relationships with diverse teams that support the functioning of a school, including operations managers, security personnel, office managers, and more.</p> <p>Teacher leaders prioritize keeping their classrooms and common spaces clean and well cared for. Teacher leaders may also be in charge of ordering supplies and materials for their teams as needed, ensuring the availability of necessary resources.</p>

VISION FOR TEACHING EXCELLENCE

*Creating Learning Environments that
Support High-Quality Instruction*



KIPP DC's Vision for Teaching Excellence is our guide as we work together with families and communities to create joyful, academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and build a more just world.



CONTENT KNOWLEDGE

Teachers at KIPP DC are experts in their content areas and display an exemplary ability to deepen understanding among students at all levels. Teachers use their knowledge of content, child development and diverse learners to plan, internalize and clearly execute lessons that are engaging, joyous and inspiring for all. Teachers anticipate student misconceptions and misunderstandings and successfully navigate these challenges during lesson delivery. Teachers articulate the “why” behind the content in order to support the development of students’ critical thinking skills. Teachers connect content across disciplines and to real life and use their own content mastery to push students to think critically.



INSTRUCTIONAL RESPONSIVENESS

Teachers at KIPP DC know their students. They have a clear vision for students to achieve and exceed grade-level mastery. Teachers use data within a tiered system of support to engage in a deliberate cycle of internalization, planning, delivery, questioning, feedback and reflection to move student mastery forward in academic and social-emotional learning. Teachers are aware of how all students are performing, using a variety of data sources including grade-level benchmarks and student learning plans, and are able to adapt and modify content, process, and product to meet the needs of their students.



CARE OF STUDENTS + CLASSROOM CULTURE

Teachers at KIPP DC create inclusive, culturally responsive learning environments that educate the whole child and cultivate a sense of belonging to create the foundation for learning. Teachers set a joyful and authentic tone and build loving relationships so that each student and family feels welcomed, valued, respected and known as individuals. Teachers optimize learning time by having clearly defined, predictable routines and organized and intentional classrooms. Teachers elevate student voice, promote independent thinking, and foster the conditions for students to take risks academically and socially. Teachers affirm, appreciate and celebrate the racial and cultural identities of students and work to build students’ sense of pride in themselves and their community. Teachers collaborate with families and students to work towards ambitious academic and social-emotional learning goals that set students up to be college and career ready.



GROWTH + DEVELOPMENT

Teachers at KIPP DC are continuous learners, seek out feedback and development opportunities, and are self-reflective about their practice. Teachers commit to partnering with all school and community stakeholders to promote student learning, and engage in ongoing coaching and professional development to improve their practice. Teachers apply flexibility and a problem-solving approach to persist through challenges. Teachers have a deep and growing understanding of their own identity, mindsets, and biases and use this insight to inform their teaching and professional relationships.

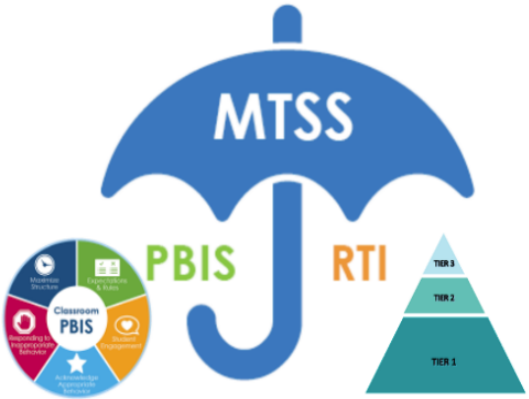
Leading Actions Menu

Below are examples of ways leaders can develop and support other leaders. Tools can be layered or stand alone. Please note that any of the tools below will work better if you continuously approach management with a spirit of [relationship-building](#).

Tool	When to use it	Sounds/looks like
Probing questions	<ul style="list-style-type: none"> When discussing progress toward a goal or project During debriefs <p>→Facilitative and directive approaches can be used within same conversation</p>	<p>“What support will your teams most need from you as you enter this assessment window?”</p> <p>“Ideally, what will your team walk away from this meeting knowing and believing?”</p> <p>“How have you partnered with your instructional coach in this process?”</p>
Pre-briefs	<ul style="list-style-type: none"> Before modeling or observation Before delegation or the onset of a project or assignment (especially if it’s new, a stretch assignment, time-consuming, or tricky) 	<ul style="list-style-type: none"> Pros & cons of approach, what was left on cutting room floor, anticipated disagreements, context (historical, relationship), long term goals, priorities Direct their lens
Debriefs	<ul style="list-style-type: none"> After modeling or observation After the conclusion of a project or assignment (especially if it was new, a stretch assignment, time-consuming, or tricky) 	<ul style="list-style-type: none"> What went well, what could have gone better What was surprising, how you navigated the surprising How you plan to follow up/follow in
Modeling	All the time, but especially when you’re training them on something new. You can also model behaviors that uphold team values and culture.	Invite them to observe an Intent to Return conversation, a budgeting meeting, etc. and include pre-brief and debrief.
Role plays	Before a complex conversation, while giving corrective or developmental feedback, or delegating a complicated assignment	Practice an upcoming feedback conversation they are planning
Direct feedback	<ul style="list-style-type: none"> During formal and informal check-ins After you’ve seen them in action Any time you have praise 	<p>“I want to share some observations from watching you lead the whole staff PD…”</p> <p>“Let’s unpack what happened at dismissal today…”</p>
Observations	<ul style="list-style-type: none"> If you’ve heard feedback, but haven’t observed the behaviors first-hand Any time you have to be particularly hands-on When you’re feeling removed from the work If the project is high-stakes or a stretch 	Sit in on a team meeting, parent conversation, or whole staff moment that they lead, then debrief afterward
Side-by-side work	If you’re training them to do something new (or it’s their first time doing it in a new context, such as hiring for a specific role)	<p>Co-lead a set of interviews with job candidates (including prep)</p> <p>Co-lead midyear retention conversations</p>
Be a helper	During busy periods or when their capacity is limited and helping would be a strategic use of your time & skill	Create a tool they can use to streamline family conferences
Development Plan	Principals of Rising Leaders and PIRs use these plans to clarify strengths and development focus areas, so that the LDT, principals and cohort members can be aligned on strengths to be leveraged and areas that need focus and intentional development	<ul style="list-style-type: none"> Principal completing plan during August Principal and RL/PIR aligning on plan via a conversation at BOY Principal updating plans and having follow up conversations at MOY and EOY
Protocol	Protocols are structured processes that support focused and productive conversations and growth.	<ul style="list-style-type: none"> Calendar Protocol (KIPP Foundation) MOCHA (Management Center) Success Analysis Protocol for Leadership Teams (SRI)

Definitions

504	Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal civil rights law that prohibits discrimination against persons with disabilities by schools receiving federal financial assistance.
ANC	Advisory Neighborhood Commissions
BOY	Beginning Of Year
BVA	Budget Versus Actual
CD	Campus Director
Coaching	Coaching is a collaborative practice built on a trusting relationship. Coaching is successful when the coachee(s) feels empowered, improves their practice, develops their content knowledge, and deepens their impact on student experiences and outcomes. Effective coaching results in transferable skill building, mindset work, and measurable student growth and achievement.
CTRs	Capital Teaching Residents commit to teaching for a minimum of three years in Washington, DC. Residents spend the first year of this commitment - their residency year- training in an anchor classroom with a lead teacher.
Culturally Responsive Teaching	A pedagogy that empowers students intellectually, socially, and emotionally, and affirms their cultural identities for the purposes of building and bridging to success in the culture of academia and mainstream society while developing critical perspective that challenge inequities
Generative Conflict	The goal of generative conflict is to pave the way for positive and productive progress by generating innovative solutions and improvements, fostering collaboration, encouraging the exploration of diverse viewpoints, and facilitating effective problem-solving. Generative conflict is welcomed as a portal to stronger relationships, greater trust, and mutual growth and learning; it is not seen as something bad to be avoided just because it feels uncomfortable.
Equitable Design Process	A design process with equity not just in mind, but as the main priority
Educational Equity	Educational equity means that each child receives what they need to develop to their full academic and social potential
Equity Statements	Equity Statements are individual and team guideposts; they help to remind people of what they've committed to and hold people accountable for moving forward. They are anchored in an aspirational vision, race-explicit and ground in cultural humility.
GLC	Grade Level Chair
HYCP	Homeless Youth & Child Program
IEP	Individualized Education Program (IEP); a written education plan for students with disabilities, developed by a team of professionals, (teachers, therapists, etc.) and the child's parent(s). It is reviewed and updated yearly. It contains a description of the child's level of development, learning needs, goals and objectives, and services the child will receive.
KPO	KIPP Parent Organization
Learning Walk	A process that school leadership teams can use to visit multiple classrooms to observe instruction and student learning in order to align on a bar of excellence, make informed decisions about educator feedback, professional learning, and schoolwide instruction. The focus and goal can vary but learning walks are generally about responding to trends, and not giving individual feedback.
LDT	Leadership Development Team
LT	Leadership Team <i>or</i> Lead Teacher, depending on context
MHP	Mental Health Practitioner

Multilingual Learner	<p>Multilingual Leader; this is used in respect to individuals who meet the following criteria:</p> <ul style="list-style-type: none"> • (A) age 3 through 21 • (B) enrolled or preparing to enroll in an elementary or secondary school • (C) who was not born in the US or whose native language is a language other than English <ul style="list-style-type: none"> - who is a Native American or Alaska Native, or a native resident of outlying areas - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency or who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant • (D) whose difficulty speaking, reading, writing or understanding English language may be sufficient to deny the individual <ul style="list-style-type: none"> - the ability to meet the challenging state academic standards - the ability to achieve successfully in classrooms where instruction is English or - the opportunity to participate fully in society
MTSS	<p>Multi-Tiered Systems of Support; this is an umbrella framework that encompasses data that is reflective of the whole child by combining the school's approach to academic and behavioral supports.</p> 
O3	One On One; across KIPP DC, this is used interchangeably with check-in
PBIS	Positive Behavior Interventions and Supports
PIP	Performance Improvement Plan; this is a plan with specific goals and deadlines created to help an employee address workplace performance concerns. The purpose of a PIP is to help a struggling employee improve. Although a PIP can also be used as a document to support termination, PIPs should not primarily be used for this purpose.
Racial Equity	Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race or that fail to eliminate them.
RTI	Response to Intervention; this is a proactive, systematic approach to identify, intervene, and support all students in meeting high outcomes. Rti provides a multi-tiered approach for delivering increasingly intensive levels of interventions to address academic, behavioral, adaptive and/or attendance needs.
RSP	Related Service Provider; an RSP could be a School Psychologist, Clinical Psychologist, Mental Health Practitioner (MHP), Occupational Therapist (OT), Physical Therapist (PT), Audiologist, Speech-Language Pathologist (SLP) or an Orientation and Mobility Specialist (O&M)

SST	Student Support Team; this includes mental health practitioners, clinical psychologists, school psychologists, behavior analysts, speech-language pathologists, occupational therapists, classroom teachers, student support compliance managers and campus directors of student support, in addition to specialized service providers as necessary.
Tier 1	Within Tier 1, students receive high quality instruction within the general education setting. Tier 1 academics includes the core, research-based curriculum that is implemented within the school. Within Tier 1, teachers are expected to provide differentiated support within the classroom to meet the needs of diverse learners.
Vision	An aspirational statement that aligns a team and clarifies where the team will go in the future
White Supremacy Culture	Culture reflects the beliefs, values, norms, and standards of a group, a community, a town, a state, a nation. White supremacy culture is the widespread ideology baked into the beliefs, values, norms, and standards of our groups (many if not most of them), our communities, our towns, our states, our nation, teaching us both overtly and covertly that whiteness holds value.
Workday	The online platform that KIPP DC uses to track benefits, sick leave, time off, and other pertinent employee information

Appendix

Research and perspective from the following sources informed Toolkit content:

- Adrienne Maree Brown's *Emergent Strategy*
- Barbara B. Levin and Lynne Schrum's *Every Teacher A Leader: Developing the Needed Dispositions, Knowledge and Skills for Teacher Leadership*
- Daniel Lim's *Qualities of Regenerative and Liberatory Culture*
- DCPS *School Leader Impact Guidebook*
- Jeremy Visone's *Empowering Teacher Leadership: Strategies and Systems to Realize Your School's Potential*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP Foundation's *Leadership Framework and Competency Model*
- KIPP Philadelphia's *Leadership Competencies*
- Linda Darling-Hammond's *Excellent Teachers Deserve Excellent Leaders*
- Marzano Center's *Marzano School Leadership Evaluation Model*
- National Policy Board for Educational Administration's *Professional Standards for Educational Leaders*
- New Leaders for New Schools' *Urban Excellence Framework*
- New York City Department of Education's *School Leadership Competencies*
- Research for Better Teaching's *The Skillful Leader*
- Robert Marzano et al.'s *School Leadership that Works*
- National Education Association's, *Teacher Leader Model Standards*
- Tema Okun's *White Supremacy Culture Characteristics*
- Wallace Foundation's *Developing Effective Principals: What Kind of Learning Matters?*