Equity Driven Leadership Panel Question Development

Group member names	Questions (at least 2 questions per group)
Armando, Diana, Diego, Miriam	Q1: What factors hinder your ability to address equity at your site? Q2: How do you address the mismatch of policies and practices? Q3: How do you address pushback from teachers/staff?
Monica, Brittaney, Clara, Harman	Q1: How would you navigate a situation in which your stakeholders (teachers, students, parents, union, admin) all hold differing beliefs and you must make a decision? Q2: Being a teacher before going into administration is greatly valued, how do you keep your teacher lens while being an effective equity driven leader/administrator?
Loretta A. Gabe C. Jose G. Abel R.	Q1: How do you move beyond PLC “Lite” on a school site? Q2: How do you initiate a revitalization of a Multi-Tiered System of Support (MTSS) on a site that may not have one or may have let it disappear? Q3: For the implementation of any new program at the site, how do you ensure that strong systems are in place to evaluate these new programs? Q4: I’ve noticed that some stakeholder feedback meetings turn out to be another checklist item that needs to be done, and the feedback isn’t necessarily taken into account. The administrator goes in knowing what they want to do, and they are simply holding the meeting because it needs to be done (ie. union involvement). Q5: Is it necessary to go into certain meetings and initiatives with that lens of “I know what’s best” or is this something that can be mitigated?
Christina Clayton **Ryan Day** **Audra Soto**	**Q1:** English Language Learners: what would be your approach into improving the way we collaborate and lead this group of students to succeed? What would a successful program look like, how would you make sure it succeeds (K-12)? What would be the differences between Elementary and Secondary School Sites? **Q2:** What do you think is needed or are there already supports in place at your school/district for new incoming administrators making the transition from teaching to a leadership role?

Zhon, Virginia, Tyler	Q1: How do you decide which problems, initiatives, or school goals take priority? Q2: What is the expectation for time to complete the process of closing an equity gap? Q3: What advice do you have to empower support staff and not micromanage, yet still hold people accountable?