

## QM Self-Study – Next Steps Template

	Short-Term	Medium	Long-Term
<b>Domain 1</b>	<ul style="list-style-type: none"> <li>• Include well-defined equity centered leadership language in the Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish process for assessing candidates' potential to become equity-centered leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure stakeholders are involved in both the recruitment and selection of candidates.</li> <li>• Deliberately seek an applicant pool that reflects the racial, cultural, and gender diversity of K-12 students.</li> <li>• Ensure applicant selection or screening is done by a diverse stakeholder panel.</li> </ul>
<b>Domain 2</b>	<ul style="list-style-type: none"> <li>• Establish a protocol for program faculty to regularly evaluate and update/improve courses.</li> </ul>		<ul style="list-style-type: none"> <li>• Embedding a consistent focus on equity-centered leadership throughout the sequence.</li> </ul>
<b>Domain 3</b>		<ul style="list-style-type: none"> <li>• Building in time for discussions on assignment feedback and reflective practices could benefit candidates, beyond self-reflection.</li> <li>• Regular review of exemplars by faculty and district partners could ensure current and relevant application of knowledge and skill to support ongoing leadership learning.</li> <li>• Regular, structured, and coordinated opportunities, for program faculty and relevant stakeholders to provide formative feedback to candidates for ongoing leadership development.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional opportunities for faculty around equity, identification of implicit biases, and what culturally relevant teaching entails could strengthen experiences.</li> <li>• Reflective practices opportunities pertaining to candidates' implicit biases and equity mindsets could deepen leadership knowledge and skills.</li> </ul>
<b>Domain 4</b>	<ul style="list-style-type: none"> <li>• Would specific individual learning and performance goals, identified by each candidate, in the clinical design in the program deepen the development of each candidate's individual leadership skills?</li> <li>• A defined coaching model for the program could strengthen coaches' work with candidates.</li> <li>• Communication of specific, actionable feedback about candidates' performance by the mentor could strengthen leadership growth.</li> </ul>		<ul style="list-style-type: none"> <li>• Further exposure for each candidate to skilled, equity-centered site-based mentors and/or coaches could be explored.</li> </ul>
<b>Domain 5</b>	<ul style="list-style-type: none"> <li>• Ensure assessor's feedback is provided to students in a timely manner. (or at least establish evidence of this)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider collecting exit data from completers on how well the program develops equity-centered leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider adding more or a variety of assessors to <i>collaboratively</i> score student performance assessments.</li> </ul>
<b>Domain 6</b>	<ul style="list-style-type: none"> <li>• Providing informational sessions on the process of applying for and obtaining state certification could benefit emerging leaders.</li> <li>• The use of a data warehouse to gather pertinent information of graduate placement and other important data/evidence on graduates following graduation and for years to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration of a survey that could gather performance information of defined skills that high-quality, effective equity-centered leaders possess and demonstrate in their leadership role.</li> </ul>	