

Leadership Competency Model

KIPP:Public Schools

March 2024

The purpose of this resource is to support KIPP in creating the conditions for leaders to thrive so that leaders may focus their work on ensuring our students thrive.

To become the best K-12 School System in the country, with schools that are academically excellent, joyful, and identity affirming, the KIPP Network and KIPP Foundation will embrace a shared definition of leadership that drives equitable outcomes for students. Our Leadership Competency Model describes what it means to be an effective leader at KIPP in support of our mission, vision, and strategic goals. The model describes leadership across all leader roles in our Network and at KIPP Foundation. The model serves as the anchoring framework for talent tools and systems that support us in preparing KIPP leaders who have the leadership skills needed to drive consistently high student outcomes, retain and develop adults, and create the enabling conditions for students, staff, and themselves to thrive. Thriving is characterized by growth and development, successful progression towards and realization of goals, and opportunities to flourish and leverage strengths in the work. KIPP Leaders thrive when working in trusting partnership and community.

We hope to manifest several key ideas in this model:

- **KIPP leaders are champions for educational equity in all that they do.** Anti-racist behaviors that support equity and belonging are integrated into every competency in this model so that students, staff, leaders, and communities of all identities will be able to thrive.
- **KIPP leaders are transformational leaders.** Transformational leaders engage stakeholders with attention to their needs and motives, cultivate their higher selves, and drive towards radical change, rooted in shared purpose, vision, and values. Transformational KIPP leaders attend to both adaptive and technical skillset development and implementation.
- **KIPP leaders know that the definition of leadership is ever-evolving and adapt as student and community needs change with time.** As a learning organization, our understanding of strong leadership will continue to evolve over time. This model and the tools and systems built from it will evolve. The model will be intentionally reviewed and updated every 3 years to reflect this belief.

How does this Leadership Competency Model (LCM) relate to KIPP’s 2008-2009 model?

- **This model is founded on the strengths of our 2008-2009 model:** This model is a substantially refreshed update to our 2008-2009 LCM. Discussion with our One KIPP Design Team and surveying of KIPP’s regions showed that the majority of KIPP regions were still using some form of our prior LCM as an anchor to performance management systems. They saw it as a strong foundation for a One KIPP Leadership Competency Model. This updated model continues to be grounded in external research on leadership and internal research on strong leadership in KIPP’s context.
- **This model is streamlined:** The prior model included 17 competencies, which many users found overwhelming. To ensure usability, we reduced the model to ten competencies, most of which existed in our first model. While we removed several competencies, many of the core behaviors from them are reflected in updated competencies, which have been arranged into new domains: Lead Self, Lead People, Lead Results.
- **This model is for all KIPP leaders:** This model describes leadership for all leader roles across KIPP regions and KIPP Foundation. Role-specific skills and the competencies that support them, such as those associated with instructional leadership, can be found in role-specific tools built from this model.
- This model **describes our evolved understanding of leading for equity:** Our understanding of leading for equity has grown substantially since the 2008 model was written. To represent this, every competency includes specific behaviors that support equitable outcomes and belonging. We seek to uproot and replace White Dominant Culture from our competencies, and we will continue to use this lens as we engage in future revisions.

Terminology and structure

This model exists to support the development of all KIPP leaders. There is no ‘one right way’ to get strong outcomes with students, in communities, and with teams. This model is meant to guide, not dictate, leader role clarity, self-reflection, feedback, coaching, and selection. Below are key terms and an overview of the structure of the LCM that support its use.

Domains are related sets of foundational abilities that describe an orientation towards one aspect of leadership. Within each domain there are three or four competencies that make up the domain. The domains are: Lead Self, Lead People, Lead Results.

Competencies are defined as “a cluster of related knowledge, skills, and attitudes that affect a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Parry, 1996, Boyatzis, 2008). Examples of competencies are: Self-awareness, Trusting Relationships, Strategic Planning and Prioritization.

- Each competency has two components:
 - **Outcomes:** Outcomes describe what it looks like when leaders leverage this competency at a high level. The picture is clear and broad to signal our core belief that there are many ways that leaders can lead successfully and authentically at KIPP towards outcomes for students, and to ensure we actively dismantle the White Supremacist ideal of “one right way”.

- **Sample behaviors:** Sample behaviors offer observable actions that can lead to the outcome stated in the competency. These are not exhaustive lists of behaviors or checklists, but instead are meant to be a frame of reference for self-reflection, coaching, and development on strengths and opportunities within each competency.

Student Focus lies at the center of our model. KIPP Leaders believe in the boundless potential of our students. We think, act, and make decisions that center students daily. And, to center students daily, we work to create conditions where the adults in our organization can thrive. We embrace this ‘and’, acknowledging the tensions we must grapple with in doing so.

Equity. We use the term “equity” throughout this model. KIPP defines equity as “a condition that balances three dimensions: fairness, inclusion, and justice, that ensures all people have access and opportunities needed to participate in society and to reach their full potential (flourish). As a function of inclusion, equity requires changing structures of power and privilege to ensure that programs, services, activities, and technologies are accessible to all.” (KIPP Equity Concepts & Frameworks Glossary)

Usage: The Leadership Competency Model is the anchor for our talent systems across the KIPP Network. It serves as the behavioral framework for leader self-reflection and self-assessment, selection, onboarding, development planning, coaching, and feedback in all KIPP schools, KIPP regions, and the KIPP Foundation. The competencies serve as an important focus for centralized professional development. The model is designed to be role agnostic. The tools we are creating in alignment with this model develop the adaptive and the technical skills required for specific roles and support understanding of how the adaptive and technical interact in successful leadership.

Our hopes

The myriad of leaders who helped refresh this Leadership Competency model have expressed many hopes for its usage. We hope this model will:

- Help move our network collectively to world-class student outcomes.
- Offer a common definition of leadership at KIPP that will help leaders know what’s expected of them and feel supported, leading to sustainability in the work.
- Lead to more leaders thriving at KIPP, with a particular focus on BIPOC Leaders thriving at KIPP. More leaders will be seeing and leveraging their many magnificent strengths and growing in their leadership.
- Give us a common language, enabling us to work smarter and more strategically and support leader effectiveness and wellness.
- Be used daily, as a part of leader individual reflection and development, and in coaching.
- Contribute to students, families, and adults in our network having equitable experiences and feeling belonging at KIPP.

Finally, we hope this model will bring more clarity to the complex and challenging act of leading at KIPP and will help us all lead with both our hearts and our minds.

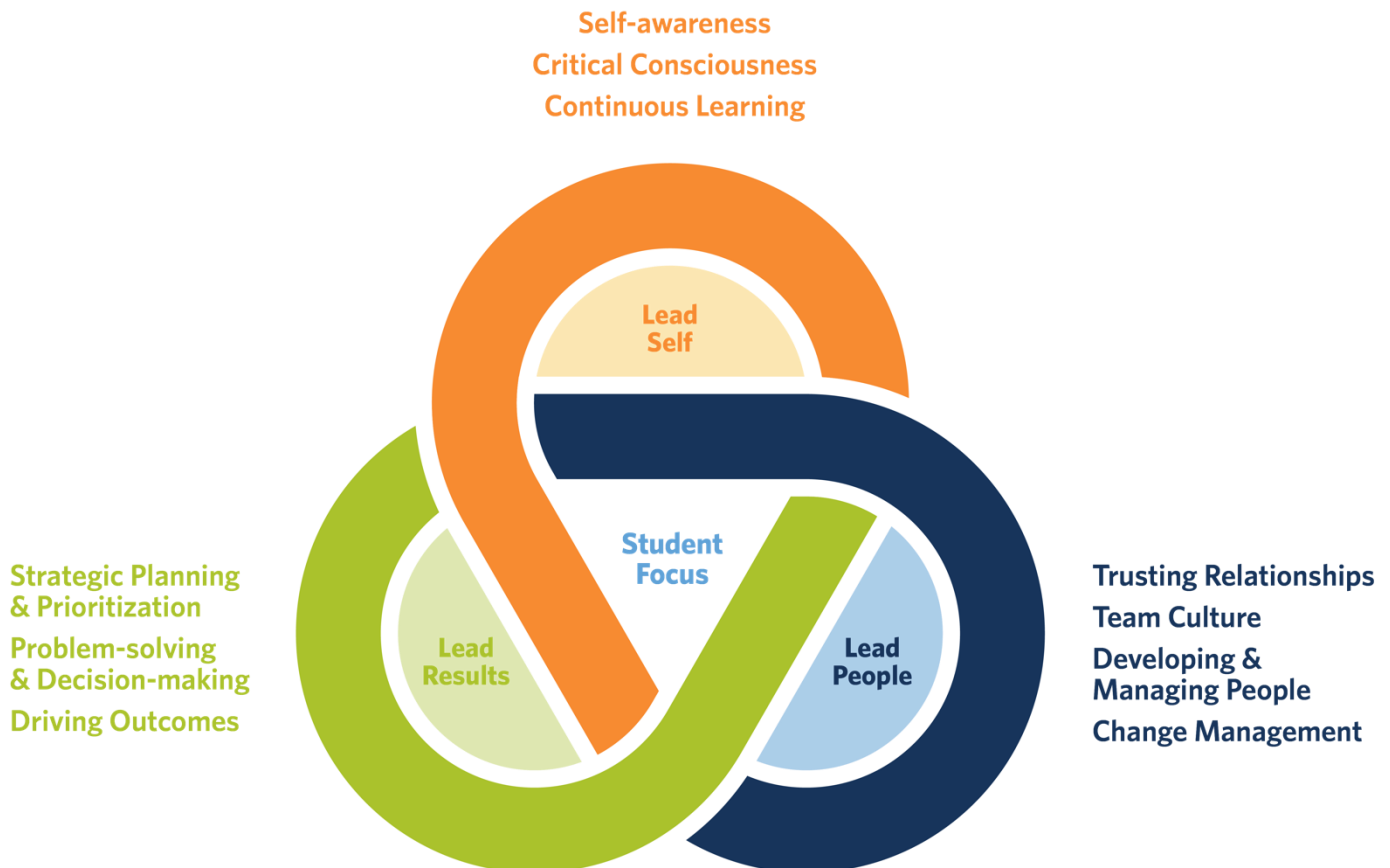
Internalization

Internalization of this model takes time. Here are suggestions for internalization.

- Read the model first for understanding.
- Read the model again, asking yourself: What are my strengths? What makes these strengths meaningful to me?
- Ask yourself: How have I grown as a leader? In which behaviors have I experienced a growth trajectory? What conditions and actions helped me grow?
- Consider: What growth in 1-2 sample behaviors will have the greatest impact on my community or on my goals?
- Widen your lens: How will I support teammates to embody these behaviors in our school or region?

Our visual

Excellent KIPP leaders lead self, lead people, and lead results. These aspects of leadership are not separate; they are woven with one another and woven with a commitment to justice, enabling leaders to think, act, and make decisions that center students daily and create conditions with adults in their organizations to be able to thrive.



Our Model

Effective KIPP leaders are champions of educational equity. They achieve world-class outcomes and experiences for students by leading self, leading people, and leading results. They do so together with their teams, families, and communities, and in doing so, create joyful, academically excellent schools and thriving school communities 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.

Lead Self: KIPP leaders know that their ability to impact students and the adults they lead starts with a deep understanding of self and a willingness to continually strive to improve. KIPP leaders focus on:

- Self-awareness
- Critical Consciousness
- Continuous Learning

Lead People: KIPP leaders know that the strongest outcomes for students are the result of shared ownership and leadership. They develop and empower others, creating stronger results than any one leader could deliver on their own. KIPP leaders focus on:

- Trusting Relationships
- Team Culture
- Developing and Managing People
- Change Management

Lead Results: KIPP leaders know that in order to create equitable opportunities for students, they must ensure excellent and equitable outcomes for students. KIPP leaders focus on:

- Strategic Planning and Prioritization
- Problem-solving and Decision-making
- Driving Outcomes

Lead Self

Self-awareness

OUTCOME

KIPP Leaders know that self-awareness is foundational to leading self, leading people, and leading results. They use reflection, self-understanding, and feedback to grow, and persist through challenges. As a result, leaders are cognizant of the impact of their behavior on others, and intentional about the decision to adjust or not adjust their behaviors.

Sample behaviors: A KIPP Leader...

- **Reflects.** Leverages reflective practices to build awareness of their own identities, strengths and opportunities for growth and to understand how their own actions, needs, and emotions impact themselves and others.
- **Aligns beliefs, values, & actions.** Grounds in their “why,” demonstrates comfort with themselves, and aligns their actions with their vision, beliefs, and values.
- **Renews intentionally.** Practices and models intentional personal renewal.
- **Seeks to understand perceptions.** Seeks diverse perspectives to understand how they and their actions are perceived and applies this understanding to lead intentionally.
- **Assesses and adjusts.** Knows how to read a situation and adjusts course according to their own and others’ needs, allowing them to respond to challenging situations with open-mindedness, agility, and patient persistence.
- **Cultivates emotional awareness.** Works consciously to develop resiliency and emotional awareness and intelligence. Builds capacity to hold contradictory thoughts and feelings simultaneously.

Critical Consciousness

OUTCOME

KIPP leaders know that the work to achieve educational equity for students and to dismantle white dominant culture begins within. They continuously explore their intersectional identities, building awareness around interpersonal and systemic dynamics, and cascading changes with others, to enable thriving school communities.

Sample behaviors: A KIPP Leader...

- **Explores the impact of identities.** Explores their intersectional identities, worldview, socialization, and positionality to understand how they relate to their own privilege, power, and biases and impact their approach to the work.
- **Brings an assets-based lens.** Continuously learns about and sees the beauty and strengths within their communities and leads with assets-based beliefs in partnership with the students, families, and adults within their communities.
- **Continuously builds understanding of marginalization.** Seeks to deeply understand how societal systems, including education, historically and presently produce disparate outcomes for marginalized identities.

- **Dismantles white dominant culture.** Unpacks and unlearns white dominant culture mindsets and behaviors by explicitly interrupting and replacing them with practices that align with racial justice, liberation, and joy, and by supporting their teams in doing the same.
- **Works towards racial justice and healing.** Prioritizes reflection, learning, dialogue, analysis, action, and accountability towards racial justice and racial healing within their community.
- **Acts against racist and oppressive systems.** Actively works towards an educational environment that is rooted in liberation and takes actions daily to change the current systemic racist, patriarchal, homo- and trans-phobic, ableist, and other oppressive systems that exist in their own policies and procedures, leading to long-term changes.

Continuous Learning

OUTCOME

KIPP Leaders know that the work of personal development is ongoing and vital to their personal and professional success. KIPP leaders hold themselves accountable to evolving, growing, learning and unlearning in ways that improve results for students, adults, and the larger community.

Sample behaviors: A KIPP Leader...

- **Sees their higher self.** Sees their higher self by celebrating their own successes, unpacking their strengths, and leveraging both to tackle future challenges.
- **Owens and learns from mistakes.** Normalizes the fact that mistakes happen, and when they do, takes responsibility for mistakes and learns from them by using them as opportunities for growth and reflection.
- **Seeks learning opportunities.** Actively seeks new learning opportunities such as feedback, mentorship, formal learning opportunities, peer lifelines, best practices, and other resources both within and outside of KIPP.
- **Leverages experts.** Recognizes their own areas of limited understanding and leverages experts to build content knowledge and stay current with new practices.
- **Internalizes and implements learning.** Internalizes leadership lessons and successfully implements their learnings in alignment with who they are and what their community needs.
- **Leads team learning.** Ensures their team learns from both successes and failures and works with them to be solutions-focused even in the face of challenges.

Lead People

Trusting Relationships

OUTCOME

KIPP Leaders know that relationships and lifelines are essential to transformational change. Those they work with most closely feel seen, known, and cared about as their full selves and trust that commitments made will be kept.

Sample behaviors: A KIPP Leader...

- **Leads with integrity.** Demonstrates integrity in all that they do, standing up for their values even when difficult, following up on the commitments they make, and being transparent when they fall short.
- **Prioritizes transformational relationships.** Prioritizes time to build and maintain vulnerable, authentic, and transformational relationships within and across lines of difference.
- **Listens and partners.** Listens intently to others' experiences, perspectives, and needs and seeks to understand even in moments of conflict, building trust and partnership with those they engage with.
- **Communicates intentionally and directly.** Communicates with consistency and clarity, balancing honesty and directness with empathy and vulnerability, and proactively initiating courageous conversations.
- **Celebrates successes and strengths.** Sees the higher self in others and celebrates their strengths, successes, and contributions both publicly and privately.
- **Establishes and minds boundaries.** Establishes their own boundaries, communicates them with others, and respects the boundaries of other stakeholders while ensuring that there is no compromise of the work that needs to be done.

Team Culture

OUTCOME

KIPP leaders create a consistent, optimistic, psychologically safe environment where teams, students, and families have a shared and clear understanding of the vision they are working towards, their goals and roles, and can build habits and routines that enable student learning. The teams they lead know how to work together to achieve results, leveraging the strengths of each teammate and taking collective accountability for the outcomes they achieve.

Sample behaviors: A KIPP Leader...

- **Creates purpose.** Builds commitment and confidence in the power of the team by establishing and reinforcing the team's purpose and goals, rallying them around shared values and expectations, co-creating shared agreements for how teammates work together, empowering the team to make and implement decisions.
- **Cultivates diverse teams.** Builds and cultivates a team that values diversity in lived experiences, identities, strengths, work styles, and points of view. They attract, hire, and onboard highly effective and diverse team members.

- **Creates clarity and transparency.** Creates conditions that ensure communication and feedback across the team is clear, transparent, and flows in all directions. Embraces their role as an engaged, accountable member of a team and in providing upward feedback.
- **Ensures effective meetings.** Plans for and facilitates high-quality team meetings on a regular cadence that supports the team in collaboration, collective problem-solving, and accountability to move the work forward. They use the time intentionally with the team, moving towards their shared goals.
- **Brings joy & celebrates wins.** Infuses joy into the work in big and small ways by ensuring the team has rituals and routines that create time and space to build relationships, celebrate wins, and acknowledge one another's successes.
- **Fosters a culture of feedback.** Fosters a culture of feedback by proactively asking for, receiving non-defensively, and acting upon feedback. They encourage honest, vulnerable conversations, help others feel safe to speak up and engage in healthy conflict and peer-to-peer accountability by creating space and developing the skills team members need to call each other in and learn from each other.

Developing and Managing People

OUTCOME

KIPP Leaders prioritize coaching, developing, and managing the people on their teams, including ensuring team members are clear about their roles and have strong impact in alignment with organizational goals. As a result of this focus, those they work with stay at the organization, feel developed and supported, use their strengths daily in their role to achieve excellent outcomes.

Sample behaviors: A KIPP Leader...

- **Clarifies goals and expectations.** Ensures the adults they work with are clear about their goals and expectations and how those connect to larger team and organization goals, mission, and vision.
- **Coaches with curiosity.** Coaches and manages with curiosity and emotional awareness across lines of difference, seeking to understand each team member, including their strengths, stories, and identities, and how those are important to them in the work.
- **Supports growth.** Coaches and develops consistently, creating space for reflection. They set development goals, coach to assets, observe teammates in the work, provide affirming and adjusting feedback, look at data, co-plan, and practice new skills so that each individual feels supported and challenged to grow and make progress towards goals.
- **Monitors performance.** Collects data to monitor individual performance, analyzing quantitative and qualitative data to understand and respond to gaps, with particular attention to equity in sub-group experiences and achievement.
- **Holds teammates accountable.** Holds employees and teams accountable for achieving their goals, living team values and expectations, and honoring their commitments. They evaluate performance regularly, identify learning and support needs, and address low performance with candor and care.
- **Retains and grows talent.** Assigns roles, responsibilities, and stretch tasks with individual strengths, areas of interest, and goals in mind to support retention, development, and growth towards readiness for promotion.

Change Management

OUTCOME

A KIPP Leader drives collective action and systemic improvement in alignment with their vision and goals, knowing that transformational change is the work. They leverage their influence to improve processes and outcomes, deeply invest teams and stakeholders in necessary changes, and align the work in support of the changes they seek.

Sample behaviors: A KIPP Leader...

- **Determines needed change.** Considers quantitative and qualitative data from multiple sources to identify challenges and inequities and determines the highest leverage changes needed that pinpoint the root causes and target specific student and organizational needs.
- **Seeks input & builds coalitions.** Seeks stakeholder input when defining and implementing changes, with particular attention to centering typically underrepresented perspectives and needs. They build coalitions of support by ensuring that changes align to the needs and priorities of their stakeholders.
- **Communicates “the why”.** Clearly, concisely, and compellingly communicates the rationale for change, its alignment to goals, and where decision-making lies in the process.
- **Invests and mobilizes.** Enlists their coalition to implement the change and works with them to clarify roles and accountability. They work with stakeholders to make a clear implementation plan that anticipates the skills, incentives, and resources needed and communicates the pace and stages of change.
- **Progress monitors and adjusts.** Together with the team they seek feedback and evidence of impact, celebrate wins, acknowledge lessons learned, adjust as needed, and create clarity about the path forward.
- **Anticipates and grapples with change.** Understands that change is complex and at times emotional, anticipates a variety of reactions and level of support, and recognizes power dynamics at play, proactively creating space for discussion and investment so that stakeholders can grapple with the change and move forward together in the work.

Lead Results

Strategic Planning and Prioritization

OUTCOME

KIPP Leaders know that to walk the path of excellence with their teams and students, they must create a clear and compelling vision, set aligned goals, and make decisions that allow each team member to drive the work they are best poised to impact. As a result of this work, the members of the team are highly invested in the shared vision and are poised to be proactive, accountable, adaptive, and successful.

Sample behaviors: A KIPP Leader...

- **Sets a clear vision.** Continuously inspires and invests the team in a clear and compelling vision and purpose.
- **Establishes goals and roles.** Co-creates long-term and annual cascading goals with their team, ensures clarity on ownership of goals and priorities, roles and responsibilities, and regularly uses data to plan and move the team towards achievement of goals.
- **Plans and delegates.** Knows that the work must consistently move forward and is adept at determining what work they are best poised to own directly, knows how to delegate other work with consideration for teammates' strengths and learning opportunities, and what altitude to lead from in different circumstances.
- **Prioritizes and aligns time.** Focuses their use of time on their goals and what they are uniquely positioned to impact, is transparent about what they prioritize and what they deprioritize, refines and adjusts their personal systems for time management and organization, and builds capacity for their teams to do the same.
- **Marshals resources.** Works with and influences stakeholders to marshal the resources needed to achieve goals.
- **Adapts to achieve goals.** Demonstrates adaptability and resilience, adjusting strategies and exploring new opportunities when needed to achieve goals.

Problem-solving and Decision-making

OUTCOME

KIPP Leaders confront challenges with courage, intentionality, and an understanding that challenges are a daily part of the work of educational equity. They identify the root causes of challenges and sort through complexity with teammates to move towards timely solutions, continuous improvement, and excellent outcomes.

Sample behaviors: A KIPP Leader...

- **Gathers information.** Gathers information from multiple relevant sources and diverse stakeholders to ensure they have the context and perspective needed for problem-solving.
- **Sees around corners.** Anticipates and identifies challenges several steps ahead and teaches teammates to do the same.

- **Synthesizes complexity.** Keeps the big picture in mind while also recognizing patterns, breaking down complex information into parts, and supporting the team to tackle issues strategically and proactively whenever possible. They support the team to be reflective and coach them through the decision-making process as needed.
- **Uses discernment.** Understands that decision-making is multifaceted and knows when to leverage collective decision-making, be decisive, cede decision-making power, spend time weighing the costs and benefits, and make decisions without all of the facts, always keeping the best outcomes for students and communities at the heart of the process.
- **Makes decisions transparently.** Includes the team or impacted individuals in the decision-making process whenever appropriate, thinks about how decisions impact those most at the margins of the issue, and is always transparent about the process and decision made.
- **Stands by hard decisions.** Willingly makes and stands by hard decisions that benefit students and the organization and shares the rationale for decisions, particularly when consensus cannot be reached.

Driving Outcomes

OUTCOME

KIPP leaders drive themselves and others to equitable outcomes for students and teammates.

Sample behaviors: A KIPP Leader...

- **Sets high expectations.** Establishes and holds high expectations for what students and adults can achieve, setting rigorous goals that cascade from the network and/or region for themselves and with their teams.
- **Leverages technical skills.** Leverages technical skills and content knowledge essential to their specific role to achieve results and supports their teammates in building and leveraging their technical skills and content knowledge where needed.
- **Follows through on commitments.** Follows through on commitments to students and adults and ensures others do the same. After debate, rallies around the decisions made and works towards intended outcomes.
- **Creates & monitors enabling systems.** Determines what quantitative and qualitative data are most relevant to their goals and supports the team in creating and monitoring systems for collecting, reviewing, and acting upon data. With the team, they regularly monitor progress, communicating status, and adjusting plans and use of time to ensure systems are yielding desired outcomes.
- **Focuses on outcomes.** Celebrates progress towards outcomes and distinguishes between outcomes and effort.
- **Asks for help.** Asks for help when needed and works with others to adapt when adversity and obstacles get in the way of goals. Elevates needs and solutions and leverages influence with managers to drive outcomes.

Gratitude!

Thank you to the many leaders who contributed to refreshing KIPP's Leadership Competency Model. Thank you first to the Leadership Development Design Team members, all of whom provided guidance, perspective, feedback every step of the way. Thank you team for engaging deeply in conversations about building a model that would lead to greater thriving, transformation, and equity at KIPP. This team includes Courtney Bell, Pegah Taylor, LaNolia Omowanile, Pam Moeller, Hope Martinez, Brittany Estrada, Dr. Melissa Fulmore, Diana Archuleta, Luis Nobriga, Sue Jean Hong, Stephen Pizzimenti, Jess King, Nikki Olszewski, Candace Rogers, Wanda Vazquez, and Amber Young Medina. Special thanks to Hope Martinez for your attention to describing the outcomes of our competencies, to the use of voice and language in every competency, and for your constant partnership in drafting this model. Thank you to the full-time Leadership Coaches: Dr. Wheda Carletos, Dr. Philonda Johnson Grant, Laura Bowen Pickard who read and offered feedback repeatedly. And thank you to the School Leaders, School Leader Managers, Talent leaders, Equity Practitioners, Academic Leaders, and Leadership Coaches (too many to name here!) who offered us feedback on this model and usability tested it. Thank you to Chad Spader for listening to what we see as important in this model and working with us to build a visual for the model that we will all fall in love with. Here's to using this model, learning and growing together as KIPP Network Leaders!

Appendix: Research-based Resources for Further Reading

This is a living list of research and resources that have informed our thinking about the development of leaders. Users of the model will be able to leverage these resources to deepen their development in specific competencies.

Lead Self

Self-awareness:

- [Onward](#) by Elena Aguilar
- [Atlas of the Heart](#) and [Daring Greatly](#) and [Dare to Lead](#) by Brene Brown
- [Designing Your Life: How to build a well-lived, joyful life](#) by Bill Burnett, Dave Evans, et al.
- [7 Habits of Highly Effective People](#) by Stephen R. Covey
- [Emotional Agility](#) by Susan David
- [How We Heal](#) by Alex Elle
- [Emotional Intelligence](#) by Daniel Goleman
- [The Color of Emotional Intelligence](#) by Farah Harris
- [Ideal Team Player](#) by Patrick Lencioni
- [My Grandmother's Hands](#) by Resmaa Menakem
- [The Noble School Leader](#) by Matthew Taylor
- [KIPP Vital Behaviors Research](#)

Critical Consciousness:

- [Coaching for Equity](#) by Elena Aguilar
- [Linguistic Justice](#) by April Baker-Bell
- [Education for Critical Consciousness](#) by Paulo Freire
- [Textured Teaching](#) by Lorena Escoto German
- [Culturally Responsive Teaching and the Brain](#) by Zaretta Hammond.
- [Critical Consciousness: A Critique and Critical Analysis of the Literature](#), by Alexis Jemal
- [Stamped from the Beginning](#) by Ibram X Kendi
- [How to Be an Anti-racist](#) by Ibram X Kendi
- [Sister Outsider](#) by Audre Lourde
- [Liberatory Consciousness](#) by Barbara Love
- [We Want to Do More Than Survive](#) by Bettina Love
- [This Bridge Called My Back](#) Edited by Cherrie Moraga and Gloria Anzaldua
- [Cultivating Genius](#) and [Unearthing Joy](#) by Dr. Gholdy E. Muhammad
- [White Supremacy Culture](#) by Tema Okun
- [Leading within Systems of Inequity in Education](#) by Mary B. Rice-Boothe, EdD;
- [Me and White Supremacy](#) by Layla Saad
- [Leading for Equity Competencies](#) by National Equity Project
- [Developing a Critical Consciousness: Positionality, Pedagogy, and Problems](#) by Margaret Zamudio
- [Cultivating and Applying Race Equity Mindsets Among K-12 Educators](#) by Laura Buckner, West Ed;
- [Women Thriving in Leadership Research, 2018, and Themes from the Letter](#) by KIPP Coaching Team, 2021

Continuous Learning:

- [States of Being](#) by Linda Belans
- [Mindset](#) by Carol Dweck

Lead People

Trusting Relationships:

- Coaching for Equity, 3 Strategies for Coaching Across Difference by Elena Aguilar
- States of Being by Linda Belans;
- Trust by Henry Cloud
- Speed of Trust by Stephen R. Covey;
- The Management Center Culture & Relationships (<https://www.managementcenter.org/culture-relationships/>)
- The Listening Leader by Shane Safir
- Trust Matters by Megan Tschannen-Moran
- The Four Elements of Trust by Devin Vodicka;

Team Culture:

- The Art of Coaching Teams by Elena Aguilar
- The 4 Stages of Psychological Safety by Timothy Clark
- Belonging through a Culture of Dignity by Floyd Cobb and John Krownapple
- The Energy Bus by Jon Gordon
- The Wisdom of Teams by Katzenbach and Smith;
- Find Your Voice as a Leader by Paul Larsen
- 5 Dysfunctions of a Team, The Advantage, and Ideal Team Player by Patrick Lencioni:
- Qualities of Regenerative and Liberatory Culture by Daniel Lim
- Radical Candor by Kim Scott
- Flourish by Martin Seligman
- Culture Wins by William Vanderbloemen
- How Principals Affect Students and Schools by Wallace Foundation

Change Management:

- Onward by Elena Aguilar
- Managing Transitions by William and Susan Bridges
- Emergent Strategy by Adrienne Maree Brown;
- Entry Planning for Equity Focused Leaders by Jennifer Perry Cheatham, Rodney Thomas, Adam Parrott-Sheffer
- The Mentor Leader by Tony Dungy
- Leading in a Culture of Change by Michael Fullan
- Leading and Managing Change by Knoster
- Leading Change by Dr. John Kotter
- 4 Disciplines of Execution by McChesney, Covey, Huling, Thele, Waler;
- Influencer by Patterson, Grenny, Maxfield, McMillan, Switzler;
- Switch by Chip and Dan Heath;
- Competence at Work by Spencer and Spencer;

Developing and Managing People:

- The Gifts of Imperfection by Brené Brown
- The Leadership Pipeline by Charan, Drotter, Noel
- First Break All the Rules by Curt Coffman and Marcus Buckingham
- StrengthsFinder by Gallup
- Crucial Conversations by Grenny, Patterson, McMillan, Switzler, and Gregory
- Crucial Accountability by Patterson, Grenny, McMillan, Switzler, Maxfield
- Management in a Changing World, by Imani, Wong & Ahuja

- Flex by Jane Hyun and Audrey S. Lee,
- The Leadership Challenge by Kouzes and Posner
- The Advantage by Patrick Lencioni
- Performance Problems, The Management Center (<https://www.managementcenter.org/performance-problems-2/>)
- Leadership Revolution by Lori Mazan
- Design for Modern Learning by Lisa Owens and Crystal Kadakia
- The Listening Leader by Shane Safir;
- *Bright Morning* Podcast
- StrengthsFinder, Dare to Lead by Brene Brown

Lead Results

Strategic Planning and Prioritization:

- Leadership On the Line by Ronald Heifitz and Marty Linsky
- The Practice of Adaptive Leadership by Ronald Heifitz
- 4 Disciplines of Execution by McChesney, Covey, Huling, Thele, Waler
- Essentialism by Greg McKeown
- The 12 Week Year by Brian Moran

Problem-solving:

- Changing on the Job by Jennifer Berger

Achieving Outcomes:

- <https://www.wallacefoundation.org/knowledge-center/Documents/Leadership-and-achievement-slides-Feb-12-partner-webinar.pdf>
- Wallace Foundation's Developing Effective Principals: What Kind of Learning Matters?
- Wallace Foundation: [How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research](#)
- The Relationship Between Measures of Pre-service Principal Practice and Future Principal Job Performance by Christopher Doss, Melanie A Zaber, Benjamin K. Master, Susan M. Gates, RAND Corporation, Laura S. Hamilton, ETS

All:

- [LCM Research Round-up: KIPP Leadership Development Design Team](#)
- The Marzano School Leader Evaluation Model; Marzano Center
- [Resilient, Representative Leadership Guidebook](#); 10 Essential Competencies for Educational Leaders of Color. by the Men of Color Educational Leaders
- National Policy Board: Professional Standards for Educational Leaders
- New Leaders for New Schools' Urban Excellence Framework
- New York City Department of Education's School Leadership Competencies