Chapter 1: Leading for Equity

[1]It's worth noting that PISA itself is criticized for overemphasizing testing, and there is a movement afoot inside the Organisation for Economic Co-operation and Development, or OECD, to ask students questions about their well-being, including their sense of belonging and life satisfaction.

[2]My colleague Denise Augustine, a secondee for Indigenous Education with the Ministry of Education in British Columbia, challenges educators to stop using the qualifier "just" before talking about stories and other forms of qualitative data. She names that these are central data points in Indigenous and other non-Western cultures, with profound, unmitigated value.

Chapter 2: No Shortcut

[1]Systems theorist Peter Senge defines mental models as our theories about the way the world works that influence our actions and in turn influence the development of our systems and approaches (Senge, 2000).

[2]This definition is adapted and amended from definitions offered by Promise 54, National Equity Project, and the work of researchers including Bell, 2005; Bensimon, 2005; Brayboy et al., 2007; DeCuir & Dixson, 2004; Delgado & Stefancic, 2012; Gotanda, 2004; Gutierrez & Jaramillo, 2006; Jencks, 1972; Noguera, 2008; Darling-Hammond, 2010; Ladson-Billings, 2006; Lynch & Baker, 2005; North, 2008 (all of these as cited by Galloway & Ishimaru, 2015).

Chapter 3: Flip the Dashboard

[1]A word of caution here: Visitors would be asked not to *replicate* what they see in a visit but to take a learning stance in adapting powerful practices to their local context.

[2]Chapter 10 of *The Listening Leader* includes group dynamic thermometers, which are visual metaphors with tips for how to analyze a positive or negative group dynamic.

[3]Kiva Panels are described in detail in Chapter 10 of *The Listening Leader*: Safir, S. (2017). *The listening leader: Creating the conditions for school transformation* (p. 292). Hoboken, NJ: John Wiley and Sons.

Chapter 4: Pound the Pavement

[1]Neuroception is a scientific term describing how our neural circuits perceive and distinguish, often automatically, whether situations or people are safe, dangerous, or life-threatening.

[2]I discuss mindful listening in Chapters 1 and 5 of *The Listening Leader* (Safir, S. [2017]. *The listening leader: Creating the conditions for equitable school transformation*. San Francisco: John Wiley & Sons).

Chapter 5: Redefine "Success"

[1]According to blogger Jennifer Gonzalez, a **single-point rubric** breaks down the components of an assignment into different criteria but only describes the criteria for proficiency; it does not attempt to list all the ways a student could fall short, nor does it specify how a student could exceed expectations (Gonzalez, 2014).

[2]To state what I hope is clear, do this activity with full transparency and permission from your colleagues.

Chapter 6: Build Coherence

[1]Envision Learning Partners is an organization that has been supporting schools, districts, and states around performance assessment for ten years.

[2]You might notice that our Habits of Mind sat largely in the cognitive domain of holism. It's worth noting that the school later developed a companion set of core values called RICH—respect, integrity, courage, and humility—which integrated the emotional and spiritual domains as well.

Chapter 7: Make Learning Public

[1]A focal student approach is a practice that allows teachers to see individual learners and their individual approaches to learning. It supports a deep dive, an asset-based stance, an opportunity to ground abstract goals in a student's lived experience.

Chapter 8: Embrace Vulnerability

[1]In *The Listening Leader* (Safir, 2017), I shared the 90/10 rule from my community organizing days with the San Francisco Organizing Project: Listen for at least 90 percent of the meeting and talk for no more than 10.

[2]Emdin notes that urban youth who have participated in a rap cypher know the rules of engagement, which easily extend to the cogen. For example, the idea that only one rapper has the mic at a time lines up beautifully with the cogen norm of one speaker at a time.

[3]For a reminder on this structure, revisit the Chapter 4 description of listening dyads.

[4]A low-inference statement might sound like, "Four of the 5 students we spoke with said they feel afraid to raise their hands and speak in class." A high-inference version might sound like, "Most of the students feel uncomfortable in their classes."

[5]Focal students is a strategic approach to engaging in cycles of inquiry that help educators "go small to go big." By closely studying the experiences of a handful of learners, we discern patterns and root causes that catalyze larger shifts in practice, systems, and learning conditions.

Chapter 9: Calling Folks *In* and *Up* to Equity

[1]Note: Colorism is a product of systemic racism in the United States, in that it upholds white supremacy and white standards of beauty and benefits white people in institutions of oppression.

[2]Neuroplasticity (neuro: relating to the nervous system; plasticity: the quality of being easily shaped or molded) essentially means the brain's ability to form and reorganize connections, especially as a result of a learning experience.

[3]Note: There is definitely a place for calling people *out* and holding them accountable. We may have to call out board members for upholding biased policies or not responding swiftly in the wake of racist events. We may have to call out positional leaders for being complicit in ongoing racist or exclusionary behaviors. Inside our school buildings, relying on "calling out" strategies runs the risk of leaving behind a trail of distrust and fear that doesn't serve our greater mission. Think of it like constantly living in "fight" mode among "fight, fight, or freeze" responses. Warm demander offers a fourth path, rooted in our moral imperative to address oppression while building the capacity of the people around us.