

CCS Equity Centered Principal Pipeline Initiative

In 2021, Columbus City Schools was one of eight districts in the U.S. to be awarded an \$8.2 million multi-year grant from the Wallace Foundation. The Equity-Centered Pipeline Initiative (ECPI) seeks to disrupt historic patterns in our education system by creating a comprehensive, aligned pathway that develops and supports equity-centered leaders within the district ecosystem to directly impact student achievement. Working with our community and university partners, this work is carried out in alignment with our [Portrait of a Graduate](#) and our [Strategic Plan](#) Priority 3: Strong Learning Communities in Every Region.



Leader Standards: Provides common language to effectively align, support, and assess equity centered leadership practices to improve the well-being and academic success of each student.

Pre-Service Preparation: Working in partnership with OSU and AU, creates recruitment, selective admissions, and pre-service experiences aligned with leader standards and expectations

Hiring & Placement: Implements transparent practices to place the most qualified applicants based on a match between the candidate and the school

Evaluation & Support: Addresses the capacity to improve teaching and learning, and targeted professional development

Principal Supervisors: Assist school leaders in creating and reinforcing their vision by strengthening connections between equity aligned principal practice, classroom teaching, and student success.

Leader Tracking System: Ensures the achievement and success of all students by creating a usable system that houses educator data to aid in identifying and supporting emerging and current district leadership

Systems and Sustainability: Alignment, capacity, and quality assurance to ensure the ECPI practices are implemented across the district with fidelity

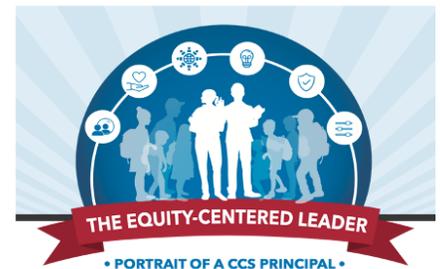
Levels of Leadership Development and Differentiated Coaching Support



The ECPI is a unique, collaborative partnership:



What an Equity-Centered Leader needs to know and be able to do:



- SELF-REFLECTIVE**
The equity centered leader in Columbus City Schools values and commits to an ongoing self-exploration of how beliefs, assumptions, bias, values, power, privilege, and identity have affected teaching and learning currently and historically.
- ROLE MODEL**
The equity centered leader in Columbus City Schools values and commits to publicly model a personal belief system that is grounded in equity for all through teaching and learning.
- CULTURALLY RESPONSIVE**
The equity centered leader in Columbus City Schools values and commits to active with cultural competence and responsiveness in interactions decision-making and practice.
- INSTRUCTIONAL LEADER**
The equity centered leader in Columbus City Schools values and commits to proactively building the capacity of others to identify and disrupt inequities in the school through instructional leadership and building self capacity by designating time and space for constructive dialogue and professional learning.
- STUDENT ADVOCATE**
The equity centered leader in Columbus City Schools values and commits to centering and sharing institutional bases of student engagement, deficit based schooling, and low expectations associated with minority populations with respect to teaching and learning.
- SYSTEM ARCHITECT**
The equity centered leader in Columbus City Schools values and commits to creating systems and structures to promote equity with a focus on marginalized populations, specifically related to teaching and learning.



An additional focus on research is key to ECPI as CCS will participate in multiple studies to document how our culture, history, structure, and leadership shape our approach to equity; key actions, challenges, opportunities, and changes that result from the effort; how equity-centered leadership can be measured; and the relationship between equity-centered leadership and student benefits.