

Leadership Practice Inventory

	DATE(S)
C	ERTIFIER

Use the following list of practices to assess your own ability to create safe program spaces for gender-expansive and LGBTO children or youth and their families. Each of the statements below refers to behaviors or attributes coaches, trainers and administrators should be demonstrating to create a gender-safe space in their programs. For each of the statements, reflect on your own practices relative to this content area and select your current level of mastery. This practice inventory can also be used to support you in developing your own professional development goals.

Emerging

You believe you need more information to understand or incorporate a particular practice

(E)

Developing You believe you have an understanding of the practice, and are working to properly apply it to your work

Mastered You believe you have mastered and consistently implement a particular practice

M

COMPE	TENCY	RATE: E/D/M	NOTES
Α	Uses language that is inclusive (e.g., not "mother" and "father," but "parent or guardian") in information about the program (e.g., the program handbook) and forms for children and families (e.g., enrollment forms)		
В	Provides resources to families who seek additional information on gender-expansive and LGBTQ children		
С	Observes and monitors that gender is not used as a grouping method in classroom activities		
D	Uses reflective listening to acknowledge children staff or family members when they make statements about their own gender identity		
E	Calls children, staff and family members by the names and pronouns they prefer and ensures that program staff address and refer to them in ways they prefer		
F	Refrains from using language that assumes to whom someone will be sexually or romantically attracted		
G	Models and helps staff create activity plans or engage in conversations that show people of all genders doing a variety of different jobs and behaviors (e.g., men as nurses)		
Н	Talks with staff and advocates for a safe program space where staff members express fear, anger or hesitation about supporting gender-expansive or LGBTQ children and youth and their families		
I	Plans professional development activities that help staff continue to consider gender and heteronormative assumptions and that teach ways to combat these assumptions in their work with children and families		
J	Models and supports children, youth, and other staff members to see and challenge gender assumptions and stereotypes		
K	Speaks up if someone in the program makes a gender-confining statement like "that's for girls" or "boys don't cry,"		
L	Purchases and ensures that books and materials that show a wide range of gender expression and different family formations are available for staff and children		
М	Ensures that a variety of family formations and individuals are represented, including gender-expansive and LGBTQ children, youth, and families in program spaces		
N	Uses language that acknowledges diverse gender expression and identity (e.g., use of "some" or "most" instead of "all," as in, "Some girls grow up to be men.")		
0	Confronts gender assumptions (e.g., including my preferred gender pronouns on my email signature) in my everyday interactions and communication with children, families, and staff		

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Concluding	Reflections
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	concluding Refrections					
My overall strengths in this area:						
Practices that I would like to improve include:						
Tractices that I would like to improve include.						
Plans for achieving these goals include:						