Equity-centered Instructional Leadership
Work for Today

- To gain a deeper understanding of the role of equity in instructional leadership

- To identify some of the strategic actions of the equity-centered instructional leader based upon the 4 Dimensions of Instructional Leadership™

- To begin to identify evidence of the work of the equity-centered instructional leader
Foundational Ideas

1. If students are not learning they are not being afforded powerful learning opportunities.

2. Teaching is a highly complex and sophisticated endeavor.

3. Practice of sophisticated endeavors only improves when it is open for analysis and critique.

4. Improving practice in a culture that is “public” requires reciprocal accountability.

5. Reciprocal accountability implies a particular kind of leadership to improve teaching and learning.

6. Leaders cannot lead what they don’t know.
Activity

What is Equity?

• What is your thinking about equity at this point in the symposium?

• What are you still wondering about in terms of creating a system of equity centered leadership practice?
Working Definition of Equity
Taking the Lead on Equity and Opportunity: Equity-Mindedness

Equality is about sameness; it focuses on making sure everyone gets the same thing.

Equity is about fairness; it ensures that each person gets what he or she needs.

“Interaction Institute for Social Change | Artist: Angus Maguire.”
The Work of the Equity-centered Leader
Instructional Leadership

Our 4D™ instructional leadership framework identifies a vision for principals and other school leaders who want to improve instructional practice. The framework is organized into four dimensions:

1. Vision, Mission and Learning-Focused Culture
2. Improvement of Instructional Practice
3. Allocation of Resources
4. Management of Systems and Processes
Vision, Mission and Culture Building

1. Based upon the 4D, what specific work does the effective equity-centered instructional leader do to shape and sustain a vision grounded in a belief in equity and excellence for each and every student?

2. What evidence of this equity driven work might you see in the school?

3. Identify two guiding questions you might pose to encourage school leaders to reflect upon the extent to which equity grounds the vision, mission, and culture of the school?
1. What specific work does the equity-centered instructional leader do to improve instructional practice?

2. What evidence of this work would you expect to see in the school?

3. Identify two guiding questions you would pose to encourage reflection on the extent to which equity grounds the teaching and learning process?
Allocation of Resources

1. What specific work does the equity-centered instructional leader do to allocate resources equitably?

2. What evidence of this work would you expect to see in the school?

3. Identify two guiding questions you would pose to encourage reflection on the extent to which equity grounds the allocation of resources?

4. What challenges might the leader encounter when using equity to drive decision-making relative to resources?
Management of Systems and Processes

1. In what ways does an equity stance drive a leader’s work in recruitment and hiring?

2. What evidence would you see of the equity centered leader’s work in the school?

3. Identify two guiding questions you could pose to a leader to encourage reflection on the extent to which equity drives the leader’s work with people, systems, and processes.
A Call To Action

• Identify one specific action you will take to address equity in each of the four dimensions.
For more information please contact us at:

www.k-12leadership.org  http://www.sdccoe.net