

# LEADING



FOR **EQUITY**

WEBINAR SERIES

**AASA**

THE SCHOOL SUPERINTENDENTS ASSOCIATION



*Thank you for attending today's professional learning!  
We will be starting soon. Please introduce yourself in the chat.  
Throughout the webinar, please pose questions and  
reflections in the chat.*

*AASA, through premier professional learning, seeks to build  
individual growth and collective impact.*

*Check out other professional learning webinars at  
<https://www.aasa.org/AASA-LeadershipNetwork-Webinars.aspx>*

## **LEADING FOR EQUITY: EQUITY-FOCUSED, LEARNING-CENTERED LEADERSHIP**

**DATE: OCTOBER 8, 2020**

**TIME: 4:00 PM (EST)**

**FEATURING: DR. CHRISTOPHER  
LENNOX, DR. JERMAINE  
DAWSON, MAX SILVERMAN, &  
MICHELE MASON**

# Leading for Equity: Equity-Focused, Learning-Centered Leadership

Thursday, October 8, 2020



**Dr. Valerie Truesdale**  
(Moderator)

Assistant Executive Director  
AASA

Twitter [@ValerieTruesdal](https://twitter.com/ValerieTruesdal)



**Max Silverman**

Executive Director

University of Washington Center  
for Educational Leadership (CEL)  
Seattle, Washington

Twitter [@maxsilverman](https://twitter.com/maxsilverman) &  
[@uwcel](https://twitter.com/uwcel)



**Michele Mason**

Director of

Instructional Leadership

University of Washington Center  
for Educational Leadership (CEL)  
Seattle, Washington

Twitter [@MicheleMason09](https://twitter.com/MicheleMason09)



**Dr. Christopher Lennox**

Superintendent

Mounds View Public Schools  
Shoreview, Minnesota

Twitter [@MoundsViewK12](https://twitter.com/MoundsViewK12)

Email:

[info@moundsviewschools.org](mailto:info@moundsviewschools.org)



**Dr. Jermaine Dawson**

Chief Academic Officer

Birmingham City Schools  
Birmingham, Alabama

Twitter [@DawsonJermaine1](https://twitter.com/DawsonJermaine1)

Join the **Leading for Equity** community: [edweb.net/AASAEquity](https://edweb.net/AASAEquity)



# Leading for Equity: Equity-Focused, Learning-Centered Leadership

October 8, 2020



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION



# Essential Questions

- How do leaders connect their perspective on equity to the role of school leadership?
- How does CEL's 4 Dimensions of School Leadership framework support the development of leadership practices?
- How can school leaders best connect their practices to student experience?



our vision

Transformed schools  
**empowering all students**  
regardless of background, to create  
**LIMITLESS FUTURES**

for themselves, their families, their communities,  
and the world.



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

our mission

We partner with  
**courageous leaders**  
in classrooms, schools, and the systems that support  
them  
**to eliminate educational inequities**  
by creating **cultures of rigorous**  
teaching, learning, and leading.



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

# School Leadership

Our 4D™ school leadership framework describes key actions and dispositions for equity-driven school leaders. The framework is organized into four dimensions:



# The 4 Dimensions of School Leadership

The format:

- Dimension.
- Subdimension.
- Vision.
- Guiding Questions.



# Shifts in Thinking about Equity-Focused, Learning-Centered School Leadership

## From:

- A generic concept
- Adult-centered learning environment
- Students and parents as data
- Principal as the sole leader
- Primary focus on “instructional leadership”

## To:

- A well-defined set of practices focused on equity and learning
- Centering student experience
- Strength and asset-based approach to students and school community
- Principal, the leader of self, facilitator of others, modeling collective leadership
- Creating conditions and supports for quality learning.





## Why is this important?

- Equity-driven school leaders need to have the skills and dispositions to be able to ensure that each student, particularly those furthest from justice, is prepared for a limitless future.
  - Districts must craft a vision, with their principals, of what it means to be an equity-driven leader.
  - Principals must build reflective practices for themselves, with their colleagues, and with the community as a whole.
  - Principals must engage with their district leaders and peers to surface leader professional needs and highlight areas of inquiry.



Leaders cannot **lead** what they do not **know**.  
**Expertise Matters.**



