

LEARNING AND
TEACHING ENVIRONMENT

EQUITABLE SCHOOL COMMUNITY

THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™

RESOURCE MANAGEMENT

COLLECTIVE LEADERSHIP



CENTER *for* EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™



1 EQUITABLE SCHOOL COMMUNITY

SUBDIMENSIONS:

Vision and Mission
Culture and Climate



2 LEARNING AND TEACHING ENVIRONMENT

SUBDIMENSIONS:

Vision for Learning
Curriculum, Pedagogy
and Assessment
Improvement of Teaching Practice



3 RESOURCE MANAGEMENT

SUBDIMENSIONS:

Identifying Priorities
Aligning Resources
Developing Talent



4 COLLECTIVE LEADERSHIP

SUBDIMENSIONS:

Personal Development
Collaborative Culture

THE 4 DIMENSIONS OF SCHOOL LEADERSHIP™ (4D™) framework describes key actions and dispositions for equity-driven school leaders. It illustrates with vision statements what school leaders need to know and be able to do to ensure that each student, particularly those furthest from justice, has a school experience that prepares them for a limitless future. The 4D framework supports school leaders to:

DEVELOP a vision of what it means to be an equity-driven leader forging transformed schools.

BUILD reflective practice for themselves, with their colleagues and with the school community as a whole.

ENGAGE in shared work with school system leaders and peers to surface leader professional learning needs and highlight areas for inquiry.



EQUITABLE SCHOOL COMMUNITY

VISION AND MISSION

- Empower students, staff, families and community to own a vision and mission that reflects a commitment to equity and the aspirations of each student.
- Align goals, decisions and actions to the vision and mission of the school. Ensure every member of the community is clear on their role and responsibility in realizing the vision.
- Communicate clearly and consistently about specific aspects of the mission and vision, including progress toward goals.

CULTURE AND CLIMATE

- Create a safe, inclusive and culturally sustaining environment that attends to the well-being of all community members.
- Privilege student voice and experience.
- Sustain a learning culture characterized by a focus on community-prioritized results, high expectations and a growth mindset for students and adults.

Guiding Questions

- 1 What do the vision and mission communicate about the possibility of limitless futures for each student?

- 2 How do leaders communicate the “why” and progress towards the vision and mission? What impact does this have?

- 3 What data are used to understand student experience? How do these data inform decisions?

- 4 In what ways do leaders affirm and value the racial, cultural and individual identities of students and staff?

- 5 What evidence exists that community members feel a sense of belonging, significance and agency?

- 6 What do the school environment and daily interactions say about the role students play in shaping their school experience?



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LEARNING AND TEACHING ENVIRONMENT

VISION FOR LEARNING

- Ensure the beliefs that students should have agency in their learning, take ownership of their ideas and work together in rigorous inquiry and problem-solving.
- Develop a shared vision for high-quality, culturally and linguistically responsive teaching and learning that underscores high expectations for every student.
- Build capacity to understand and respond to how individual and institutional racism impact expectations for diverse learners.

CURRICULUM, PEDAGOGY AND ASSESSMENT

- Support the use of high-quality, inquiry-driven curriculum, culturally and linguistically responsive materials and assessments aligned to grade-level standards.
- Ensure student learning opportunities support their social, emotional and academic development.
- Integrate a race and social justice focus across all learning opportunities.

IMPROVEMENT OF TEACHING PRACTICE

- Establish and sustain teacher learning that is grounded in the shared understanding of specific student learning needs and the school's instructional vision.
- Support each teacher's self-reflection, goal setting and growth through ongoing conversation, focused observation, feedback and professional development.
- Provide teacher learning opportunities that intentionally examine and confront biases in the context of instructional practice, academic content and creating inclusive classrooms.



Guiding Questions

- 1 How do leaders collectively develop a vision for student learning? How do students contribute to the vision?
- 2 In what ways does the shared vision for learning integrate social and emotional competencies? What does this look like from a student's perspective?
- 3 In what ways do leaders foster classroom environments that establish trust, safety and belonging?
- 4 What is the evidence that each student has access to high-quality materials and rigorous learning tasks? How do these support students to develop agency and identity?
- 5 How are problems of student learning identified? What data are used?
- 6 How do leaders establish a shared vision for teacher learning? How well does teacher learning reflect the types of learning opportunities desired for students?
- 7 How do leaders foster coherence across teacher learning priorities and supports?
- 8 What evidence exists that teacher mindsets and practices are shifting?

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RESOURCE MANAGEMENT

IDENTIFYING PRIORITIES

- Use data on student learning and well-being, plus teaching practice, to determine strengths, needs and priorities aligned with the school's vision and mission.
- Establish measurable growth goals for school climate and student academic development, and appropriate goals for student social and emotional development.
- Analyze information to improve the effectiveness of programs, processes and the equitable use of resources.

ALIGNING RESOURCES

- Leverage school-based resources (e.g., people, expertise, time, space) to create equitable experiences and outcomes.
- Continuously improve by incorporating the full range of assets (perspectives, languages, cultures, skills, networks) present in the school community.
- Strengthen partnerships with the community to inform and generate support for strategic priorities.

DEVELOPING TALENT

- Cultivate a diverse staff that possesses understanding of the developmental needs of every student.
- Provide multiple types of professional learning opportunities that support the goals and development of each staff member.
- Institute processes for reflection and feedback that are strengths-based and focused on growth.



Guiding Questions

- 1 How do the school's vision and mission drive strategic planning to ensure equitable opportunities and outcomes for students?
- 2 What data inform reflection on progress towards goals, strengths and priorities?
- 3 How are all perspectives, especially from those furthest from justice, included when determining and assessing priorities and goals?
- 4 What evidence exists that the needs of those furthest from justice are prioritized when allocating resources (e.g., staff assignments and school schedule)?
- 5 In what ways do community partnerships link to strategic priorities and help the school thrive?
- 6 What mindsets, policies and practices help leaders attract, hire and retain a diverse team?
- 7 How is staff learning differentiated and responsive to the needs of students?
- 8 How do school leaders use performance evaluation as a process to support short and long-term growth?

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COLLECTIVE LEADERSHIP

PERSONAL DEVELOPMENT

- Develop self-awareness and identify biases by reflecting on personal beliefs and examining marginalized and privileged identities.
- Build authentic relationships with racially and ethnically diverse members of the school and local community.
- Refine leadership practice for social justice through learning and reflection.

COLLABORATIVE CULTURE

- Foster a culture in which all stakeholders see themselves as a team of learners and problem-solvers with agency and accountability for student learning.
- Create structures that sustain collaboration for decision-making, planning, learning and feedback.
- Collaborate with members of the school and broader community, especially those furthest from justice, to routinely analyze and revise structures, policies and practices that uphold institutional racism.

"I think about someone who struggled in elementary school, and maybe also during middle and high school, and they try and try until they graduate and become successful."

MADDOX, MIDDLE SCHOOL STUDENT, HIGHLINE PUBLIC SCHOOLS



Guiding Questions

- 1 How do leaders pursue personal growth and development? What is the role of ongoing reflection for developing and sustaining an equity stance?
- 2 In what ways do leaders advance and demonstrate empathy, trust and mutual respect?
- 3 To what extent does leaders' learning influence equitable opportunities for students? What evidence supports this?
- 4 How do leaders reinforce the belief that adults can and do impact student learning? To what extent are adults able to name and solve problems, take action and track evidence of impact?
- 5 What is the purpose and intended impact for leadership, decision-making and collaborative learning teams at the school?
- 6 What does leadership from students, staff, families and community members look like?

