

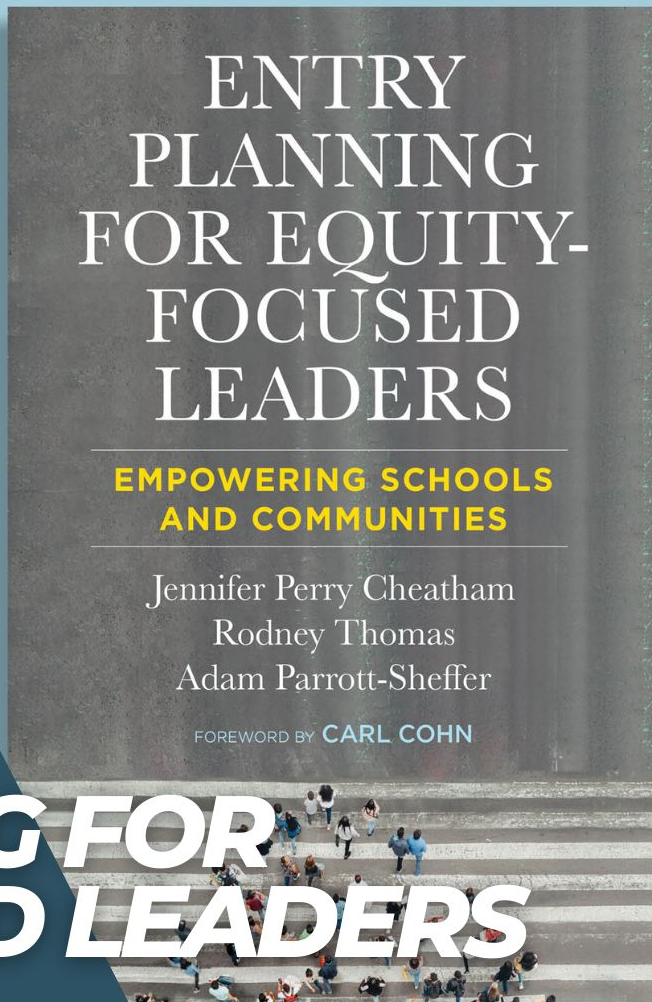
# ENTRY PLANNING FOR EQUITY- FOCUSED LEADERS

**EMPOWERING SCHOOLS  
AND COMMUNITIES**

Jennifer Perry Cheatham  
Rodney Thomas  
Adam Parrott-Sheffer

FOREWORD BY **CARL COHN**

# ENTRY PLANNING FOR EQUITY-FOCUSED LEADERS



# AUTHORS



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- Instructional Coach
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- Chief of Schools
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## Adam Parrott-Sheffer

- Teacher
- Director of Instruction
  - Principal
- Leadership Coach
- Director of Impact
  - Chief of Staff

# TYPICAL PHASES OF ENTRY

## Phase One

### Reflect

- Reflect on Identity
- Explore Context
- Gather Available Data

## Phase Two

### Listen & Learn

- Set goals and introduce yourself
- Gather data through engagement
- Share in sensemaking
- Communicate

## Phase Three

### Plan to Act

- Articulate shared vision
- Identify root causes
- Develop strategy
- Commit to inquiry

“

**LEADING WITH AN *EQUITY LENS* MEANS TAKING ON AN  
INTENTIONAL DISPOSITION OF SEEING AND UNCOVERING  
THE INVISIBLE STRUCTURES, POLICIES, AND BEHAVIORS  
THAT SUSTAIN UNEQUAL OUTCOMES AMONGST  
SUBGROUPS AND *INTERRUPTING THOSE RULES* THAT  
SERVE, EITHER IMPLICITLY OR EXPLICITLY, TO PERPETUATE  
OPPORTUNITY GAPS FOR VULNERABLE COMMUNITIES**

National Equity Project

# SHIFTS IN LEADERSHIP ENTRY

Looking Outward

Looking Inward

Sharing Personal  
Core Values

Connecting to  
Community Values

Diagnosing Problems

Developing Shared Vision

Communicating  
Themes

Inspiring Hope and  
Speaking Truth

Taking Action

Galvanizing Change



FROM  TO

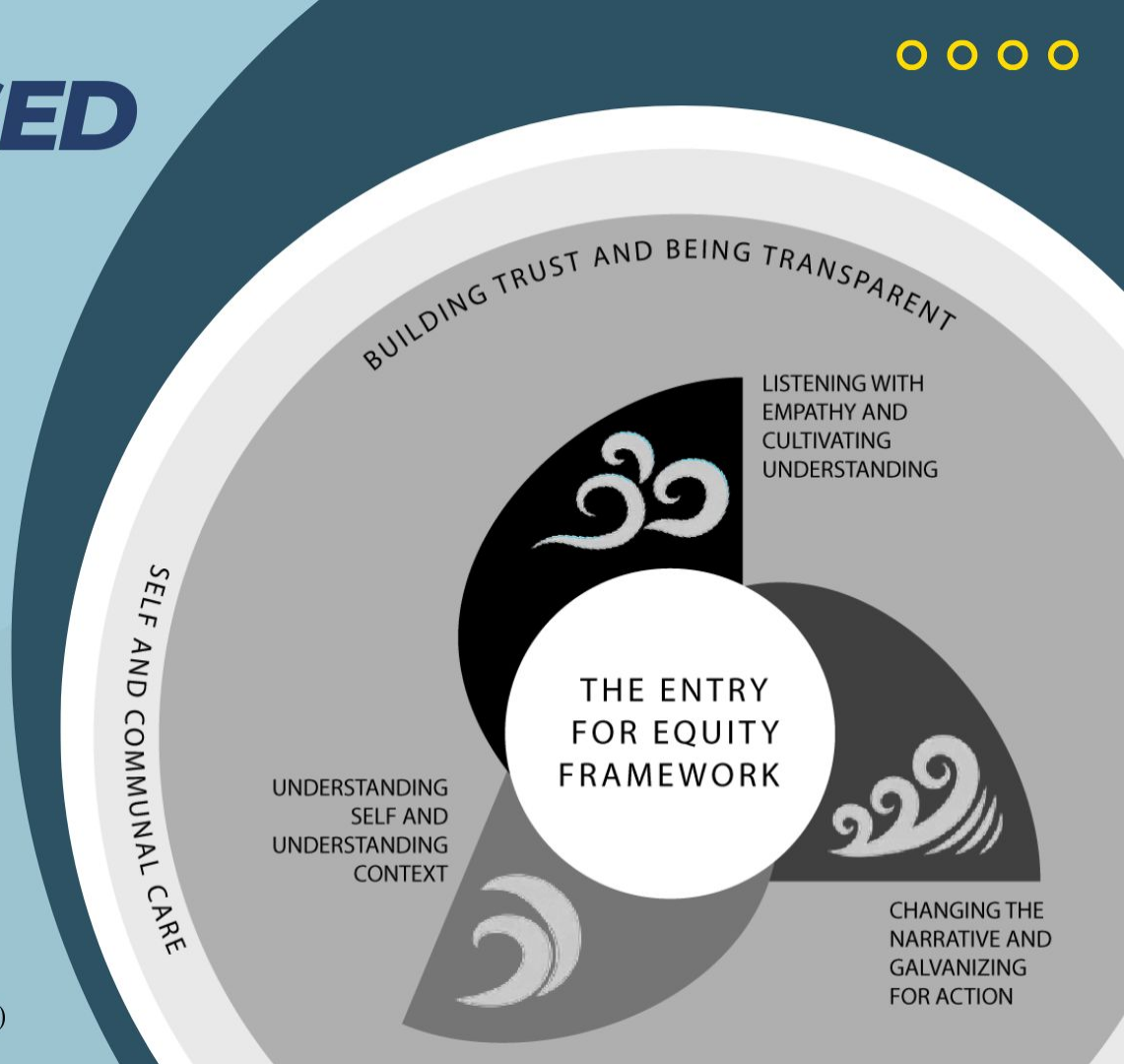




# EQUITY-FOCUSED LEADERSHIP ENTRY

- Being Transparent & Building Trust
- Understanding Yourself
- Understanding Your Context
- Listening with Empathy
- Cultivating Understanding
- Changing the Narrative
- Galvanizing for Action
- Self and Communal Care

(Cheatham, et al., 2022)



# OUR OBJECTIVES

To help new leaders:

- Understand the **challenges and opportunities** associated with leadership entry
- Attend to **trust and transparency** during entry
- Explore crucial dimensions of successful leadership entry
- Consider the importance of **self care and care for others**
- Develop an entry plan that is **equity-focused** and human-centered







# DISCUSSION





A young boy in a classroom, wearing an orange sweater, is smiling and raising his right hand. In the background, other students are visible, including a girl with glasses and another boy in a striped shirt, also raising their hands. The scene is set in a classroom with desks and a whiteboard.

# QUESTIONS

THE ENTRY  
FOR EQUITY  
FRAMEWORK



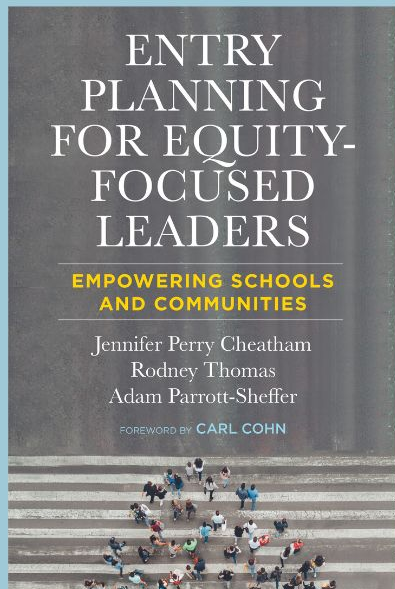
CHANGING THE  
NARRATIVE AND  
GALVANIZING  
FOR ACTION

SELF AND COMMUNAL

TRUST AND BEING TRANSPARENT

“There is a better way to do this work and **it begins with us**. There is an opportunity to introduce healthier routines that foster healing, self-care, and care for others **from the very start.**”

# KEEP LEARNING



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