AWSP Leadership Framework 3.0

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THE AWSP
LEADERSHIP FRAMEWORK
FOR PRINCIPAL EVALUATION
Association of Washington School Principals
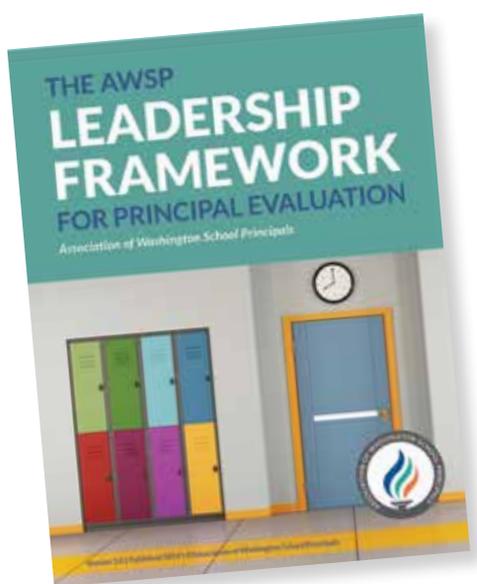
Interested in becoming a Framework Feedback District? Contact Jack Arend at **jack@awsp.org**. Learn more at **www.awsp.org/framework**.

This past August, AWSP released an initial rollout of the AWSP Leadership Framework 3.0. The AWSP Framework 3.0 is the result of a process that included an analysis of other school leadership frameworks, feedback from focus-groups, and interviews with principals and their supervisors who have been using the original AWSP Framework.

Like the frame of a house, this framework is designed to provide a foundation and structure for conversations leading to the development of building principals and assistant principals. Resources and commentary have been added to this version in order to support and emphasize the importance of growth-oriented conversations. Purposeful dialogue is what will bring this document to life.

WE NEED YOUR HELP

AWSP is looking for districts from all nine ESDs who are willing to "test-drive" and review this draft by February 1, 2020, to provide feedback that will inform the final version. The final version will be implemented statewide during the 2020-21 school year. If you are interested in becoming a Framework Feedback district, contact us by Nov. 1. Framework Feedback districts will receive a complimentary print copy of the Framework 3.0 draft for each administrator.

WHAT HAS CHANGED?

We've added consistency to the format across all eight criteria and levels of the rubrics. Additionally, the descriptions outside the rubric boxes have grown, while verbiage inside is more succinct. No leadership framework can encompass the complex role of the school principal — that was not our aim. Our goal was to create

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a document that provides structure for conversations leading to the improvement of leadership practices. See the revisions at-a-glance in the chart on the following page.

RATING

Rating (assigning a numerical score) can be counterproductive and an unreliable use of a framework that has been designed to improve leadership practices. The overuse of mathematical calculations to derive a final "evaluative score" causes time-consuming distractions and can inhibit the holistic analyses of performance and results. The language of each rubric should be used as guidance, keeping in mind that leadership is nuanced and complex and should be contextualized within the unique opportunities, challenges, and goals of the school community. Words such as *minimal*, *measurable* and *significant* can only be understood and calibrated through growth-focused dialogue. Significant growth in one school may not be significant in another.

THANK YOU

We thank the many educational leaders across our state who served as critical friends throughout the work. Their honest feedback and encouragement, based on a commitment to our profession, is a model for the conversations we hope this Framework facilitates between school leaders and those who support their growth. ■

FRAMEWORK REVISIONS AT-A-GLANCE

THINGS THAT STAYED EXACTLY THE SAME

- The 8 Criteria have not been changed. They are established in state statute.
- Twenty-three of the 28 elements in Version 2.0 are identical to 23 of the 31 Components in Version 3.0. (The term *Elements* in 2.0 was changed to *Components* in 3.0 to align with instructional frameworks.)

REVISIONS IN THE ELEMENTS/COMPONENTS SECTION OF THE FRAMEWORK

ELEMENTS IN 2.0 THAT ARE NOT COMPONENTS IN 3.0

3.4 Assists staff to use data to guide, modify and improve classroom teaching and student learning.

5.3 Assists staff in implementing effective instruction and assessment practices.

6.2 Managing human resources (ongoing professional development).

6.4 Fulfilling legal responsibilities.

8.2 Demonstrates a commitment to close the achievement gap.

These concepts are addressed in Version 3.0, but they are now embedded in other components.

COMPONENTS IN 3.0 THAT ARE NOT ELEMENTS IN 2.0

1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner.

2.3 Creates and protects identity safety.

3.3 Creates data-driven plans for improved teaching and learning.

6.1 Managing self — Element 6.1 in Version 2.0, Managing human resources (assignment, hiring) was split into Component 6.2 Hiring and 6.3 Assigning.

7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved. Element 7.2 in Version 2.0, Partners with Families and School Community, was split into Component 7.1 Partners with Families and 7.3 Partners with School Community.

8.2 Creates plans to dismantle barriers and increase achievement.

REVISIONS TO RUBRIC LANGUAGE

VERSION 2.0

Moving from Unsatisfactory to Distinguished was additive, sometimes resulting in 15-20 different topics added to an element for an administrator to be considered Distinguished. This left the impression that it was *more work* to become distinguished, rather than *more effective practices.*

VERSION 3.0

Each component is consistent and conforms to the general description that Unsatisfactory is ineffective practice, Basic is semi-effective practice, Proficient is effective practice and Distinguished is effective practice that is pervasive throughout the school.

GENERAL REVISIONS

- An effort was made to reflect a stronger sense of equity throughout Version 3.0.
- Examples of proficient leadership behaviors are included in Version 3.0.
- A general description of Levels of Leadership performance was included in each component in Version 3.0, prior to the exact rubric language in the elements that follow.
- An effort was made to cross-reference topics, linking specific leadership efforts in one component to the same leadership expectation in another component.