

# AWSP MEMBER HANDBOOK

*Information to Help You on Your Leadership Journey*



# Thanks For Being a Part of Our AWSP Family!

Serving as a school administrator is one of the most important, and sometimes thankless, roles in education. So thanks for all you do everyday for your students. AWSP is proud to serve you as your professional association for principals, assistant principals, and principal interns. Our mission is to support principals and the principalship in the education of all students.

We serve over 3,800 members from elementary, middle, and high schools, as well as policymakers and central office administrators. Membership opens the doors to opportunities to help enhance your development as a leader and advance your career path. There are professional development seminars, award-winning publications, networking events, and a career center.

We work closely with principals statewide through boards and committees so member interests are accurately and fully addressed. Our organizational structure ensures we can be responsible to the changing needs of our members, regardless of school level, issue, or geographic region. Our affiliations with the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) provide our members with legal support and the latest information on trends, policy issues and events, both regionally and nationally.

## About This Handbook

We created this AWSP Member Handbook to help you keep important membership and principal evaluation information together in one place. The table of contents outlines the information you will find in this Handbook. We hope you will reference it throughout the year. Please don't hesitate to contact us for any reason—we are here to help. Our number is 800.562.6100. Thanks for letting us support you as you work so hard to leave a forever impact on your students and school.

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**Our Mission:** To support school leaders in the education of each and every student.

### THE TEAM

#### MANAGEMENT & ADMIN

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Executive Director

**Greg Barker**  
WSPEF\* Deputy Director

**Kim Marquette**  
Operations Director

**Kerry Mill**  
Administrative Assistant and Member Support Specialist

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Special Projects Coordinator

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Associate Director (Inclusion Project Lead)

#### STUDENT PROGRAMS

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Director of Student Programs (AWSL\*\*)

**Joe Fenbert**  
Program Director (AWSL\*\*)

**Chase Buffington**  
Cispus Learning Center Director

### GOAL 1

Identify and dismantle historically inequitable and deeply entrenched systems in our state by equipping school leaders with the knowledge, skills, and confidence to lead equity in their respective contexts.

### GOAL 2

Support the sustainability and effectiveness of school leaders in order to reduce the negative consequences related to constant turnover, specifically in the schools where leadership is needed most.

### OUR WHY

Principal leadership matters. We exist to ensure that every student in every school has highly effective, visionary, gap closing, and sustainable building leadership.

### AWSP BOARD (Dr. Scott Seaman/Kim Marquette)

**Cameron Grow**, President | **Paul Marquardt**, AWSP President-elect | **Ken Schutz**, Past President | **Heather Renner**, Budget Chair

### AWSP GRADE-LEVEL LEADERSHIP COMMITTEES

#### Elementary Principal Leadership Committee (Gina Yonts)

CHAIR: CHRIS VISSERMAN | Represents 9 ESD Regions | 1,671 Members

#### Middle Level Principal Leadership Committee (Kurt Hatch)

CHAIR: TODD HILMES | Represents 9 ESD Regions | 788 Members

#### High School Principal Leadership Committee (Scott Friedman)

CHAIR: JOHN BELCHER | Represents 9 ESD Regions | 1,045 Members

Chair, Past Chair, Vice Chair, and Budget Rep from each Grade-Level Leadership Committee (GLLC) serves on the AWSP Board of Directors. Each GLLC Executive Committee also has an NAESP/NAASP Advocacy Rep, as well as, a Small and Large School Reps.

### ADVISORY COUNCILS

Advocacy  
Professional Learning  
Member Services  
Diversity and Equity  
Student Programs  
Learning Centers  
Communications  
Assistant Principal  
Digital Principal  
Alternative Learning Environments (ALE)

**STRONG LEADERS. STRONG SCHOOLS.  
STRONG STUDENTS.**

There are lots of opportunities to get involved and engaged in statewide leadership. Call us at 800.562.6100 to learn more.

# AWSP MEMBERSHIP: THE MORE YOU KNOW

Serving as a school administrator is one of the most important, and sometimes thankless, roles in education. AWSP is proud to serve you as your professional association. Our mission is to support principals and the principalship in the education of all students.



Membership in AWSP gives you instant access and fellowship with more than 3,800 school leaders across the state.”

Membership in AWSP gives you instant access and fellowship with more than 3,800 school leaders across the state. Our programs and resources are specifically designed to help you manage your administrative duties and address the concerns facing today's building leaders. Members receive the latest information on trends, policy issues and events, both regionally and nationally.

AWSP Active membership is for principals, assistant principals and others employed in professional work related to the elementary, middle level or high school principalship. Over 96% of Washington state's public school principals and assistant principals professional membership dues are billed to their school district as a benefit of their collective bargaining agreements. AWSP Active membership automatically includes "full" membership in one of our national association affiliates (NAESP Active or NASSP Individual).

## What Does This Mean?

Through your affiliated "Active Membership" status with the National Association of Elementary School Principals or National Association of Secondary School Principals, you have \$2 million worth of professional liability insurance coverage, and a legal benefit fund that is built up at a rate of \$1,000/year based on **continuous membership**, up to a maximum of \$10,000. Each affiliate offers more benefits such as additional insurance coverage, various discounts, publications, and resources in addition to national advocacy on behalf of principals in the education of all students nationwide.

## Change of Status?

Have you recently changed jobs? A change to your position, school district and/or email address may mean a lapse of your AWSP membership status, and a monetary benefit loss through your national affiliate (NAESP/NASSP) "continuous membership" legal fund.

Automatic renewal of your AWSP membership is dependent on your current position and may not happen through the school district office. AWSP recommends that you inquire and inform district staff of your choice for professional memberships.

If you move from an elementary school to/from a secondary school, you can switch your national affiliation. As an AWSP member, your professional liability insurance coverage and legal benefits are transferable between our national affiliates.

## No longer a principal or assistant principal? An AWSP Associate Membership May Be For You!

As people explore different career opportunities, we've found it helpful to provide a variety of services to meet our members' needs. Remain active in AWSP through an Associate membership.

Many former principals now working in the educational field other than the principalship choose to retain AWSP membership through our Associate membership category for our robust array of member benefits. First-class professional learning opportunities, conferences to enhance leadership skills, award-winning publications and a wealth of resources to help you stay on top of policy, trends and best practices.

All AWSP member types are eligible for free professional advice from AWSP executive staff on employment-related issues. Our seasoned staff can help you navigate a thorny issue or offer a helpful second opinion. Our services are always confidential and respectful of all parties involved. Early counsel can not only save time and money, it might also save your career.

Associate members may choose to also retain their national affiliate membership. **Renew as either a NAESP Active or NASSP Individual member to retain your**

**\$2 million liability policy and legal fees in the case of an employment-related civil suit which can only be activated if you retain your memberships.**

## Stay Connected in Retirement

If you are no longer employed full-time in education, but you would like to stay involved in work you have a passion for, join AWSP as an Emeritus Member. Emeritus members are eligible for service on committees and short-term projects or programs, receive all publications, access to AWSP's website resources, as well as free registration to the annual conference.

**Combine your AWSP Emeritus membership with renewal in your national affiliate as NAESP Emeritus or NASSP Retired to retain your professional liability and legal coverage.**

Although most members never utilize this benefit, members in need appreciate that these resources are available. You pay to protect your home, your car, your health care, and your family in the event of your death. Protect your livelihood in the event of an unexpected job-related action that may arise after you retire or leave the principalship.

Questions about your options or eligibility? Please don't hesitate to contact AWSP—your AAA provider for professional services!



AWSP Active membership is for principals, assistant principals and others employed in professional work related to the elementary, middle level or high school principalship.”

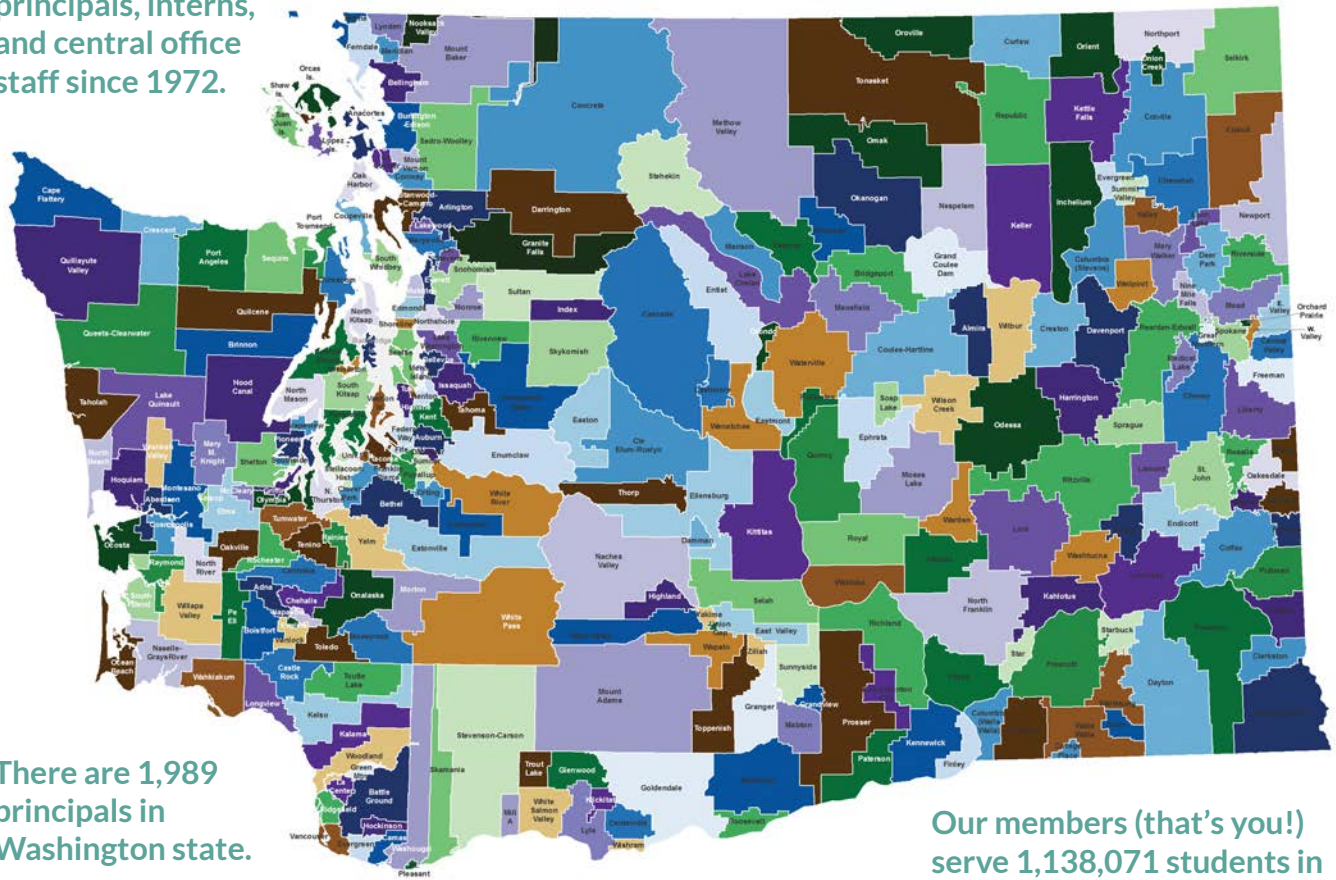
*Written by your AWSP Membership Support Team: Annalee Braley and Cris Sippel*



# Our Association, Our State, and Our Membership (YOU!)

AWSP has served principals, assistant principals, interns, and central office staff since 1972.

98% of Washington principals are AWSP members.



## Education Partner Organizations in Washington State

AEA: Alliance of Educational Associations  
AESD: Association of Educational Service Districts  
AWSL: Association of Washington Student Leaders  
AWSP: Association of Washington School Principals  
CISL: Center for the Improvement of Student Learning  
CSTP: Center for Strengthening the Teaching Profession  
HEC Board: Higher Education Coordinating Board  
LEV: League of Education Voters  
LFA: Learning First Alliance – Washington  
OSPI: Office of Superintendent of Public Instruction  
PEAB: Professional Education Advisory Board  
PEI: Pacific Education Institute  
PESB: Professional Educator Standards Board  
PLEA: Professional Learning Equity Alliance  
PSE: Public School Employees of Washington  
ReadyWA: Ready Washington  
SBE: Washington State Board of Education  
SIA: School Improvement Assistance Program

STAND for children  
WACA: Washington Activity Coordinators Association  
WALA: Washington Association for Learning Alternatives  
WASA: Washington Association of School Administrators  
WASBO: Washington Association of School Business Officials  
WACTE: Washington Association for Career and Technical Education  
WCEAP: Washington Council of Education Administration Programs  
WEA: Washington Education Association  
WERA: Washington Education Research Association  
WIAA: Washington Interscholastic Activities Association  
WSAC: Washington Student Achievement Council  
WSASCD: Washington State Association for Supervision and Curriculum Development  
WSPEF: Washington State Principals' Education Foundation  
WSPTA: Washington State Parent Teacher Association  
WSSDA: Washington State School Directors' Association

*We can and will serve the students in our state better by working together!*

# AWSP STRA



**AWSP**  
ASSOCIATION OF WASHINGTON  
SCHOOL PRINCIPALS

# STRATEGIC PLAN

Principals  
in the  
events.

## Goal 1: Equity

- a. Lead on diversity & equity issues for historically underserved populations.
- b. Use an equity lens to best serve all of our members.

## Goal 2: Principal Support

- a. Work to create longer principal tenures within their buildings.
- b. Shape the role and responsibilities of the principal. Make the job as fulfilling and sustainable as possible.

## Goal 3: AWSP Health

- a. Maintain capacity through key transitions.
- b. Increase our own knowledge, abilities, and strategies used as a staff.
- c. Prepare for emergencies or unexpected/sudden staff departures.

Member Support	Diversity & Equity	Student Leadership	Learning Centers	Communications
<p>Support the use of the AWSP Leadership Framework.</p> <p>Provide legal and professional support.</p> <p>Provide coaching and mentoring services.</p> <p>Facilitate connection of members to each other.</p>	<p>Provide professional learning opportunities.</p> <p>Research and share best practices.</p> <p>Collaborate with other organizations and individuals.</p> <p>Encourage involvement of under-represented members.</p> <p>Work to diversify the school work force.</p>	<p>Train and empower students to lead.</p> <p>Support adults engaged in student success.</p> <p>Provide resources for engagement and empowerment.</p> <p>Promote opportunity and the value of students as leaders.</p>	<p>Provide unique and affordable facilities for learning.</p> <p>Offer courses and curricular resources for STEM and other education programs.</p> <p>Utilize staff expertise to support programs.</p>	<p>Ensure members are informed.</p> <p>Learn the needs of our members.</p> <p>Build relationships with members and stakeholders.</p> <p>Promote AWSP as one of the state's leading education organizations.</p>
See initiatives on page 10.	See initiatives on page 11.	See initiatives on page 12.	See initiatives on page 13.	See initiatives on page 14.

# ADVOCACY

AWSP provides a strong and respected voice on state and nationwide issues affecting schools and principals. We focus our legislative efforts on what's best for students and ensure support for the administrators who lead their schools. The Director of Government Relations and Advocacy attends regular meetings with other education associations and various work groups regarding issues and policies that are important to principals. National advocacy efforts are coordinated with the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).



## Advocacy Committee

Our government relations efforts and legislative platform are focused through a statewide, grassroots Advocacy Committee which helps us identify and prioritize issues critical to our members. The 35-member committee includes practicing principals from each grade level within each of the state's 10 congressional districts. The Advocacy Committee serves as both liaison and resource to the AWSP Board on legislative matters. Members communicate with principals around the state on issues of concern, monitor legislative action and assist with testimony as appropriate. The committee meets in person twice each year and holds weekly conference calls during the legislative session.

## Make Your Voice Heard

Legislators need to hear from principals. We know how hard it is to take time away from your building but if you're able to testify in Olympia during session, let us know and we'll smooth the way. We also encourage our members to be in contact with their legislators. One of the most effective ways to familiarize lawmakers with the issues your school or district is facing is to invite them to visit. Ask them to attend a PTA meeting, join a staff meeting or come to your school to talk with students and teachers. Add them to your newsletter distribution list so they can follow your school's progress.

## Torch of Leadership Award

The Torch of Leadership Award honors individuals serving in the Washington state government who have demonstrated outstanding support of principals and the principalship. The award was established in 2009.

Nominations are submitted by members of the AWSP Advocacy Committee and the final selection is made by committee and AWSP staff members. Recipients are named in the spring after the legislative session and honored in October at AWSP's fall meeting of the Advocacy Committee.



2019 Torch of Leadership Winner  
Rep. Laurie Dolan

## Join the PAC—Your Contributions are Voluntary—and Needed

Principals in Washington state can take an active role in the political process by joining AWSP's political action committee or PAC, the Washington School Principals Legislative Effectiveness Association. AWSP-WSPLEA raises and spends money to support candidates and issues that are important to the principalship and to education. It is entirely funded by member donations. No AWSP dues are used to support AWSP-WSPLEA activities. AWSP has 3,513 active members, yet only about 206 are members of the PAC. We need your help to stay on top of education issues at the state and federal levels. Join today!

Find the PAC membership form online and contribute using the following methods:

- Monthly automatic payroll deduction through your school district | (\$10 per month minimum)
- Monthly automatic withdrawal from your bank account | (\$10 per month minimum)
- Annual payment via check or credit card | (\$75 per year minimum, Jan. 1-Dec. 31)





# PROFESSIONAL LEARNING

## AWSP's Leadership Continuum

AWSP's Leadership Continuum for principal professional learning guides leaders through their entire career as a school principal. AWSP offers training opportunities divided into four stages of a principal's career—from aspiring to become a principal, to launching in their first year, to building up leadership skills and finally mastering the profession. The illustration below shows the flow of the continuum, as well as descriptions of each of the four training opportunities offered by AWSP.



### Aspiring School Leaders Network (ASLN)

To establish the mindset, leadership intelligences, and community of peers necessary for aspiring administrators to envision themselves as future learning leaders.

### Launching Principal Leadership Network (LPLN)

To provide administrators who are new (or new to their school) with the skills, resources, and community of peers necessary to cultivate culture, assess systems, and understand the leadership necessary for the unique context of their learning organization.

### Building Effective Leadership Network (BELN)

To equip established administrators with the supports needed to effectively sustain culture, build systems and develop their learning organization, while affording the self-care necessary to building a sustainable career as a learning leader.

### Mastering Principal Leadership Network (MPLN)

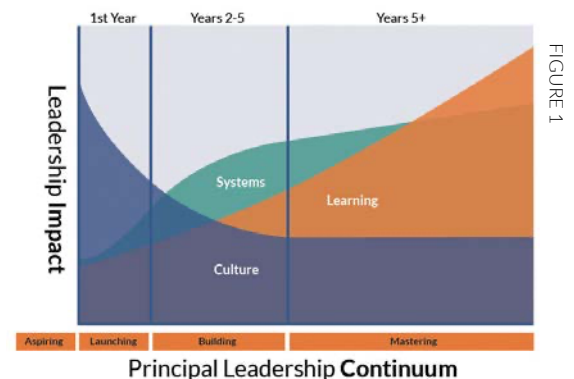
To promote the self-actualization of learning leaders through the continuous growth of themselves and their learning organization to ensure a school of equity and excellence which leaves a lasting legacy.

## Statewide Problem of Practice (POP)

Only **one out of four principals** are in the same building after five years. This high turnover rate of building principals is costly in dollars, time, relationships, and—most importantly—**impact on student learning**.

## What Can We Do? AWSP's Theory of Action

If we can accelerate the effectiveness and longevity of principals in the same building, we can positively influence school **culture, systems and learning** for all stakeholders. (See figure 1.)



## How Do We Do This? Becoming While Doing

We put our Theory of Action into practice by offering powerful, engaging, relevant, and timely professional learning, focusing on not just **what leaders do**, but **who they become** as leaders. With the partnership of the School Leader Collaborative, we developed the School Leader Paradigm (See figure 2.)





# MEMBER SUPPORT

## How AWSP Supports Members Like You

Member support comes in many forms and happens on a daily basis. From offering a second opinion on the everyday challenges of the principalship to navigating thorny legal issues for job protection, we're here to provide confidential assistance and counseling to help you resolve issues in a professional, timely manner. Our seasoned staff has been where you are. Every administrator needs professional advice or legal counsel from time-to-time. It's the nature of the job.

### AWSP Leadership Coaching Services

AWSP defines Leadership Coaching as a learning partnership between a coach and a principal in service of the development of leadership capacity in the principal. As a team, the pair identify growth goals, and through cycles of inquiry and action, the principal develops the self-awareness, skills and strategies to achieve those goals.

Any AWSP member currently serving in a leadership position in a Washington school may access leadership coaching services. Whether just starting out or a successful veteran administrator, a leader can benefit by the opportunity for individualized professional development through a non-supervisory partnership.

### AWSP New Principal Mentoring Services

Principal mentoring can support the development of novice school administrators as instructional leaders and increase principal retention, contributing to greater stability in school reform efforts over time.

AWSP's mentoring program is designed to pair new principals with a qualified mentor specially trained by AWSP to support a new principal in their first years of building leadership. Mentees will receive 40 hours (3-4 hours/month) of 1-on-1 mentoring across the school year, with a focus on skill and talent development. Additionally, mentees have the option to enroll in AWSP's Launching Principal Leadership Network. (Learn more at [www.awsp.org/LPL](http://www.awsp.org/LPL).) Individual mentoring coupled with the Launching Principal Leadership Network provides a strong foundation helping to ensure a successful first year of building leadership.

Find more information about each of these member support offerings at [www.awsp.org](http://www.awsp.org), or call our office at 800.562.6100.



## AWSP Professional & Legal Services

School administrators may need professional advice or legal counsel on employment-related issues during the course of their career. Professional and legal services related to your employment as a building administrator are a benefit of your AWSP membership.

**Professional Advice:** All AWSP members (Active, Associate, Emeritus, Intern) are eligible for professional advice from AWSP executive staff on employment-related issues, at no cost. Our seasoned staff can help navigate a difficult issue or offer a helpful second opinion. Our services are always confidential and respectful of all parties involved.

**Legal Services:** Assistance in obtaining legal counsel for employment-related matters is available only to Active AWSP members. Situations that existed prior to the effective date of Active membership are not eligible. Your Active AWSP membership is provided in partnership with the National Association of Elementary School Principals (NAESP) or the National Association of Secondary School Principals (NASSP).

#### Benefits include:

- Up to \$10,000 for employment-related legal fees based on continuous years of Active membership with AWSP.
- Up to \$14,000 that can be used for reimbursement of legal expenses for employment-related criminal cases in which the AWSP Active member is exonerated.
- A \$2 million liability policy that can be activated in the case of an employment-related civil suit. Learn more about these programs at [www.naesp.org](http://www.naesp.org) or [www.nassp.org](http://www.nassp.org).

**Principal 911: We're Here for You!**  
**Call us at 800.562.6100.**

# DIVERSITY & EQUITY

Committed to a strategic plan that compels us to lead for equity, AWSP prioritizes time and effort toward providing professional learning and resources on topics related to equity, including effective school-wide discipline practices and the psycho-social impacts of structural racism.

AWSP also provides critical resources to increase cultural competence in order to help leaders create learning environments that will increase achievement for each and every student.

## Closing the Gap

Our programs, advocacy, and strategic planning center on elevating our members' capacity to close gaps and reduce inequities for traditionally underserved populations.

One of AWSP's priorities is to help leaders increase their racial literacy and understand how the concept of race is constructed in schools in order to dismantle its negative impact on students' ability to learn and thrive.

Gap-closing leaders are racially literate and have a clear understanding of their racial identity. They understand how bias, stereotype-threat, micro-aggressions, and race impact leadership and learning.

*AWSP empowers school leaders to be catalysts for ensuring accessible and successful learning experiences for every child.*

## The Diversity & Equity Committee

Comprised of school leaders from across the state, AWSP's Diversity & Equity Committee (DEC) advocates on your behalf and helps guide our statewide mission. DEC members push legislators to be mindful of historical inequities, to significantly reduce the use of deficit and damage-centered data and center the specific needs of underserved populations in their decision making. Recognizing the disparate outcomes that continue to impact our system, the DEC unflinchingly breaks through the silence and raises a collective voice on behalf of marginalized students.

**"No hables a menos que puedas mejorar el silencio."**  
*Don't speak unless you can improve the silence.*

-Jorge Luis Borges

## The Equity Conference

In partnership with WASA and WSSDA, AWSP plans and leads the annual *Equity: From the Boardroom to the Classroom* conference with annual attendance averaging 550 educators from over 90 districts and organizations. Past speakers include Dr. Robin DiAngelo, Dr. Tony Greenwald and Dr. Jeffery Duncan-Andrade.

AWSP continually strives to provide timely and topical resources that enable leaders to recognize and courageously alter bias, racism and inequitable systems.

*"Everything I attended challenged me to think about myself and race, as well as how that all fits into this complicated work of hearing, supporting and educating students."*

- Conference Attendee



## Foundational Texts

We use the following as foundational texts to guide our leadership development work:

- *Blindspot: Hidden Biases of Good People* by Dr. Mazarin Benaj and Dr. Tony Greenwald
- *What Does It Mean to Be White?* by Dr. Robin DiAngelo



# STUDENT LEADERSHIP

## Start with Equity

The Association of Washington Student Leaders (AWSL) is the division of AWSP providing leadership opportunities designed to support and increase the academic and social success of all students. AWSL is committed to helping schools analyze their student leadership programs through a lens of equity, opportunity and access. AWSL promotes the following equity goals:

- Opportunities for students to lead, represent and reflect the demographics of the school.
- The school promotes multiple opportunities and access points for all students to lead.
- All students can learn to lead, just like all students can learn math, English, social studies and other content areas.

## Strategic Target Areas

### Target 1: Train and Empower Students to Lead

Everyone can lead—whether it takes the form of leading oneself in the classroom, leading the school in a meaningful assembly, or leading focused conversations with peers on school improvement. Student leadership programs should provide opportunities for all students to gain the 21st century skills of collaboration, critical thinking, communication, and creativity.

AWSL provides training opportunities through camps, retreats, one-day workshops, and custom programs. A common thread in all programs is the role of student leaders in supporting the work of principal leaders by helping to Create Culture, Ensure Safety, Plan with Data, Manage Resources, Close the Gap and Engage the Community.

- Elementary school programs delivered at your school
- Middle level workshops, retreats, and camps scheduled regionally throughout the year
- High school conferences, camps, and local trainings

### Target 2: Support Adults Engaged in Building a Culture of Student Success

AWSL adviser trainings provide professional learning and clock hour opportunities in traditional areas, like leadership class design or the nuances of ASB financial issues. Thinking outside the box, what other adults in your building could benefit by learning skills to help facilitate a culture of student success? Playground supervisors with proactive strategies to engage kids in positive playground behaviors? Advisory teachers who might struggle with lessons that are out of their subject area? Custom trainings for adults are available to support your goals. With AWSL membership, we can provide direct connections to advisers (new and experienced) to resources and consultation.

### Target 3: Provide Resources for Engagement and Empowerment

Updated and affordable, our current publications include:

- Inspiring Students to Lead, a K-6 resource guide.
- Starting in the Middle, a middle level resource for leadership class or advisory.
- Building Leaders for Life, a high school leadership class curriculum for a semester or year-long course.

Each publication provides easy to follow lessons and support materials focused on our AWSL Goals and Objectives using language from Washington State Social Emotional Learning Standards of Self-Awareness, Social Awareness, Self-Management, Social Management, Self-Efficacy, and Social Engagement as well as the Principals' Framework and 8 criteria.



### Target 4: Promote the Value of Student Leadership

Principal leaders and student leaders can work as partners to improve schools. The eight criteria of the AWSP Leadership Framework were created for principals, yet in reality, student leaders are focused on the same goals. Using the Leadership Framework, principals and students develop common language and initiatives for improvement.

Student leadership opportunities create spaces where students belong. They provide for positive peer interactions, near-peer relationships, and the opportunity to work with supportive adults outside the classroom. Students “put down their devices” and engage in real time—learning to communicate, problem solve, plan, and execute. They develop life-long essential human skills. With Target 4, we share strategies and stories to help schools develop a culture where all students belong and can grow as leaders.



To learn more,  
visit us at  
[AWSLeaders.org](http://AWSLeaders.org).



# LEARNING CENTERS



## Mission

The mission of the Association of Washington School Principals' (AWSP) Learning Centers is to furnish functional, aesthetically sound facilities and curricular resources for supporting outdoor education and leadership training to young people. In addition, we provide facilities and outdoor education learning opportunities to various adult and student groups deemed compatible with our setting.



## Features

- Outstanding, modern facilities at a reasonable cost
- Environmental science and outdoor education
- Staff team building
- Meals prepared on-site
- A comprehensive challenge course
- Student leadership training
- Traveling challenge course program
- Custom programs to fit the needs of your group



## Our Visitors

Each year, both students and adults use AWSP's Learning Centers to better understand themselves and the natural environment. Groups utilizing the learning centers include:

- Teaching staff
- Sports teams
- Youth groups
- Service organizations
- Statewide conferences
- University researchers
- College interns
- Leadership camps
- Craft groups
- Any business visiting with an educational purpose, and more!

“The Learning Centers provide experiential learning where all people can grow in unique settings. – *Learning Centers Advisory Committee*”

## Cispus Learning Center



AWSP first began its outdoor education programs in 1981 at the Cispus Learning Center in Randle. Cispus serves more than 16,000 students and adults each year and is the premiere outdoor education center in western Washington. More than one million guests have used the woods surrounding Cispus to better understand themselves and the natural environment.

## Chewelah Peak Learning Center



Chewelah Peak is a year-round facility located 50 miles north of Spokane. The Center sits at the 4,000-foot level of Chewelah Peak on 20 acres of wilderness land. It first opened its doors in September 2003 to support outdoor learning for K-12 students in eastern Washington.

Learn more and book a reservation at [www.awsplearningcenters.org](http://www.awsplearningcenters.org).

# COMMUNICATIONS

How do you keep your sanity in an age of rapid-fire communications and information overload? Let us help. We share the latest research, legislation, and stories from the field. We stay on top of trends nationally and locally. If it affects the principalship, we'll let you know. We offer a resource-rich website, videos, podcasts, e-newsletters, a printed magazine, and social media channels to allow us to inform and amplify the principal voice.

## AWSP e-Newsletters

**Principal Matters:** If it affects the principalship in Washington state, you'll hear about it in Principal Matters. Topics cover leadership, research, administration, operations, ASB issues, outdoor education, student activities, and more. *Published twice per month.*

**Legislative Update:** Popping up in your inbox most Fridays during the legislative session, Legislative Update covers everything from educational requirements and health care to principal evaluation—all from the principals' perspective. *Published weekly during session.*

**In The Loop:** School administrators who have direct responsibility for student activities will appreciate In The Loop. Topics cover leadership programs for middle level, high school and Latin(x) students, summer camps, resources, curriculum and more. *Published monthly.*

## Washington Principal Magazine

Washington Principal is the official print publication of AWSP. This award-winning, quarterly magazine features articles written by practicing principals, district communicators and other school administrators. Articles focus on what's happening now in K-12 education in Washington state, giving you access to resources you can't find anywhere else.



## Business Partners and Sponsors

AWSP is proud to partner with business partners and sponsors who benefit our members in many ways, from investments to insurance to professional and personal growth. We value the quality services they deliver to our members. View a list of them at [www.awsp.org](http://www.awsp.org).



## AWSP TV is Now LIVE!

AWSP launched its first-ever live-streamed segment in April 2019, with State Supt. Chris Reykdal and Deputy Supt. Dr. Michaela Miller. During AWSP TV Live, members can ask our studio guests questions in real-time and get live answers! Watch at [www.awsp.org/live](http://www.awsp.org/live).

## AWSP Website

AWSP redesigned its website in June of 2018, keeping the needs of our members front and foremost. The website features personalization, customization, responsive design, an improved search feature, and a myriad of resources. Visit [www.awsp.org](http://www.awsp.org).

## We're Quite Social

We love to post, tweet, chat, film, and share with our members. Here are the social media channels and pages we use to get the latest information out to members. Be sure to subscribe to them all!

- **YouTube:** You'll find our twice-monthly AWSP News episodes here, as well as video workshops, "Fast Five" videos, "Fact or Fiction" videos, AWSP TV segments, and videos highlighting the successes of schools across the state.
- **Facebook ([facebook.com/awsp\\_principals](https://facebook.com/awsp_principals)):** This is where we post highlights from our association, partner organizations, and the general education world.
- **Twitter (@AWSP\_principals):** Stay up-to-date with news snippets and information shared by our team and partner education organizations.
- **Flickr ([awsp\\_principals](https://awsp_principals)):** If you want to see photos from a workshop or special event, you'll likely find it here!
- **Instagram ([awsp\\_principals](https://awsp_principals)):** Find inspiring photos, messages and graphics about the principalship.

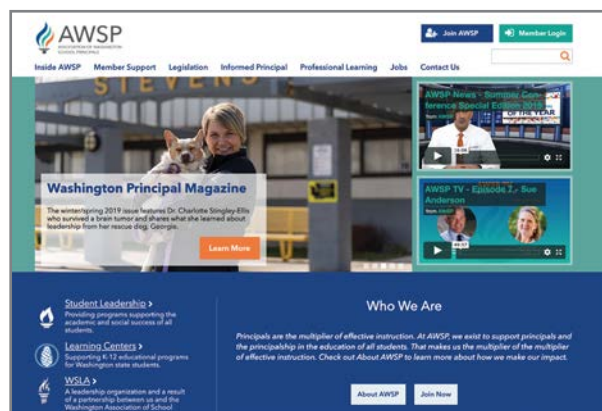


# GET INVOLVED

AWSP has so many ways for you to get involved with our association and your colleagues. Whether you have a lot to give back or just a little time, there's a way for you to become a bigger part of us.

## Serve on a Board or Committee

AWSP/WSPEF Board  
Elementary Principal Leadership Committee  
Middle Level Principal Leadership Committee  
High School Principal Leadership Committee  
Advocacy Committee  
Professional Services Committee  
Diversity and Equity Committee  
Student Leadership Committee  
Learning Centers Advisory Committee  
Communications Advisory Committee  
Assistant Principal Advisory Committee  
Alternative Learning Environments (ALE) Committee  
Small Schools Committee



## Stay Informed with Us

Sign into our website for personalized content  
Watch AWSP News  
Read Washington Principal  
Read Principal Matters and Legislative Update  
Read and subscribe to our blog  
Subscribe to us on YouTube  
Subscribe to our podcast  
Subscribe to us on social media  
Tag us in social media content



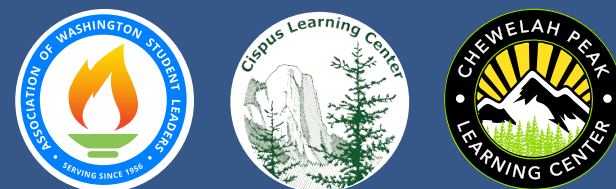
## Attend Pro Learning Events

Summer Conference  
Equity Conference  
Aspiring School Leaders Network  
Launching Principal Leadership Network  
Building Effective Leadership Network  
Mastering Principal Leadership Network  
Assistant Principal Leadership Network  
WELL Summit (Women in Education Leading and Learning)  
Principals of Literacy Institute  
ASB Finance Workshops



## Have Your School Join AWSL

Send teams to workshops, retreats, events and camps  
Dive into our curriculum and resources  
Follow AWSL on social media



## Utilize Our Learning Centers

Schedule a visit to Cispus or Chewelah Peak Learning Center today!  
Plan your visit at [www.awsplearningcenters.org](http://www.awsplearningcenters.org).

## Share Your Ideas and Experiences

Advocate for your students, staff, community and colleagues  
Join the PAC  
Write for our blog or magazine  
Present at a workshop or Summer Conference  
Be in a video  
Become a mentor (or be mentored!)

## Engaged and Networked Principals are Successful Principals...

# WHAT'S YOUR NETWORK?



### Get Involved! Get Connected!

The job of a building principal is incredibly complex. There is no reason for you to tackle this by yourself. In order for you to be an effective lead learner in your building, you must continue to learn and be connected to other building leaders! A principal who focuses on their own professional learning will be a more effective and impactful leader. So, it shouldn't be a matter of if you will get involved in a networked improvement community, but which one and when?

A Networked Improvement Community focuses on building powerful professional relationships where leaders come together to identify problems of practice and then form collective theories of action to solve those problems.

Principals who engage in networks increase their own effectiveness and long-term sustainability in their buildings (AWSP Strategic Plan Goal 2).

### How Will You Engage with Your Network?

- **Daily**—What daily system of support do you have? With whom?
- **Weekly**—What system is in place to support your professional growth?
- **Monthly**—Do you have a regional support network?
- **Annually**—Do you attend one national event per year for networking?

### How Do You Feed Your Own Professional Growth?

- Attend workshops
- Informal and formal networks
- Social media
- Online learning

### Networked Improvement Community= Intentional Collective Action

- Collectively identify Problems of Practice
  - What are some of the leadership issues you are tackling?
- Develop and test Theories of Action
  - If you lead in a different manner, then what would happen?
- Engage in an ongoing Cycle of Inquiry
  - What is changing and how do you know?

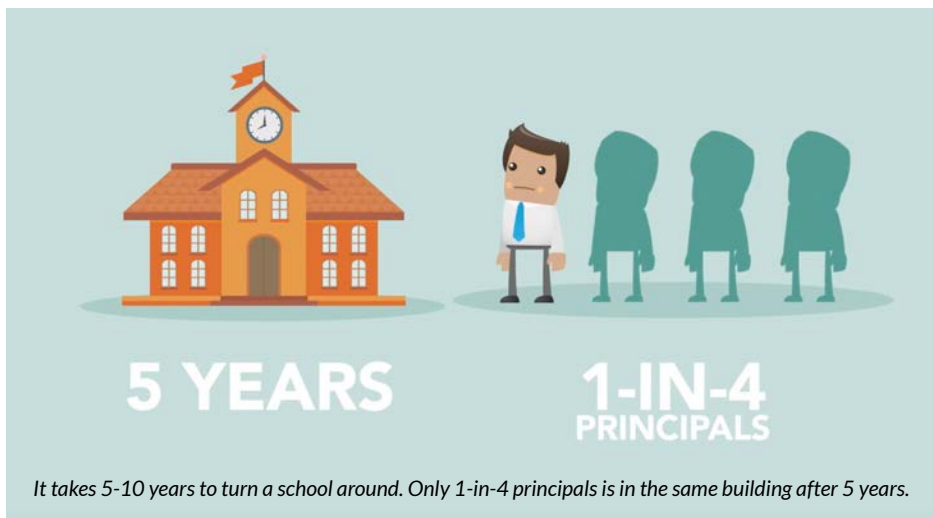
### Who Is Part of Your Professional Network?

- Where do you turn for support?
- Informal relationships?
- Professional colleagues?
- Mentor?
- Coach?
- Advocate?

# YOUR IMPACT

Principals matter. The Wallace Foundation found principals are the second largest influencer of student achievement, only behind a great classroom teacher. But how do you get a school full of great teachers? That only happens through great leadership.

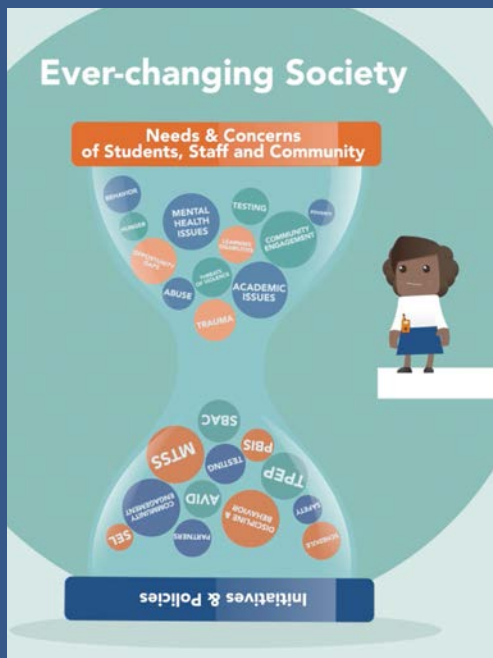
In fact, the Wallace Foundation also published a major report from the RAND Corporation to point the way forward for schools—through improved school leadership. In a study of six large school districts who built principal pipelines, students in those schools markedly outperformed similar schools in other districts in the same states in both reading and math. The principal pipeline districts also saw better retention of new principals compared with similar schools.



Susan Gates, RAND's lead researcher, said this of the Principal Pipelines Initiative, "We found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on student achievement." So yeah—you matter—a lot.

That's why AWSP works hard to make the principalship more sustainable, less stressful, and even more rewarding. We know it takes five to ten years to turn a school around, yet only one in four principals is in the same building after five years. That math doesn't add up. In the meantime, we'll keep telling the world about the power of the principal and do everything in our power to make the principalship the best job in the world.

## The Principal & the Hourglass



*Principals play a vital role in our education system. They must deliver and communicate from district down and students up. Watch our "Hourglass" video at [www.awsp.org/hourglass](http://www.awsp.org/hourglass) to see how the principal's capacity is crucial to the health of our system.*

## Your Leadership Matters

**"Great schools do not exist apart from great leaders."** *Gail Connolly, former NAESP Executive Director*

**“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”** *JoAnn Bartoletti,*  
*Executive Director, NASSP*

**"There are no good schools without good principals. It simply does not exist."**  
*Arne Duncan former US Secretary of Education*

**“Parents are rarely surprised when I note that even the best teachers can be rendered ineffective in a dysfunctional school, or that a great principal can turn a good teacher into an extraordinary educator.”** *Rahm Emanuel, 44th Mayor of Chicago, former Chief of Staff to President Obama*

**"The principals in my legislative district do a tremendous job running their schools. They play an important role in their community. Some principals in my district even perform double duty by also serving as a teacher or as the school district superintendent. I appreciate staying in touch with our school principals and learning more about the issues impacting them and their schools, either when I see them in our communities, or when they come over to Olympia to meet with legislators. Keep up the great work!"** *Senator Mark Schoesler*

**“Educating our kids is our paramount duty, and we cannot do it without leadership of our educational community. Our principals provide the foundation for all of our kids.”** *Representative Debra Lekanoff*

**"We really fundamentally believe if you have a good school, it's got a good principal. If you've got a good principal, you've got a good school."**  
*Christine Gregoire, Challenge Seattle CEO and former Washington State Governor*

# SCHOOL LEADER PARADIGM

## Becoming...

### PERSONAL INTELLIGENCE

#### Wellness

Ethical  
Fit/Healthy  
Optimistic  
Self-aware

#### Self Management

Organized  
Balanced  
Self-controlled  
Self-confident

#### Growth Mindset

Humble  
Reflective  
Intentional  
Accountable

#### Innovation

Creative  
Adaptive  
Resilient  
Courageous

### SOCIAL INTELLIGENCE

#### Service

Empathetic  
Trustworthy  
Generous  
Protective

#### Capacity Building

Empowering  
Guiding  
Resourceful  
Facilitative

#### Community Building

Relational  
Collaborative  
Connective  
Conciliatory

#### Influence

Attentive  
Communicative  
Motivational  
Catalytic

### SYSTEMS INTELLIGENCE

#### Mission/Vision/ Strategic Planning

Analytic  
Strategic  
Articulate  
Visionary

#### Teaching & Learning

Diagnostic  
Knowledgeable  
Pedagogic  
Evaluative

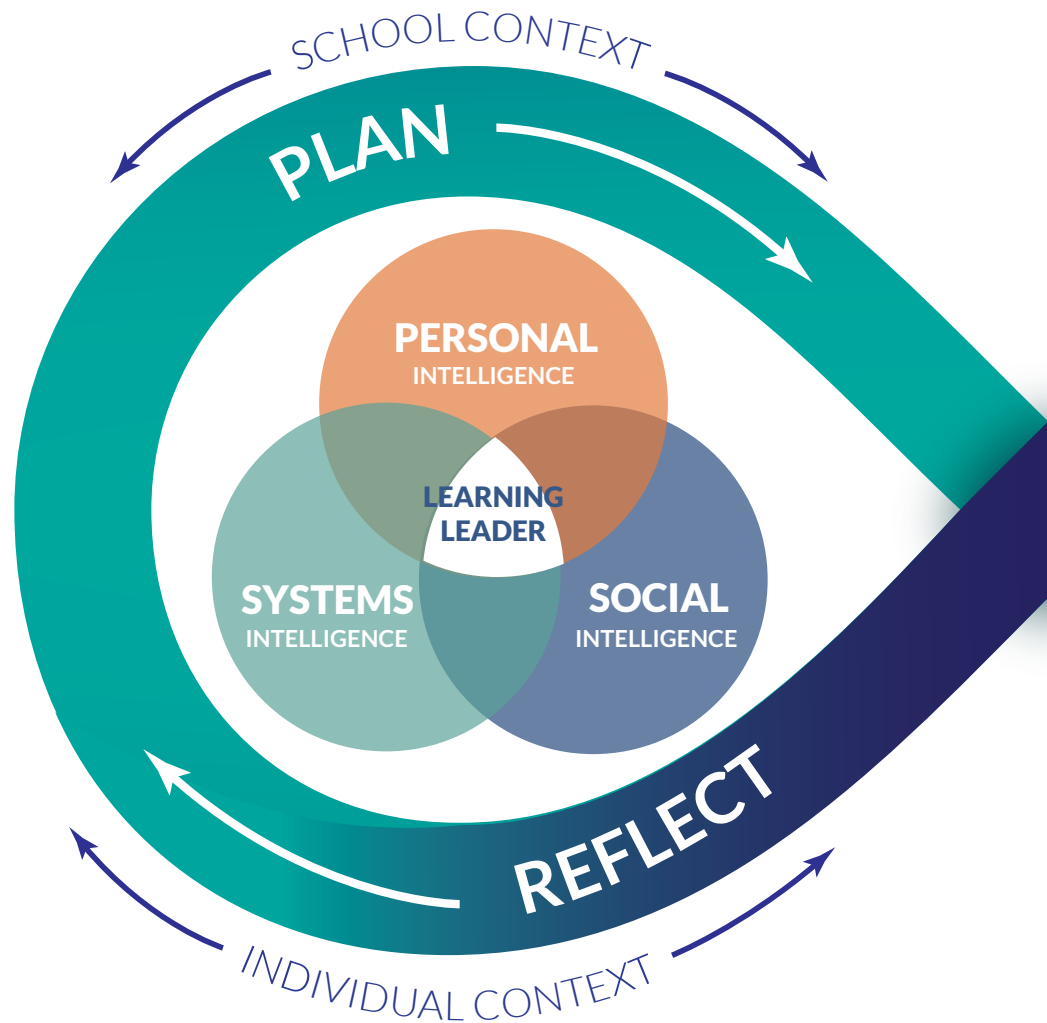
#### Operations & Management

Responsible  
Transformative  
Responsive  
Methodical

#### Cultural

#### Responsiveness

Visible  
Affiliative  
Advocative  
Global



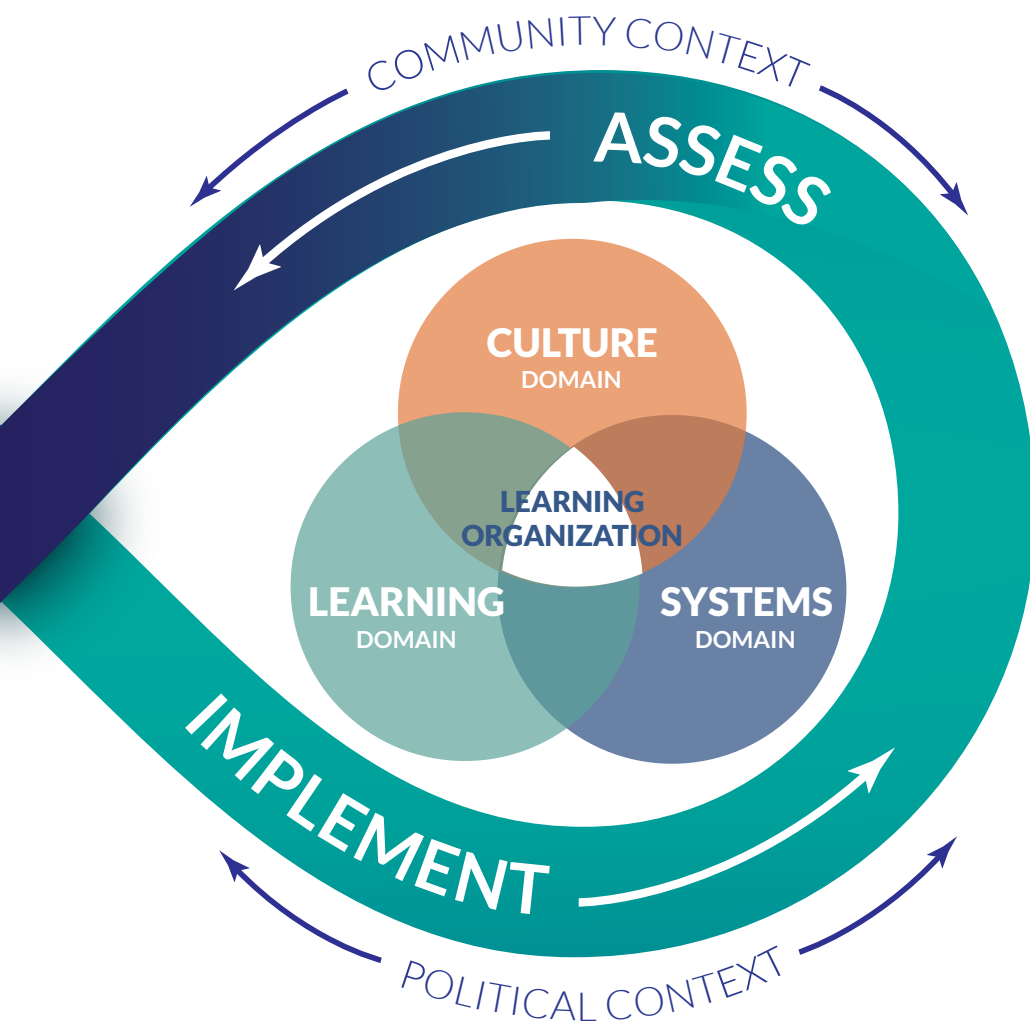
**Creating Hope for All**  
#CreateHope

### “BECOMING” GUIDING QUESTIONS:

1. What does it mean to be a Learning Leader?
2. What are your Leadership Intelligences? How do these intelligences impact your ability to lead?
3. How aware are you of the contexts in which you lead? How does your leadership intelligence impact your contextual effectiveness?
4. How effective are you in leading constant Cycles of Inquiry? What attributes make you more or less effective?

An effective school leader constantly reflects on what makes them an impact leader. The “Becoming” side of AWSP’s School Leader Paradigm describes the attributes that make a leader who they are. The “Doing” side of the Paradigm shows that leadership is measured by what a leader does. Principaling is the art of leadership where you are constantly becoming while doing.

## ... while Doing



### CULTURE DOMAIN

- Relationships
- Student Centeredness
- Wellness
- Equity
- Traditions/Celebrations
- Ethics
- Global Mindedness

### SYSTEMS DOMAIN

- Vision/Mission
- Communication
- Collaborative Leadership
- Data Literacy
- Strategic Management
- Safety
- Operations

### LEARNING DOMAIN

- Reflection/Growth
- Result-Orientedness
- Curriculum
- Instruction
- Assessment
- Innovation
- Human Capital Management



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### “DOING” GUIDING QUESTIONS:

1. How are **you** leading the learning of your learning organization?
2. What are you doing to create culture with your students, staff and school community? What attributes increase your effectiveness at leading culture?
3. What systems are supporting and/or eroding your culture and what are you doing to be a systems leader? What attributes make you an effective systems leader?
4. How are you pushing on leading learning for all stakeholders? What attributes make you an effective “Lead Learner”?





# WELCOME TO THE AWSP LEADERSHIP FRAMEWORK 3.0

## A Sneak Peek

We've included an abbreviated version of the most recent update to our Leadership Framework—Version 3.0. This version won't be required for all districts to use until the 2020-21 school year. However, some districts are piloting Version 3.0 for the 2019-20 school year. For everyone else, enjoy the preview.

## Some History

The first version of the AWSP Leadership Framework was born in the late '90s. It was the result of a two-year study by a group of practicing principals, central office administrators, and university faculty. The charge given to the group was to answer this question: "What school leader responsibilities have the greatest leverage in producing gains in student achievement?"

Some districts used that 1.0 version to help provide a focus for professional growth. In 2010, Washington's Governor Gregoire, along with other policy makers, applied for President Obama's education reform initiative, Race to the Top. In order to qualify for the millions of dollars available, states had to show they had a research-based evaluation system for teachers and principals.

The AWSP Framework 1.0 became the foundation for the new state statutes connected to principal evaluation. One criterion (Closing Achievement Gaps) was added to the seven responsibilities in AWSP's Framework to create the eight criteria adopted into our WACs as the basis for evaluating principals in our state.

In order to meet the requirements of Race to the Top, a team of education leaders created rubrics to accompany each criterion, clarifying the behavior described in the criteria. In addition to building out the rubrics, language describing measured improvements in student achievement was also added. Those additions created the AWSP Leadership Framework 2.0.

## Version 3.0

To create Version 3.0 of the AWSP Leadership Framework, AWSP staff began a two-year analysis of the impact of the implementation of the AWSP Framework 2.0. We conducted focus groups of principals and principal supervisors and reviewed recent literature. While we didn't include the full rubrics for Version 3.0 in this Handbook, the following pages give you an outline of each criterion and their components and elements. Access the full version of the AWSP Leadership Framework 3.0 at [www.awsp.org/framework](http://www.awsp.org/framework).

# FRAMEWORK CRITERIA AND COMPONENTS AT-A-GLANCE

## CRITERION 1: CREATING A CULTURE

Component 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.

Component 1.2 Engages in essential conversations for ongoing improvement of the school [See also 7.2].

Component 1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning.

Component 1.4 Promotes and distributes leadership.

Component 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [see also 2.2 and 8.2].

## CRITERION 2: ENSURING SCHOOL SAFETY

Component 2.1 Provides for physical safety.

Component 2.2 Provides for social, emotional and intellectual safety.

Component 2.3 Creates and protects identity safety.

## CRITERION 3: PLANNING WITH DATA

Component 3.1 Recognizes and seeks out multiple data sources.

Component 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts.

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

Component 3.4 Implements data-informed improvement plans.

Component 3.5 Provides evidence of student growth that results from the school improvement planning process.

## CRITERION 4: ALIGNING CURRICULUM

Component 4.1 Assists staff in aligning curriculum to state and local district learning goals.

Component 4.2 Assists staff in aligning instructional practices to state standards and district learning goals.

Component 4.3 Assists staff in aligning assessment practices to state standards and district learning goals.

## CRITERION 5: IMPROVING INSTRUCTION

Component 5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices.

Component 5.2 Uses adopted instructional framework to evaluate instruction and assessment.

Component 5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness.

Component 5.4 Provides evidence of student growth of selected teachers.

## CRITERION 6: MANAGING RESOURCES

Component 6.1 Managing self.

Component 6.2 Recruiting and hiring [It is assumed here that the principal has the authority to make hiring decisions.]

Component 6.3 Assigning staff.

Component 6.4 Managing fiscal resources [It is assumed here that the principal has the authority to make fiscal decisions.]

## CRITERION 7: ENGAGING FAMILIES AND COMMUNITIES

Component 7.1 Partners with families to promote student learning.

Component 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved.

Component 7.3 Engages with communities to promote learning [See also Criterion 6 — Managing Resources].

## CRITERION 8: CLOSING THE GAP

Component 8.1 Assesses data and identifies barriers.

Component 8.2 Creates plans to dismantle barriers and increase achievement.

Component 8.3 Implements and monitors plans to shrink achievement gaps.

Component 8.4 Provides evidence of growth in student learning.



JASON SMITH, 2019 AWSP High School  
Principal of the Year

## CRITERION 1: CREATING A CULTURE

Creating a school culture that promotes the ongoing improvement of teaching and learning for students and staff: “Leaders ask, ‘What is essential, what needs to be done, and how can we get it done?’” (Knapp, Copland, Talbert, 2003, p12, as quoted in Murphy, 2006). An effective leader creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that is welcoming, that is built on mutual trust, and that promotes student learning and staff professional growth. This criterion addresses five components of a school culture: developing and sustaining a shared mission and vision (1.1), promoting high-impact conversations (1.2), facilitating collaboration (1.3), distributing leadership (1.4) and responding to students’ characteristics and needs (1.5).

### COMPONENT 1.1

**Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning:**

A competent administrator recognizes the essential role of a clear and shared purpose (mission) for a school’s work, and the key role a building leader plays in developing and sustaining a shared image (vision) of the way the school interacts (culture) as the foundation for promoting the teaching and learning of students and staff.

Administrators at the **Unsatisfactory** level display no awareness of this critical element, or worse, tolerate or perpetuate a school culture that discourages efforts to improve teaching and learning.

Those at the **Basic** level possess an emerging understanding of the positive impact of a shared culture on teaching and learning but have not consistently led work in this area and may not be able to fully articulate the school’s mission when asked. At best, these leaders act as though making a school feel friendly is all they need to do to address culture.

**Proficient** administrators communicate a clear mission and vision for their school and base decisions on these beliefs—adults and students in these buildings can describe their administrator’s values and are willing followers. As a result of this consistent vision and mission the teaching and learning in the school improves.

**Distinguished** school administrators lead the ongoing process for staff and members of the school community to discuss, develop and own a shared mission and vision for the school. This shared understanding of purpose is the foundation for interactions and behaviors at all levels, from the Leadership Team to the classroom to the parent meeting, and results in improved teaching and learning.

#### ELEMENTS

Communicates Mission and Vision  
Aligns Mission and Vision with Behaviors

### COMPONENT 1.2

**Engages in essential conversations for ongoing improvement of the school**  
[See also 7.2]:

Developing and sustaining open and on-going communication across and within all communities in a school is an essential skill for effective school leadership. Schools lacking honest, trusting conversations are incapable of successful collaboration and growth.

Administrators performing at the **Unsatisfactory** level in this Component are resistant or inaccessible to communicate with other members of the school community—communication is typically top-down. Their staff are equally reluctant to communicate effectively.

School leaders operating at the **Basic** level display an awareness of the value of ongoing discussion related to school-related issues, but do not consistently employ effective systems to maintain discussions or that include all constituents.

**Proficient** administrators take responsibility for promoting accurate and frequent school-level communication, build trust and communication skills within the staff, and create openings for honest conversations focused on high impact issues.

Administrators who are performing at the **Distinguished** level in this component are not only skilled at developing high-performing communication systems within a school but have also effectively expanded these systems to parents and others who make up the larger school community. Individuals within these school communities take responsibility for the flow of frequent and accurate feedback, focus their discussions on positive student aspirations, display respect and interest in the opinions of those with divergent points of view, and promote effective communication skills with their learners.

#### ELEMENTS

Focuses conversations on High-Impact Topics  
Sustains Two-way Communication  
Addresses Communication Barriers

COMPONENT 1.3

Facilitates collaborative processes leading toward continuous improvement of teaching and learning:

Relationships and teamwork, modeled and taught by an effective school leader, are the foundation for developing, implementing and monitoring the changes which lead to improvement of teaching and learning. Schools that nimbly address emerging needs and challenges are characterized by a high level of collaboration across grade levels, subject areas and the school community.

**Unsatisfactory** school leaders do not encourage staff collaboration, and may even discourage it by tolerating unhealthy, hierarchical and power-based interactions between staff. They exhibit a distrust or fear of genuine collaboration, and seek to maintain control through compartmentalization or by discouraging others from sharing ideas.

Leaders performing at the **Basic** level display some awareness of the need and value of collaboration within a school to improve teaching and learning, but are limited in the ways they promote this skill and expectation. Collaboration may only exist within select teams, or center on isolated topics.

**Proficient** school leaders teach, monitor and reinforce collaboration as an essential foundation for improving teaching and learning. They create and defend the time needed during the work day for collaboration to occur. They successfully work with staff members who are resistant to engaging openly with others towards a common goal. Proficient leaders process with others to clarify areas of responsibility and authority—empowering teams as much as possible.

Leaders consistently operating at the **Distinguished** level have expanded collaboration into cross-grade, cross-content and even cross-school settings. Staff and community members recognize that their input and involvement in making key decisions is valued and encouraged to the greatest level possible, and support the results of this collaboration, knowing that their contributions were considered before a final decision was reached. These individuals exhibit high levels of efficacy and ownership as a result.

ELEMENTS

- Facilitates Collaboration
- Implements Collaboration

COMPONENT 1.4

Promotes and distributes leadership:

Healthy schools are places of distributed leadership where a range of individuals at many levels lead the learning and actions of others. By flattening the leadership pyramid, an effective school leader expands the base of knowledge, ownership and competence, and builds a culture of competence that endures and positively influences the school long after the school leader has departed.

A school leader who limits opportunities for others to serve as leaders or who behaves as though no other staff member or student is capable of leading is performing at the **Unsatisfactory** level.

**Basic** performance in this component often looks fragmented—leadership is delegated to only a few staff or students or limited to low-impact topics. Leadership roles within the building are stagnant; the same few teachers or strata of students serve as leaders year after year.

**Proficient** school leaders invite and support others to take on leadership roles at developmentally appropriate levels.

**Distinguished** school leaders employ many others to lead the learning and problem solving in a school. These staff and student leaders are respected and appreciated by their peers. This flattening of the leadership pyramid fosters sustained growth of all and is not as highly impacted when the school leader is replaced.

ELEMENTS

- Distributes Leadership
- Shares Decision-Making
- Develops Leaders

COMPONENT 1.5

Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [see also 2.2 and 8.2]:

The essential mission of any school—and the clearest representation of the impact of a school leader—is the degree to which the school’s culture, programs and staff equitably and effectively serve the learning needs of each student. Effective schools continually examine the characteristics of the student body and adjust programs and beliefs to align with these influences. No matter how large the school, each learner must be known and valued.

Leaders performing at the **Unsatisfactory** level allow a school to develop and sustain systems that put the needs of the adult staff above the needs of the students. Staff are permitted to discount the influence race, economic status and culture on a student’s readiness to learn. Adults in these buildings shift the blame for a student’s lack of academic progress on external causes rather than modify programs to meet each learner’s needs.

School leaders at the **Basic** level may display a growing recognition of the ways a learner’s culture and individual characteristics impact growth but have not systematically eradicated the fixed mindset of adult beliefs that some learners are not as capable as others based on their background. Adults in these schools have not been challenged to examine their preconceived expectations based on a student’s race, economic status, or societal influences.

**Proficient** school leaders guide the staff as they examine and respond to the internal and external expectations impacting each learner’s growth. They develop processes and systems that ensure that every student is seen as unique and deserving of opportunities and programs that meet his/her needs.

Leaders performing at the **Distinguished** level demand a school in which every student has an equal opportunity to learn and build a culture in which staff take the leadership in examining and responding to societal changes.

ELEMENTS

- Meets Common Needs
- Meets Unique Needs
- Communicates High Expectations





JOHN GUMMEL, 2018 AWSP High School  
Principal of the Year

## CRITERION 2: ENSURING SCHOOL SAFETY

**Providing for school safety:** An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place. This criterion addresses three areas of school safety: physical safety (2.1), social/emotional/intellectual safety (2.2), and identity safety (2.3).

### COMPONENT 2.1

#### Provides for physical safety:

Effective school administrators attend to the physical safety of staff, students, parents and others who come onto the school campus. They build and depend on systems that continually monitor and respond to new challenges, and advocate for facility improvements as needed.

School leaders performing at the **Unsatisfactory** level allow unsafe conditions to continue, and often have not created plans to effectively respond to emergencies. Their actions do not display a sense of responsibility for the physical safety of others.

School leaders at the **Basic** level recognize that physical safety is a responsibility of the school but have not implemented consistent systems to identify and address safety concerns. They may rely upon custodial or maintenance staff to worry about these kinds of things, or they may only pay attention to safety problems after someone has been hurt.

**Proficient** school leaders have built systems that routinely monitor the level of physical safety on the campus and assure that unsafe conditions are identified and addressed promptly. Plans are in place for the range of emergencies that may occur, and include emergency prevention, intervention, crisis response and recovery. A proficient school leader's building is clean, uncluttered and in good operating condition.

Those school leaders displaying a **Distinguished** level of performance in this component are strong advocates for the physical safety of all. They have built a culture in which students and staff take responsibility for bringing safety concerns to the attention of others and take an active role in keeping the campus physically safe.

#### ELEMENTS

Addresses Physical Safety  
Implements a Plan  
Implements Safety Drills

### COMPONENT 2.2

#### Provides for social, emotional and intellectual safety:

Children and adults are products of their social environments. Their readiness to take on the intellectual challenges of learning is directly impacted by how safe and trusted they feel while on campus. Much attention and research has recently focused on bullying in schools, but every learner is influenced by the degree he/she feels capable, worthy, and respected by peers and adults. Instructional leaders must be attuned to the direct connection between a student's intellectual safety and that person's openness to learn.

Neglecting the responsibility for developing programs and a culture that address this basic need is **Unsatisfactory** performance on the part of a school leader. Often these schools are places of discord. Children do not take risks as learners and hide their misunderstandings and need for further explanation. Students in these schools are frequently underperforming academically and are not achieving to their potential.

Administrators performing at the **Basic** level find much of their effort and time is spent attempting to resolve conflicts between students or dealing with learners whose behaviors communicate their basic safety needs are not being met.

**Proficient** administrators are cognizant of the direct link between a learner's social, emotional and intellectual safety and the readiness of that child to progress academically. They have established effective systems to monitor and provide for these needs. Their "lens" makes them aware of the status of every student and leads to the creation of a school culture in which each learner's unique attributes are genuinely respected, protected and promoted by others. Students and staff feel cared for, and take risks admitting what they still need to learn.

Those administrators performing at the **Distinguished** level have made the emotional and intellectual safety of others a top priority for the school. They teach relationship skills to staff and students. They hire and retain staff based on this skill. Students talk openly with adults when they experience or observe something that is not socially safe for themselves or their peers and trust that the issue will be successfully addressed. They themselves take responsibility for addressing issues as they arise, and display effective communication and problem-solving skills when doing so.

#### ELEMENTS

Attends to Social Safety  
Promotes Intellectual Safety  
Addresses Bullying



## COMPONENT 2.3

### Creates and protects identity safety:

A staff or student's social identity can either be an asset or a barrier to progress in school. Research shows that when a learner feels safe, included and valued as a member of a school community learning increases. School leaders have an obligation to create and sustain a building culture in which differences among individuals and groups are recognized as assets. Promoting and sustaining personal safety is key to leading a school where all learners advance to their potential. At a very basic level, assuring personal safety is a step toward preventing school violence, which can occur when an individual feels little connection or worth to his/her peers.

**Unsatisfactory** leadership in this element gives rise to a school culture in which cliques and other socially powerful groups exert negative pressure on those who are different. These leaders either lack the understanding or the influence to effectively address these conditions.

School leaders performing at the **Basic** level may only have limited knowledge of the diversity of the student body. They make decisions, develop programs and hire staff aligned with the mainstream identity of the school, resulting in pockets of students feeling undervalued and/or unknown.

**Proficient** leadership creates a school climate in which each learner is respected and safe from attacks on his/her identity. Prejudicial judgments based on an individual's identity are addressed promptly, effectively and progressively. Everyone in the school knows that this administrator will not tolerate negative stereotyping.

As leaders move into the **Distinguished** range these same characteristics are seen in the actions of staff and students, as a result of the school leader's sustained work to promote identity safety. Systems exist to continually monitor and mitigate emerging areas of discrimination.

### ELEMENTS

Addresses Discrimination

Confronts Disproportionality

“Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.”



LAURIE CLARK, AWSP's Mastering Principal Leadership Network, Cohort 5

## CRITERION 3: PLANNING WITH DATA

Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements: Data refers to any type of information. Information or data can be represented numerically. Data is also qualitative, the result from a relevant conversation with a stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of the schools' systems and across the seven other criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school. This criterion addresses five areas of leading using data: collecting data (3.1), analyzing that data (3.2), creating plans to influence that data (3.3), implementing those plans (3.4) and finally student growth resulting from the implementation of these plans (3.5).

### COMPONENT 3.1

#### Recognizes and seeks out multiple data sources:

This component addresses the leader's ability and disposition to collect data which can be used in developing a plan to improve student achievement and the operations of the school and to solve ongoing problems.

Those that are **Unsatisfactory** in this component tend to make decisions based on gut feel, rather than evidence, so they don't spend much time seeking out data.

Some data tracking is usually required by districts, and a leader at the **Basic** level knows what this data is and can retrieve it easily. To be considered proficient in this component, principals must go beyond normal district data, and collect data that might be leading indicators for district-required data.

The **Proficient** leader develops systems to collect data on each student and groups of students to inform plans to shrink opportunity gaps among students. The proficient leader also collects data from parts of the school's operation that might not be required by the district, including non-academic sources, such as discipline, attendance, incident/safety, etc.

A **Distinguished** leader influences the staff to follow suit in gathering data pertaining to their responsibilities. Data collection is the norm and pervasive throughout the school.

#### ELEMENTS

Collect Data

### COMPONENT 3.2

#### Analyzes and interprets multiple data sources to inform school-level improvement efforts:

This component focuses on the analysis of data being collected and the process of informing others of this analysis. Careful analysis of data is critical to charting the right course to school improvement.

**Unsatisfactory** leaders give little or no thought to data analysis, which leads down an unproductive, and even counterproductive path.

A principal at the **Basic** level might consider such things as reliability and validity of data, for example, but they may be satisfied with a cursory analysis of data as they launch into an improvement plan.

A principal at the **Proficient** level implements systems to regularly analyze multiple sources of data from multiple vantage points. They ask such questions as, "What conclusions are realistic to draw from this data?" "Do I need more data to feel confident about any conclusions?" "Who can help me interpret this data?"

Rising to the level of **Distinguished** is dependent on one's leadership of staff, resulting in their own analysis of their own data to inform their own improvement plans.

#### ELEMENTS

Analyzes Data

Uses Data to Inform

## COMPONENT 3.3

### Creates data-driven plans for improved teaching and learning:

Creating plans to influence data over time is the focus of component 3.3. Data is merely decoration if it is not tied to a plan to influence it.

Leaders at the **Unsatisfactory** level struggle with putting together effective plans. Sometimes the plans are not grounded in an understanding of the data; sometimes the planned actions are not tightly connected to the data; or sometimes those involved in implementing the plan are not personally committed to the plan itself.

Leaders at the **Basic** level are more likely to be successful, but they may be only focused on the School Improvement Plan, rather than seeing that the data-gathering/analyzing/planning process needs to apply to long-term and short term issues, some school-wide, some specific.

**Proficient** leaders understand this. They know that beyond the School Improvement Plan, significant improvement to closing achievement gaps and addressing the unique needs of the school requires multiple plans (some school-wide, some small and specific) implemented simultaneously over time. Plans need to be targeted to specific goals, involve stakeholders in the process and include a system of regular progress analysis. At a minimum, these plans need to increase attention and action on behalf of the lowest performing students (see also Criterion 8 – Closing the Gap).

A **Distinguished** leader spreads these same strategies throughout the staff. A school grows the most when individuals set goals, based on analyzed data, translated into thoughtful plans of improvement, connected to the school-wide improvement plans.

### ELEMENTS

Creates School Improvement Plan  
Creates Additional Plans  
Involves Stakeholders

## COMPONENT 3.4

### Implements data-informed improvement plans:

Improvement plans are counterproductive if not implemented and monitored with fidelity.

It is **Unsatisfactory** to let a plan languish. This practice is a disincentive for staff to be engaged in any future planning and has a negative impact on school culture.

Implementation at a **Basic** level includes monitoring at key times, checking for progress and making sure that progress is shared with the staff.

**Proficient** leaders make monitoring the implementation of various plans a regular item on their calendar. They convene key implementers to consider modifications based on incremental results. They display and celebrate progress and keep the plan alive in the face of those involved, despite the sometimes hectic and distracting nature of leading a school today.

**Distinguished** leaders model and reinforce this in a way that teachers adopt this same behavior as a normal part of their professional expectations.

### ELEMENTS

Implements Plans  
Monitors Progress  
Revises Plans

## COMPONENT 3.5

### Provides evidence of student growth that results from the school improvement planning process:

Components 3.5, 5.4 and 8.4 all reflect growth measures of student achievement, rather than principal actions. Component 3.5 is intended to analyze the growth of all or most of the students in the school which is an outgrowth of specific data analysis and the implementation of plans to improve student achievement, including the School Improvement Plan.

*The range from Unsatisfactory to Distinguished is on a continuum from no improvement in student academic growth to significant improvement in student growth.*

### ELEMENTS

Growth in Student Learning



ADINA BRITO, 2017 AWSP Elementary  
Principal of the Year

## CRITERION 4: ALIGNING CURRICULUM

Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals: Along with Criterion 5, this criterion identifies key aspects of the principal's role as instructional leader tied to curriculum, instruction and assessment. Criterion 4 deals with the "what" and Criterion 5 deals with "how." The big idea of this criterion is reflected in an understanding of the power and importance of a guaranteed and viable curriculum for each and every student in the school. This requires attention to assuring "what" is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to the students being taught. 4.1 addresses what Marzano refers to as the "written" curriculum, 4.2 addresses the "taught" curriculum and 4.3 addresses the "assessed" curriculum.

### COMPONENT 4.1

#### Assists staff in aligning curriculum to state and local district learning goals:

The "written" curricula are the documents produced by the state, the school system, the school, and the classroom teacher, specifying what is to be taught.

A principal at the **Unsatisfactory** level in this component demonstrates little or no understanding of either the power or importance of guaranteed and viable curriculum represented as little knowledge or attention to how state and/or local learning standards are identified and implemented in the building's curriculum. There is little evidence or knowledge regarding cultural responsiveness or consistency in "what" is taught across grade levels or content areas.

At the **Basic** level, the principal shows emerging understanding of the power and importance of a guaranteed and viable curriculum and has begun conversations with staff around the need for a culturally responsive curriculum that is aligned to standards and goals.

The **Proficient** principal understands that the power and importance of a guaranteed and viable curriculum is in promoting equity for students. Leadership in the process centers around ensuring that what is essential to be taught at each grade level and department is clearly identified and agreed upon by the staff who teach them. This work is filtered through the lens of how those decisions impact each and every student in the school. Equitable student access to what is essential is influenced by understanding and addressing the cultures of the students they teach.

**Distinguished** leadership in this area is evidenced in the culture of this work where teachers are the primary drivers in the alignment and adjustment process. Equitable student access to what has been determined as essential is the foundation of the work and the staff demonstrates self-motivation in reviewing and revising the documentation and implementation regarding "what" is essential for each and every student.

#### ELEMENTS

Knows Standards  
Aligns Standards

### COMPONENT 4.2

#### Assists staff in aligning instructional practices to state standards and district learning goals:

The "taught" curriculum is the one that teachers actually deliver which, along with 5.3 and 5.4, addresses the "highly effective teacher" aspect of a guaranteed and viable curriculum.

A principal functioning at the **Unsatisfactory** level demonstrates little or no understanding of best instructional practices tied to specific standards or content as evidenced by the inability to lead the staff in distinguishing effective from ineffective instructional strategies when implementing the curriculum, especially as it pertains to differentiated instruction to address different types of student learners.

Principals at the **Basic** level have a stronger grasp of instructional strategies tied to specific standards or content and are beginning to understand the importance of differentiated instruction but may still be unclear what it looks like or how to lead it.

**Proficient** principals establish the importance of teaching each student in the school and lead the staff in identifying and implementing effective instructional practices that differentiate for students needing intervention as well as those needing enrichment. As lead learner, the proficient principal utilizes time with staff to explore and learn together in such a way where a culture of "shared expertise" is developed. The principal models effective instructional practice in all aspects of adult learning and utilizes expertise in the building to support any gaps in the principal's expertise. The principal reinforces the importance of relationship in the learning process not just in expectations set for staff but leads by example in all interactions with staff.

**Distinguished** leadership in this area is evidenced in the culture of this work where teachers are the primary gatekeepers on what is considered effective and ineffective to address the divergent needs of their students. The principal's work has evolved from ensuring validity between process and intended outcomes to providing needed support to enable and empower the work being done. Distinguished leadership is evidenced by a culture where positive teaching-learning relationships are the norm at all levels. The school has transformed from a place of teaching to a place of learning. Teacher leaders and teams of teachers have embraced the power and importance of being the lead learners in their classrooms and consistently work together to monitor and make necessary adjustments to their practice.

#### ELEMENTS

Knows Instruction  
Aligns Instruction



## COMPONENT 4.3

### Assists staff in aligning assessment practices to state standards and district learning goals:

The “assessed” curriculum is embodied in tests developed by the state, school system, and teachers and is emphasized in this indicator as degrees of assessment literacy that exist within the school.

The **Unsatisfactory** principal has little understanding of the power of a balanced (diagnostic, formative and summative) assessment system to address the learning gaps within the school. Assessment practices within the building are random and inadequate to identify much more than broad performance levels.

Leadership at the **Basic** level is evidenced by a growing awareness and initial implementation of a balanced assessment system. Minimally, summative assessments are used to reflect on student learning leading to discussions about needed adjustments to what was taught to better meet learning goals. Some effort is being made to identify and use diagnostic and formative assessments to identify and address learning gaps prior to summative assessments.

**Proficient** leadership establishes the importance of a balanced assessment system in directing the daily work of teaching and learning. Of equal or greater importance to summative assessment is formative assessment practices that drive daily instruction, including needed “in the moment” adjustments within the lesson to assure student knowledge and skills address identified learning goals. Diagnostic assessments are used to provide baseline and progress monitoring data to support or refine teacher developed assessments and identify ongoing adjustments to needed student supports within the building.

Evidence of **Distinguished** leadership is the ability of staff to independently and effectively develop and utilize the elements of a balanced assessment system to identify, target and address the learning levels and needs of each student in the school.

### ELEMENTS

Knows Assessment  
Aligns Assessment

“ This requires attention to assuring ‘what’ is taught not only aligns with standards and goals but is **appropriately rigorous and culturally responsive** to the students being taught.”



Student in Washington Middle School's Peer Mentoring Program (Olympia SD)

## CRITERION 5: IMPROVING INSTRUCTION

**Monitoring, assisting, and evaluating effective instruction and assessment practices:** Along with Criterion 4 — Aligning Curriculum, this criterion identifies key aspects of the principal's role as instructional leader tied to improving instruction. Criterion 4 deals with the "what" and Criterion 5 deals with "how." The big idea of this criterion in addressing the "how" is instructional supervision and evaluation that promotes teacher growth and improved instruction throughout the building. The adopted instructional framework is central to this work. Component 5.1 deals with the principal's role in consistently monitoring and supporting the successful and effective instructional practices with feedback anchored in the adopted instructional framework that promotes teacher growth. Component 5.2 deals with the principal's role in effectively evaluating instruction based on accurate and adequate evidence anchored in the adopted instructional framework to support non-disputable summative ratings; 5.3 deals with the importance of developing accurate and effective student learning goals as a key measure of effectiveness and 5.4 addresses the evidence for growth of selected teachers.

### COMPONENT 5.1

#### **Uses adopted instructional framework to monitor and support effective instruction and assessment practices:**

This component addresses the symbiotic relationship between growth and evaluation. Staff evaluation anchored in a strong system of support based on frequent observations with effective, instructional framework-based feedback is not only the bedrock necessary to establish continued staff growth but is the evaluator's best friend when traveling the difficult road of potential staff non-renewal in 5.2. With a target of "every and each student," attention must be paid to any evidence of opportunity gaps for students and assure that there is equity in access to the learning beginning with equity in teachers' expectations for learning regardless of the diversity of their students.

At the **Unsatisfactory** level, the supervision of instruction might be stated as a priority but the evidence would suggest otherwise. There is little or no evidence of a routine in place that assures even the minimum expectations for frequency and feedback. The feedback itself lacks substance from the adopted instructional framework that affords the teacher the ability to clearly understand what is effective and what isn't or what to do about needed growth. There is little or no attention paid to student outcomes, especially students historically underserved, as a measure of teacher efficacy.

**Basic** level leadership is evidenced with the existence of the structures necessary to assure minimum expectations of the district's observation cycle with general feedback from the adopted instructional framework on the teaching and learning observed. Time with staff focused on instructional effectiveness is evident but inconsistent and/or lacks consistent focus across the year. The connection between the teacher efficacy and student outcomes is emerging with some focus on students historically underserved but is inconsistent and/or ineffective.

The **Proficient** principal's routine for monitoring instruction and assessment is not just limited to formal observations but includes routines for informal walkthroughs as well, increasing the principal's "instructional presence" throughout the building. The principal's knowledge of the adopted instructional framework is effectively used to address successes as well as needed growth and it is clear to everyone in the school that teacher efficacy is directly linked to increases in growth for each and every student. Teacher support is differentiated as needed to support effective instruction in diverse classrooms and instructional framework feedback is targeted and effective to address specific growth needs identified either by collaborative data analysis to identify areas of focus or by evidence collected through the observation process.

The **Distinguished** principal develops a culture where practice is visible and shared. Teacher efficacy in addressing the challenges of teaching the diverse classroom is demonstrated in a willingness to learn from each other, effectively utilizing the adopted instructional framework to collaboratively identify and address instructional growth areas. Teacher ownership for the link between teacher efficacy and student growth is evident in how teachers reflect on outcomes for each and every student as a measure of their effectiveness. The principal's role as evaluator is supported by an expert understanding and use of the adopted instructional framework to help grow and sustain a culture where growth and learning for students begins with the growth and learning of the staff.

### ELEMENTS

Monitors and Supports  
Provides Feedback

## COMPONENT 5.2

### Uses adopted instructional framework to evaluate instruction and assessment:

The effective use of the evaluation process is critical for the principal to develop a strong culture where staff understand that continual growth is not just an expectation set for professionals but is essential in best serving the school's students. The adults in the school need to be the lead learners and setting high standards for students begins with setting high standards for the adults. The effective use of the evaluation system results in summative ratings that are unfettered from extraneous issues that distract from a focus on student learning.

At the **Unsatisfactory** stage, the principal is ineffective in demonstrating the relationship between evidence and evaluation. The absence and/or the accuracy of growth evidence based on the adopted instructional framework collected throughout the year results in evaluation results that are unclear to teachers and unreliable to the district.

At the **Basic** stage, there is evidence that the principal has begun to make the connection between evidence and evaluation through a more intentional approach to develop consistency in what is collected and reported. Use of the adopted instructional framework is used to inform both the principal and teacher but may contain some inconsistencies in the evidence collected or lacks coherence across the year in determining the teacher's overall rating.

The **Proficient** principal has gained credibility with staff regarding the assessment and analysis of instructional practices within the building. Observation evidence and instructional conversations lead to mutual understanding of the work during the year and the ratings at the end of the year are consistently without surprises. The principal's adept use of the adopted instructional framework drives the substance of the evidence collected, providing the necessary validity for the overall ratings with a strong track record of agreement from staff.

At the **Distinguished** level, the principal demonstrates expert use of the adopted instructional framework to identify both successes to be celebrated and replicated as well as areas of concern for individual teachers. Support has been differentiated by need and for teachers with areas of concern, the evidence collected clearly substantiates what is being targeted which leads to increased clarity for the principal and the teacher on next steps. For teachers who have reached a level of expertise, the principal effectively utilizes the framework to identify supports for continued growth.

### ELEMENTS

Evaluates

## COMPONENT 5.3

### Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness:

The principal as instructional supervisor understands and appreciates the difference between intentions and outcomes. Assessing the instructional effectiveness against student outcomes is essential to determining what is effective for students and what isn't. This is a key area to focus on and address issues of opportunity gaps within the building. Goal setting in these areas helps assure that learning for each and every student is targeted and taken seriously by staff.

**Unsatisfactory** leadership is evidenced in the absence of a process or products that leverage teacher instructional focus with targeted student outcomes. There is a clear disconnect between the development of student growth goals and instructional focus throughout the building. Student growth goals don't reflect existing opportunity gaps for students and are rarely or ineffectively referenced in the growth and evaluation cycle.

At the **Basic** level, student growth goals take on a more important role in the growth and evaluation cycle, including the identification of opportunity gaps in the building but monitoring them to measure progress is often times limited to the beginning and end of the year. Goals set around opportunity gaps are insufficient or ineffective in helping the staff to understand and address the issues the gaps represent.

The **Proficient** principal understands and leverages student growth goals as the "why" around the teacher and the building's instructional focus. The principal utilizes the student growth goal process to assure specific attention is given to identified opportunity gaps within the building and that they are monitored throughout the year. The principal uses goals to not only measure progress in student learning but to also understand the causes and possible solutions to the opportunity gaps that exist in the building. Formal mid-year conferences with staff intentionally focus on assuring the goals are the right ones and whether progress is being made with enough time in the year to adjust as necessary.

The **Distinguished** principal has developed the culture where teachers understand and operate from a belief that what students do or don't learn is the final measure of effective or ineffective instruction. They utilize their team or PLC time to monitor developed goals and can readily provide the principal evidence of their progress and their plans to improve where necessary. Teachers use goals to not only measure progress in student learning but to develop their own learning about the causes and solutions to the opportunity gaps that exist in their building.

### ELEMENTS

Develops Goals  
Monitors and Adjusts

## COMPONENT 5.4

### Provides evidence of student growth of selected teachers:

Components 3.5, 5.4 and 8.4 all reflect growth measures of student achievement, rather than principal actions. Component 5.4 is intended to analyze the growth of students assigned to a subset of teachers that a principal identifies.

*The range from Unsatisfactory to Distinguished is on a continuum from no improvement in student academic growth to significant improvement in student growth.*

### ELEMENTS

Growth in Student Learning



GINA NACCARATO-KEELE, 2018 AWSP  
Elementary Principal of the Year

## CRITERION 6: MANAGING RESOURCES

**Managing both staff and fiscal resources to support student achievement and legal responsibilities:** Effective leaders manage themselves, their human resources and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process. This criterion addresses four areas of managing resources: managing self (6.1), recruiting and hiring (6.2), assigning staff (6.3) and managing fiscal resources (6.4).

### COMPONENT 6.1

#### Managing self:

A precursor to the successful management of the operations of a school is the management of one's own time, obligations and activities. With the pressures on the principal from both inside and outside the school, the level of activity in a school, the seemingly never-ending demands on a principal's time, it's easy for a principal to get caught up in the whirlwind of expectations and resort to attending to only what's in front of them at the moment.

Principals who are at the **Unsatisfactory** level in this component do just that. They don't manage their own time; the chaos of the school manages them.

Principals at the **Basic** level have developed some strategies to manage their time and obligations, but often find themselves unprepared for meetings, late in attending to appointments, and feel frustrated by the level of activity in their lives.

Principals who have achieved a **Proficient** level in this component have established systems to prioritize the expectations on their time in order to meet the obligations and expectations of staff, students and the district. They have developed systems to assure the successful operations of the school when they are gone.

**Distinguished** principals use office staff effectively to manage their time and their communication. They regularly plan together each day's activities and monitor the success of the plan to ensure the long-term success in meeting the obligations of the principal. Work and life are in balance for principals at this level.

#### ELEMENTS

Manages Self

### COMPONENT 6.2

#### Recruiting and hiring [It is assumed here that the principal has the authority to make hiring decisions.]:

Arguably the most impactful decisions principals make are related to hiring staff. While this activity might take up a relatively small portion of the year, the ramifications last for years. Because of this, successful principals invest time, energy and talent into this responsibility.

**Unsatisfactory** principals don't understand or appreciate the importance and power of hiring. They take short cuts in the process, which have negative consequences on staff, students and the culture of the building.

Principals at the **Basic** level comply with state and district requirements in the hiring process, however the effort they put into hiring may stop there.

Principals at the **Proficient** level often recruit and support promising para-educators to become teachers. They recruit promising student teachers to apply for open positions and encourage strong teacher-leaders to become building administrators. In hiring, they use a rigorous process which includes a variety of diagnostic strategies to determine the best teachers to join the staff. Proficient principals make a special effort to attract teachers who match the student population.

**Distinguished** principals are creative and intentional in training key staff members to help recruit prospective teachers. They develop and use connections to "sell" the value of teaching in their school and the advantages of joining their team.

#### ELEMENTS

Recruits  
Hires



## COMPONENT 6.3

### Assigning staff:

The deployment of staff into specific teaching assignments within the building usually falls into master schedules that meet adult desires and those that meet student needs and building goals. The difference between these is at the heart of the variance in leadership of the principal.

Principals at the **Unsatisfactory** level assign staff to roles that specifically meet the adults' wishes, overriding the needs of students and established school goals.

Principals at the **Basic** level take into consideration the needs of students and school goals and work to meet them, but often will let such things as seniority play a role in teachers selecting assignments that they prefer.

**Proficient** principals place student needs at the center of assignment decisions. They consider school goals, such as shrinking achievement gaps when assigning staff. They are conscious of and implement the on-boarding process of new teachers when assigning staff. Principals at the Proficient level always make assignment decisions with student needs trumping adult desires.

**Distinguished** leaders find creative ways to meet both adult needs and student needs simultaneously. They have created a culture where teachers contribute ideas to the staff assignments.

### ELEMENTS

Assigns Staff

## COMPONENT 6.4

### Managing fiscal resources [It is assumed here that the principal has the authority to make fiscal decisions.]:

Managing fiscal resources involves budgeting and managing spending decisions to make sure that they support the established school improvement planning and serve the long-term needs of student learning. This includes various funding sources, including such things as ASB funds, Title funds, district levy funds, foundations and others. Each funding source has specific legal restrictions that must be adhered to.

Principals at the **Unsatisfactory** level are unaware of or ignore these legal requirements. They are prone to overspending their budgets, putting other programs at risk. There can be a disconnect between expenditures and improved learning opportunities for students.

Principals at the **Basic** level are aware that restrictions exist on expenditures and try to learn the best way to comply with them. They might struggle with overspending budget categories and occasionally make spending decisions that are not in the best interests of students, but the overall pattern of spending does support the school improvement plan.

**Proficient** principals know and comply with restrictions on spending. They create systems within the school to double-check expenditures to ensure compliance and avoid overspending. For Proficient principals, student learning drives their decisions.

A principal is **Distinguished** when all staff who are involved in any spending share a commitment to put students first and hold each other accountable for that. Distinguished principals also do not rely on funding sources that automatically come to the building, but in addition, actively seek outside funding through grants and other community resources.

### ELEMENTS

Meets Legal Requirements  
Aligns Resources to Goals

Kids  
are our  
greatest  
resource!



Lopez Island School District's  
Farm Education Program

## CRITERION 7: ENGAGING FAMILIES & COMMUNITIES

**Partnering with families and communities to promote learning:** An effective school leader recognizes and capitalizes on the potential that families and communities can have on students' achievement. When these relationships are functioning well families and communities understand the work of the school and are proud to claim the school as their own. An effective leader understands these influences to be valuable resources and works to establish trusting partnerships between homes, the larger community and the school. These leaders understand that aligning school and community efforts and values is ongoing work that must be nurtured, sustained and monitored, and is able to influence others to adopt the same understanding. This three elements that make up this criterion deal with partnering with families (7.1), connecting with traditionally underserved families (7.2) and fostering community connections (7.3).

### COMPONENT 7.1

#### Partners with families to promote student learning:

School leaders who effectively partner with families experience the power that comes when the goals and efforts of adults within and outside of a school align. Some school leaders do a great job informing families about school schedules, cafeteria menus, and the latest sports accomplishments, but this element highlights the impact communication with families has on student learning. Ineffective communication creates additional layers of work for school personnel when connecting with parents to address an issue. Effective communication is two-way, using a variety of methods, and treats the recipient as a valuable partner in the school's mission.

**Unsatisfactory** performance in this element often results in disengaged and even confrontational parents. These parents are often unaware of what is taking place within the school, or feel disenfranchised from school programs.

Although school leaders operating at the **Basic** level have an emerging understanding of the benefits of partnering with families they have not developed consistent programs that form and sustain a shared commitment nor have their schools experienced the gains that can result. Communication coming from the school may be consistent and informational, but frequently communication at this level originates from the school office; the administrator has not implemented processes and expectations for frequent, formative feedback between teachers and families on a learner's progress. Messaging is generic, not student specific.

School leaders performing at the **Proficient** level understand that parents are the essential third side to the triangle made up of school, learner and family. Parents in schools led by proficient leaders regularly initiate communicate with their child's teachers and enter into those interactions trusting that they will be heard and respected. They are up on what is taking place in the classroom and within the school. They trust that private information about their child and family will not be shared inappropriately.

Those school leaders performing at a **Distinguished** level have developed and sustained partnerships with families that generate their own energy. Parents seek to volunteer and display a strong trust in the best intentions of the school.

Parents support the overall school mission to serve all children, not just their own. Parents provide valued input on committees, task groups and advisory councils. They have a strong sense of pride and efficacy in their child's school.

#### ELEMENTS

- Engages Families
- Shares School Mission and Vision
- Protects Family Privacy
- Includes Families in Decisions

## COMPONENT 7.2

### **Incorporates strategies that engage all families, particularly those that historically have been underserved:**

Research tells us that, on the average, students with engaged parents and families learn to read faster, earn higher grades and test scores, take more challenging classes, adapt better to school, have better attendance, display better social skills and behavior and, ultimately, graduate at a higher rate than those whose parents and families are not connected to the school. The power of family engagement is hard to overstate—parent and family engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or in poverty. Developing and applying a skill set that identifies and engages families historically underserved is a powerful way for a school leader to assure a more equal opportunity to learn for each student in a school.

**Unsatisfactory** performance is characterized by a school leader's disinterest or inability to find solutions to the barriers that exist between the school and families—barriers such as non-English speaking parents, families without access to technology or parents lacking transportation to school events.

**Basic** leadership performance displays an emerging understanding of the impact of family engagement, but is often characterized by sporadic or narrowly-focused attention to this responsibility.

School leaders at the **Proficient** level understand and take control of family engagement, recognizing it as a powerful variable in student success. They continually seek to better understand the constraints placed on some students by their family structure, culture or circumstances, and then drive their school to provide programs that place the needs of students and families before the needs of the adults on staff.

School leaders performing at the **Distinguished** level have created buildings where the staff and students themselves initiate impactful ways to incorporate all families into the school programs. These schools ask, as part of their core culture, "Who is missing at the table, and what do we need to do to solve that?"

### **ELEMENTS**

Seeks Involvement of All Families  
Uses Culturally-Appropriate Communication

## COMPONENT 7.3

### **Engages with communities to promote learning [See also Criterion 6 – Managing Resources]:**

Schools do not exist in a vacuum. They are an entity within the larger community and depend upon community support and engagement to be viable. Informative communication and strong partnerships between a school and the community can result in increased learning.

School leaders performing at the **Unsatisfactory** level have not recognized this opportunity and responsibility. As such, community members are uninformed and unsure of the school's functioning. This lack of communication can cause community members to jump to negative conclusions about the motives and commitment of the school, while these same community members are left uninformed about ways to partner with the school to promote student learning. Community engagement is lacking.

Communication at the **Basic** level informs community members of basic school functions, but typically centers on sports accomplishments or promotes upcoming fundraisers. It is not coordinated, but rather is generated by multiple groups from within the school. Rarely does this level of communication inform the community about the progress of student learning.

**Proficient** school leaders know that effective community partnerships require more than good PR skills—they understand that healthy and supportive relationships with their community starts by fostering a shared responsibility and commitment to raise and educate well-prepared children. These leaders display a respect for the positive influence an entire community can exert on each learner's progress, and communicate an authentic sense of hope and capacity for the power of a community to work together for the benefit of children. Their schools become the center of the community, and enjoy the support of shared pride and ownership in student learning.

**Distinguished** school leaders seek out and make use of every possible avenue to listen and communicate with the larger community. They are not only seen as an available school leader, they are seen as an involved and interactive community co-leader who has a finger on the pulse of the community and who takes responsibility for making the community a better place for all. These leaders open up communication and build coalitions between

members of the community which did not previously exist. The sense of community ownership and pride in schools led by distinguished leaders is immediately obvious.

### **ELEMENTS**

Creates Effective Communication Systems  
Partners with the Community  
Capitalizes Community Resources



ALFONSO LOPEZ, 2019 AWSP Elementary  
Principal of the Year

## CRITERION 8: CLOSING THE GAP

Demonstrating commitment to closing opportunity and achievement gaps: This criterion focuses on the principal's responsibility to analyze achievement of groups of students who have had an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential. While the title of this criterion refers to a gap, there is likely more than one. Also, achievement gaps are often the result of opportunity gaps. The principal's role is to analyze achievement data to identify groups that are underperforming and demonstrate a commitment to closing opportunity gaps that perpetuate achievement gaps. This includes identifying barriers that could be contributing to the proliferation of the gaps and creating and implementing effective plans that target those barriers. Connecting the school's efforts to those of the district is critical. This criterion is a specific application of Criterion 3 — Planning with Data, and addresses four areas of closing opportunity and achievement gaps: assessing data and identifying barriers (8.1), creating plans to close those gaps (8.2), implementing and monitoring the plans (8.3), and documenting the change in student achievement as a result of successfully implementing those plans (8.4).

### COMPONENT 8.1

#### Assesses data and identifies barriers:

This component addresses the need for principals to be diagnosticians. Having a deep understanding of disaggregated achievement data is a prerequisite to launching an investigation to uncover barriers that might be contributing to the existence of gaps in opportunity and achievement among various groups. This investigation needs to go beyond achievement to analyze other metrics at the group level. This might include such things as discipline and attendance data, participation in activities data, course enrollment data and other data that might give a clearer picture that might lead to the effectiveness of a plan to dismantle barriers (8.2).

Principals who ignore achievement data or attribute it to factors outside the school's focus of control pay little attention to leading a school in a way that shrinks opportunity and achievement gaps and would be considered **Unsatisfactory**.

Principals at the **Basic** level recognize that the school has a responsibility to shrink gaps. They might study achievement data that are readily available and identify specific gaps but may not be able to identify the critical barriers within the school which might be perpetuating those gaps.

**Proficient** principals in this component know their school well enough to have an understanding of data which is disaggregated over time. They seek data on contributing factors that might lead to gaps in achievement. They also know their school well enough to identify barriers closing the gaps.

Principals at the **Distinguished** level have been able to institutionalize student group data analysis such that staff lead this work. Systems are put into place that regularly focus the attention of the school community on the goal of closing gaps and identifying barriers to achieving that goal.

#### ELEMENTS

Assess Data  
Identify Barriers

### COMPONENT 8.2

#### Creates plans to dismantle barriers and increase achievement:

Leaders with a commitment to closing opportunity and achievement gaps create plans designed to focus on the achievement of groups of students. Rigorous, yet reasonable goal setting is step one, leading to development of plans which include strategies and systems designed to dismantle barriers and increase achievement.

Principals who are **Unsatisfactory** in this component either don't create plans to address gaps because they feel these gaps are out of the control of the school, or they are simply not skilled in creating effective plans.

Principals who are at the **Basic** level might create plans to close gaps, but goals might not be clear or the plans themselves lack the necessary rigor and/or are unreasonable to implement.

**Proficient** principals use gap data to set goals and involve key individuals in creating plans to achieve those goals. Proficient principals know the assets of their staff and incorporate them into plans that increase the likelihood of success. Successful implementation is considered at each phase of a plan.

**Distinguished** principals lead in a way that the planning skills of staff inform the planning process and staff have a sense of ownership in the plans thus fostering a commitment to the plans' success.

#### ELEMENTS

Creates Plans



## COMPONENT 8.3

### Implements and monitors plans to shrink achievement gaps:

Plans that are implemented with fidelity not only shrink opportunity and achievement gaps but also promote staff confidence in the principal's leadership while increasing their own commitment toward improving the school in other areas. Implementation of comprehensive plans to shrink achievement gaps requires regular monitoring of progress and adjusting strategies or systems if needed. Celebrating progress can also be a motivator for staff to stay the course on implementations.

A principal who has no plan to implement, or has a plan but ignores it, would be considered **Unsatisfactory** in this component.

Implementation of plans at the **Basic** level might include sporadic monitoring. It might not involve all key staff responsible for the plans' implementation. The natural high level of activity in a school might push the plan's implementation to the back burner.

Principals at the **Proficient** level implement plans with fidelity and commitment. They regularly share progress as a way to keep the plan alive and viable. They adjust the plan when necessary and keep all key participants involved in those decisions.

**Distinguished** principals share the implementation responsibility of plans with staff in a way that causes the staff to monitor their own implementations independently and make course corrections as needed.

### ELEMENTS

Implements  
Monitors and Adjusts

## COMPONENT 8.4

### Provides evidence of growth in student learning:

As in Components 3.5 and 5.4, this component is a reflection of this criterion displayed in terms of student achievement. Component 8.4 is designed to analyze subsets of the student population that are identified for the purpose of closing opportunity and achievement gaps between these subsets and the student population as a whole.

*The range from Unsatisfactory to Distinguished is on a continuum from no improvement in student academic growth to significant improvement in student growth.*

### ELEMENTS

Growth in Student Learning

Effective principals strive to close access, opportunity, achievement, & expectation gaps.



# PRINCIPAL SURTHRIVAL GUIDE

Welcome to leadership. It's an exciting time for you professionally—advanced degree is behind you and you are ready to tackle the job, the demands, and ultimately make a difference for kids! AWSP is here to support you as you venture into leadership, whether you are newly assigned, brand new to the position or serving your school in a support role to the lead principal.

The research is clear—there is a direct correlation between student achievement and the length of tenure for the school leader. Our mission is to support principals and the principalship in the education of all students. In order to make this a reality, AWSP wants to support you in this exciting new professional direction, but not just to survive to the end of the school year, but to SURTHRIVE!

We hope this SURTHRIVAL GUIDE helps you to think about the timeline of your school year, and the important culture, systems and learning focus successful principals pay close attention to during the year. We hope it is also a treasure trove of helpful nuggets for you to consider as you tackle the leadership of your school building. We want you to THRIVE in school leadership, because we know students cannot be successful without an awesome leader like you at the helm!

Now get out there, create HOPE, and make great things happen for kids!

# SELF-CARE TIPS

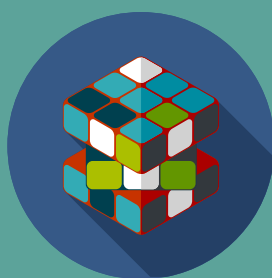
Principals and assistant principals have extremely demanding jobs that require physical, emotional and intellectual hard work. One of our priorities at AWSP is to provide principal support so that there are longer tenures in buildings and the job is as fulfilling and sustainable as possible. An important part is to reflect on and practice good self-care. Self-care boils down to three main categories: physical, mental and emotional. Consider the following strategies to be in the best position to not just survive, but to “sur-THRIVE” in your role as a building leader!



## PHYSICAL SELF-CARE: Activities to Improve Your Physical Health

- 6-8 hours sleep
- Exercise
- Eat lunch
- Establish routines/rituals
- Drink water

The physical side of self-care includes things such as getting enough rest, exercising, eating right and staying hydrated. Establishing a regular exercise routine influences the leader's ability to manage the stress of the job in a proactive manner, while creating and sticking to a regular routine builds your personal self-efficacy. Initiating a routine such as this can consistently help to create a level of predictability in your day you might not otherwise have, once you reach the school building. Healthy routines assist in less decision making. Prepare for the work week with a meal plan, have those healthy snacks and lunch choices at the ready, just waiting for you to grab. Consider working out early in the day so nothing can interrupt you from completing it. Planning for the week and establishing routines can help to prepare for the day, stay on track with our daily goals and to eventually wind down at the end of the day.



## MENTAL SELF-CARE: Practices that Maintain Mental Strength

- Animal companionship
- Spirituality
- Laugh!
- Work/life balance
- Collaborate with peers

The mental side of self-care includes things like spending time with a furry friend, taking time for daily devotionals or meditation practices, finding humor in everyday things, and learning to laugh! AWSP greatly encourages principals to identify and engage with their own Professional Learning Network of peers. Establishing your very own PLN, whether it be through participation in our professional development series, or finding opportunities to network with colleagues in your region—collaborating and connecting with others in your profession about challenges and your work can be very helpful. Additionally, staying connected to what makes you happy—walks in nature, reading, gardening, sporting activities, a bike ride...all are great ways to keep you mentally healthy and ready for the challenges of leadership.



## EMOTIONAL SELF-CARE: Activities to Honor Yourself and Your Feelings

- Pay attention to your feelings
- Learn to say NO
- Breathe
- Set boundaries
- Forgive yourself

The emotional side of self-care is really about caring for your emotional needs by identifying what it is you're feeling and then moving forward in a way that honors yourself and those emotions. When our emotional self-care needs are not being addressed, we tend to feel frustrated and burned-out. Strategies to consider are learning to say no in order to protect your time, remembering to breathe when you feel your emotions running the show, reserving “sorry” for things in which you are truly sorry and working to find the words necessary to communicate to others with clarity. Bottom line, you are in charge of what energy you allow to enter into your life. Get better at setting boundaries that protect your space and time and notice, name and validate your emotions when they make an appearance. Give yourself grace and allow yourself to process what you're going through without judgment or guilt.

# AUGUST

## THINGS TO CONSIDER

- Welcome staff and parent newsletter.
- Establish a theme for the year?
- Meet with support staff, establish routines, daily/weekly meeting schedule.
- Communicate back-to-school events and news through website and social media, press release.
- Plan/discuss positive behavior rewards for the year.
- Plan a Welcome Back event to meet new staff.
- New employee orientation.
- Go over arrival/dismissal procedures for the first day.
- Review/develop alternative schedules (i.e., ½ day, early dismissal, early/late release).
- Review code of conduct and discipline plan with all stakeholders.
- Work with support staff to anticipate and welcome students who might struggle with the transition back to school.
- Hold parent meetings with students with attendance/behavior concerns, to establish a solid working relationship upfront.
- Meet with parent organization to establish year long partnership and go over planned activities.

## CALENDAR ITEMS

- Aug 4** President Barack Obama's birthday (Commemorative school holiday)  
National Kids Day
- Aug 10** Paul Bunyan Day
- Aug 12** Eid al-Adha begins (Major Islamic holiday; begins at sundown on previous day; may impact student attendance)
- Aug 13** Left Handers' Day
- Aug 24** Krishna Janmashtami begins (Major Hindu holiday; may impact student attendance)
- Aug 26** Women's Equality Day
- Aug 28** Rainbow Bridge Remembrance Day (lost pets)
- Aug 31** Al-Hijra (Major Islamic holiday; begins at sundown on previous day)

## AWSP'S GREAT 8

- **Creating Culture:** Prepare powerful welcome back activities for your students, staff and community.
- **Ensuring School Safety:** Develop/modify and review school safety plans with staff.
- **Planning with Data:** Review previous year data and create a plan for improvement or talking points for back-to-school with teachers.
- **Aligning Curriculum:** Give your staff the gift of time to curriculum map based on the identified standards.
- **Improving Instruction:** Model strong instruction as you prepare and plan your kickoff staff days.
- **Managing Resources:** Prepare, prepare, prepare for your most precious resource: students and staff. How will they know they will be well cared for?
- **Engaging Communities:** Use social media to promote your message, reminders of events, etc.
- **Closing the Gap:** Use your "gap analysis" as the driver of your back to school events with all stakeholders.

## AWSL CALENDAR

- Meeting with student leadership teams/officers. What are their goals for the school year? Share your goals and vision for the school with them.
- Meet with those who attended Summer Leadership Camps, and see what they learned.
- Annual AWSL membership dues.
- Let AWSL know about changes to advisers (if any), so we can reach out and support them from the get-go.
- Purchase AWSL Curriculum Books (High School, Middle Level, and Elementary).
- ALL—Register for ASB Finance Workshops for administration, advisers, bookkeepers.



# SEPTEMBER

## THINGS TO CONSIDER

- Instructional staff given classroom observation schedule or information.
- Schedule meetings for the month (grade levels, department meetings, parent meetings).
- Take stock of student/school fundraising efforts and/or discuss with PTA/PTO, athletics dept.
- Do you have a plan for how to notify staff in an emergency? (Phone tree, email, Just Remind phone app?)
- Teachers have been given current IEPs for students with learning differences—review of classroom accommodations.
- Staff have been given time in PLCs to determine pacing for standards and assessment schedules.
- Finalize school improvement plan—communicated to all stakeholders.
- Preparations have begun for fall parent/teacher conferences.
- What does your evaluation timeline look like? Communicate with supervisor and be prepared to share YOUR goals for the year.

## CALENDAR ITEMS

- Sept 1** Ovarian and Prostate Cancer Awareness Month
- Sept 2** Labor Day (Federal holiday; legal school holiday)
- Sept 8** Grandparents' Day  
National Arts in Education Week begins
- Sept 11** Day of Remembrance / Patriot Day
- Sept 13** Think Positive Day
- Sept 15** National Hispanic Heritage Month begins (runs through October 15)
- Sept 17** Constitution Day
- Sept 19** International Talk Like a Pirate Day
- Sept 20** POW/MIA Recognition Day
- Sept 29** Navaratri begins (Major Hindu Holiday; may impact student attendance)
- Sept 30** Rosh Hashana begins (Major Jewish holiday; begins at sundown on previous day; may impact student attendance)

## AWSP'S GREAT 8

- **Creating Culture:** Make a commitment to remember every student's name. Be visible everywhere, every day.
- **Ensuring School Safety:** Conduct a school-wide full scale multi-level evacuation drill.
- **Planning with Data:** Organize school's Data Team to identify and analyze grade level data and systems to monitor student achievement.
- **Aligning Curriculum:** Follow up with grade levels, department heads on their identified standards and instructional and assessment schedule.
- **Improving Instruction:** Work with your support person to backwards map your evaluation cycle with all employees for the year.
- **Managing Resources:** Establish a schedule for regular staff meetings with all stakeholder groups in your school (classified, support, custodial, etc.).
- **Engaging Communities:** Schedule and plan a Family Fun Fair that is designed to increase participation of all families.
- **Closing the Gap:** Establish your school's "Guided Coalition."

## AWSL CALENDAR

- (High School) Register for Fall Leadership Conference.
- (High School) Encourage students to apply for Student Voice and Advocacy Board.
- (High School—Eastern Washington) Register for Fall Team Retreat.
- (Middle Level) Register for Regional Fall Leadership Days.
- (Middle Level) Register for Fall Team Retreat (takes place at Cispus and Chewelah Peak).
- (High School and Middle Level) Support and register your adviser, bookkeeper, and yourself in attending WACA (Washington Activity Coordinators Association), which will take place in March.
- (Elementary) Connect with AWSL for support for your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.
- ALL—Register for ASB Finance Workshops for administration, advisers, bookkeepers.

# OCTOBER

## THINGS TO CONSIDER

- Instructional staff given classroom observation schedule or information.
- Schedule meetings for the month (grade levels, department meetings, parent meetings).
- Take stock of student/school fundraising efforts and/or discuss with PTA/PTO, athletics dept.
- Do you have a plan for how to notify staff in an emergency? (Phone tree, email, Just Remind phone app?)
- Teachers have been given current IEPs for students with learning differences—review of classroom accommodations.
- Staff have been given time in PLCs to determine pacing for standards and assessment schedules.
- Finalize school improvement plan—communicated to all stakeholders.
- Preparations have begun for fall parent/teacher conferences.
- What does your evaluation timeline look like? Communicate with supervisor and be prepared to share YOUR goals for the year.
- Begin preparations for Veteran's Day assembly.
- Make travel plans/accommodations for LPLN/BELN November trainings.

## CALENDAR ITEMS

- Oct 1** National Principals Month begins
- Oct 1** Recycling Day (Commemorative school holiday)
- Oct 2** National Custodial Workers Day
- Oct 4** World Smile Day
- Oct 7** Iraq and Afghanistan Veterans Remembrance Day
- Oct 8** Dussehra (Major Hindu holiday)
- Oct 9** Yom Kippur (Major Jewish holiday; begins at sun down on previous day; may impact student attendance)
- Oct 14** Columbus Day/Indigenous Peoples' Day (Federal holiday; legal school holiday)  
National School Lunch Week begins
- Oct 15** Students must meet vaccination / health requirements or be excluded from school (unless school district has earlier date)
- Oct 16** Boss's Day
- Oct 21** National Bus Safety Week
- Oct 27** Diwali/Deepavali begins (Major Hindu Holiday; may impact student attendance)
- Oct 31** Halloween

## AWSP'S GREAT 8

- **Creating Culture:** Work with student leaders to organize a monthly morale booster.
- **Ensuring School Safety:** Organize your school to participate in "The Great Shakeout" National Earthquake Preparedness Day.
- **Planning with Data:** Analyze September student attendance data and create a plan for early intervention with families.
- **Aligning Curriculum:** Organize and launch classroom walkthroughs. Consider establishing peer to peer observations.
- **Improving Instruction:** Block out your schedule two days per week to be in classrooms.
- **Managing Resources:** Do you have a budget committee? How is this team making decisions about school resources?
- **Engaging Communities:** Hold goal setting conferences. Consider them beginning of the year goal setting for students.
- **Closing the Gap:** Create a "Principal's Advisory Council" comprised of student leaders and organized around the AWSP Leadership Framework.

## AWSL CALENDAR

- (High School/Middle) Begin thinking about summer camps (budget). Yes, begin these conversations now!
- (Middle Level) Register for Regional *La Chispa* (Middle Level Bilingual Leadership/Empowerment Workshop).
- (Elementary) Connect with AWSL for support for your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# NOVEMBER

## THINGS TO CONSIDER

- Assess where YOU are in collecting evidence for your personal evaluation—look for areas of strength, assess for opportunities to grow.
- Prepare for second semester teacher in-service/professional development.
- Conduct second quarter benchmark assessments.
- Review your district's policies regarding holiday in-classroom activities, programs and displays.
- Develop semester exam schedule.
- Identify curricular changes, staffing needs and instructional changes for next school year.
- Share district policies regarding holiday in-classroom activities, programs and displays.

## CALENDAR ITEMS

- Nov 2** Cookie Monster's Birthday
- Nov 3** Standard time returns (set clocks back one hour)
- Nov 11** Veterans Day Observed (Federal holiday; legal school holiday)  
American Education Week begins
- Nov 13** World Kindness Day
- Nov 15** School Board Member Appreciation Day
- Nov 18** Random Act of Kindness Week
- Nov 23** Family Volunteer Day
- Nov 28** Thanksgiving Day (Federal holiday; legal school holiday)
- Nov 30** Small Business Saturday

## AWSP'S GREAT 8

- **Creating Culture:** Organize, plan and implement a school "recognition" assembly for the first quarter achievements.
- **Ensuring School Safety:** Coordinate a safety meeting with building stakeholders to address winter drill procedures—snow removal practices, late start bell schedules, cancellation protocols.
- **Planning with Data:** Focus Data Team efforts on student discipline data and troubleshooting Tier III supports.
- **Aligning Curriculum:** Schedule professional development based on classroom walkthrough data and trends.
- **Improving Instruction:** Consider a book study that will carry over through Nov/Dec/Jan and influence instructional practices for second half of the school year.
- **Managing Resources:** Prepare for facilities work to be conducted over the winter break.
- **Engaging Communities:** Use social media to promote your campus and celebrate victories. Communicate to families about pre-arranged absences and holiday travel expectations.
- **Closing the Gap:** Work with Data Team to analyze progress/lack of progress for mid-winter regrouping of students for their success.

## AWSL CALENDAR

### (NOVEMBER/DECEMBER)

- (High School) Contact AWSL about hosting a day-long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Continue thinking about summer camps (budget).
- (Middle Level) Begin thinking about Middle Level Regionals, which will take place in February.
- (High School and Middle Level) Register your adviser, bookkeeper, and yourself (administration) to attend WACA (Washington Activity Coordinators Association), which will take place in March.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# DECEMBER

## THINGS TO CONSIDER

- Holiday cards mailed to school supporters and donors.
- Schedule monthly meetings with grade levels and/or teams and department heads to discuss curriculum alignment and curriculum mapping.
- Revisit your campus goals and communicate plans with staff.
- Identify teachers at-risk of termination for professional growth planning and additional support.
- Review second semester schedule to ensure class sizes are balanced and occupancy is appropriate—pay attention to number of desks.
- Work with staff to offer after-school opportunities for students needing additional resources and study support for finals.
- Take time to relax and enjoy the holidays; plan some fun self-care things for yourself with people you enjoy!

## CALENDAR ITEMS

- Dec 7** Pearl Harbor Veterans' Day (Commemorative school holiday)
- Dec 9** Computer Science Week begins
- Dec 10** Human Rights Day
- Dec 12** Gingerbread House Day
- Dec 15** National Cupcake Day
- Dec 21** Winter Solstice Day
- Dec 23** Hanukkah begins (Major Jewish holiday; begins at sundown on previous day)
- Dec 24** Christmas Eve (Major Christian Holiday)
- Dec 25** Christmas Day (Federal holiday; legal school holiday)
- Dec 30** Bacon Day
- Dec 31** New Year's Eve

## AWSP'S GREAT 8

- **Creating Culture:** Plan a winter staff celebration (on or off campus). Work with students to organize schoolwide "make a wish" celebrations.
- **Ensuring School Safety:** Schedule monthly drill, review and share inclement weather procedures with staff; ensure all activities are covered for winter break.
- **Planning with Data:** Prepare calendar for mid-year benchmark assessments and data and intervention meetings.
- **Aligning Curriculum:** Convene cross-grade level/inter-department focus groups to assess first half of the year progress.
- **Improving Instruction:** Plan instructional program for next school year. Identify curricular changes, staffing needs, master schedule and resources.
- **Managing Resources:** Ensure appropriate winter break coverage for mail, phone messages, holiday maintenance.
- **Engaging Communities:** Communicate winter break hours with all stakeholders. Update school website with appropriate information.
- **Closing the Gap:** Prepare for "New Year" assembly. Celebrate success, hard work, effort and perseverance.

## AWSL CALENDAR

### (NOVEMBER/DECEMBER)

- (High School) Contact AWSL about hosting a day-long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Continue thinking about summer camps (budget).
- (Middle Level) Begin thinking about Middle Level Regionals, which will take place in February.
- (High School and Middle Level) Register your adviser, bookkeeper, and yourself (administration) to attend WACA (Washington Activity Coordinators Association), which will take place in March.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.



# JANUARY

## THINGS TO CONSIDER

- Review personal professional development progress.
- Review progress toward goals in your evaluation.
- Review progress toward student growth goals contained in your evaluation.
- Complete a mid-year self evaluation—look for success and opportunities.
- Assess completion of classroom evaluations and walkthroughs.
- Review students' first semester grade to ensure appropriate class placement.
- Ensure teachers finalize and submit semester grades.
- Instructional planning for next year continues—post open teaching and other staff positions.
- Develop criteria to guide selection of new staff members—ensure criteria follow district procedures and hiring guidelines.
- Create Master Schedule guiding documents.

## CALENDAR ITEMS

- Jan 1** New Year's Day (Federal holiday; legal school holiday)
- Jan 19** National Popcorn Day
- Jan 20** Martin Luther King Day (Federal holiday; legal school holiday)
- Jan 24** International Day of Education
- Jan 27** Chocolate Cake Day
- Jan 28** Christa McAuliffe Day

## AWSP'S GREAT 8

- **Creating Culture:** Plan a "New Year" assembly to celebrate accomplishments and highlight schoolwide expectations.
- **Ensuring School Safety:** Prepare for and teach expectations to staff and students about recess expectations for inclement weather, as well as appropriate dress for the winter climate.
- **Planning with Data:** Conduct a mid-year review of gap data in your school and share with all stakeholder groups.
- **Aligning Curriculum:** Organize a grade level/inter-departmental "Share Fair" of best practices.
- **Improving Instruction:** Using classroom walkthrough data, share instructional strategies that are showing a positive correlation to student academic success.
- **Managing Resources:** Convene the Budget Committee to assess on-target spending. "This year's money, this year's kids."
- **Engaging Communities:** Plan, schedule and send invites to parents and community stakeholders to share progress on school improvement plan.
- **Closing the Gap:** Engage your Guiding Coalition on a mid-year gap analysis. Who are you missing?

## AWSL CALENDAR

- (High School) Contact AWSL about hosting a day-long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Work on final steps towards registering for summer camps (budget). Registration will open on February 1. Spots fill up fast!
- (Middle Level) Register for Middle Level Regionals, which take place at the end of February.
- (High School and Middle Level)—Register your adviser, bookkeeper, and yourself (administration) to attend WACA (Washington Activity Coordinators Association), which will take place in March.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# FEBRUARY

## THINGS TO CONSIDER

- Make travel plans/accommodations for LPLN/BELN March trainings.
- Follow up from semester data meetings with key staff; follow through with schedule changes if necessary.
- Begin planning class list development, transition between grade levels.
- Begin having the conversations with HR about next year's staffing and possible moves.
- Have you scheduled your end of year evaluation meetings? Check those timelines and start anticipating how you can manage your schedule efficiently.
- Meet with your support staff to look at end of year timelines and tasks.
- Take a look at your schoolwide programs and look at data to determine "hot spots" that need attention/re-teaching and feedback.

## CALENDAR ITEMS

- Feb 1** Black History Month begins
- Feb 2** Groundhog Day
- Feb 8** Kite Flying Day
- Feb 11** Safer Internet Day
- Feb 12** Lincoln's Birthday (legal school holiday)
- Feb 14** Valentine's Day
- Feb 15** Birthday of Susan B. Anthony
- Feb 17** Washington's Birthday & Presidents' Day (Federal holiday)
- Feb 21** Maha Shivratri (Major Hindu holiday; begins on the evening before)
- Feb 26** Ash Wednesday (Major Christian holiday)

## AWSP'S GREAT 8

- **Creating Culture:** Consider the importance of feedback as you head into the spring. Conduct a mid-year school-wide climate/culture survey.
- **Ensuring School Safety:** Schedule a school and community First Aid Training (which includes Mental Health First Aid and defibrillator).
- **Planning with Data:** Organize and plan mid-year benchmark, assessments, content-based assessments, if not completed in January.
- **Aligning Curriculum:** Revisit and check fidelity of intervention curricula with entire staffulty.
- **Improving Instruction:** Visit grade level team/dept. meetings and check on instructional strategies that teams are working to learn and implement.
- **Managing Resources:** Conduct mid-year check-ins with all stakeholder groups in your school (classified, support, custodial, etc.).
- **Engaging Communities:** Communicate the assessment schedule to families, anticipating appts., absences and vacations.
- **Closing the Gap:** Use your "gap analysis" as the driver for mid-year adjustments to student schedules.

## AWSL CALENDAR

- (High School) Contact AWSL about hosting a day long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Summer Camp Registration is open. Get those school registration forms and POs in to secure spots.
- (Middle Level) Register for Middle Level Regionals, which take place at the end of the month.
- (High School and Middle Level) Register your adviser, bookkeeper, and yourself (administration) to attend WACA (Washington Activity Coordinators Association), which will take place in March.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# MARCH

## THINGS TO CONSIDER

- Attend AWSP professional development (LPLN/BELN)—where are you at with the paradigm? Instructional focus—what culture systems and learning are needing your attention?
- Finalize teacher summative evaluations.
- Ensure budgeted funds are spent for the current school year—or you have a plan to spend them.
- Instructional planning for next school year continues.
- Draft preliminary master schedule for next year.
- Begin work on faculty and student handbooks for next school year.
- Finalize building budget for next school year.
- Begin planning for summer cleaning and maintenance.
- Begin planning for summer school.

## CALENDAR ITEMS

- Mar 1** National School Social Workers Appreciation Week begins
- Mar 2** Read Across America Day  
National School Breakfast Week begins
- Mar 8** Daylight Savings Time Begins (Set clocks ahead one hour)
- Mar 10** Holi (Major Hindu holiday; begins on previous evening)
- Mar 14** National Potato Chip Day
- Mar 17** St. Patrick's Day
- Mar 29** Vietnam War Veterans' Day (Commemorative school holiday)

## AWSP'S GREAT 8

- **Creating Culture:** Work with student leaders to organize a monthly morale booster. It is March Madness!
- **Ensuring School Safety:** Take time to debrief discipline data with your PBIS team. What areas are needing focus? What areas need additional re-teaching, what areas can be celebrated?
- **Planning with Data:** Share attendance and discipline data with staff to increase intentionality of efforts for students.
- **Aligning Curriculum:** At this point in the year, do you need to move your best teachers to be with your greatest needs?
- **Improving Instruction:** Consider offering professional development around high leverage instructional practices.
- **Managing Resources:** Meet with custodial team to backwards map end-of-year timeline and procedures.
- **Engaging Communities:** Communicate with families about upcoming state testing and giving them lead time for appts., travel, etc. Share expectations and importance of communication.
- **Closing the Gap:** Have your student-led Principal's Advisory Council share data collected with staff regarding student perceptions.

## AWSL CALENDAR

- (High School) Contact AWSL about hosting a day long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Summer Camp Registration is open. Get those school registration forms and POs in to secure spots.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# APRIL

## THINGS TO CONSIDER

- Contact your AWSP Regional Rep. with concerns, thoughts and/or questions.
- Sign up for the AWSP/WASA Summer Conference.
- Communicate the testing schedule with all stakeholders.
- Plan for Administrative Assistant's Day.
- Work with student and parent groups to organize National Teacher Appreciation Week events.
- Review class list procedures, master schedule student requisition processes and procedures.
- Conduct a final round of classroom observations.
- Invite your supervisor to come taking a "Testing Tour."
- Work with student leadership team to approve ASB budgets prior to submitting to district office.
- Conduct "student interviews" to gain increased student perspective.
- Create and administer an "End of the Year" survey.

## CALENDAR ITEMS

- Apr 1** April Fool's Day
- Apr 5** Palm Sunday (Major Christian holiday)
- Apr 9** Passover begins (Major Jewish holiday; begins at sundown on previous day; may impact student attendance)
- Apr 12** Easter (Major Christian holiday)
- Apr 15** Tax Day
- Apr 19** National Library Week begins
- Apr 20** Volunteer Recognition Day
- Apr 22** Administrative Professionals Day
- Apr 23** Take Our Daughters and Sons to Work Day
- Apr 24** Arbor Day  
Ramadan begins (Major Islamic holiday; begins at sundown on previous day; may impact student attendance)

## AWSP'S GREAT 8

- **Creating Culture:** Work with student leaders to organize motivational activities encouraging best effort during state testing.
- **Ensuring School Safety:** Organize and plan with student leaders a "Stop Texting and Driving" event for your entire community.
- **Planning with Data:** Interview students on who their favorite teachers are and why? Use that data to demonstrate the power of relationships.
- **Aligning Curriculum:** Work with your students and parent groups to identify strategies to ease the stress of testing on the entire system.
- **Improving Instruction:** Organize a staff training on how to reduce stress and anxiety during testing. Share best practices.
- **Managing Resources:** Does your master schedule for the upcoming year match the needs of your students?
- **Engaging Communities:** Are you using student and parent voice to assist in the hiring process for new teachers?
- **Closing the Gap:** Be present and visible with your students and staff. Reinforce the importance of relationships.

## AWSL CALENDAR

- (High School) Contact AWSL about hosting a day long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Summer Camp Registration is open. Get those school registration forms and POs in to secure spots.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.



# MAY

## THINGS TO CONSIDER

- Work with your support person to schedule all your final evaluation conversations.
- Conduct final observation conversations with all staff.
- Fill out your “Evidence of Impact” form for your own evaluation.
- Share the “End of the Year Checklist” with staff.
- Finalize school supply lists—work with support staff to distribute at key venues.
- Work with support staff to clean up discipline data and review state discipline reporting procedures.
- Set up a meeting with new student leaders to chart a course/set goals for next year.
- Work with your PBIS Team to review and refresh programming for next school year.
- Visit with custodial team to determine summer vacation schedules, building cleaning and office needs.
- Plan your end of the year recognition activities and events.

## CALENDAR ITEMS

- May 4** National Teacher Appreciation Week begins
- May 5** Cinco de Mayo  
National Teacher Day
- May 6** School Nurse Appreciation Day
- May 10** Mother’s Day
- May 15** Just Say No Day (Illinois School Code discretionary observance)
- May 18** Visit Your Relatives Day
- May 25** Memorial Day (Federal holiday; legal school holiday)

## AWSP’S GREAT 8

- **Creating Culture:** Launch a “Three Words Competition” among stakeholders that captures the feelings of the year.
- **Ensuring School Safety:** Have your school’s safety committee review the walk and bike routes to your school. Work with your transportation department.
- **Planning with Data:** Solicit feedback from stakeholders about your leadership. Ask about your progress with creating culture, building systems and leading learning.
- **Aligning Curriculum:** Plan a staff meeting that only includes music, food, fun and the sharing of best practices. Celebrate.
- **Improving Instruction:** Organize a student panel to share with staff what it is like to be a “learner” in the school.
- **Managing Resources:** Final budget committee review of current budget balances and building needs.
- **Engaging Communities:** Work with parent and community groups to support teachers and students during state testing and National Teacher Appreciation Week.
- **Closing the Gap:** Organize and plan a “Close the Gap Gala.” Celebrating the grand and rare accomplishments of your staff and students.

## AWSL CALENDAR

- (High School) Contact AWSL about hosting a day long empowerment workshop (I AM | WE ARE).
- (High School/Middle Level) Summer Camp registration is open. Get those school registration forms and POs in to secure spots. High School forms are due early May, so work on finalizing this. Middle Level, you have until June.
- (Elementary) Connect with AWSL for resources to support your students. We have multiple programs and resources available. Now is the perfect time to start working with us to plan out your year and develop support strategies for you.
- ALL—Annual AWSL membership dues.

# JUNE

## THINGS TO CONSIDER

- Conduct student exit-interviews to gather student perceptual data.
- Conduct staff exit-interviews to gather staff perceptual data.
- Distribute information to families around summer options for students.
- Host a parent volunteer “thank you” event.
- Invite local politicians to end-of-the-year events.
- Work with support staff to finalize summer ordering. (i.e., Back-to-school swag, t-shirts for staff, and other fun things to honor and welcome staff back.)
- Breathe! Consider taking your support team out to lunch or bring lunch in—take a minute to celebrate another successful year as a team.
- Meet with your administrative team to reflect, debrief the year in regards to goals and begin initial planning for next year.
- CELEBRATE all the accomplishments.

## CALENDAR ITEMS

June 12	Anne Frank’s Birthday
June 14	Flag Day
June 19	Juneteeth
June 20	First Day of Summer
June 21	Father’s Day
June 28-30	AWSP/WASA Summer Conference (Spokane)

## AWSP’S GREAT 8

- **Creating Culture:** Celebrate, celebrate, celebrate the great work by students and staff this year.
- **Ensuring School Safety:** Work with local organizations and agencies about promoting summer safety initiatives for your students and families.
- **Planning with Data:** Highlight the data and accomplishments for the year and share with staff at closing activities.
- **Aligning Curriculum:** Give your staff the permission to have fun and be creative with their kids as they wrap up the year.
- **Improving Instruction:** Host an end of the year “I Made a Difference” event for staff where they share the impact they’ve had on kids in the school.
- **Managing Resources:** Honor and recognize all departing staff, parent volunteers and community stakeholders at final assemblies of the school year.
- **Engaging Communities:** How can you bridge the gap of support from the school to community groups during the summer? What options are available for working families?
- **Closing the Gap:** Celebrate accomplishments and continue to communicate your “5 Year Vision” for your school. Culture, Systems & Learning.

## AWSL CALENDAR

- Let AWSL know about changes to your school’s leadership team and adviser changes. We want to be there from day one to support them through the world of AWSL.
- Double check with AWSL that all forms are in for summer camps.
- Begin thinking about beginning of the next school year (August). Is a retreat at Chewelah Peak or Cispus something you want to help set up with/for your staff or school leadership teams? We can assist with that!

# JULY

## THINGS TO CONSIDER

- Rest, relax and recharge.
- Clean up and organize your office.
- Move your furniture around for a fresh look and feel.
- Take vacation.
- Invite your superintendent over for a quiet campus walk-through.
- Reflect on the impact of your leadership this past year and set your goals for the upcoming year.
- Walk the campus with your custodial/maintenance team to identify areas of concern.
- Paint your school's theme or logo on the walls.
- Set up a meeting time with your student leadership team to continue discussion on goals/objectives for the year and kick off activities for the team—try to accomplish that in their space or even off campus for a getaway from interruptions.

## CALENDAR ITEMS

- |            |   |
|------------|---|
| July 4     | Independence Day                          |
| July 7-9   | NASSP National Principals Conference (MD) |
| July 12-14 | NAESP Pre-K–8 Principals Conference (KY)  |

## AWSP'S GREAT 8

- **Creating Culture:** Attend the Jostens' National Renaissance Conference with a team from your school.
- **Ensuring School Safety:** Coordinate a meeting and walk-through of your building with your district Maintenance Director.
- **Planning with Data:** Reflect on students who your system "missed" this past year. What could you have done differently? Use those "cases of one" to drive your planning.
- **Aligning Curriculum:** Attend AWSP's Summer Conference. Sign up and attend AWSP's series of summer workshops. What's your PLN?
- **Improving Instruction:** Assess effectiveness of the tools, procedures and processes you used this past year to improve instruction. Adjust your tools if needed.
- **Managing Resources:** Reflect on your school's resources (fiscal and human). Did your use of resources best match your mission and vision?
- **Engaging Communities:** Advertise and host a Community Engagement Night. Invite partners, parents, and community leaders into a strategic planning session for the upcoming school year.
- **Closing the Gap:** Brainstorm all the potential gaps in your school (access, opportunity, achievement, expectations, hope, etc.) and reflect on improvements made during the year. What still needs to be done?

## AWSL CALENDAR

- Let AWSL know about changes to your school's leadership team and adviser changes. We want to be there from day one to support them through the world of AWSL.
- Double check with AWSL that all forms are in for summer camps.
- Begin thinking about beginning of the next school year (August). Is a retreat at Chewelah Peak or Cispus something you want to help set up with/for your staff or school leadership teams? We can assist with that!

# PRINCIPALS LEAVE A FOREVER IMPACT. WHAT'S YOURS?

AWSP's Evidence of Impact Tool is designed to help encourage school leaders in conversations about the impact of leadership. It is not an evaluation form. Below we have highlighted several key ideas and components of the tool. You'll find the full size version of the form on page 54 of this Handbook. You can also access a downloadable version at [www.awsp.org/framework](http://www.awsp.org/framework).

YOU + POP + TOA =  
Closing Gaps

Becoming while Doing

## AWSP LEADERSHIP FRAMEWORK EVIDENCE OF IMPACT TOOL

SCHOOL PROBLEM OF PRACTICE (POP)	SCHOOL LEADER PARADIGM			
<p>What <b>Problem of Practice</b> (POP) is the principal, leadership team and/or school tackling? What needs to be changed in your school to improve the success of each and every student? What historically inequitable systems still exist that need to be addressed? Is it a <b>Culture, Systems</b> and/or <b>Learning</b> issue?</p> <p>What's your POP?</p>	<p>1. How will you be a Learning Leader through this Cycle of Inquiry (COI)?</p> <p>2. What Leadership Intelligences will impact your ability to lead this work?</p> <p>3. What contexts should you be aware of and consider?</p> <p>4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?</p>		<p>1. How will you make your own learning visible in this process?</p> <p>2. What leadership moves will you make to build your school's culture?</p> <p>3. What current systems will help or hinder your Cycle of Inquiry?</p> <p>4. How will you push on the learning of all stakeholders and the organization throughout this process?</p>	
LEADERSHIP THEORY OF ACTION (TOA)	LEADERSHIP INTELLIGENCES — BECOMING		LEADERSHIP DOMAINS — DOING	
<p>After you've identified your POP, what is the <b>Theory of Action</b> (TOA) around addressing the issue in your school?</p> <p>Leading starts with you. Begin by saying, "If I do this ____, then this will happen."</p> <p>Then get your team engaged by saying, "If we do this ____, then this will happen ____."</p> <p>What is your TOA?</p>	<p><b>Personal</b></p> <p>Wellness Growth Mindset Self-Management Innovation</p>	<p><b>Culture</b></p> <p>Relationships Student Centeredness Wellness Equity Traditions/Celebrations Ethics Global Mindedness</p>	<p><b>Systems</b></p> <p>Vision/Mission Communications Collaborative Leadership Data Literacy Strategic Management Safety Operations</p>	<p><b>Learning</b></p> <p>Reflection/Growth Result-Oriented Curriculum Instruction Assessment Innovation Human Capital Management</p>
<p>CONVERSATIONS/NOTES/COMMENTS/QUESTIONS:</p>				

AWSP LEADERSHIP FRAMEWORK CRITERIA	LEADERSHIP IMPACT	PARADIGM REFLECTION
<p>How are your leadership moves evident within and across the AWSP Leadership Framework? Which criteria will be critical to implementing your TOA? Can you cite examples of how the impact of your leadership is visible within and across the AWSP Leadership Framework?</p>	<p>What is the evidence of impact? How did identifying a <b>Problem of Practice</b> and developing a <b>Theory of Action</b> impact stakeholder learning, school improvement, and/or close achievement gaps? How do you know?</p>	<p>What did you learn about yourself throughout this process? Can you describe a situation where you were cognizant of your own <b>Becoming</b> while <b>Doing</b>?</p>
AWSP LEADERSHIP FRAMEWORK CRITERIA	EVIDENCE OF IMPACT	PROFESSIONAL GROWTH
<p><b>AWSP Leadership Framework:</b></p> <ol style="list-style-type: none"> <li>1. Creating Culture</li> <li>2. Ensuring Safety</li> <li>3. Planning with Data</li> <li>4. Aligning Curriculum</li> <li>5. Improving Instruction</li> <li>6. Managing Resources</li> <li>7. Engaging Community</li> <li>8. Closing Gaps</li> </ol>	<p>You did all this work, but <b>so what</b>? How do you know your impact?</p> <p>Qualitative Data:</p> <p>Quantitative Data:</p>	<p>What did you learn the most about yourself as the lead learner?</p> <p>What personal strengths helped you lead this work?</p> <p>What attributes did you identify as areas where you need to continue to focus as a reflective leader?</p>
<p>CONVERSATIONS/NOTES/COMMENTS/QUESTIONS:</p>		

What makes you so special?

What makes you an effective leader?

How do you know you had an impact?



# CREATING A CULTURE OF GROWTH VS. EVALUATION

## DEFINITIONS:

**Growth**—Focused on individual learning and feedback that is ongoing, timely, relevant, personal, safe, and future-oriented (learning forward).

**Evaluation**—Focused on assessing and providing feedback on an employee’s work and results based on job responsibilities and duties (assessing backward).

**Mutually Beneficial**—Establishing a relationship between evaluator and employee that provides learning opportunities for both parties throughout an ongoing professional learning process.

## MY LEADERSHIP GOALS THIS YEAR:

☐ \_\_\_\_\_
 ☐ \_\_\_\_\_

☐ \_\_\_\_\_
 ☐ \_\_\_\_\_

## GUIDING QUESTIONS:

What is the Problem of Practice (POP) you and your team is addressing this year?

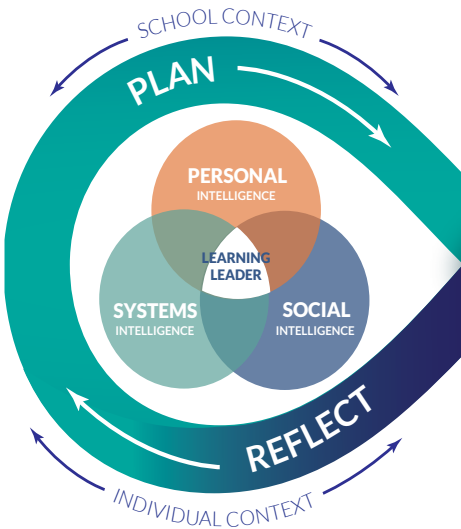
What is the Theory of Action (TOA) you’ve developed to address the POP?

How have you been leading your staff this year through this Cycle of Inquiry (COI)?

What is the “evidence of impact” of your leadership?

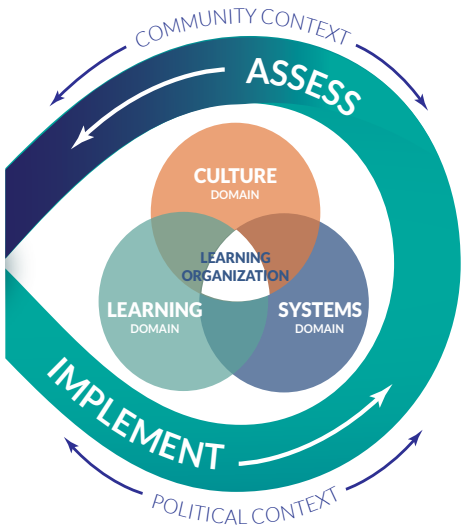
What have you learned about yourself throughout this COI?

Where do you see your school five years from now as a result of your leadership?



How are your leadership moves evident within and across the AWSP Leadership Framework?

1. CREATING A CULTURE
2. ENSURING SCHOOL SAFETY
3. PLANNING WITH DATA
4. ALIGNING CURRICULUM
5. IMPROVING INSTRUCTION
6. MANAGING RESOURCES
7. ENGAGING COMMUNITIES
8. CLOSING THE GAP



FALL	WINTER	SPRING	SUMMER
Plan	Implement	Assess	Reflect
<p>The planning stage incorporates the collection and synthesis of data which school leaders must use to develop measurable goals. Additionally, resources and supports needed for school leaders to attain their identified goals should be determined.</p>	<p>With a comprehensive plan in place, school leaders must get to work by intentionally implementing growth initiatives. Special care must be given to monitoring the pace of implementing growth initiatives to ensure long-term sustainability.</p>	<p>Simply, data must be collected and reviewed to ascertain whether the growth initiatives implemented are achieving the goals identified during planning.</p>	<p>Really, school leaders should be in a constant state of reflection when it comes to growth and improvement. Not only does this help them ensure what they are doing is still relevant, but it also informs future improvement efforts.</p>

# AWSP LEADERSHIP FRAMEWORK

## EVIDENCE OF IMPACT TOOL

SCHOOL PROBLEM OF PRACTICE (POP)	SCHOOL LEADER PARADIGM			
<p>What <b>Problem of Practice</b> (POP) is the principal, leadership team and/or school tackling? What needs to be changed in your school to improve the success of each and every student? What historically inequitable systems still exist that need to be addressed? Is it a <b>Culture</b>, <b>Systems</b> and/or <b>Learning</b> issue?</p> <p>What's your POP?</p> <hr/>	<ol style="list-style-type: none"> <li>1. How will you be a Learning Leader through this Cycle of Inquiry (COI)?</li> <li>2. What Leadership Intelligences will impact your ability to lead this work?</li> <li>3. What contexts should you be aware of and consider?</li> <li>4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?</li> </ol>		<ol style="list-style-type: none"> <li>1. How will you make your own learning visible in this process?</li> <li>2. What leadership moves will you make to build your school's culture?</li> <li>3. What current systems will help or hinder your Cycle of Inquiry?</li> <li>4. How will you push on the learning of all stakeholders and the organization throughout this process?</li> </ol>	
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	<b>Social</b>	Service Community Building Capacity Building Influence	<b>Systems</b>	Vision/Mission Communications Collaborative Leadership Data Literacy Strategic Management Safety Operations
	<b>Systems</b>	Mission/Vision Operations/Management Teaching/Learning Cultural Responsiveness	<b>Learning</b>	Reflection/Growth Result-Oriented Curriculum Instruction Assessment Innovation Human Capital Management
<b>CONVERSATIONS/NOTES/COMMENTS/QUESTIONS:</b> <hr/> <hr/> <hr/>				

AWSP LEADERSHIP FRAMEWORK CRITERIA	LEADERSHIP IMPACT	PARADIGM REFLECTION
<p>How are your leadership moves evident within and across the AWSP Leadership Framework? Which criteria will be critical to implementing your TOA? Can you cite examples of how the impact of your leadership is visible within and across the <b>AWSP Leadership Framework</b>?</p>	<p>What is the evidence of impact? How did identifying a <b>Problem of Practice</b> and developing a <b>Theory of Action</b> impact stakeholder learning, school improvement, and/or close achievement gaps? How do you know?</p>	<p>What did you learn about yourself throughout this process? Can you describe a situation where you were cognizant of your own <b>Becoming</b> while <b>Doing</b>?</p>
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## AWSP Member Handbook | Version 3.0 | Printed August 2019

Supporting principals and the principalship in the education of all students.

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**AWSP**  
ASSOCIATION OF WASHINGTON  
SCHOOL PRINCIPALS



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