AWSP LEADERSHIP FRAMEWORK
EVIDENCE OF IMPACT TOOL
FOR INCLUSIONARY PRACTICES

1. PLAN

What Inclusionary Problem of Practice (iPOP) is the school leader, leadership team, and/or school tackling?

What is the Theory of Action (TOA) for the leadership team to address the iPOP in the school?

- What is your data saying about your school and student achievement? How do you know? What types of qualitative and/or quantitative data will your team be using?
- What needs to be changed or improved in your school to increase the success of each and every student?
- What historically inequitable systems still exist that need to be addressed? Is it a **Culture, Systems** and/or **Learning** issue?

- Leading starts with you. Begin by saying, "If I do this___, then this will happen." Then get your team engaged by saying, "If we do this___, then this will happen___."
- How will student voice be authentically engaged in this Cycle of Inquiry (COI)?
- Where do you want to see your school in five years?

2. IMPLEMENT

Leadership Intelligences: Becoming	Leadership Domains: Doing
1. How will you be a reflective Learning Leader through this Cycle of Inquiry (COI)? 2. What Leadership Intelligences will impact your ability to lead this work? 3. What contexts should you be aware of and consider? (From Individual to Political) 4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?	1. How will you make your own learning visible in this process? 2. What leadership moves will you make to build and maintain your school's culture? 3. What current systems will help or hinder your COI? 4. How will you push on the learning of all stakeholders and the organization throughout this process?

Personal:
To use personality and personal information to enhance one's thoughts, plans, and life experiences.

Competencies:
☐ Wellness
☐ Growth Mindset
☐ Self-Management
☐ Innovation

Culture:
Lead by creating a positive hope-filled climate and culture.

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

Social:
A set of interpersonal competencies that inspire others to be effective.

Competencies:
☐ Service
☐ Community Building
☐ Capacity Building
☐ Influence

Systems:
Lead by replacing historically inequitable systems with gap closing student-centered systems.

☐ Vision/Mission
☐ Communications
☐ Collaborative Leadership
☐ Strategic Management
☐ Safety
☐ Operations
☐ Data Literacy

Systems:
Individual understanding of the inter-workings and leadership of complex systems within an organization.

Competencies:
☐ Mission/Vision
☐ Operations/Management
☐ Teaching/Learning
☐ Cultural Responsiveness

Learning:
Lead by constantly reflecting on your own learning while supporting the learning of students and adults.

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

3. ASSESS

Evidence of Impact: What is the evidence of impact? How did identifying an Inclusionary Problem of Practice and developing a Theory of Action impact stakeholder learning, school improvement, and/or close identified gaps? You did all this work, but so what? What's the **evidence of your impact?**

AWSP Leadership Framework: How are your leadership moves in inclusion 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** for inclusionary practices is visible within and across the AWSP Leadership Framework?

Qualitative Data:

Quantitative Data:

☐ 1. Creating a Culture:
☐ 2. Ensuring School Safety:
☐ 3. Planning with Data:
☐ 4. Aligning Curriculum:
☐ 5. Improving Instruction:
☐ 6. Managing Resources:
☐ 7. Engaging Families & Communities:
☐ 8. Closing the Gap:

4. REFLECT

What did you learn about yourself throughout this process?

What lessons did your team learn throughout this ongoing process?

What is your leadership strength area: **Culture, Systems** and/or **Learning?**

How did you lean on the strengths of others to move your school forward towards inclusionary practices?

What attributes did you identify as areas where you need to continue to focus as the lead reflective Learning Leader?

How did your team navigate conflict, stress and challenges as you collectively pushed forward?

Can you describe a situation where you were cognizant of your own **Becoming** while **Doing** for inclusion?

How does the collective impact of your work connect to reaching your one year building goal? Your five year building goals?

Conversations/Notes/Comments/Questions: