AWSP Leadership Framework:
Self-Assessment and Reflection Tool

School leaders are critical to the success of the entire educational system. We know there are many dimensions to being a highly effective leader in such a complex environment. We continually focus on what we need to do as leaders and often forget to slow down and take inventory of how we do that work.

We designed the AWSP Leadership Framework self-assessment to help you evaluate your leadership practices and identify areas for growth within the framework. By reflecting on your leadership and assessing your systems, you can identify areas of strength and uncover barriers to your growth and impact. Engaging in this reflective process will empower you to grow in your leadership and provide you with a focus for your work.

This document is not part of your required evaluation. Sharing the results of your self-assessment with your supervisor is optional.

Criterion 1: Creating a Culture. Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.								
Leadership Framework Criteria & Elements	**Leadership Assessment**				**Systems Assessment**			
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	Can staff members, students, and parents recite your mission statement? What have you done as a leader to ensure everyone knows and believes in your mission and vision around culture?				Is your mission statement really a reflection of the work you are doing? Does it make sense? When and how was it developed? Is it aligned with the district's mission?			
	U	B	P	D	U	B	P	D
1.2 Engages in essential conversations for ongoing improvement	How have you as a leader engaged in and made sure your staff engages in authentic, ongoing conversations about learning? What do those conversations look and sound like?				Is there time set aside for people to have these conversations? Are there clear norms established for the conversations? How do you share information? Are conversations focused on improvement or just opportunities to complain?			
	U	B	P	D	U	B	P	D

1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning	Are you leading your staff in a focused and meaningful collaborative process? How do you monitor this?				When do people collaborate? Who is collaborating? Are there norms for collaboration? What is the outcome of collaboration? Do parents, the district, and the community understand and value the need to collaborate?			
	U	B	P	D	U	B	P	D
1.4 Promotes and distributes leadership	How have you actively promoted and encouraged leadership opportunities within your school community? In what ways have you fostered and developed a culture of distributive leadership?				Do you have time to work with staff members on leadership skills? What do you know about your system that allows for the promotion of leadership opportunities for staff? Describe specific structures or processes you have in place that promote distributive leadership.			
	U	B	P	D	U	B	P	D
1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner	Describe the actions you have taken to create and sustain a school culture that values and respects the diverse backgrounds, abilities, and learning styles of all students. How have you actively led in creating and supporting an inclusive and responsive school culture? How have you effectively equipped your "staff-ulty" with the necessary resources, training, and support to address students' unique/individual needs?				How would staff describe the system's responsiveness to meet and respond to the characteristics and needs of each learner? Do your school policies and procedures hinder your system's ability to respond to the individual needs of each learner?			
	U	B	P	D	U	B	P	D

Criterion 2: Ensuring School Safety. An effective leader supports the community (both in and out of school) to develop a safe environment. Physical, emotional, intellectual, and identity safety are critical and necessary conditions in order for effective teaching and learning to take place.								
Leadership Framework Criteria & Elements	**Leadership Assessment**				**Systems Assessment**			
2.1 Provides for physical safety	What have you done to assess whether students and staff in your school feel safe? How have you addressed areas of concern identified in your safety assessment? How have you led your staff, students and school community in developing a comprehensive safety plan?				What are the requirements for safety procedures in your school/district? (drills, lockdown, evaluation, etc.) How are those systems assessed and modified? How do you solicit input from staff, students, and the school community on the effectiveness of these procedures? What training have you provided for staff, students, and the school community around safety procedures?			
	U	B	P	D	U	B	P	D
2.2 Provides for social, emotional and intellectual safety	What have you done to assess whether students and staff feel socially, emotionally and intellectually safe? How do you lead your school in addressing these issues? How do you involve student leaders in creating a culture of acceptance? What training have you provided your staff, students, and school community to address harassment/bullying?				What are the procedures you have in place to allow for reporting of harassment/bullying? What are the procedures for addressing these issues? Are all staff members consistent in their responses to these concerns?			
	U	B	P	D	U	B	P	D
2.3 Creates and protects identity safety	What policies and practices have you led/created that protect students from bullying, discrimination, and harassment based on their identity characteristics? How do you actively encourage and support staff in their efforts to identify and address any identity-related issues? How do you ensure all students have equal opportunities to participate and succeed academically, regardless of their cultural, racial, ethnic, or expressed identity?				Does your system provide for regular assessments of students' perceptions and experiences regarding the protection and safety of their identity? Does your discipline system consider the impact of bias and discrimination, and how does the system ensure fair and equitable treatment of individual students? Describe how your system actively assesses feedback and possible concerns from students, staff, parents, and community members regarding identity safety.			
	U	B	P	D	U	B	P	D

Criterion 3: Planning with Data. Lead the development, implementation, and evaluation of the data-driven plan for student achievement, including the use of multiple data elements.								
Leadership Framework Criteria & Elements	**Leadership Assessment**				**Systems Assessment**			
3.1 Recognizes and seeks out multiple data sources	How have you worked with staff to identify multiple data sources to improve student achievement? Are the multiple data sources used consistent across all grade levels/subjects in your school? How are you leading teams working together to identify appropriate data to use?				What assessments do you and your staff use to collect data? How are the multiple measures shared between grade levels?			
	U	B	P	D	U	B	P	D
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	What data sources are you using with staff to analyze student success? How do you provide data over multiple years to staff? How do you facilitate conversations with teachers and teacher teams around data and the assessment of student needs?				What training have you received from your district to support your use of data to inform school-level improvements? Do you have time set aside to meet with your supervisor to review and discuss data? Are your conversations with your supervisor comprehensive and include ways to improve instruction?			
	U	B	P	D	U	B	P	D
3.3 Creates data-driven plans for improved teaching and learning	Describe how you use data to identify areas of improvement in teaching and learning within your school. How do you ensure the collected data includes individual student sub-groups? How are staff used in the collection of data? How are staff supported in utilizing the data analysis process, and how do they own the data for improved teaching and learning?				Describe your system around the collection of data regarding improved teaching and learning. How does your system include regular and consistent feedback loops that inform student growth? Do you have a system allowing staff to analyze data regularly? What are the barriers to your system regarding the collection of data?			
	U	B	P	D	U	B	P	D

3.4 Implements data-informed improvement plans	How have you led your staff to reflect and analyze your data-driven plans? Describe the steps you lead in monitoring and evaluating your data-driven improvement plan. How have you ensured your data-informed improvement plan aligns with and connects to your school mission/vision and addresses the specific challenges/needs you identified through your data analysis?				Describe the structures and resources staff have that allow access to the necessary data, tools, and supports to implement a data-informed improvement plan effectively. Does your system ensure plans are consistently implemented and supported? Describe the system that provides the time and frequency to monitor and evaluate the effectiveness and impact of the improvement plan.			
	U	B	P	D	U	B	P	D
3.5 Provides evidence of student growth that results from the school improvement planning process*	How have you led your building leadership team in the inclusion of measurable improvement in student academic growth in your school improvement plan?				How do the instructional calendar, formative assessments, and quality assessments align?			
	U	B	P	D	U	B	P	D

Criterion 4: Aligning Curriculum. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.								
Leadership Framework Criteria & Elements	**Leadership Assessment**				**Systems Assessment**			
4.1 Assists staff in aligning curriculum to state and local district learning goals	How do you lead staff in conversations around the discrepancies in the alignment of curricula to state and local learning goals? What have you done to lead your staff in aligning curricula to state and district learning goals? How do you and your staff monitor and evaluate the progress of curriculum alignment efforts, and how timely is the feedback and support to teachers to address any gaps or challenges?				How effectively does our system provide guidance and support to teachers in their understanding and aligning curriculum to state and local district learning goals? Does our system foster collaboration and knowledge-sharing among teachers to facilitate their learning and alignment of curriculum to state and local learning goals? How do you know? Describe how your system reflects on and knows if the curriculum alignment considers students' diverse needs and backgrounds, promoting equity and inclusivity.			
	U	B	P	D	U	B	P	D
4.2 Assists staff in aligning instructional practices to state standards and district learning goals	How have you led the alignment of effective instructional practices throughout your school? What professional development have you led that assists staff in aligning instructional practices to state and local learning goals? How do you ensure continual monitoring and evaluation of aligned instructional practices?				What structures and resources are in place to ensure teachers have access to the necessary tools, materials, and PD opportunities to align their instructional practices effectively? Describe how your system promotes and ensures teachers collaborate to share best practices that promote alignment with state standards and district learning goals. Do you have a system to continually monitor and evaluate the alignment of state standards and district learning goals? How does this system address areas of improvement and provide timely feedback for staff?			
	U	B	P	D	U	B	P	D

4.3 Assists staff in aligning assessment practices to state standards and district learning goals	How have you led your staff in identifying learning outcomes? What have you done to lead the alignment of assessment to teaching throughout your school? How have you led all staff in aligning formative and summative assessments?				What systems have you implemented to ensure that assessment and instruction practices are accessible for staff, students, and the community? What systems do you lead in your school to provide for the ongoing alignment of formative and summative assessment?			
	U	B	P	D	U	B	P	D

Criterion 5: Monitoring, assisting, and evaluating effective instruction and assessment practices.		
Leadership Framework Criteria & Elements	**Leadership Assessment**	**Systems Assessment**
5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment	How have you led staff in utilizing the adopted instructional framework to monitor and support effective instruction and assessment? Describe how you assess the fidelity of staff members' implementation of the adopted instructional framework as the leader. What PD opportunities have you provided for staff to grow their knowledge regarding adopting and using the instructional framework?	Describe the structure and processes used to collect data on the staff's use and implementation of the adopted instructional framework. Describe your system that allows staff to actively engage with each other to grow their knowledge in implementing the adopted instructional framework. How do you monitor your systems and adjust as needed?
	U | B | P | D	U | B | P | D
5.2 Uses adopted instructional framework to evaluate instruction and assessment	How do you provide support and resources for staff to align their instruction and assessment with the adopted instructional framework? How is feedback utilized to inform staff of the use of and knowledge of the instructional framework? How is collected observed data from the evaluation process used to inform the instruction of individual teachers and the PD needs of the staff? How are you leading your staff in using action research around effective instruction and assessment?	Describe how your system effectively supports using the adopted framework related to instruction and assessment. Do you have a well-established system allowing data collection from the evaluation process that informs systems-level decision-making around improving instruction and assessment practices? Does your system promote a fair and consistent evaluation process for staff? How does your system provide constructive feedback for growth and improvement?
	U | B | P | D	U | B | P | D
5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness	How have you led to ensure staff have a clear understanding of the requirements and expectations for student growth plans? How do you monitor and evaluate the effectiveness of staff members' student growth plans and their use of valid, reliable sources of evidence? How do you provide effective, timely, and supportive feedback that leads to growth?	Describe how your system supports staff members in developing student growth goals/plans that align with established criteria for validity and reliability. What is your system for ensuring staff members have a clear ongoing understanding of the requirements and expectations for student growth goals? What ongoing system monitors and evaluates student progress toward meeting their teacher-identified growth goals?
	U | B | P | D	U | B | P | D

5.4 Provides evidence of student growth of selected teachers	How have you ensured evidence of student growth is utilized to inform instructional decision-making? What measures have you taken to ensure the evidence of student growth is reliable, valid, and accessible? How do you support your selected teachers in analyzing and interpreting the evidence of student growth? How is this used to identify areas of strength and growth regarding instructional practices?				Does your assessment system provide evidence of student growth for the selected teachers? How does it demonstrate the impact on student learning and achievement? Is your assessment system effective in utilizing evidence of student growth to inform systems-level decision-making, PD, and support for your selected teachers?			
	U	B	P	D	U	B	P	D

Criterion 6: Managing Resources. Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Leadership Framework Criteria & Elements	Leadership Assessment				Systems Assessment			
6.1 Managing self	Describe how you navigate self-awareness and self-management in your leadership role that allows you to recognize and manage your emotions, strengths, and areas for improvement. How have you effectively balanced your personal well-being, and professional responsibilities to ensure positive self-care and maintain a healthy work-life balance? How do you effectively manage your time and priorities to ensure you can perform your role effectively?				How does your system promote a culture of well-being and work-life balance for you? What is the system that assists your efficiency in managing your time, priorities, and workload so that you can be effective in your role as a school leader? Does your system allow for and encourage ongoing self-reflection and professional growth for you as a school leader?			
	U	B	P	D	U	B	P	D
6.2 Recruiting and hiring (it is assumed here that the principal has the authority to make hiring decisions)	In what ways have you ensured fair and inclusive recruitment and hiring practices that promote diversity, equity, and inclusion among staff? How have you engaged staff, parents, and community members to gather input to make an informed hiring decision?				Does your system effectively recruit and provide the ability to hire highly qualified candidates from diverse backgrounds? What protocols are in place within the system to assess potential candidates' qualifications, skills, and experience to ensure they have the necessary competencies to be successful if hired? Does your system allow you to consider the context of your school and community?			
	U	B	P	D	U	B	P	D

6.3 Assigning staff	Do you assess the needs of each classroom or instructional program when making strategic decisions in assigning teaching staff? How do you lead staff in the creation of your school schedule? Does it include student voice? Is it created for adults or based on student choice? How do you monitor and evaluate the effectiveness of your school schedule regarding teacher assignments, ensuring students receive high-quality instruction that meets their individual needs?				How does your system ensure the assignment of staff is fair and equitable and takes into account several considering factors? Does your CBA system create barriers in assigning staff? Is there a system that continuously provides data on the schedule's effectiveness and feedback on how to improve it for students?			
	U	B	P	D	U	B	P	D
6.4 Managing fiscal resources (It is assumed here that the principal has the authority to make fiscal decisions)	How have you connected the budget plan to students' needs in your building? How do you work with your staff to lead budget development and implementation decision-making? How do you lead discussions and decisions about budget around data?				How have you connected your fiscal plan to the school improvement plan? How do you track expenditures and their impact on students? How do you link your goals and teacher goals to the building budget plan? How does the district office support your budget plans and decisions?			
	U	B	P	D	U	B	P	D

Criterion 7: Engaging Communities. Partnering with families and communities to promote learning.		
Leadership Framework Criteria & Elements	**Leadership Assessment**	**Systems Assessment**
7.1 Partners with families to promote student learning	How are you using multiple ways to communicate with parents and the school community? How do you develop relationships with parents and school community members? How do you involve staff, parents, and community members in promoting student learning?	What communication systems have you developed? Are these systems used regularly by staff, students, families, and other stakeholders? Are your communication systems interactive? Do communications include a feedback loop? How have you marketed your school? How does your supervisor assess your communication system?
	U | B | P | D	U | B | P | D
7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved (See also 1.2)	How have you led to ensure the voices and perspectives of underserved families are heard and valued in decision-making and allow for input around educational programs and initiatives? How have you created a culture of respect, trust, and inclusivity that encourages underserved families to actively participate in their school? How have you led and engaged staff in their communication strategies for all families, particularly those that have been historically underserved? How do you develop partnerships in the community to improve student learning in your school?	What systems do you have to remove barriers and provide equitable access to information, resources, and opportunities for underserved families regarding their child's education? Describe the system you use to assess and evaluate the effectiveness of the strategies you employ to engage families to include underserved populations, and what steps do you take to improve and strengthen your efforts to ensure meaningful communication and involvement? What system have you developed to build capacity by partnering with the community?
	U | B | P | D	U | B | P | D
7.3 Engages with communities to promote learning	How have you led to ensure transparent communication with community members, seeking their input and involvement regarding educational programs and initiatives? What strategies do you use to create opportunities for your school community to get involved in the educational process? How do you connect with and invite diverse perspectives and expertise within your community?	How do you measure your communication system's effectiveness in engaging with your community to promote student learning? How do you evaluate and respond to barriers in your system that don't allow for community connections? How do you know your system allows for and ensures meaningful engagement among your community participants?
	U | B | P | D	U | B | P | D

Criterion 8: Closing the Gap. Demonstrate a commitment to closing opportunity and achievement gaps.		
Leadership Framework Criteria & Elements	**Leadership Assessment**	**Systems Assessment**
8.1 Assesses data and identifies barriers	How have you utilized data to assess and monitor the learning gap among students? How is this data disaggregated to represent all sub-groups of students? How have you and your staff proactively identified barriers that contribute to the learning gap? In what ways have teachers and staff been involved in the data analysis process to identify trends, patterns, and possible root causes of the learning gap? How have you led your staff in action research around closing the achievement gap?	How is your data system utilized to identify barriers that continue to contribute to the learning gap among student sub-groups? Does your system foster a collaborative approach that engages staff in the data analysis process that identifies the learning gap's trends, patterns, and root causes? Are there systems in place that ensure equitable access to resources, support, and interventions for students who face barriers to learning when considering the variety of student needs (SPED, socioeconomic, language proficiency, etc.) How have you developed systems to support and build staff capacity to continuously work towards closing the learning gap?

	U	B	P	D	U	B	P	D

| **8.2 Creates a plan to dismantle barriers and increase achievement (See also 1.5 and 2.2). See also Criterion 3 – Planning with Data** | What have you done to prioritize and allocate resources to address identified barriers, ensuring necessary supports, interventions, and PD are in place to increase student achievement? How do you foster a culture of inclusion, equity, and collaboration to promote shared responsibility in dismantling barriers to all students achieving? How have you worked to build the capacity of your staff to be culturally competent? | Does our data system support the identification of existing barriers that hinder student achievement? Does our system allow the school to prioritize and allocate resources to eliminate barriers? How does your system monitor and assess the school's plan to eliminate barriers and allow for adjustments or changes based on data analysis and feedback? What have you done to make sure you have systems in place to monitor the closing of the gap? |

	U	B	P	D	U	B	P	D

8.3 Implements and monitors plans to shrink achievement gaps	How do you lead your staff in the monitoring of the plan to shrink the achievement gap? What do you do to get staff feedback on their PD, support, and instruction needs as they work towards reducing the achievement gap?				How does your system monitor the progress and effectiveness of the plan, and how does it deliver data and evidence to assess the impact on reducing achievement gaps? How effectively does your system implement plans to shrink achievement gaps, ensuring they are targeted toward addressing the specific needs and challenges different student groups face? Does your system allow for the evaluation of equitable distribution of resources and opportunities to ensure all students have access to high-quality instruction and learning to address and help shrink the achievement gap?			
	U	B	P	D	U	B	P	D

IMPORTANT NOTE: This AWSP Leadership Framework Resource is only to be used by the school leader being evaluated. This resource is for school leader reflection and *is not evaluative.*

Questions? Reach out to Associate Director Scott Friedman at scottf@awsp.org or Deputy Director Jack Arend at jack@awsp.org or 800.562.6100.

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