



Association of Washington Student Leaders

Students and the AWSP Leadership Framework

School leadership is principals, teacher leaders, and students working collaboratively to create the world's best school environment. The AWSP Leadership Framework is the foundation for this collaboration. Working independently only perpetuates ineffective systems. Working interdependently makes the impossible possible.

Dr. Scott Seaman, Executive Director, Association of Washington School Principals

Students are an important part of a school's leadership team. Principals foster success by working to achieve excellence in eight defined areas in the Leadership Framework. Students can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. With students actively involved, the Leadership Framework becomes the foundation for everything that happens in a school.

Framework Criteria	What Principals are asked to do...	What students can be doing...
Creating A Culture	Advocate nurtures and sustains a school culture and instructional program that is welcoming, built on mutual trust, and promotes student learning and professional staff growth.	Create a place where kids <i>want</i> to come to school instead of <i>having</i> to go to school. Partner with school leaders to establish a school climate where everyone is supported, included, and can develop to their full potential.
Ensuring School Safety	Supporting the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe.	Support school leaders in establishing a school environment where kids are physically, socially, and emotionally safe both in and outside the school's internal environment.
Planning With Data	Lead the development, implementation, and evaluation of the data-driven plan for increasing student achievement.	Be attentive to your environment and reach out to your principal at any time. Establish a more connected relationship with principals to communicate better regarding school systems, policies, and concerns.
Aligning Curriculum	Assuring "what" is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to students being taught.	Support the classroom environment by being an empowered knowledge producer. Support educators and the education experience while being curious about content and curriculum.
Improving Instruction	Monitoring, assisting and evaluating effective instruction and assessment practices.	Engage with lessons taught in class. Treat those instructing your class with compassion. Lead by example to foster a positive academic identity at your school.
Managing Resources	Managing both staff and fiscal resources to support student achievement and legal responsibilities.	Manage student body funds responsibly, openly, and transparently. Ensure that all stakeholders are included in decision-making regarding student body funds and are invested in ensuring that all fiscal resources are utilized to their fullest potential.
Engaging Families and Communities	Partnering with families and communities to promote learning. Partnering with families, connecting with underserved families, and fostering community connections.	Make the community feel proud that you are the future. Help your principal create opportunities for positive interaction between the school and members of the community.
Closing the Gap	Demonstrate a commitment to closing the opportunity and achievement gaps, identifying barriers that could contribute to the proliferation of gaps, and creating and implementing effective plans that target those barriers.	We believe that students can advocate for equitable opportunities and access points to promote all students' success regardless of circumstance, environment, or background.



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Principals Partnering with Students

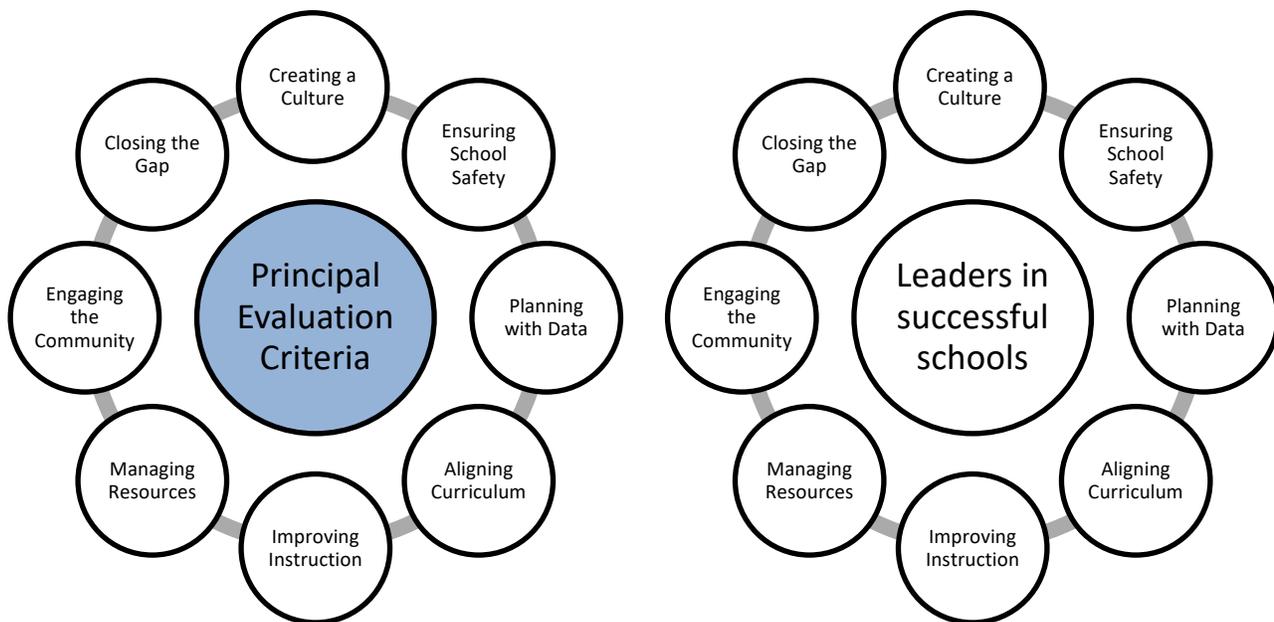
When students know their work is focused around the same framework as the principals, they are able to provide the very best options for their peers that align with our work as adults.

Anecia Grigsby, Assistant Principal, Sammamish High School, Bellevue School District

In the early registration brochures for summer camp in the 1950s, a message from the principals reads: "Washington high school summer workshops are made possible through all the secondary school principals' combined efforts throughout the state. They believe in and foster student participation through the student council." Thus, students were placed in a system where they participated in student council to plan their activities while the principal managed the school. By the 1970s, a new paradigm beyond student participation was born out of the Vietnam war and youth movement: **student voice**. When 18–20-year-olds around the country rallied to pass the 26th amendment, their main argument was that if they were old enough to fight in a war, they were old enough to vote on the representatives sending them to war. Students in schools continued to participate, but they now could provide input into the school system. Their opinions on school issues were solicited, and what they said mattered.

So what is the role of students as leaders now?

If we push forward on the evolving arc of student involvement utilizing the AWSP Leadership Framework, the new paradigm is a partner in educational outcomes. A simple rephrasing of a graphic brings this point to light.



We are teaching this sleight-of-hand graphic to students that participate in one of our AWSL programs and trainings. It is now the main staple of our curriculum. We explain that students, just like principals, are building leaders. The words principals use to explain one of the criteria might differ, and what they decide to do might be different from what students choose to do. Yet, the question is the same: how can schools help every student achieve academic and social success by creating a culture, ensuring school safety, planning with data, aligning curriculum, improving instruction, managing resources, engaging the community, and closing the gap?