

THE AWSP

LEADERSHIP FRAMEWORK

FOR SCHOOL LEADER EVALUATION

Association of Washington School Principals



FROM THE AWSP EXECUTIVE DIRECTOR

Welcome to the Association of Washington School Principals' third edition of the AWSP Leadership Framework. The Framework is designed as a resource for the ongoing growth and evaluation of school leaders. And more specifically, this version of the Framework has been carefully crafted to be used by YOU (a principal or assistant principal) as you look to quantify and qualify the impact of your leadership.



School leadership matters. Research continues to highlight the important role school leaders play in student achievement through creating a positive school culture, building systems to support that culture, and leading the ongoing learning of students, adults, and the organization as a whole. We can all agree about the incredible impact a highly effective school leader can have on an organization, but we must also pay equal attention to the negative consequences of an ineffective leader. Our kids deserve great leaders, which means you need to constantly push yourself to be the lead learner in your building.

As the decades-long education reform movement has continued to push on the P-12 system, the role of the school leader (principals and assistant principals) has only become exponentially complex. School leaders are stretched to capacity in meeting the urgent needs of students, adults and the community, all while diligently responding to the ever-changing landscape of local, state, and national accountability. Your work has become increasingly demanding.

We know highly effective school leadership is complex. We also know it is not impossible. Highly effective leaders must serve as the lead learners of a learning organization. They must constantly pay attention to their own learning and behaviors through reflective leadership practices before, and while, they push on the learning and behaviors of others in the school system. This notion of *Becoming While Doing* is introduced in our companion document, The School Leader Paradigm. The Paradigm is an additional resource for you to help your professional growth. It is a tool for you as the lead learner of your learning organization, but your evaluation is still based on the eight criteria in the AWSP Leadership Framework.

Highly effective and impactful leadership is both an art and a science. We encourage you to embrace who you are as a leader and why others follow you. This is vitally important as you strive to capture the impact and evidence of your leadership.

Thank you for your service to kids. There is no greater cause or calling than educational leadership. You set the tone of an entire learning organization, and that learning must start with you.

A stylized, handwritten signature in white ink, appearing to read 'Scott Seaman'.

Dr. Scott Seaman

USING THIS FRAMEWORK

AWSP would like school leaders to familiarize themselves with the concepts and terminology listed below before using the AWSP Leadership Framework and the “Plan, Implement, Assess, and Reflect for Your Professional Growth” pages.

School Leader Defined

The principalship is critical to the success of the entire educational system. It is also unique to all other roles in education, managing both adults and students. Throughout this document, the term *school leader* is frequently used. It is important to understand that this term refers to principals, assistant principals, and associate principals. Regardless of your school leader title, AWSP recognizes the impact and influence you have on your building, your district, and your entire school community. This document defines high quality leadership for any school leader.

School Leader Paradigm

The School Leader Paradigm is our companion document to the AWSP Leadership Framework. **It is not a part of the evaluation tool**, but is the primary resource to simply assess yourself on the intelligences, the attributes and to determine personal areas of focus that will unlock your potential in leading the culture, systems, and learning domains of school leadership. Principaling is the art of leadership where you are constantly becoming while doing.

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. Contact AWSP to learn more about the School Leader Paradigm and Paradigm workshops, or visit www.awsp.org/paradigm.

AWSP’s Definition of Equity

Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably across all demographic and identity groups.

Racial Literacy

Race is a social construct; there is no genetic foundation to it. However, race and racism continue to influence all aspects of public education. Inequitable outcomes for groups of students reveal the collective impact of structural and systemic racism. Diversity and equity are important to us at AWSP—they’re Goal 1 in our Strategic Plan—and we believe all school leaders should be racially literate. Racially literate leaders actively pursue a deep understanding of their own individual racial identity, continually hone their ability to recognize structural and systemic racism, and courageously change the status quo. It is critical all school leaders understand the nuance and complexity of how race functions and how to counteract its impact. If you’re not leading for equity, you’re not leading.

Growth vs. Evaluation

The job of a school leader is rewarding, hard, messy, and incredibly complex. But even with its complexity and messiness, the 'hard' about school leadership makes it so important. The 'hard' about school leadership is what makes the profession so great. Otherwise, anyone could do it.

The AWSP Leadership Framework's purpose is to provide a guide on how to grow professionally throughout your career. We know school leaders are evaluated every year, but we hope the process is centered around professional growth and collaboration with your supervisor. We designed the Framework and professional growth pages to **support growth and development conversations** between you and your colleagues and you and your supervisor.

Authority/Support

In preparation for the evaluation it is important to define and identify areas with which the school leader has authority to make decisions and areas in which they are in a more supportive role. It would be unrealistic to hold principals accountable for decisions they do not have the authority to make. At the same time, without clarity around authority and support, the school leader may fail to make leadership decisions that they can and should be making. School leadership is dependent on not only knowing and understanding where the leader has authority in each criterion, but also where they need identified support from the district office or elsewhere.

School leaders and their supervisors should begin identifying this crucial information by asking the question: Who makes this decision? If the answer is the principal, then this responsibility should be evaluated. If the answer is someone else, then the evaluator should consider this criterion or component only to the extent appropriate and not penalize the school leader for decisions they cannot make. In areas with which the school leader has authority to make decisions, this does not mean they don't receive or need support when making them. It is important for supervisors to ask whether they have enabled the principal to use their authority and provided adequate support as needed when these decisions are made. This system of work will only further the district's initiatives and help both staff and students.

Leading Cycle of Inquiry/ Evidence of Impact

Quality school leadership involves clearly defining your mission/vision, setting clear goals, supporting the work of all in the system, and continually promoting the importance of student learning and growth. Creating a culture that focuses on continuous progress that strives to create a learning environment that engages all learners is critical. Being committed to leading this work and assessing progress is the real art of leadership.

The cycle of inquiry can help support, guide, and assist in this ever important work. It incorporates a deliberate strategy (plan, implement, assess, reflect) focused around a theory of action that explains what is supposed to happen and why. Having clarity and purpose around what you expect to happen and defining the why it should happen is at the heart of the cycle of inquiry. Being able to clearly articulate this allows the school leader and their team to identify evidence in order to quantify the impact of the work they have done. In this model of leadership, school leaders move from being seen as an instructional leader, to being seen as a learning leader that is leading a learning organization.

Stakeholders

Throughout this document, when the term *stakeholders* is referenced, it may mean students, staff, and/or community members. Intentional conversations between the school leader and supervisor should take place to define which group(s) are essential to the focus of that criterion, component and/or element.

RCWs and WACs

School leaders should familiarize themselves around current teacher and principal evaluation WACs, RCWs and definitions. These can be found on the OSPI website at www.k12.wa.us.

At the state level, eight criteria for certificated classroom teachers and eight criteria for principals and assistant principals is specified under RCW 28A.405.100 (Sec. 1)(2)(b) & (Sec. 5)(b).

Criteria definitions developed by TPEP districts during pilot development to help clarify criteria and assist in determining evidence and measures are in WAC 392-191A-030.

Support for Your Leadership Growth

In 2014, AWSP released the Leadership Framework User's Guide as a companion to our Leadership Framework. This User's Guide provided helpful resources to school leaders and their supervisors on how to have ongoing conversations around professional learning using the Leadership Framework. The User's Guide also provided suggestions on how both principal and supervisor could prepare for evaluative conversations. While this document was helpful, it was impossible to keep the contents current and relative to the ever-changing job of a building leader.

For version 3.0 of the AWSP Leadership Framework, we included one page per criterion to help guide your leadership journey. These pages are similar to the past User's Guide and provide suggestions to help you **plan, implement, assess, and reflect for your professional growth**. In an effort to stay current, expanded versions of these pages, including tools and resources, will be available on the AWSP website. Each criterion will have its own page where we can keep providing new resources to help you think about and grow your own leadership.

Thank You

AWSP would like to thank the many school districts and statewide organizations, associations, and committees that provided feedback on the draft of the AWSP Leadership Framework 3.0. This feedback was instrumental in improving the Framework for all school leaders in Washington state. Thank you!

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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).

1.1 | CREATING A CULTURE

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Communicates Mission and Vision	Does not believe a common mission or vision is needed for the improvement of teaching and learning.	Recognizes the connection between a common mission and vision in the improvement of teaching and learning but has not identified how to directly influence these in the work of the school.	Communicates a mission and vision of ongoing improvement in teaching and learning such that students and staff understand what the school is working to achieve.	Most or all of the stakeholders own the mission and vision, such that they independently advocate for and seek to achieve the mission and vision and communicate these to others.
Aligns Mission and Vision with Behaviors	Tolerates behaviors and activities not aligned with the school's mission and vision.	Inconsistently connects the school's mission and vision with school behaviors and activities.	Consistently encourages and supports behaviors and activities that explicitly align with the school's mission and vision.	Students and staff develop and implement behaviors and activities that consistently align with the mission and vision of the school.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Includes the mission and vision statements in school documents/websites; references the school's mission when explaining decisions; focuses on the essential rather than the routine; consistently connects actions to beliefs; engages in self-reflection; seeks the "why" before determining the "what;" leads a review of existing vision and mission statements; recognizes students and staff who demonstrate the mission and vision.

1.2 | CREATING A CULTURE

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

Developing and sustaining open and ongoing 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 stakeholders.

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Focuses Conversations on High Impact Topics	Conversations with students, staff, and stakeholders are off topic, shallow or confusing.	Conversations with students, staff, and stakeholders rarely focus on high impact issues and topics.	Conversations with students, staff, and stakeholders routinely focus on high-impact issues and topics.	Establishes and implements communication systems that focus student, staff, and stakeholder conversations on high impact issues and topics.
Sustains Two-way Communication	Communication with students, staff, and stakeholders is top-down and discourages feedback.	Input from students, staff, and stakeholders is solicited, but not acted upon.	Creates and sustains productive two-way communication systems with students, staff, and stakeholders.	Creates systemic, two-way feedback loops used within student, staff, and stakeholder groups.
Addresses Communication Barriers	Creates or employs barriers to effective communication about ongoing improvement of the school.	Infrequently identifies or addresses barriers to effective communication about ongoing improvement of the school.	Provides leadership such that the effective communication about ongoing improvement of the school takes place barrier free.	Staff and students identify and reduce barriers to effective communication about ongoing improvement of the school.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Holds difficult conversations with underperforming teachers; establishes scheduled meetings with each of the many groups within the school staff; converses intentionally rather than socially; shares the skills/temperament/knowledge that impact school improvement; develops and implements a civility policy; facilitates communication with families in their home language.

1.3 | CREATING A CULTURE

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Facilitates Collaboration	Demonstrates no understanding of the value of collaboration and trust—does not model, promote, or facilitate collaboration among staff for teaching and learning.	Demonstrates some understanding of the value of collaboration and trust—occasionally models, promotes, and facilitates collaboration among staff for teaching and learning.	Assumes responsibility for modeling, teaching, and promoting collaboration among staff for teaching and learning.	Has created a culture in which staff willingly and autonomously model, promote, and facilitate collaboration for teaching and learning.
Implements Collaboration	Tolerates behaviors (competition, unhealthy interactions) that impede collaboration among staff for teaching and learning.	Displays emerging consensus-building and negotiation skills among staff for teaching and learning.	Actively supports and facilitates collaborative processes among staff for teaching and learning.	Successfully creates systems that build the capacity of staff to collaborate across grade levels and subject areas for teaching and learning.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creatively seeks time during the work day for teams to collaborate; teaches teams the skills to collaborate; honors decisions made collaboratively; communicates that collaboration is a prerequisite for creating equal learning opportunities for students; links staff to others within the building who share similar work; provides information that enables informed decisions; offers feedback and consultation to individuals and groups making decisions; enforces the expectation of collaboration.

1.4 | CREATING A CULTURE

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 an **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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Distributes Leadership	Offers no model or opportunity for distributed leadership among staff.	Offers differing or limited opportunities for staff to serve in appropriate leadership roles.	Provides opportunities and invitations for a range of staff to serve in appropriate leadership roles.	Develops and depends upon structures that rely on many staff serving in appropriate leadership roles.
Shares Decision-Making	Makes decisions unilaterally.	Decision-making is limited to selected individuals or groups.	Those impacted by a decision have input before a decision is finalized.	Builds a sense of efficacy and empowerment that results in staff ownership for final decisions.
Develops Leaders	Takes no responsibility for developing the leadership skills of others.	Takes limited responsibility for developing the leadership skills of others.	Routinely develops the leadership skills of building leaders and other staff.	Key staff develop the leadership skills of others by routinely teaching effective leadership skills to students and staff.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creates and frequently convenes a leadership team; delegates leadership opportunities to staff; encourages teacher leaders to guide the implementation of student achievement initiatives; coaches and guides staff leaders; creates and uses a decision-making matrix that clarifies authority and responsibilities; models and discusses successful behavior for school leaders.

1.5 | CREATING A CULTURE

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 and every 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 have 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 systemically 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 their needs.

Leaders performing at the **Distinguished** level demand a school in which each and 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Meets Common Needs	Does not address the common need for others to feel welcome, safe, capable, and known.	Makes attempts to meet common needs, but the attempts do not contribute to an improved building culture.	Implements programs which create a building culture that meets the common needs for others to feel welcome, safe, capable, and known.	Leads the community to initiate programs that lead to measurable improvement in building culture.
Meets Unique Needs	No effort made to address the unique economic, cultural, or societal influences on individual learners.	Very little and/or ineffective effort is made to adjust school culture and programs to better meet the unique economic, cultural, or societal influences on individual learners.	All influences are considered by administrator when planning for and responding to the unique economic, cultural, or societal influences on individual learners.	All staff are knowledgeable, sensitive and effectively responsive to the unique economic, cultural, and societal influences on individual learners.
Communicates High Expectations	Does not communicate high expectations for students and staff regarding school improvement.	Conversations about school improvement infrequently express high expectations for students and staff.	Conversations about school improvement regularly express high expectations for students and staff.	Students and staff consistently communicate high expectations for their ability to improve the school.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Implements child-study teams which examine the root causes of a student’s lack of growth; continually monitors the needs and attitudes within the student body; identifies sub-groups within the school population—and provides support tailored to their unique characteristics; designs ongoing staff development to teach adults how to effectively respond to the changing demographics within the school community; acknowledges and addresses the racial/economic/cultural influences on learners; positively impacts staff belief that all students can learn; seeks to hire and retain teachers and staff who represent the cultural background of the learners; develops and displays trust in the commitment of others to ongoing improvement.

CRITERION 1: CREATING A CULTURE

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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).

School Leader Paradigm:

- How are relationships developed that demonstrate a commitment that optimal learning is achieved by all?
- What leadership moves will you make to ensure a student-centered environment?
- How does the school leader create and sustain a culture that guarantees each member of the school is provided fair, just, and individualized learning and growth opportunities?
- What are the core values and beliefs of your system?

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around creating a culture?
- How will student voice be incorporated into the creation of the school's culture?
- What input would be valuable to have from your community when developing your school's core values and beliefs?
- How will you assess your school's culture?

Sharing Your Impact:

- Explain how you **PLAN, IMPLEMENT, ASSESS, AND REFLECT** on all aspects of creating a culture.
- Be clear on the school staff's shared vision for continuous improvement (e.g., what are we doing to improve instruction over the next 12 months).
- Gather artifacts that celebrate efforts and achievements of the staff, students, and school communities.
- Provide a copy of developed and agreed-upon team norms.
- Be ready to describe how you monitor instructional teams and promote an open and constructive atmosphere for group discussions that lead to a high degree of collaboration.
- Gather measures of school culture (e.g., CEE, Nine Characteristics of High-Performing Schools).

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF1.



www.awsp.org/LF1



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).

2.1 | ENSURING SCHOOL SAFETY

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 address these kinds of issues, or they may only pay attention to safety problems after someone has been injured.

Proficient school leaders have built systems that routinely monitor the level of physical safety on the campus and assure 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.

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Addresses Physical Safety	Neglects to consider the physical safety of students and staff.	Physically unsafe problems may be identified but are not always resolved in a timely manner.	Physically unsafe problems are identified and the administrator is persistent in resolving them.	Considers potentially unsafe physical concerns and implements preventive programs which result in a reduction of harm.
Implements a Plan	Does not maintain or implement a current school safety plan.	A school safety plan exists but needs updating and/or is not widely known.	Maintains and implements a school safety plan, proactively monitors and updates the plan in response to new threats and changing circumstances.	In consultation with staff, students, and outside experts, updates and shares a school safety plan.
Implements Safety Drills	No safety drills for earthquake, fire, and intruder/lock-down take place.	Safety drills for earthquake, fire, and intruder/lock-down are sporadic or are not taken seriously.	Required drills are performed and students and staff follow the building procedures.	After required drills are conducted, students and staff are part of a feedback cycle to identify and address areas for improvement.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Conducts required safety drills; investigates and addresses the cause of an injury to staff or students; works with local police to manage traffic into and out of the campus; facilitates frequent Safety Committee meetings; creates and practices an effective parent-reunification plan; assures that judicially-issued no-contact orders are communicated and followed by key staff; advocates to district maintenance for needed facility repairs; assures that ice is removed from walkways.

2.2 | ENSURING SCHOOL SAFETY

Component 2.2 Provides for social, emotional and intellectual safety [see also 1.5 and 8.2]:

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 they feel 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Attends to Social Safety	Allows staff to devalue or remain ignorant of the authentic, lived culture of students while at school. Neglects the social safety of students and staff.	Vocalizes the need to understand the level of social safety experienced by students and staff but does not have effective routines to gain or address this information.	Develops, implements, and monitors systems, curricula, and programs that effectively create social safety for students and staff.	Staff and students support systems, curricula, and programs which make social safety a top priority for staff and students.
Promotes Intellectual Safety	Does not acknowledge the diversity of ideas and opinions of students and staff. Students are unwilling to admit mistakes or to ask for help.	Demonstrates limited acceptance for diversity of ideas and opinions of students and staff. Students rarely admit their mistakes or ask for help.	Ensures a school culture in which the diversity of ideas and opinions of students and staff are acknowledged and valued. Students feel safe in the classroom admitting mistakes and asking for help.	Students and staff advocate for a diversity of ideas and opinions, respecting perspectives that arise and promote the open exchange of ideas. Classrooms promote mistakes and requests for help as an essential element of learning.
Addresses Bullying	Does not have an anti-bullying policy or plan in place that promotes emotional safety.	Anti-bullying policy and plan exists to promote emotional safety but is not fully effective.	Anti-bullying policy and plan to promote emotional safety is known and followed by students and staff.	Unprompted, students and staff address bullying behaviors using tools universally taught and respected.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Promotes differentiated course offerings and instructional practices that meet the needs of divergent learners; provides multiple methods for students and parents to report potential bullying; finds the funds and advisors to create a club requested by students; establishes access to emotional and mental health services for students and staff; seeks ways for students to receive course credit when pursuing unique area of study; investigates and addresses the root causes of student misbehavior/lack of attendance; displays behavior expectations for common locations on campus; follows restraint policies in 504 and IEP plans.

2.3 | ENSURING SCHOOL SAFETY

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 their 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 their 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Addresses Discrimination	Is unaware or disinterested in identifying areas of discrimination within the school community.	Recognizes the limiting impact of discrimination on student learning and social safety but does not systematically implement an effective response.	The school addresses discrimination and includes positive and inclusive representations of diversity. Students display a sense of belonging and feel they can be successful within the context of the classroom and school.	Students and staff take a leadership role in identifying and addressing discrimination. There is ongoing, highly-transparent work to identify and address emerging areas of discrimination.
Confronts Disproportionality	Does not differentiate responses or proactively address disproportionate results of behavioral consequences based on an individual's race, culture, or social status.	May be somewhat aware of disproportionate responses based on race, culture, or social status but is not addressing it as a priority.	Identifies and responds effectively to eliminate disproportionate responses based on an individual's race, culture, or social status.	Creates a school in which adults address the disproportionate application of responses based on an individual's race, culture, or social status.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Promotes discussions of identity; teaches staff to establish norms for safe classroom discussion; reviews curriculum for implicit bias; shares disaggregated discipline data with staff; conducts an audit-walk to identify which student characteristics are celebrated and which are missing on campus; promotes proportional representation in student committees and clubs.

CRITERION 2: ENSURING SCHOOL SAFETY

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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).

School Leader Paradigm:

- What attributes of your systems intelligence make you effective in this criterion?
- Consider your school and community context when developing and working on your plan.

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around your school safety plan?
- Have you established expectations and/or norms around safe classroom discussion for all students?
- How do you communicate your safety plan with your entire school community?
- What support do you and/or your staff need to be successful within this criterion?
- What evidence could be collected for the next evaluation cycle?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on all aspects of your school safety plan.
- Gather baseline data showing patterns or trends in student discipline, behavior, and attendance.
- Disaggregate data regarding student discipline and behavior according to special populations (e.g., special education, students of color, EL students).
- Gather evidence from professional development focused on implicit bias and/or trauma-informed practices as they relate to school or district discipline procedures, as well as best practices in student discipline.
- Survey classroom teachers and instructional staff to determine ways to improve school-wide support for student behavior.
- Capture student voice/perspective on their feelings of safety within their school community.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF2.



www.awsp.org/LF2



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 school’s 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).

3.1 | PLANNING WITH DATA

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.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creates and implements a data dashboard for longitudinal multi-year analysis of school-wide progress on district-valued key metrics; creates a system to collect short-term data to track the progress of individual students and groups of students; collects perceptual data of stakeholders; seeks data to understand the scope of the challenge when faced with difficult situations.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Collect Data	Does not access appropriate data to inform leadership decisions.	Accesses standard data, which is easily obtained to inform leadership decisions.	Accesses easily obtained data and creates systems to obtain additional data to inform leadership decisions.	Shows evidence that data collection systems are linked to the school improvement plan.

3.2 | PLANNING WITH 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Analyzes Data	Fails to analyze data, does so only at a cursory level, or interprets data incorrectly.	Data is analyzed but does not contribute to the understanding of overall progress toward building goals.	Analyzes multiple sources of data from multiple vantage points, often using staff to help draw conclusions which creates monitoring systems for the School Improvement Plan.	Leads staff to independently analyze their own data to inform their own improvement plans.
Uses Data to Inform	Does not share key data with students, staff, and/or stakeholders.	Informs students, staff, and/or stakeholders of school-wide data.	Creatively conveys data in ways that increase an understanding of it by students, staff, and/or stakeholders.	Leads students, staff, and/or stakeholders to convey their own data so as to inform professional practice in the school.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Uses technology, posters, charts, and other visuals to both analyze data and inform stakeholders about the data; asks questions about the data; displays ongoing improvements in data; teaches staff teams to analyze data and encourages creativity in uncovering data that might inform future improvements.

3.3 | PLANNING WITH DATA

Component 3.3 Creates data-driven plans for improved teaching and learning [see also Criterion 8 – Closing the Gap]:

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. These plans must increase attention and action on behalf of the lowest performing students.

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Creates School Improvement Plan	Fails to create a School Improvement Plan, or it is not based on data aligned with the needs of the school or connected to the District Improvement Plan.	Develops a School Improvement Plan based on standard data sources targeting specific goals, which are informed by and support the District Improvement and/or Strategic Plan.	Creates a comprehensive School Improvement Plan, with measurable goals and achievable timelines, and supports the District Improvement and/or Strategic Plan.	Creates a comprehensive and challenging School Improvement Plan in a way that causes the staff to own the plan and feel a sense of urgency to accomplish its goals.
Creates Additional Plans	Fails to develop short-range plans to support the School Improvement Plan, or plans for school improvements unrelated to the School Improvement Plan.	Creates some additional plans that are developed in response to the unique needs of the school or support the School Improvement Plan.	Creates short-range plans that support the School Improvement Plan, and other plans that are developed in response to analyzed data and are designed to accomplish specific goals.	Leads in a way that links teachers' individual professional growth plans to the school's improvement plans.
Involves Stakeholders	Ignores those charged with implementing plans in the development of them.	Makes an effort to involve stakeholders who might be involved in its implementation.	Engages key stakeholders in the development of the plans to which they will be contributing.	Leads in a way that key stakeholders involved in implementing the plans own them because of their involvement.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creates a School Improvement Team to develop a draft School Improvement Plan; uses staff meeting time to help all staff understand the steps in the plan; facilitates individual staff goals to be nested in the School Improvement Plan.

3.4 | PLANNING WITH DATA

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Implements Plans	Fails to provide leadership to implement the plan successfully.	Implements the plan to get it off the ground.	Implements the plan in a way that creates excitement for accomplishing the goals of the plan.	Implements the plan in a way that encourages key staff members to take the lead on its implementation.
Monitors Progress	Monitors the plan in a sporadic and ineffective way.	Monitors progress on the plan at key times during the duration of the plan and conveys the results to those involved.	Monitors plans regularly with staff. Displays data and celebrates progress.	Leads in a way that key staff members regularly monitor short and long term goals including the School Improvement Plan. The celebration of progress is pervasive.
Revises Plans	Makes no effort to revise action steps of the plan in the face of marginal progress along the way.	Revises some action steps when necessary but might ignore a need to revise, or revises too often.	Revises action steps in the plan when needed to keep the plan fresh and dynamic.	Leads in a way that staff regularly consider revisions to their action steps in order to succeed with the plan.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Convenes teams to regularly monitor and display ongoing results of the plan implementation; shares progress on the plan with stakeholders.

3.5 | PLANNING WITH DATA

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 growth to significant improvement in student growth.

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

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Growth in Student Learning	School improvement planning process results in no improvement in student academic growth.	School improvement planning process results in minimal improvement in student academic growth.	School improvement planning process results in measurable improvement in student academic growth.	School improvement planning process results in significant improvement in student academic growth.

CRITERION 3: PLANNING WITH DATA

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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 school’s 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).

School Leader Paradigm:

- How can your systems intelligence with teaching and learning support you and your school in this criterion?
- As a lead learner in your building, how are you using different data points to plan the development and use of innovative practices that encourage adult and student life-long learning? (Learning Domain, School Leader Collaborative)
- What are the data protocols in your building that allow for teachers to reflect on growth for all students?

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around planning with data?
- What support does the school staff need to use data more effectively?
- How is the data of your staff being shared with different stakeholders?
- How are you using your school data to address equity?
- Consider how you will collect both qualitative and quantitative data.
- How are you making your data visible to all stakeholders?
- What evidence could you collect for your next evaluation cycle?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on all aspects of how you and your school community use data.
- Be prepared to share all of the different ways the teaching staff have been trained on how to gather, analyze, and use data to guide instruction and increase student growth.
- Gather examples of data being used in grade levels and/or departments to inform improvement in instruction.
- Survey teachers to analyze how data is being used, what data is needed, and what professional learning is needed to improve effective data use.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF3.

www.awsp.org/LF3





ADINA THEA, 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. Component 4.1 addresses what Marzano refers to as the "written" curriculum, Component 4.2 addresses the "taught" curriculum, and Component 4.3 addresses the "assessed" curriculum.

4.1 | ALIGNING 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knows Standards	Has incomplete or insufficient knowledge of state standards and district learning goals.	Has emerging knowledge of state standards and district learning goals.	Has strong knowledge of state standards and district learning goals.	Provides leadership and support such that staff have strong knowledge of state standards and district learning goals.
Aligns Standards	Does not facilitate curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Facilitates some curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Systematically facilitates curriculum alignment activities with staff to determine and assure essential standards are taught across grade levels and content areas.	Provides leadership and support such that staff ownership of curriculum alignment and implementation of identified essential standards positively impacts opportunities to learn.

Although each component addresses individual elements, components should be rated as a whole.

*A guaranteed curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class. Viability means the curriculum is realistic in scope, with developmentally appropriate and challenging targets for students.”

(What Works in Schools: Translating Research into Practice, Marzano, 2003)

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Has a process to assure staff identify agreed-upon essential learnings for every course and rely on a common document (syllabus, course outline, or curriculum map) to develop units and plan lessons; assures the staff know and understand the opportunity gaps presented by the different cultures represented in their school; utilizes a team or PLC process to determine viability through a cycle of inquiry that identifies what is to be taught and how it will be assessed, followed by analysis of the student data to determine needed interventions, enrichment, as well as adjustments to the core curriculum and common formative and summative assessments; consistently monitors this process to assure validity between intent and implementation.

4.2 | ALIGNING CURRICULUM

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 and every 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knows Instruction	Has incomplete or insufficient knowledge of instructional practices to address state standards and district learning goals.	Has sufficient knowledge of instructional practices to address state standards and district learning goals.	Has strong knowledge of instructional practices to address state standards and district learning goals.	Provides leadership and support such that staff have strong knowledge of instructional practices to address state standards and district learning goals.
Aligns Instruction	Does not facilitate alignment of best practices for underperforming and above-proficient students across grade levels or content areas.	Facilitates some alignment of best practices for underperforming and above-proficient students across grade levels or content areas.	Systematically facilitates alignment of best instructional practices for underperforming and above-proficient students across grade levels or content areas.	Provides leadership and support such that staff assist each other in the alignment of best instructional practice for underperforming and above-proficient students.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Leading the staff in unlearning a “one size fits all” approach to teaching and learning as is necessary; builds on a student foundation of “each and every” and uses relevant student data to objectify the learning issues while appropriately personalizing the data to real student learners in the building; utilizes systems such as the PLC process to develop shared accountability for the student learning issues to support identification of the common learning needs of the staff; focuses staff on a systematic process for collaborative, ongoing unit alignment and adjustments across grade levels and content areas.

4.3 | ALIGNING CURRICULUM

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knows Assessment	Has incomplete or insufficient knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Has emerging knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Has strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.	Provides leadership and support such that staff have strong knowledge of a balanced (diagnostic, formative, and summative) assessment system to drive instruction and make adjustments to the curriculum.
Aligns Assessment	Does not lead the staff in the alignment of balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.	Leads staff in limited aspects of aligning balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.	Systemically leads staff in aligning balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.	Provides leadership and support such that staff take ownership for alignment of balanced (diagnostic, formative, and summative) assessment practices to support underperforming to above-proficient students across grade levels or content areas.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Leading the staff in expanding their understanding of assessment to incorporate daily formative assessments that drive instruction; ensures that a week-long lesson plan is dependent upon the daily data of what teachers formatively collect during each day’s lesson and is adjusted as needed; utilizes the PLC data cycle to ensure reflection on outcomes of common assessments, including the examination of different instructional practices utilized with an eye towards identifying the most effective practices used to produce the desired results.

CRITERION 4: ALIGNING CURRICULUM

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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. Component 4.1 addresses what Marzano refers to as the "written" curriculum, Component 4.2 addresses the "taught" curriculum, and Component 4.3 addresses the "assessed" curriculum.

School Leader Paradigm:

- What attributes of your personal, social, and systems intelligence make you effective in this criterion?
- Consider your school and community context when developing and working on your plan.

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around aligning curriculum?
- How did your leadership assist or facilitate staff in ensuring that their practices were aligned?
- What challenges or concerns are there around the alignment of instructional practices?
- What additional sources of information could be provided for staff to further align their instructional practices?
- What training is needed to better support teachers in shifting instructional practices and enhancing our understanding of instructional alignment?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on curriculum, instruction, and assessment.
- Gather examples of communications used to disseminate information about state and district performance goals to staff.
- Assemble agendas or notes from meetings demonstrating teachers' work toward alignment of curriculum to standards.
- Collect formative or summative assessments used to diagnose the needs of the learners and areas of academic and social emotional focus.
- Gather intervention pathways documentation to insure equity of access to core curriculum for all students.
- Showcase exemplars of re-teaching/enrichment time for students who did not meet standards or exceeded standards.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF4.

www.awsp.org/LF4





Students 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; Component 5.3 deals with the importance of developing accurate and effective student learning goals as a key measure of effectiveness; and Component 5.4 addresses the evidence for growth of selected teachers.

5.1 | IMPROVING INSTRUCTION

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 "each and every 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 or is not effective, 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 establish and sustain a culture where growth and learning for students begins with the growth and learning of the staff.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Establishes routines for informal (e.g., Monday morning walkthroughs) as well as formal observations; calendars formal observations and holds as a priority; spaces out observations to assure evidence of growth over time and are varied to see a teacher at different times of the day or with different groups of kids; utilizes feedback systems that allow for reciprocity and continued dialogue throughout the growth and evaluation process; feedback uses adopted instructional framework language and is targeted to support needed growth tied to the teacher's area of focus and/or the department/grade level/building instructional focus; notes progress or lack thereof across observations. (See 5.2 for additional examples.)

5.1 | IMPROVING INSTRUCTION *(Continued)*

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Monitors and Supports	Does not effectively monitor instruction and assessment practices of staff and/or does not provide sufficient support for staff to improve teaching and learning.	Develops and uses minimal systems and routines to monitor instruction and assessment practices of staff which result in consistent but limited support for staff to improve teaching and learning.	Develops and uses observable systems and routines to regularly monitor instruction and assessment of staff both formally and informally which result in consistent and differentiated support to staff in their efforts to improve teaching and learning.	Provides leadership and support such that staff participate in collaborative and peer-based systems and routines for monitoring instruction and assessment to support their efforts to improve teaching and learning.
Provides Feedback	Feedback to staff demonstrates lack of/or insufficient knowledge of adopted instructional framework or its use in improving instruction and assessment practices resulting in little or no growth in teacher efficacy.	Feedback to staff demonstrates emerging knowledge of adopted instructional framework and its use in improving instruction and assessment practices resulting in some growth in teacher efficacy.	Feedback to staff demonstrates strong knowledge of adopted instructional framework and its use in improving instruction and assessment practices resulting in evident growth in teacher efficacy.	Feedback to staff demonstrates expert knowledge of adopted instructional framework and its use in improving instruction and assessment practices resulting in growth in teacher efficacy for most teachers, demonstrated by staff effectively using the framework to independently and collaboratively reflect, monitor, and adjust instruction and assessment practices.

Although each component addresses individual elements, components should be rated as a whole.

5.2 | IMPROVING INSTRUCTION

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.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Summative evaluations are objective based on a "preponderance of evidence" collected throughout the year; issues of dispute with ratings can be addressed in reviewing feedback that is clearly anchored in the adopted instructional framework, revealing a consistent focus toward the desired improvement. Communication is a mix of digital and face to face but cases of concern have been differentiated by more face to face with documented written follow-up.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Evaluates	Evaluations do not meet minimum district expectations and/or lack adequate or accurate evidence from the adopted instructional framework to substantiate claims about staff performance yielding unreliable staff ratings.	Evaluations meet minimum district expectations but provide inconsistent evidence from the adopted instructional framework to substantiate claims about staff performance yielding some unreliable staff ratings.	Evaluations meet minimum district expectations and provide adequate and accurate evidence from the adopted instructional framework to substantiate claims about staff performance yielding valid and reliable staff ratings.	Evaluations exceed district expectations by differentiating needed support for individual teachers to provide consistent evidence from the adopted instructional framework to substantiate claims about staff performance yielding valid and reliable staff ratings.

5.3 | IMPROVING INSTRUCTION

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 oftentimes 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's 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Develops Goals	Does not assist staff in the use of multiple types of data for the identification of performance indicators and/or identified performance indicators are insufficient to identify gap-closing student growth goals.	Occasionally assists staff to use multiple types of data in the identification of performance indicators resulting in unreliable gap-closing student growth goals.	Regularly assists staff to use multiple types of data in the identification of performance indicators resulting in reliable gap-closing student growth goals.	Consistently provides leadership and support such that staff take ownership for and use multiple types of data to consistently identify effective performance indicators in developing reliable gap-closing student growth goals.
Monitors and Adjusts	Does not meet with staff to develop, review, and modify student growth goals (individual or group goals).	Meets minimum district requirements to develop, review, and modify student growth goals (individual or group goals) but are scheduled to limit the ability to make midcourse corrections to improve teacher practice.	Meets minimum district requirements to develop, review, and modify student growth goals (individual or group goals) and are effectively scheduled to allow timely feedback to make midcourse corrections and improve teacher practice.	Consistently provides leadership and support such that staff understand and take ownership to develop, review, and modify student growth goals (individual or group goals) and make midcourse corrections and improve teacher practice.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Provides structure for the development of student learning goals to assure that all goals are minimally considered "proficient" upon approval by principal; provides staff the necessary data and support to accurately identify student opportunity gaps of the students they teach; uses the data from the goals to help understand what is and isn't working in terms of addressing opportunity gaps; communicates clear expectations and provides necessary support for how the student learning goals will be used to measure progress throughout the year, minimally reviewing mid-year.

5.4 | IMPROVING INSTRUCTION

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 set of teachers that a principal identifies.

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

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Growth in Student Learning	Multiple measures of student achievement of selected teachers show no academic growth.	Multiple measures of student achievement of selected teachers show minimal academic growth.	Multiple measures of student achievement of selected teachers show measurable academic growth.	Multiple measures of student achievement of selected teachers show significant academic growth.

CRITERION 5: IMPROVING INSTRUCTION

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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; Component 5.3 deals with the importance of developing accurate and effective student learning goals as a key measure of effectiveness; and Component 5.4 addresses the evidence for growth of selected teachers.

School Leader Paradigm:

- How will you instill a growth focused mindset around instruction?
- What does a results-oriented environment mean to you? Your staff? Your students? Your community?
- In what way(s) will assessment play a role in improving instruction?
- How will you lead to create a culture of innovation around teaching practices and instruction?

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around improving instruction?
- How would your students describe an engaging classroom?
- What beliefs does your staff hold around instruction, learning, and achievement?
- Do your community members know what happens in your classrooms each day?
- How do you celebrate innovation in teaching?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on all aspects of your instruction and assessment practices.
- Provide evidence that you are conducting regular classroom observations consistent with contractual obligations.
- Provide evidence that you are providing support for novice teachers in the form of mentoring, induction, or professional development.
- Provide evidence that you are working with teachers who have specific improvement needs or who are currently on a plan of improvement.
- Share a copy of the school's plan for professional development that incorporates best practices in instruction and assessment.
- Gather evidence that shows support of a subset of teachers that leads to an improvement in student achievement.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF5.

www.awsp.org/LF5





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).

6.1 | MANAGING RESOURCES

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, and 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 office. 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 each day's activities and monitor the success of the plan together to ensure the long-term success in meeting the obligations of the principal. Principals at this level understand and work toward work-life balance.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Reflects on this topic regularly and seeks others' reflections; plans backwards for critical obligations; develops the leadership of others and delegates effectively; uses technology to save and organize time; communicates effectively when conflicts do arise.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Manages Self	Fails to prioritize time causing missed deadlines and a reputation of unreliability.	Creates time-management strategies, but struggles occasionally implementing them successfully.	Creates strategies and systems to regularly meet obligations.	Engages office staff as a partner in developing and implementing personal management strategies.

6.2 | MANAGING RESOURCES

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 have diverse backgrounds and experiences.

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Recruits	Fails to sell the value of teaching at their school.	Limits hiring process to those who apply.	Actively recruits skilled and talented teachers and other staff. Considers the need of diversifying the workforce when recruiting.	Engages staff in the recruitment of prospective teachers and other staff.
Hires	Disregards established hiring processes to ensure a quality staff.	Follows laws, policies, and district processes in the hiring process. Reference checks are perfunctory.	Creates a strong hiring process beyond the minimum required. Ensures that thorough background and reference checks are completed in a timely and professional manner.	Employs a rigorous process of hiring. Goes beyond candidate-supplied references to thoroughly vet applicants.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Observes student teachers; rigorously checks references; observes applicants teaching; involves staff in hiring process; promotes the school in a way that applicants want to teach there; hires what they can't train; seeks training in hiring practices; collaborates with human resources and the superintendent; taps effective paraeducators and student to pursue teaching as a career.

6.3 | MANAGING RESOURCES

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.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Builds the master schedule rather than delegating it; knows skills and talents of each teacher; knows the needs of students and develops a master schedule to meet those needs; speaks regularly about student needs; applies OSPI's BEST onboarding recommendations.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assigns Staff	Places teachers' wishes above student needs in assigning staff.	Considers both student needs and staff members' desires in assigning staff.	Takes a holistic view in assigning staff, but never compromises student needs when deciding on staff assignments.	Creates a culture whereby teacher contributions to staffing assignments put students first.

6.4 | MANAGING RESOURCES

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.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Creates systems for compliance; creates a building reserve; monitors all spending throughout the school; connects budget to the School Improvement Plan.

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Meets Legal Requirements	Ignores regulations connected to fiscal management.	Usually manages financial decisions in compliance with regulations.	Creates systems to ensure that all compliance requirements are met.	Involves key staff in making or contributing to spending decisions which put student learning first.
Aligns Resources to Goals	Provides little or no evidence of effectively managing financial resources.	Often connects spending to improved learning.	Strategically manages fiscal resources to improve student learning.	Seeks outside and/or innovative sources of revenue to enhance existing budget.

Although each component addresses individual elements, components should be rated as a whole.

CRITERION 6: MANAGING RESOURCES

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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).

School Leader Paradigm:

- What attributes of your systems intelligence make you effective in this criterion?
- Consider your school and community context when collaboratively developing the budget.
- What are the internal and external political contexts you need to be aware of when making decisions about allocating and spending resources?
- Within the context of your school and the culture of learning, how is the resource of time prioritized and allocated?

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around managing resources?
- Schedule quarterly meetings with the secretary and district finance department to ensure the budget is functioning as planned and reserves are adequate.
- What steps can you take to learn more about family and community resources?
- Are there systems that can be streamlined to save time, effort, and money?
- How can the staff and students provide input on how to best use resources?
- Do staff demographics reflect the diversity of the students and community?

Sharing Your Impact:

- Explain how you **PLAN, IMPLEMENT, ASSESS, AND REFLECT** on all aspects of managing resources.
- Review the school budget and master schedule to identify gaps that can be addressed with resources.
- Identify hiring needs for the next school year and establish the justification for the positions needed.
- Prepare to discuss teachers who are currently on plans of improvement and summarize where they are in the process.
- Review the process by which new teachers are recruited, hired, inducted, and supported through professional development.
- Survey staff to determine what resources or supports are needed to improve the school's ability to support teaching and learning.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF6.

www.awsp.org/LF6





Lopez Island School District's Farm Education Program

CRITERION 7: ENGAGING FAMILIES AND 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. The 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).

7.1 | ENGAGING FAMILIES AND COMMUNITIES

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 communication 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. Families and/or community members seek to volunteer and display a strong trust in the best intentions of the school. Families and/or community members support the overall school mission to serve all children, not just their own. Families and/or community members provide valued input on committees, task groups and advisory councils. They have a strong sense of pride and efficacy in their child's school.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Teaches staff culturally appropriate ways to engage with families; clarifies appropriate role of parents in the school; adjusts school event schedule to align with community norms; invites community members to assemblies and other school functions; orchestrates student-led report card conferences in which parents and students see specific next steps for improvement; organizes a user-friendly electronic grading program; communicates through multiple channels that parents are encouraged to initiate contact at any time; learns the names and background of parents; is visible on campus and available for informal conversation; approaches communication from a learning stance; seeks to master the most effective methods to communicate with each of the range of ethnicities/cultures present within the parent community; provides advice to families on ways to support their child's learning; informs parents of monthly learning expectations and specific ways they can support their child's learning.

7.1 | ENGAGING FAMILIES AND COMMUNITIES (Continued)

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Engages Families	Demonstrates no effort to engage families in school activities that promote student learning.	Encourages and supports involvement of families in some school activities that promote student learning.	Encourages and supports consistent and ongoing family engagement in school activities that promote student learning.	Engaged families support student learning, led by staff who value and encourage these partnerships.
Shares School Mission and Vision	Fails to share the vision of hope and opportunity that results from healthy family/school partnerships.	Encourages pockets of families within the school community to see an improved future for their children by partnering with the school.	Shares the vision for improving learning and future opportunities for all students through wide-ranging, inclusive family partnerships.	Family members and staff display a strong belief in the power of family/school partnerships to positively impact the futures of children.
Protects Family Privacy	Has lost the trust of parents by allowing confidential information to be inappropriately shared.	Practices personal discretion when in possession of personal information about students.	Assures that all staff practice discretion with personal information about students.	Creates a culture within the school and larger community in which private student, staff, and family information is actively protected and respected by all.
Includes Families in Decisions	Excludes families from decision making at the school to improve student learning.	Limits family participation in some school decision-making processes to improve student learning.	Consistently implements effective channels for families to participate in school decision making to improve student learning.	Participation and engagement by families in school-based decision-making displays widely shared ownership for the student learning.

Although each component addresses individual elements, components should be rated as a whole.

7.2 | ENGAGING FAMILIES AND COMMUNITIES

Component 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved [See also 1.2]:

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?”

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Seeks Involvement of All Families	Treats parent community as mono-cultural. Makes little or no adjustment to meet needs and interests of under-involved groups within parent community to promote student learning.	Gives some attention to underserved groups within the parent community, yet these efforts are ineffective and/or unequal in nature in promoting student learning.	Recognizes and reaches out to underserved groups within the parent community to promote student learning.	Students and staff take a leadership role in ensuring every student’s family is engaged with the school to promote student learning.
Uses Culturally-Appropriate Communication	Communication with families is mono-lingual and mono-cultural. As such, some families are less capable of supporting student growth.	Has not established channels of communication accessible to all families with the aim of supporting student growth.	Uses multiple communication channels appropriate for cultural and language differences that exist in the community with the aim of supporting student growth.	Families and staff establish and utilize culturally-inclusive communication systems which support student growth.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Uses data (such as attendance at parent/teacher conferences) to identify underserved families; leads staff development on a broader definition of family; creates and supports parent groups (i.e., Natural Helpers); provides translated documents to families; schedules interpreters, even for very limited languages; forms newcomer groups for new families; adds signage in many languages to inform parents of their rights; welcomes additional family members at IEP meetings; teaches appropriate engagement skills to families lacking these skills; is inclusive and respectful of all adults who raise and care for a student, including biological, adoptive, and foster parents, grandparents; legal and informal guardians; and adult siblings.

7.3 | ENGAGING FAMILIES AND COMMUNITIES

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Creates Effective Communication Systems	Communication with community designed to promote student learning is sparse or non-existent.	Communication with the community to promote student learning is regular, yet is mainly informational.	Builds effective and authentic communication systems between the community and school to promote student learning that are interactive and regularly used.	Staff, parents, and students develop effective and inclusive communication between the school and community in support of student learning.
Partners with the Community	Is frequently absent from the community; is not perceived as an advocate for students and schools.	Is a member but not necessarily an influential leader in the community's shared mission to support student learning.	Works in partnership with community organizations and informally throughout the community to promote student learning.	Is recognized outside of school for developing and implementing programs in partnership with the greater community that focus on student learning.
Capitalizes Community Resources	Does not identify and utilize community resources in support of improved student learning.	Identifies and utilizes some community talent and resources in support of improved student learning.	Makes full use of community resources in support of improved teaching and learning.	Businesses, community organizations, government entities, and higher education institutions seek to partner with the school to improve student learning.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Develops school partnerships with community organizations; encourages guest speakers; establishes mentorships and internships; seeks scholarships; supports school-based community organizations such as Boys & Girls Club/Key Club/Little League; invites community members to assemblies and other school functions; includes community expertise as members on school committees; actively serves in community leadership roles; volunteers on service organization boards and committees.

CRITERION 7: ENGAGING FAMILIES AND COMMUNITIES

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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. The 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).

School Leader Paradigm:

- What attributes of your personal, social, and systems intelligence make you effective in this criterion?
- Consider your school and community context when developing and working on your parent and family engagement plan.

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around engaging families and communities?
- Have you established expectations and/or norms around partnering with families to promote student learning?
- What strategies have you used to engage all families, especially historically underserved families?
- What communications, partners, and community resources are you utilizing to engage with your school community and promote student learning?
- What evidence could you collect for the next evaluation cycle?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on engaging families and communities.
- Gather baseline data showing community support as it relates to students, families, and staff.
- Gather evidence for professional development, showing classroom teachers and school staff how to engage communities in support of teaching and learning.
- Gather parent survey data or focus group data that would indicate the principal's effectiveness in this area.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF7.

www.awsp.org/LF7





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).

8.1 | CLOSING THE GAP

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 may include such things as discipline and attendance data, participation in activities data, course enrollment data, and other data that might give a clearer picture and lead to the effectiveness of a plan to dismantle barriers (8.2).

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Principal collects and analyzes academic, participation, attendance, and disproportionality data; brainstorms with staff and student groups possible reasons behind student choices and performance.

Principals who ignore achievement data or attribute it to factors outside the school's locus 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 to 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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assess Data	Does not analyze data by group.	Analyzes limited sources of data which are disaggregated at the group level.	Analyzes multiple sources of data which are disaggregated at the group level.	Leads in a manner such that teachers regularly create and assess data which are disaggregated at the group level to inform their own practice.
Identifies Barriers	Does not identify barriers to shrinking gaps.	Identifies some barriers which prevent the shrinking of gaps.	Identifies key barriers to close gaps.	Leads in a manner such that teachers regularly identify barriers which prevent the shrinking of gaps.

Although each component addresses individual elements, components should be rated as a whole.

8.2 | CLOSING THE GAP

Component 8.2 Creates plans to dismantle barriers and increase achievement [See also 1.5 and 2.2]. See also Criterion 3 – Planning with Data:

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.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Researches the range of options and the success of others before finalizing plan; seeks feedback from those who must implement or be impacted by the plan; sets challenging, measurable goals; sets goals and plans that align with district gap-shrinking goals.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Creates Plans	Fails to create plans to shrink opportunity and achievement gaps.	Creates plans to shrink opportunity and achievement gaps that are ineffective or difficult to implement.	Creates plans with staff to shrink opportunity and achievement gaps that are effective and manageable.	Leads in a manner that staff possess the skills to develop the plans and have a personal sense of ownership of the plans.

8.3 | CLOSING THE GAP

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.

The following elements are intended to provide a more specific analysis of this component. They are not intended to be rated separately, but rather considered in the holistic rating of the component.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Implements	Fails to implement plans to shrink opportunity and achievement gaps.	Inconsistently implements plans to shrink opportunity and achievement gaps.	Implements plans with fidelity to shrink opportunity and achievement gaps.	Leads in a manner that staff independently implement plans with fidelity to shrink opportunity and achievement gaps.
Monitors and Adjusts	Fails to monitor and adjust plans to shrink opportunity and achievement gaps.	Inconsistently monitors and adjusts plans to shrink opportunity and achievement gaps.	Implements a system for monitoring and adjusting plans to shrink opportunity and achievement gaps.	Leads in a manner that staff independently monitor and adjust plans with fidelity to shrink opportunity and achievement gaps.

Although each component addresses individual elements, components should be rated as a whole.

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Regularly meets with school leadership to evaluate and adjust goals; forms groups that meet to address individual student issues; staff meetings include updates on progress of the plan; created visual displays to convey progress toward achieving goals; exhibits patience and gives a plan enough time to either work or show areas for revision; adjusts a plan mid-stream to better achieve intended outcomes, as needed.

8.4 | CLOSING THE GAP

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 growth to significant improvement in student growth.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Growth in Student Learning	Achievement data from multiple sources or data points show no evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show minimum evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show measurable evidence of student growth toward narrowing gaps of targeted student groups.	Achievement data from multiple sources or data points show consistent evidence of student growth toward narrowing gaps of targeted student groups.

CRITERION 8: CLOSING THE GAP

PLAN, IMPLEMENT, ASSESS, AND REFLECT FOR YOUR PROFESSIONAL GROWTH

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 been historically disadvantaged, 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).

School Leader Paradigm:

- Consider the systems intelligence needed to examine the persistent causes of gaps in outcomes between groups of students, with a particular focus on those who have been historically marginalized and underserved.
- What social intelligence is required to build the capacity of staff and empower them to understand the systemic barriers in place for marginalized students?
- How might you call upon your personal intelligence to intentionally reflect on and hold yourself and your school system accountable for maintaining a growth mindset about issues of inequity, particularly those that are a function of race?

Things to Consider (Students, Staff, Community):

- How are you connecting with students, staff, and stakeholders around closing the gap?
- What are the most important and immediate actions you can take to increase racial literacy and inclusionary practices?
- What supports might you need in order to influence the culture, systems, and learning about English Language Acquisition?
- What professional development is needed for all staff to increase your understanding of how bias, stereotypes, and race function?

Sharing Your Impact:

- Explain how you PLAN, IMPLEMENT, ASSESS, AND REFLECT on all aspects of closing the gap.
- Gather evidence and data that focus on supports and resources necessary for clearly identifying areas where gaps currently exist, and strategies for closing those gaps.
- Be prepared to discuss which student groups are impacted most and how their achievement has changed over time.
- Demonstrate how you have sought guidance, support, and resources to create a staff culture that is racially literate and self-aware of any unintended bias, stereotypes or systems that may cause opportunity gaps and disparate outcomes.

Notes

Resources and Tools:

To access resources specific to this criterion, visit www.awsp.org/LF8.

www.awsp.org/LF8



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 56-57 of this book. You can also access a downloadable version at www.awsp.org/framework.

YOU + POP + TOA =
Closing Gaps

..... **Becoming** while **Doing** .



AWSP LEADERSHIP FRAMEWORK

EVIDENCE OF IMPACT TOOL

1. PLAN			
What Problem of Practice (POP) is the school leader, leadership team, and/or school tackling?		What is the Theory of Action (TOA) for the leadership team to address the POP in the school?	
<ul style="list-style-type: none"> What is your data saying about your school and student achievement? What access, opportunity, hope and/or expectation gaps exist in your school? How do you know? 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? 		<ul style="list-style-type: none"> 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: <input type="checkbox"/> Wellness <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Self-Management <input type="checkbox"/> Innovation	Culture: Lead by creating a positive hope-filled climate and culture.	<input type="checkbox"/> Relationships <input type="checkbox"/> Student-Centeredness <input type="checkbox"/> Traditions/Celebrations <input type="checkbox"/> Global Mindedness
Social: A set of interpersonal competencies that inspire others to be effective.	Competencies: <input type="checkbox"/> Service <input type="checkbox"/> Community Building <input type="checkbox"/> Capacity Building <input type="checkbox"/> Influence	Systems: Lead by replacing historically inequitable systems with gap closing student-centered systems.	<input type="checkbox"/> Vision/Mission <input type="checkbox"/> Communications <input type="checkbox"/> Collaborative Leadership <input type="checkbox"/> Strategic Management
Systems: Individual understanding of the inter-workings and leadership of complex systems within an organization.	Competencies: <input type="checkbox"/> Mission/Vision <input type="checkbox"/> Operations/Management <input type="checkbox"/> Teaching/Learning <input type="checkbox"/> Cultural Responsiveness	Learning: Lead by constantly reflecting on your own learning while supporting the learning of students and adults.	<input type="checkbox"/> Reflection/Growth <input type="checkbox"/> Result-Oriented <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Capital
			<input type="checkbox"/> Wellness <input type="checkbox"/> Equity <input type="checkbox"/> Ethics <input type="checkbox"/> Safety <input type="checkbox"/> Operations <input type="checkbox"/> Data Literacy

3. ASSESS	
Evidence of Impact: What is the evidence of impact? How did identifying a 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 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?
Qualitative Data: _____ _____ _____ Quantitative Data: _____ _____ _____	<input type="checkbox"/> 1. Creating a Culture: <input type="checkbox"/> 2. Ensuring School Safety: <input type="checkbox"/> 3. Planning with Data: <input type="checkbox"/> 4. Aligning Curriculum: <input type="checkbox"/> 5. Improving Instruction: <input type="checkbox"/> 6. Managing Resources: <input type="checkbox"/> 7. Engaging Families & Communities: <input type="checkbox"/> 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? 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 ? How does the collective impact of your work connect to reaching your five year building goals?	
Conversations/Notes/Comments/Questions: _____ _____ _____ _____	

Revised spring 2020

How do you know
you had an impact?

What makes you an
effective leader?

What lessons
did you learn?

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.

GUIDING QUESTIONS:

What is the Problem of Practice (POP) you and your team are 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?

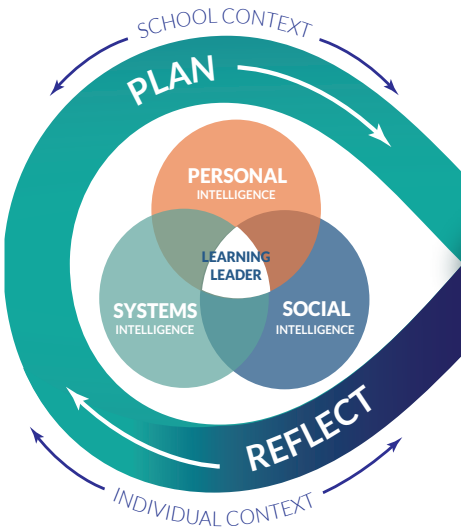
What have you learned about yourself throughout this COI?

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

MY LEADERSHIP GOALS THIS YEAR:

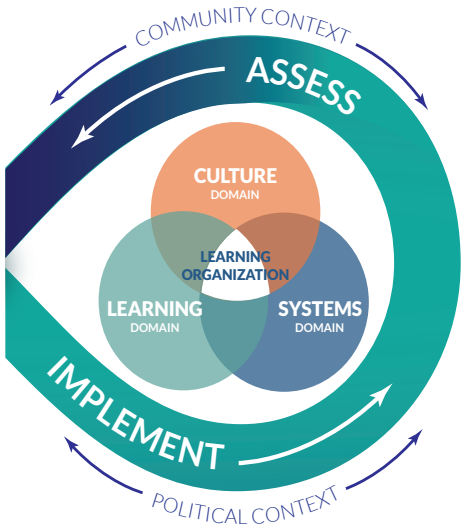
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 ☐ _____

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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>



EVIDENCE OF IMPACT TOOL

1. PLAN

<p>What Problem of Practice (POP) is the school leader, leadership team, and/or school tackling?</p> <hr/> <hr/> <hr/> <hr/>	<p>What is the Theory of Action (TOA) for the leadership team to address the POP in the school?</p> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> • What is your data saying about your school and student achievement? What access, opportunity, hope and/or expectation gaps exist in your school? How do you know? • 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? 	<ul style="list-style-type: none"> • 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	
<ol style="list-style-type: none"> 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? 		<ol style="list-style-type: none"> 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? 	
<p>Personal: To use personality and personal information to enhance one's thoughts, plans, and life experiences.</p>	<p>Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness <input type="checkbox"/> Growth Mindset <input type="checkbox"/> Self-Management <input type="checkbox"/> Innovation 	<p>Culture: Lead by creating a positive hope-filled climate and culture.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Relationships <input type="checkbox"/> Student Centeredness <input type="checkbox"/> Traditions/Celebrations <input type="checkbox"/> Global Mindedness <input type="checkbox"/> Wellness <input type="checkbox"/> Equity <input type="checkbox"/> Ethics
<p>Social: A set of interpersonal competencies that inspire others to be effective.</p>	<p>Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Service <input type="checkbox"/> Community Building <input type="checkbox"/> Capacity Building <input type="checkbox"/> Influence 	<p>Systems: Lead by replacing historically inequitable systems with gap closing student-centered systems.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vision/Mission <input type="checkbox"/> Communications <input type="checkbox"/> Collaborative Leadership <input type="checkbox"/> Strategic Management <input type="checkbox"/> Safety <input type="checkbox"/> Operations <input type="checkbox"/> Data Literacy
<p>Systems: Individual understanding of the inter-workings and leadership of complex systems within an organization.</p>	<p>Competencies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mission/Vision <input type="checkbox"/> Operations/Management <input type="checkbox"/> Teaching/Learning <input type="checkbox"/> Cultural Responsiveness 	<p>Learning: Lead by constantly reflecting on your own learning while supporting the learning of students and adults.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflection/Growth <input type="checkbox"/> Result-Oriented <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Capital <input type="checkbox"/> Instruction <input type="checkbox"/> Assessment <input type="checkbox"/> Innovation <input type="checkbox"/> Management

3. ASSESS

Evidence of Impact: What is the evidence of impact? How did identifying a 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 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?

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?

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**?

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

Conversations/Notes/Comments/Questions:

Revised spring 2020

FRAMEWORK REVISIONS AT-A-GLANCE

THINGS THAT STAYED EXACTLY THE SAME

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

REVISIONS IN THE ELEMENTS/COMPONENTS SECTION OF THE FRAMEWORK

ELEMENTS IN 2.0 WHICH ARE NOT COMPONENTS IN 3.0

- 3.4 Assists staff to use data to guide, modify, and improve classroom teaching and student learning.
- 5.3 Assists staff in implementing effective instruction and assessment practices.
- 6.2 Managing human resources (ongoing professional development).
- 6.4 Fulfilling legal responsibilities.
- 8.2 Demonstrates a commitment to close the achievement gap

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

COMPONENTS IN 3.0 WHICH ARE NOT ELEMENTS IN 2.0

- 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner
- 2.3 Creates and protects identity safety
- 3.3 Creates data-driven plans for improved teaching and learning
- 6.1 Managing self — Element 6.1 in Version 2.0, Managing human resources (assignment, hiring) was split into Component 6.2 Hiring and 6.3 Assigning.
- 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved. Element 7.2 in Version 2.0, Partners with Families and School Community, was split into Component 7.1 Partners with Families and 7.3 Partners with School Community.
- 8.2 Creates plans to dismantle barriers and increase achievement.

REVISIONS TO RUBRIC LANGUAGE

VERSION 2.0

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

VERSION 3.0

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

GENERAL REVISIONS

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

AWSP LEADERSHIP FRAMEWORK CROSSWALK

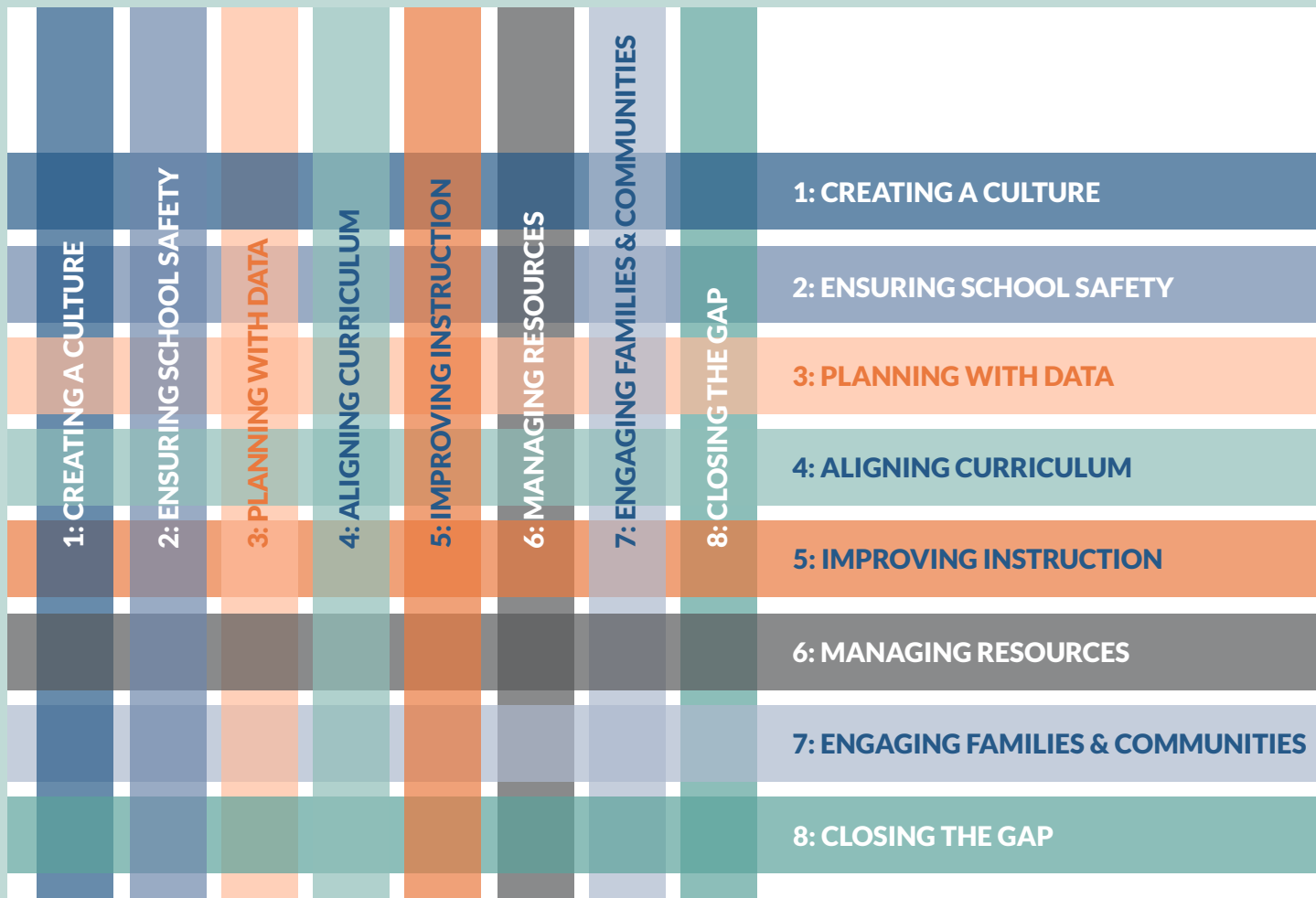
The crosswalk below highlights the changes that were made between Version 2.0 and 3.0.

CRITERIA	VERSION 2.0	VERSION 3.0
Criterion 1 Creating a Culture: Influence, establish, and sustain a school culture conducive to continuous improvement for students and staff.	<ul style="list-style-type: none"> 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching 1.2 Engages in essential conversations for ongoing improvement 1.3 Facilitates collaborative processes leading toward continuous improvement 1.4 Creates opportunities for shared leadership 	<ul style="list-style-type: none"> 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching 1.2 Engages in essential conversations for ongoing improvement of the school [See also 7.2] 1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning 1.4 Promotes and distributes leadership 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: Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.	<ul style="list-style-type: none"> 2.1 Provides for physical safety 2.2 Provides for social, emotional, and intellectual safety 	<ul style="list-style-type: none"> 2.1 Provides for physical safety 2.2 Provides for social, emotional, and intellectual safety 2.3 Creates and protects identity safety
Criterion 3 Planning with Data: Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.	<ul style="list-style-type: none"> 3.1 Assists staff to use data to guide, modify and improve classroom teaching and learning 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts 3.3 Implements data-driven plan for improved teaching and learning 3.4 Assists staff to use data to guide, modify, and improve classroom teaching and learning 3.5 Provides evidence of student growth that results from the school improvement planning process* 	<ul style="list-style-type: none"> 3.1 Recognizes and seeks out multiple data sources 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts 3.3 Creates data-driven plans for improved teaching and learning 3.4 Implements data-informed improvement plans 3.5 Provides evidence of student growth that results from the school improvement planning process*
Criterion 4 Aligning Curriculum: Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.	<ul style="list-style-type: none"> 4.1 Alignment of curricula to state and local district learning goals 4.2 Alignment of best instructional practices to state and district learning goals 4.3 Alignment of assessment practices to best instructional practices 	<ul style="list-style-type: none"> 4.1 Assists staff in aligning curriculum to state and local learning goals. 4.2 Assists staff in aligning instructional practices to state standards and district learning goals 4.3 Assists staff in aligning assessment practices to state standards and district learning goals
Criterion 5 Improving Instruction: Monitor, assist, and evaluate staff implementation of the school improvement plan, effective instruction, and assessment practices.	<ul style="list-style-type: none"> 5.1 Monitors instruction and assessment practices 5.2 Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness 5.3 Assists staff in implementing effective instruction and assessment practices 5.4 Reliability and validity evaluates staff in effective instruction and assessment practices 5.5 Provides evidence of student growth of selected teachers* 	<ul style="list-style-type: none"> 5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices 5.2 Uses adopted instructional framework to evaluate instruction and assessment 5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness 5.4 Provides evidence of student growth of selected teachers*
Criterion 6 Managing Resources: Manage human and fiscal resources to accomplish student achievement goals.	<ul style="list-style-type: none"> 6.1 Managing human resources (assignment, hiring) 6.2 Managing human resources (ongoing professional development) 6.3 Managing fiscal resources 6.4 Fulfilling legal responsibilities 	<ul style="list-style-type: none"> 6.1 Managing self 6.2 Recruiting and hiring [It is assumed here that the principal has the authority to make hiring decisions] 6.3 Assigning staff 6.4 Managing fiscal resources [It is assumed here that the principal has the authority to make fiscal decisions]
Criterion 7 Engaging Communities: Communicate and partner with school community members to promote student learning.	<ul style="list-style-type: none"> 7.1 Communicates with community to promote learning 7.2 Partners with families and school community 	<ul style="list-style-type: none"> 7.1 Partners with families to promote student learning 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved 7.3 Engages with communities to promote learning [See also Criterion 6 – Managing Resources]
Criterion 8 Closing the Gap: Demonstrate a commitment to closing the achievement gap.	<ul style="list-style-type: none"> 8.1 Identifies barriers to achievement and knows how to close resulting gaps 8.2 Demonstrates a commitment to close the achievement gap 8.3 Provides evidence of growth in student learning* 	<ul style="list-style-type: none"> 8.1 Assesses data and identifies barriers 8.2 Creates plans to dismantle barriers and increase achievement 8.3 Implements and monitors plans to shrink achievement gaps 8.4 Provides evidence of growth in student learning*

TAPESTRY

The Interdependency of the Framework Criteria

This Framework, like all other leadership frameworks, isolates high-leverage leadership criteria for the purpose of analysis and discussion which will lead to improved leadership practice. While the criteria are separated for this purpose, in practice they never live separately. This tapestry is a depiction of the interdependency of the criteria to each other. Efforts to improve instruction (Criterion 5) impact the school's culture (Criterion 1). Efforts to close achievement and opportunity gaps (Criterion 8) cannot be accomplished without planning with data (Criterion 3), managing resources (Criterion 6), engaging families and communities (Criterion 7), and creating a culture to support the efforts (Criterion 1). Evidence of growth in one criterion is likely evidence of growth in multiple criteria.



THE AWSP LEADERSHIP FRAMEWORK FOR SCHOOL LEADER EVALUATION

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Are you and your district ready for a deeper dive into the AWSP Leadership Framework 3.0? Contact AWSP to learn more about our dynamic professional learning opportunities for the AWSP Leadership Framework, School Leader Paradigm, and other resources.