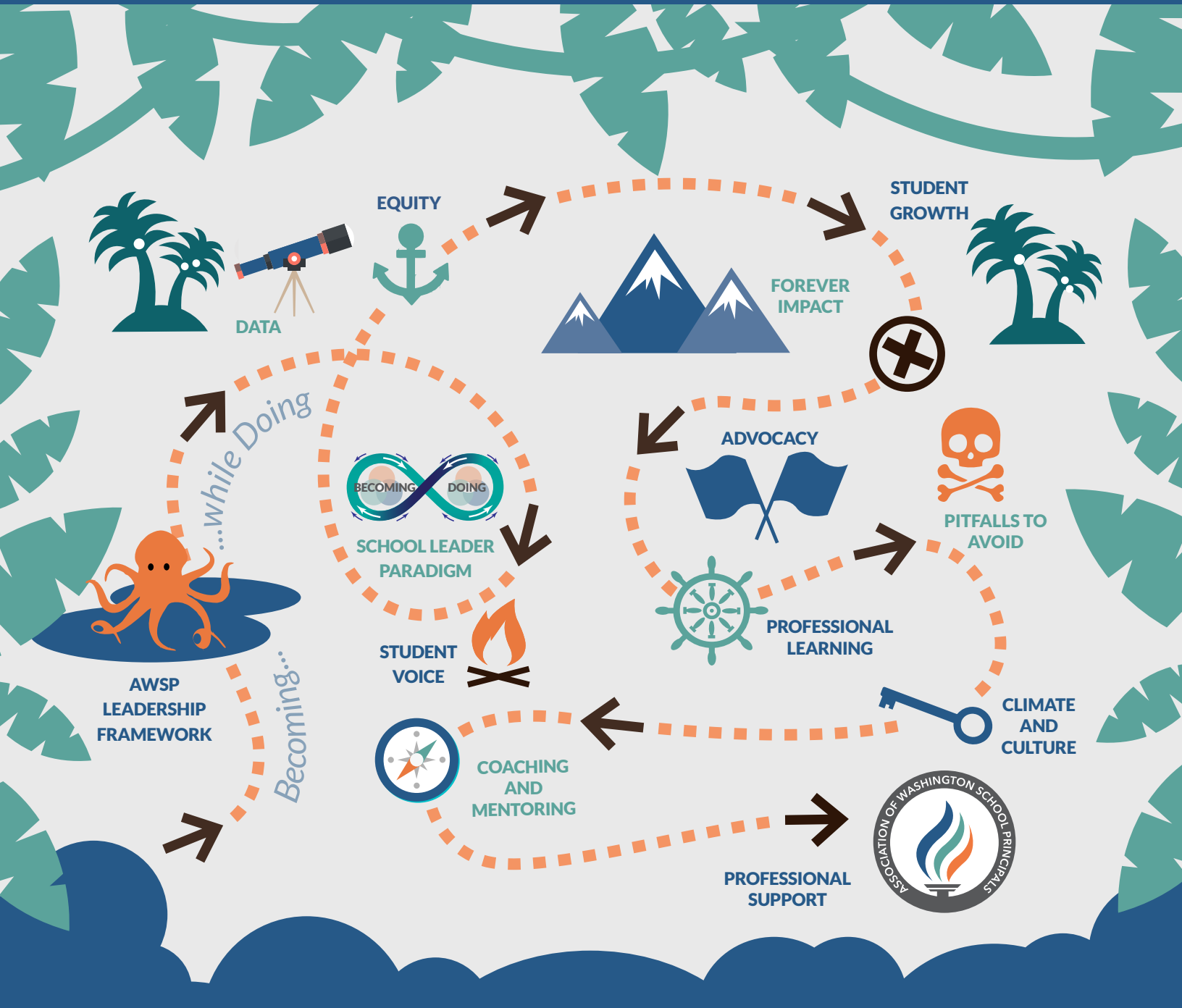


AWSP MEMBER HANDBOOK

Information to Help You Navigate Your Leadership Journey



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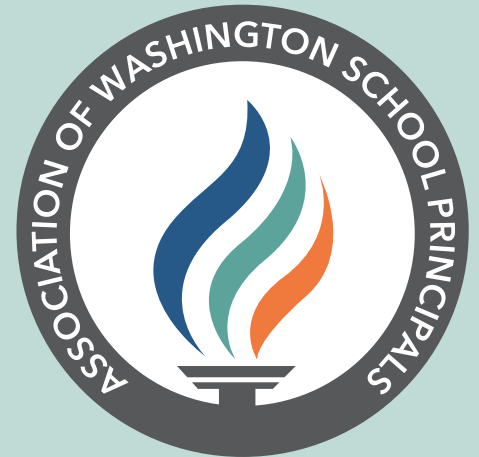
WELCOME TO AWSP

Thanks for Being a Part of Our AWSP Family!

Serving as a school administrator is one of the most rewarding, yet most challenging, roles in education. Thanks for all you do every day for your students, staff, and school community. AWSP is proud to serve you as the professional association for principals, assistant principals, principal interns, and other school leaders. Our mission is to support all principals and the principalship in the education of each and every student.

We serve over 3,800 members from elementary, middle, and high schools, as well as central office administrators. We work with policymakers and other partner organizations to help support and advocate for you. Membership opens the doors to access and opportunities to help enhance your ongoing development as a school leader along every step of your career; from aspiring to retiring, AWSP will be with you. We offer powerful and relevant professional development, award-winning publications, networking events, and our famous career support center.

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



50 Years of Service to School Leaders

2022 marks AWSP's 50th anniversary. Founded in 1972, AWSP has been a leading voice in education for five decades. This year we celebrate not only 50 years of service to school leaders across the state but also 50 years of school leaders like you committing to the well-being of your schools and students by aiming higher, growing professionally, advocating for education, and rolling with the punches. (Even when those punches involve a global pandemic!) Thank you for helping make our association successful, and thank you for committing yourselves to students in spite of the circumstances. This year, we celebrate!



About This Handbook

This version of the AWSP Member Handbook was printed in October 2022. We'll periodically update a PDF of the Handbook on our website as any big changes occur. We created this AWSP Member Handbook to help you keep important membership and principal evaluation information together in one place. We hope you will reference it throughout the year.

Call us anytime:
800.562.6100

Please don't hesitate to contact us for any reason—we are here to help. Our number is 800.562.6100. Thanks for letting us support you as you work so hard to leave a forever impact on your students and school.



QR Codes

Throughout the Handbook, you'll notice QR codes on certain pages. These codes, when scanned by your phone camera or a QR code app, will take you to a corresponding page on the AWSP website. (Try out the one on the left here, and you'll see that it takes you to our Inside AWSP page!)



OUR MISSION

Supporting all principals and the principalship in the education of each and every student.

THE AWSP TEAM

LEADERSHIP, ADVOCACY, AND OPERATIONS

Dr. Scott Seaman
Executive Director

Kim Marquette
Operations Director

Roz Thompson
Government Relations and Advocacy Director

MEMBERSHIP & FINANCE

Macy Bruhy
Member Engagement & State Programs Administrator

Andi Mounts
Finance Director

Angela Spriggs
Fiscal Coordinator

Julie Woods
Member Services Specialist

PROFESSIONAL LEARNING

Jack Arend
Deputy Director

Kamrica Ary-Turner
Associate Director, PSED 121 & NWESD 189

Ashley Barker
Inclusion Director

Scott Friedman
Associate Director, Eastern WA

Gina Yonts
Associate Director, Eastern WA

Dameon Brown
Professional Learning and Mentorship Program Coordinator

COMMUNICATIONS

David Morrill
Communications Director

Caroline Brumfield
Graphic Design and Marketing Manager

THE FOUNDATION

Leadership, Advocacy & Operations

Greg Barker
WSPEF Managing Director

Cortney Suderman
Administrative Coordinator

Student Programs (AWSL)

James Layman
Director

Cispus Learning Center

Chase Buffington
Director

Billy Hager-DeMyer
Challenge Course Manager

Outdoor Schools WA

Shelley Barker
Director, School Engagement

OUR COLLECTIVE WHY:

School leadership matters. We exist to ensure schools have a culture of hope, systems to support that culture, and collaborative learning and leadership among students and adults.

PRIORITIES

GROW:

Partner with other organizations to identify, recruit, and develop future school leaders with a focus on underrepresented groups.

SUPPORT:

Support and equip all school leaders with the knowledge, skills, and confidence to foster positive school culture, build equitable systems, and lead learning in their respective school contexts and communities.

SUSTAIN:

Support all principals in their capacity to be effective long-term leaders, specifically in highly impacted schools where strong and consistent leadership is needed most.

AWSP BOARD (Dr. Scott Seaman/Kim Marquette)

AWSP Board President | AWSP Board President-elect | AWSP Board Past President | AWSP Board Budget Chair

AWSP GRADE-LEVEL LEADERSHIP COMMITTEES (GLLCs)

Elementary Principal Leadership Committee (Jack Arend)
Represents 9 ESD Regions | 1,671 Members

Middle Level Principal Leadership Committee (Gina Yonts)
Represents 9 ESD Regions | 788 Members

High School Principal Leadership Committee (Scott Friedman)
Represents 9 ESD Regions | 1,045 Members

Chair, past chair, vice chair, and treasurer/3-year representative from each GLLC serves on the AWSP Board of Directors. Each committee also has small and large school representatives and an NAESP/NAASSP advocacy representative.

ADVISORY COUNCILS

Advocacy
Professional Services
Diversity and Equity
Leaders of Color Network
Student Programs
Cispus Learning Center
Communications
Assistant Principal
Alternative Learning Environments (ALE)
Small Schools
Outdoor School

AWSP MEMBERSHIP: THE MORE YOU KNOW

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

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

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

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

What does this mean?

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

Change of status?

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

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

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

No longer a principal or assistant principal? An AWSP Advocate Membership may be for you!

As people explore different career opportunities, we've found it helpful to provide a variety of services to meet our members' needs. Remain connected with AWSP through one of our membership categories.

Many former principals, now working in the educational field other than the principalship, choose to retain AWSP membership through our Advocate membership category. With an Advocate membership you will retain your legal benefits with your national association (NASSP OR NAESP), **including your \$2 million liability policy and legal fees in the case of an employment-related civil suit, which can only be activated if you retain your memberships.** You will also remain connected with AWSP through our various communication channels providing you with a wealth of resources to help you stay on top of policy, trends, and best practices.

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

Stay connected in retirement

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

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

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

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

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

We dedicate this page to the memory of 32-year longstanding AWSP employee and Membership Coordinator Annalee Braley who unexpectedly passed away in Sept. 2021.

For membership-related questions, please reach out to AWSP Membership Engagement Manager Macy Bruhy at macy@awsp.org.

GRADE-LEVEL LEADERSHIP COMMITTEES (GLLCs)



AWSP'S GRADE-LEVEL LEADERSHIP COMMITTEES

For decades, three grade-level component boards (ESPAW, AWMLP, and WASSP) worked fairly independently under the umbrella of AWSP. They each sent representatives to the AWSP Board, who also ended up serving on the Washington School Principals' Education Foundation Board. These five boards all focused on supporting principals, the principalship, and students with slightly different focuses.

In 2019, the three separate component boards voted to merge their official "governance" duties into AWSP. This removed their fiscal responsibilities and non-profit status. The move helped AWSP be more efficient and effective while drastically reducing the work of maintaining five separate boards.

While the boards are technically dissolved, all we've really done is changed their names and reduced their administrative overhead. By maintaining the bodies as **Grade-Level Leadership Committees (GLLCs)**, we keep the voice and perspective of each grade level representative body at the state level.

EQUAL & EQUITABLE REPRESENTATION

As we worked through this transition process, we learned not all of our state's areas or demographics were represented on our governing boards. We've redesigned our model and built the new system around our nine Educational Service District (ESD) regions. Each GLLC will be equally sized at 29 representatives per committee (three from each ESD, except for ESD 121), and will fairly and equitably represent the demographics of the entire state, with the exception of ESD 121 which has more representatives because of the student population that ESD represents. We want to increase the ability for interested principals and assistant principals to get involved and at the same time increase the transparency of the process. Because we believe in authentic student voice, each region also has representatives from the Association of Washington Student Leaders (AWSL).

This new structure allows AWSP and AWSL to work hand-in-hand with the ESDs to deliver timely, regional, and strategic support to school and student leaders while improving communication to and from AWSP and beyond. This also aligns with OSPI's efforts to increase regional support structures across the state.

WHAT CHANGED?

There were no changes to the main governing body of the AWSP Board. Each of the Grade-Level Leadership Committees

continues to cycle officers to the AWSP Board in order to shape the direction, mission, and vision of AWSP. Those positions will rotate per our existing bylaws and procedures. The most noticeable change will be seen in our GLLCs which will no longer be pulled into governance duties of budgets, minutes, and board oversight. These committees are able to focus on the work related to representing elementary, middle level, and high school principals and assistant principals. We will also work more intentionally, consistently, and strategically with our ESD partners to ensure the best care of our school leaders.

WHAT REMAINS THE SAME?

Each GLLC will continue to meet throughout the year just like the component boards did. The exception to this current practice is the addition of time allotted for each of the nine ESD regional leaders to meet, collaborate, and plan specific regional networks and meetings during our quarterly gatherings.

In other words, we hope to be able to turn around and replicate rich professional learning, networked improvement communities, and increased communication to every region in the state. Every school leader in the state has easy access to an AWSP network.

WHO LEADS YOU

To get in contact with a GLLC or regional representative, find out what they're up to, or suggest topics for the committee to address, reach out to our staff lead for your appropriate GLLC.

ELEMENTARY



Jack Arend
jack@awsp.org

MIDDLE LEVEL



Gina Yonts
gina@awsp.org

HIGH SCHOOL



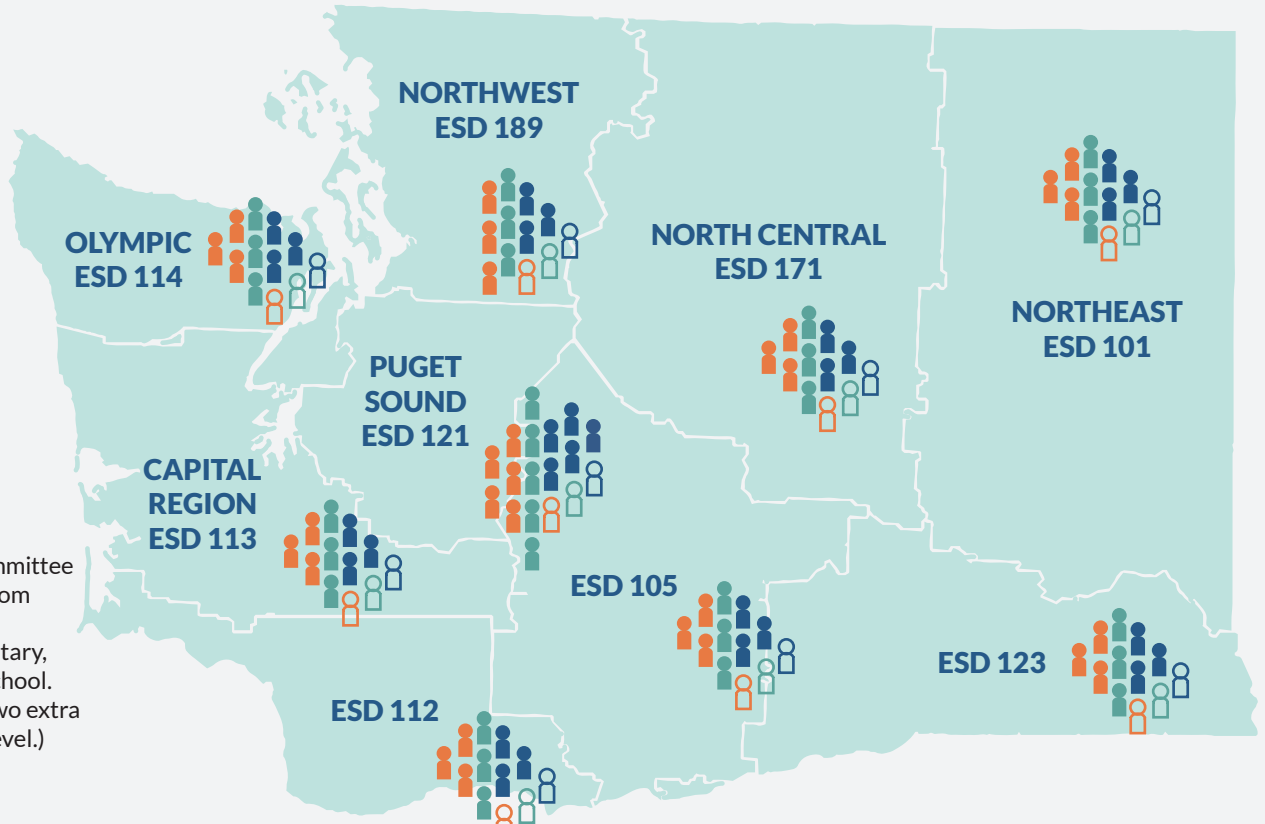
Scott Friedman
scottf@awsp.org

GET INVOLVED!

We are looking for principal and assistant principal members like you from across the state who are passionate about helping shape the future of the principalship and AWSP as an organization. Join us in representing principal and assistant principal voices! Each spring we accept applications for our GLLCs. We need diverse representation on these committees in order to ensure we are meeting the unique needs of our schools and communities.

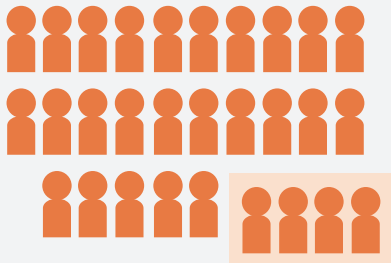
Call us at 800.562.6100 if you'd like to get involved.

AWSP'S GRADE-LEVEL LEADERSHIP COMMITTEE STRUCTURE

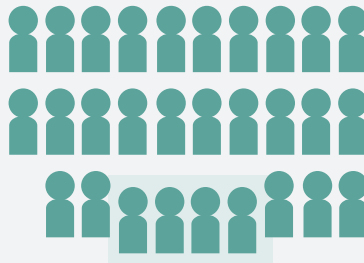


There are nine committee representatives from each ESD, three at each level: elementary, middle and high school. (PSESD 121 has two extra from each grade level.)

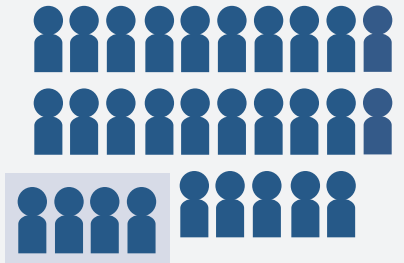
ELEMENTARY COMMITTEE



MIDDLE LEVEL COMMITTEE



HIGH SCHOOL COMMITTEE



Each Grade-Level Leadership Committee has 29 representatives.

Four members from each Grade-Level Leadership Committee serve on the AWSP Board.

AWSP BOARD



The AWSL Board has 27 members, one from each grade level in each ESD.

AWSL BOARD



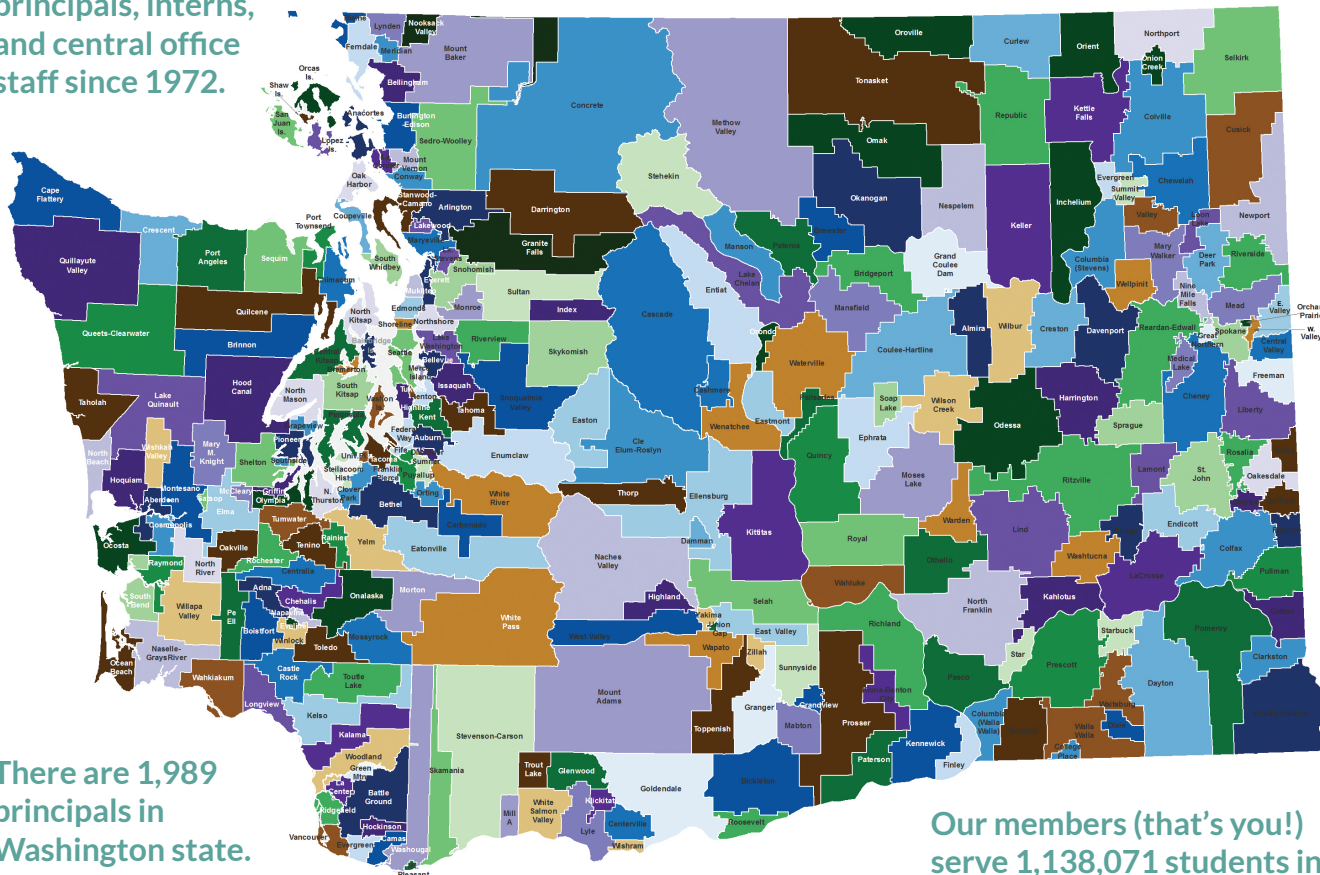
Four additional principals that don't come out of the GLLCs also serve on the AWSP board as president, president-elect, past president, and budget chair.

Each committee also has small and large school representatives and an NAESP/ NASSP advocacy representative.

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

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

98% of Washington principals are AWSP members.



There are 1,989 principals in Washington state.

Our members (that's you!) serve 1,138,071 students in 295 school districts.

Education Partner Organizations in Washington State

AEA: Alliance of Educational Associations
 AESD: Association of Educational Service Districts
 AWSL: Association of Washington Student Leaders
 AWSP: Association of Washington School Principals
 CISL: Center for the Improvement of Student Learning
 CSTP: Center for Strengthening the Teaching Profession
 LEV: League of Education Voters
 LFA: Learning First Alliance – Washington
 OSPI: Office of Superintendent of Public Instruction
 PEAB: Professional Education Advisory Board
 PEI: Pacific Education Institute
 PESB: Professional Educator Standards Board
 PLEA: Professional Learning Equity Alliance
 PSE: Public School Employees of Washington (SEIU Local 1948)
 ReadyWA: Ready Washington
 SBE: Washington State Board of Education
 SIA: School Improvement Assistance Program
 STAND for Children Washington

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

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

Engaged and Networked Principals are Successful Principals...

WHAT'S YOUR NETWORK?



Get Involved! Get Connected!

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

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

Principals who engage in networks increase their own effectiveness and long-term sustainability in their buildings.

How Will You Engage with Your Network?

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

How Do You Feed Your Own Professional Growth?

- Workshops
- Informal and formal networks
- Social media
- On-demand learning
- Blogs
- Podcasts

Networked Improvement Community Equals Intentional Collective Action

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

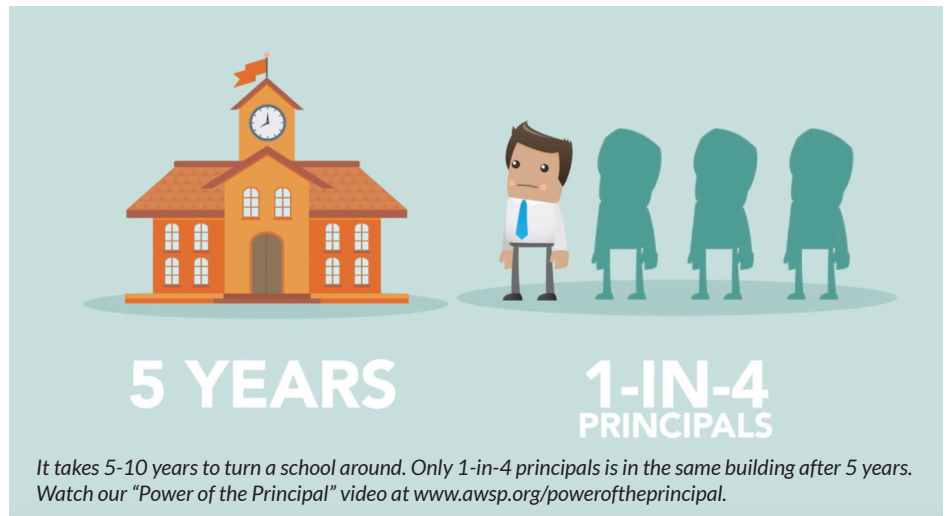
Who Is Part of Your Professional Network? Where Do You Turn for Support?

- Informal relationships?
- Professional colleagues?
- Mentor?
- Coach?
- Advocate?

YOUR IMPACT

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

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



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

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

The Principal & the Hourglass

Ever-changing Society

Needs & Concerns of Students, Staff and Community

- BEHAVIOR
- MENTAL HEALTH ISSUES
- TESTING
- COMMUNITY ENGAGEMENT
- ACADEMIC ISSUES
- TRAUMA
- ABUSE
- COMMUNITY CARE
- INTELLIGENCE
- PROVIDE

Initiatives & Policies

- SEL
- DISCIPLINE
- COMMUNITY
- MTSS
- SBAC
- PBIS
- TRIST
- TPP
- AVID
- LEARNING & INSTRUCTION
- DATA
- KNOWLEDGE

Principals play a vital role in our education system. They must deliver and communicate from district down and students up. Watch our “Hourglass” video at www.awsp.org/hourglass to see how the principal’s capacity is crucial to the health of our system.

Your Leadership Matters

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

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

“There are no good schools without good principals. It simply does not exist.” *Arne Duncan former U.S. Secretary of Education*

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

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

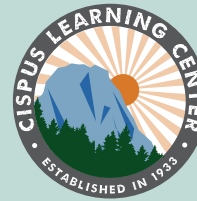
“Educating our kids is our paramount duty, and we cannot do it without leadership of our educational community. Our principals provide the foundation for all of our kids.” *State Rep. Debra Lekanoff*

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

THE FOUNDATION (WSPEF)



WASHINGTON SCHOOL PRINCIPALS' EDUCATION FOUNDATION



ABOUT THE FOUNDATION

In 1982, AWSP created the Washington School Principals' Education Foundation (WSPEF), a nonprofit foundation that oversees student leadership activities, an outdoor learning center, and professional development services. WSPEF is governed by a board of directors made up of active members and community members. We serve all schools in Washington state.

OUR WHY

We believe children at all grade levels have potential to become leaders in their neighborhoods, schools, and communities. Through social/emotional learning and academic standards benchmarks, we approach the needs of the whole child, striving to support and improve their growth in the social and academic domains.

Time spent in the out-of-doors connects children with the environment, helping them develop the mindset of stewardship and conservation. As students learn about their place in the natural world, they also discover a future for themselves as advocates, organizers, and those who find their life's calling in environmental work.

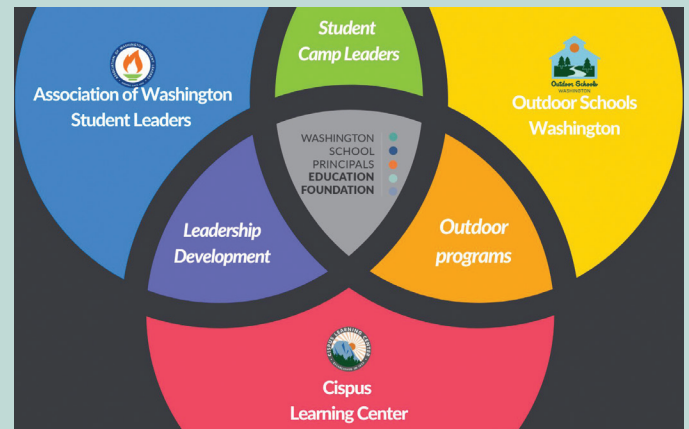
Our practices are planned, implemented, and evaluated through the lenses of justice, equity, and inclusion. Just as diversity is an indicator of environmental health, it is how we judge our organization's health as well.

We are purposeful in our development of students as leaders, helping them find the power of their voices. We encourage and support them as they become influences for good in their communities, their cultures, and, ultimately, the world.

WSPEF MISSION AND VISION

Our mission is to provide needed resources for schools and school leaders in support of EVERY student excelling inside and outside of the classroom through extraordinary learning opportunities.

We share the vision that students achieve success through out-of-the-box thinking, unique opportunities, and access to inspiring possibilities; and where the communities, large and small, work together in support of schools across Washington state.



STUDENT PROGRAMS



“My experiences with AWSL changed my life. I would not be the educator, leader, father, or man I am had it not been for my experiences through summer leadership camps through AWSL. In many ways, the relationships I've forged, the learning I've experienced, and the overall impact it has had on me saved my life.

Going to Summer Leadership Camp and being a part of AWSL is where I find my home, my true north, my authentic self. In turn, I can share my best self with others in service, love, compassion, with the students I work with, and in the relationships I keep.”

- Matt Wallace (Assistant Principal, Woodinville HS)

EMPOWERING STUDENTS FOR CHANGE

The Association of Washington Student Leaders (AWSL) is the go-to destination to empower students to lead and make positive change within their schools, communities, and themselves. Through life-changing and affordable programs, curriculum, and experiences, AWSL prepares students for success in academics and life through leadership development opportunities and programs.

AWSL is committed to investing in people, developing programs, and elevating student voice while strengthening the belief that all students can lead. We strive to create opportunities that increase access, so each and every student can participate and lead.

AWSL's work and mission are centered around being school culture and climate specialists, collaborating with school leaders (students and adults) to create meaningful and sustainable environments where all can thrive. AWSL has moved student-voice and student-centered work into the spotlight of Washington's education system. AWSL serves as a megaphone to allow each student's voice to be heard in authentic and meaningful ways. AWSL uncovers hidden student voices and leaders who may not participate in traditional leadership roles within their school.

AWSL's work continues to strengthen and improve educational experiences for every student in Washington state. AWSL has created the blueprint for advocacy, awareness, professional learning, and inclusion that allows students to be encouraged to reach their full potential as lifelong learners and leaders.



LEADING WITH EQUITY

AWSL is the division of AWSP providing opportunities designed to support and increase the academic and social success of each and every student. AWSL believes all students and adults can lead in their schools and communities. AWSL supports schools by:

- Creating opportunities for students to lead, represent, and reflect the demographics of the school.
- Developing multiple opportunities and access points for all students to lead.
- Promoting the ideal that all students can learn to lead, just like all students can learn math, English, social studies, and other content areas.

TARGET 1: TRAIN AND EMPOWER STUDENTS TO LEAD

Each and every student has the qualities of a leader within them. Students being able to lead and be leaders in a multitude of contexts prepares students with real-life experiences. Schools should provide opportunities for every student to know they can be leaders in their schools and communities.

AWSL provides opportunities through camps, retreats, one-day workshops, conferences, and custom programs. The role of students supporting the work of school leaders by being collaborative partners in Creating a Culture, Ensuring Safety, Planning with Data, Managing Resources, Closing the Gap, and Engaging Families and the Community is a common thread in all our programs.

Programs Offered:

- Elementary programs, resources, and recess training for students and adults.
- Middle-Level conferences, workshops, retreats, and summer camp opportunities.
- High School conferences, workshops, retreats, summer camps, and student voice opportunities.

TARGET 2: SUPPORT ADULTS ENGAGED IN BUILDING A CULTURE OF STUDENT SUCCESS

AWSL provides professional learning and clock hour opportunities in many areas, including leadership class design, school culture conversations, and the nuances of ASB financial issues.

AWSL also provides opportunities for other adults in your school to gain skills and insight to be facilitators of student success.

AWSL provides training for paraprofessionals, recess staff, and playground supervisors to Reimagining Recess with social-emotional and conflict-resolution skills and strategies. Custom professional development and learning opportunities for adults are available to support your goals.

AWSL membership provides direct connections and consultation to student activity advisers and professionals (new and experienced) to resources and engagement opportunities.

TARGET 3: PROVIDE RESOURCES FOR ENGAGEMENT AND EMPOWERMENT

Dynamic and affordable, our current publications include:

- **NEW AWSL Communication Guidebook.** Communication is the heart of leading. Using AWSL's lessons and resources, the Guidebook offers lessons, resources, and ideas to strengthen and improve communication.
- **Inspiring Student to Lead**, an elementary resource guide.
- **Starting in the Middle**, a middle-level resource guide for leadership class or advisory.
- **Building Leaders for Life**, a high-school resource guide for leadership class or advisory.



School Culture and Climate Programs:

- **NEW "Turn Up the Volume" School Summit:** Sharing suggestions, ideas, and perspectives in a unifying school-culture summit.
- **MLK Assembly:** AWSL provides an annual MLK presentation and support materials for primary and secondary schools.
- **Module-Based SEL Programs:** Each publication and the module-based program provide easy-to-follow lessons and AWSL support. Our publications and materials stem from the AWSL Goals and Objectives, the AWSP Leadership Framework, and the Washington State Social-Emotional Learning Standards.



TARGET 4: PROMOTE THE VALUE OF STUDENTS AS LEADERS

School leaders and students can work as partners to improve the culture and climate in our schools and communities. The eight criteria of the AWSP Leadership Framework and the School Leader Paradigm were created for principals, but students who lead are focused on the same goals.

Using the Leadership Framework and the School Leader Paradigm, principals and students develop common language and initiatives for improvement. AWSL provides opportunities for students to lead through our Student Voice Network, which allows students to provide student voice to AWSL, AWSP, and educational stakeholders.

AWSL is committed to sharing stories and strategies to help schools develop a culture where all students belong and can grow and emerge as leaders.

OUTDOOR SCHOOLS WA



ALL KIDS DESERVE A WEEK IN NATURE

The Outdoor School for All campaign (the lobbying efforts sponsored by the WA Outdoor School Consortium and supported by Outdoor Schools WA) believes that every Washington child should be able to attend Outdoor School. As we begin this journey, we are assembling a team to build the future of Outdoor School.

WHAT IS OUTDOOR SCHOOL?

Outdoor School is typically a multi-day, hands-on, overnight science education camp for students in fifth or sixth grade. Students share cabins, sing songs, and eat together while studying the flora, fauna and natural systems found there. Many programs utilize high school students as volunteer high school mentors under professional guidance to teach science through a multidisciplinary lens and help care for the younger students.

BENEFITS OF OUTDOOR SCHOOL

- Improved graduation rates
- Improved behavior in school and relationships with peers
- Higher academic achievement
- Critical thinking skills
- Direct experience of scientific concepts in the field
- Leadership and collaboration skills
- A deeper engagement with learning, place, and community

Along with mastering subject areas, high school students who volunteer as high school mentors are challenged to inspire and lead in addition to being exposed to future careers in education, natural resources, and the sciences.

WHY OUTDOOR SCHOOL FOR ALL WASHINGTON STUDENTS?

Equity: The benefits of Outdoor School are clear, yet currently underserved communities, both rural and urban, lack access to these programs. Outdoor School for All would ensure every student gets these transformative experiences.

Environment: Washington and the world face daunting challenges including climate change, pollution, and resource depletion. Outdoor School for All would prepare the next generation with the skills, understanding, and knowledge to solve these tough problems.

Economy: Outdoor School for All prepares young people for careers in the sciences, education, and natural resources, as well as giving them critical collaborative skills—helping them become prosperous and contributing adults.

House Bill 2078 (Outdoor School for All) passed during the 2021-2022 session in Olympia. This legislation makes outdoor school a part of every Washington child's education experience. HB 2078 established funding to reimburse schools for the costs



Outdoor Schools
WASHINGTON

associated with outdoor school, as well as grants for schools to develop their own outdoor education programs, and grants for outdoor sites to grow program capacity.

We believe all Washington students deserve a week in nature! Come join us as we envision the future!

THE HISTORY OF OUTDOOR SCHOOL IN WASHINGTON

Whether called outdoor schools or environmental education centers, Washington state has a long history of providing essential outdoor education experiences for school students. One of the state's first programs began way back in the 1930s! Since that time, more than 20 organizations have formed, including two boat-based programs, that now provide multi-day programs for thousands of kids each year, yet, only about 10% of Washington students benefit from this incredible opportunity.

That's where Outdoor Schools Washington comes in. Established in 2021 with generous initial funding from OSPI and bipartisan support from lawmakers and the governor, our long-term goal is to make sure EVERY fifth- or sixth-grader in our state has a residential outdoor school experience. We plan to follow in the footsteps of our friends to the south, where Outdoor School for All was established and fully funded in Oregon. When Washington fully funds outdoor schools, this experience will no longer be available only to those who can afford it. At Outdoor Schools Washington, we believe all means ALL.



THE HOME OF OUTDOOR EDUCATION

The Cispus Learning Center has been the home of outdoor education for decades. Cispus exists to support and improve K-12 educational programs for Washington state students.

AWSP first began its outdoor education programs in 1981 at the Cispus Learning Center in Randle. Cispus serves more than 16,000 students and adults each year and is a premiere outdoor education center! The Cispus Learning Center is host to one of the largest and more versatile challenge courses in the Pacific Northwest. More than one million guests have used the woods surrounding Cispus to better understand themselves and the natural environment.

FEATURES:

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

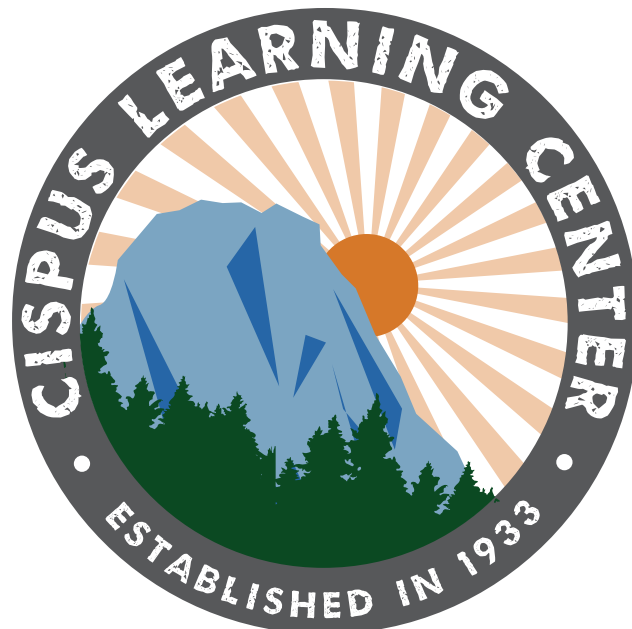
OUR VISITORS:

Each year, both students and adults use Cispus to better understand themselves and the natural environment.

Groups utilizing Cispus include:

- AWSL programs and summer camps
- School organizations and clubs
- Educators and school staff
- Sports teams
- Marching bands and drum corps
- Youth groups
- Service organizations
- Statewide conferences
- University researchers
- College interns
- Any business visiting with an educational purpose

Learn more and make a reservation at www.cispus.org.



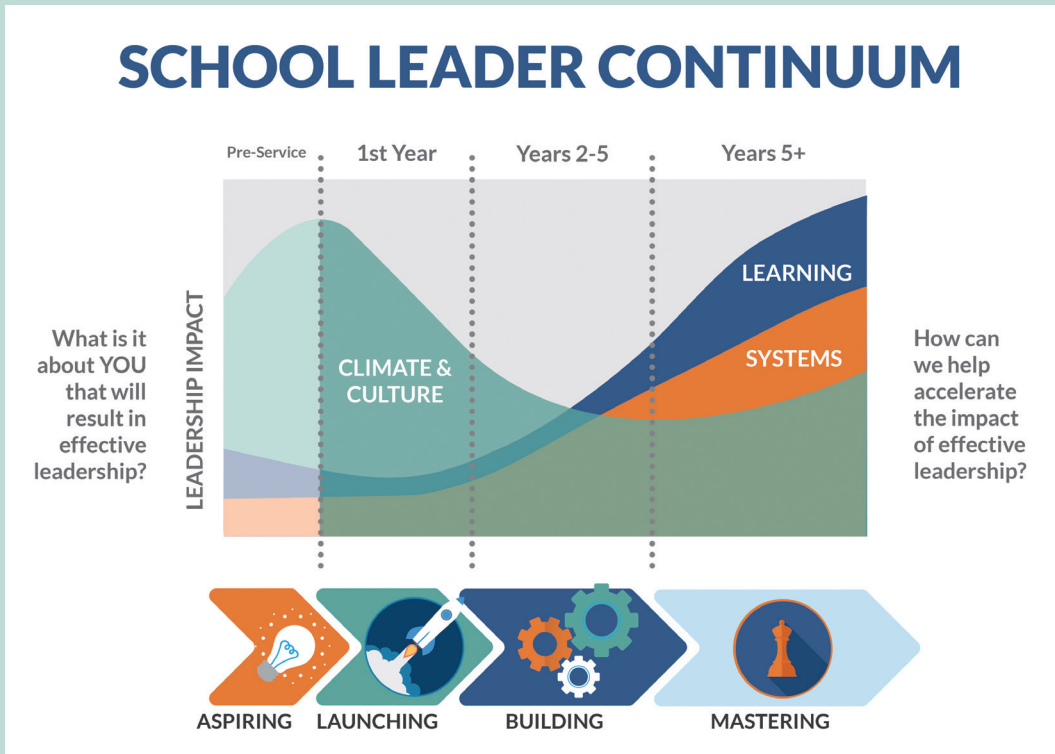
“Cispus is a place you can go if you get lost... Cispus has your back.”

- Hanford McCloud

“My best memory of Cispus is not from a moment but from a feeling. I don't know if it's the fresh air, but there really is something magical about that place. As a middle school student at Outdoor School, the giant trees surrounding the property seemed like ancient guardians of a special place, full of forest secrets that we would learn by the end of camp. I learned vocabulary and concepts that I still use to this day, and have made lifelong friendships because of my Cispus experience.” - Kim Speer



THE ASSOCIATION



OUR PRIORITIES

We believe that every student deserves the best principal in the world—a principal who creates a positive and hope-filled school culture, systems to support that culture, and ongoing learning for both students and adults.

Leadership matters, but leadership takes time. Principals need the time to create a culture founded on relationships and trust. At the same time, effective leaders simultaneously dismantle historically inequitable bad-for-kids systems while also building student-centered systems. Hope for students and adults is the result.

To support our leaders and put the best principals and assistant principals in every school, AWSP remains steadfast in channeling our energy into three main priorities: Grow future leaders, support current leaders to be highly effective, and, sustain leaders in their roles in order to be long-term change agents.

The School Leader Continuum graphic above captures the journey of leadership and why our students depend on not just having a highly effective school leader, but also a leader who commits to remaining in the building for five or more years.

OUR THEORY OF ACTION:

If we all work together to support building principals and assistant principals, then we will attract, retain, and sustain highly-effective school leaders.



Grow

Partner with other organizations to identify, recruit, and develop future school leaders with a focus on underrepresented groups.



Support

Support and equip all school leaders with the knowledge, skills, and confidence to foster positive school culture, build equitable systems, and lead learning in their respective school contexts and communities.



Sustain

Support all principals in their capacity to be effective long-term leaders, specifically in highly impacted schools where strong and consistent leadership is needed most.

LEADERSHIP & ADVOCACY



AWSP provides a strong and respected voice on state and national issues affecting schools, principals, and the students we serve. We focus our legislative efforts on what's best for students. Our association priorities are addressed by supporting legislation that dismantles historically inequitable systems in our state and supports the effectiveness of school leaders in order to alleviate principal turnover. The Director of Government Relations and Advocacy attends regular meetings with other education associations and various work groups regarding issues and policies that are important to principals and assistant principals. National advocacy efforts are coordinated with the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

We are proud of our work to help pass bills related to updating the prototypical funding model for support staff positions, providing stable funding for districts throughout the pandemic, and establishing the Outdoor School for All program. We will work hard with our education partners to address the recommendations of the staffing enrichment workgroup in the upcoming legislative sessions.

Advocacy Council and Principal Partners for Legislators

Our government relations efforts and legislative platform are focused through a statewide Advocacy Advisory Council, which helps us identify and prioritize issues critical to our members. The 30-member council includes practicing principals and assistant principals from each grade level within each of the state's nine ESD regions. The Advocacy Advisory Council serves as both liaison and resource to the AWSP Board and Grade Level Leadership Committees on legislative matters. Members communicate with school leaders around the state on issues of concern, monitor legislative action, and assist with testimony as appropriate. The council meets occasionally via Zoom during the interim and weekly during the legislative session. We are also thrilled to have additional grassroots support from a network of "Principal Partners for Legislators" around the state who commit to regular communication with their local legislator. Our goal is to have all 147 legislators partnered up with a school leader. Reach out to us if you want to be involved!

Make Your Voice Heard

Legislators need to hear from school leaders. After the past two virtual legislative sessions, we hope that the Legislature continues its use of remote testimony so that participating in the legislative process will be easier for people across Washington. We encourage all of our members to be advocates and to connect with their legislators. One of the most effective ways to familiarize lawmakers with the stories of students and staff in your school or district is to invite them to visit your building. Ask them to attend a school event, a PTA meeting, or a staff training. Invite them to come meet with teachers and students. Add them to your newsletter distribution list so they can follow your school's progress.

Torch of Leadership Award

The Torch of Leadership Award honors statewide elected officials who have demonstrated outstanding support of principals, assistant principals, and the principalship. The award was established in 2009. Nominations are submitted by members of the AWSP Advocacy Advisory Council. Recipients are named after the legislative session each spring and are honored throughout the following school year.



2022 Torch of Leadership Winner Rep. Alicia Rule.

Join the PAC—Your Contributions are Voluntary—and Needed

School leaders in Washington state can take an active role in the political process by joining AWSP's Political Action Committee (PAC), the Washington School Principals Legislative Effectiveness Association. AWSP-WSPLEA raises and spends money to support candidates and issues that are important to the principalship and to education. It is entirely funded by member donations. No AWSP dues are used to support AWSP-WSPLEA activities. AWSP has 3,583 active members, yet only about 160 are members of the PAC. We need your help to stay on top of education issues at the state and federal levels. JOIN TODAY!



Join at awsp.org/PAC

PROFESSIONAL LEARNING



A WORKSHOP FOR EVERY SCHOOL LEADER

AWSP professional learning is centered around you as a school leader with an unwavering commitment to increasing your effectiveness, longevity, and impact. Any school leadership journey needs to be centered on student success and we know that cannot be achieved without identifying and eliminating bad-for-kids systems. Our commitment to our members is to support you as you lead with an anti-racist lens and create systems that ensure diversity, equity, inclusion, and belonging for your entire school community.

AWSP recognizes there are many ways to meet your needs as a learner. We offer opportunities to learn in person, virtually and on-demand through Path, our learning management system.

No matter which way you choose to learn, at AWSP we commit to delivering high quality and relevant content.

Leadership Continuum

AWSP's Leadership Continuum for professional learning has been designed to support, guide, and grow school leaders through their entire career. The Continuum begins with programming that focuses on pre-service (Aspiring) school leaders and follows through with specific workshop series for the first year (Launching), years two through five (Building), and into the principalship beyond year five (Mastering).



What We Bring

With over 75 years of combined school based and/or district level leadership experience, the AWSP Professional Learning team brings a wide array of knowledge. Our program offerings are intended to provide participants with tips, tools, and takeaways that can be used immediately in your daily work.



“The topics you presented were exactly what I needed to hear right now, and I feel better prepared to tackle the next 90 days.” - Lisa, First-Year High School Principal

“The information presented was valuable. The AWSP staff was so supportive and concerned with helping school leaders navigate these very difficult times.” - Julie, Veteran Middle School Principal

“I LOVED this series. Just what I needed to give me a boost for the rest of the year. Thank you!” - Austin, Elementary Principal

“These sessions were great. I love meeting other APs from around the state, too! What great professional learning!” - Kathleen, K-8 Assistant Principal

“The work you do to provide information to administrators across the state is invaluable. The feeling of support from AWSP/WSPA is incredible.” - James, Virtual Academy Principal



We Promise

At AWSP, we believe adult learning should be fun and engaging, just like it should be for the students in your building. We commit to creating an interactive learning environment that focuses on you, the learner, and your needs. Our cohort model of instruction creates relationships, builds professional networks, and as a result reduces isolation.

Customizable

We know one size doesn't fit all, which is why we provide a number of different ways for school leaders to stay sharp and improve their skills. This also includes customizable professional learning for the leaders in your school district. Examples include, but are not limited to, Leadership Framework, School Leader Paradigm, principal induction and systems support, inclusion, equity, and racially literate leadership. Call us at 800.562.6100 for more information.

MEMBER SUPPORT



HOW WE SUPPORT MEMBERS LIKE YOU

Member support comes in many forms and happens on a daily basis. AWSP has a variety of support beginning with the New Principal Mentoring Program for new or newly assigned school leaders (lead principals and assistants) as well as Leadership Coaching for school leaders who want to reimagine their leadership. Our seasoned staff has been where you are. Every administrator needs professional advice or legal counsel from time-to-time. It's the nature of the job and we're here to support you!

AWSP New Principal Mentoring Services

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

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

AWSP Leadership Coaching Services

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

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

Find more information about each of these member support offerings at www.awsp.org, or call our office at 800.562.6100.



AWSP Professional & Legal Services

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

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

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

Benefits include:

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

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

COMMUNICATIONS



KEEPING YOU INFORMED AND EMPOWERED

How do you keep your sanity in an age of rapid-fire communications and information overload? Let us help. We share the latest research, legislation, and stories from the field. We stay on top of trends nationally and locally. If it affects the principalship, we'll let you know. You can find a lot of great content relevant to you on our resource-rich website and blog, our active YouTube channel, our *A Matter of Principal* podcast, our weekly (during the school year) *Principal Matters* newsletter, our award-winning *Washington Principal* magazine (now in a digitally native format), and our social media channels.

We amplify principal voice to keep our members informed, connected, and engaged. We want you to be knowledgeable about what's happening in the education world that affects you. If knowledge is power, then we make more powerful principals.

We support AWSP's strategic plan goals by sharing resources to help you become a racially-literate leader in order to dismantle inequitable systems. We share and create content to uplift, inspire, motivate, and make you more effective in your leadership. Through all of our platforms, our goal is to make sure every student in the state has an informed, engaged, and connected principal.

We want to connect with our members and connect our members to each other. Leadership can be lonely, especially in isolation, so our goal is to help you know we're all in this together.

Our communications team loves feedback and new ideas. Send us an email at comms@awsp.org if you have feedback, stories, or resources to share or if you know of something amazing happening that everyone needs to know about. We also have a Communications Advisory Council for those who would like to help advise and shape the direction of AWSP's communications. Reach out to us if you're interested in being on the council.

Washington Principal Magazine

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



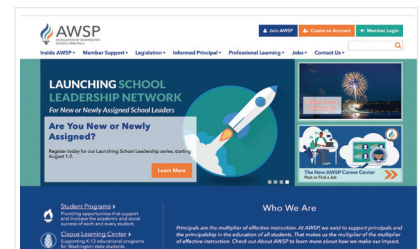
AWSP Email Newsletters

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

Legislative Update: During the legislative session, we include a legislative update in our weekly *Principal Matters* newsletter. The update will cover everything from educational requirements and health care to principal evaluation—all from the principals' perspective. *Published weekly during session.*

Building Leaders: Published by the Association of Washington Student Leaders, *Building Leaders* supports student activity advisers, advocates, and administrators. Topics cover leadership opportunities for K-12 students, Latinx students, summer camps, resources, curriculum, and more. *Published weekly.*

AWSP Website and Learning Management System (LMS)



AWSP redesigned its website in June of 2018, keeping the needs of our members front and foremost. The website features personalization, customization, responsive design, an improved search feature, and a myriad of resources. In 2020, we also added a new Learning Management System (LMS) that allows for more budget-friendly, accessible professional learning options for school leaders across the state. Our LMS brings our content to you wherever you are, on your time, and with or without your team. Check it out at www.awsp.org/LMS.

Business Partners and Sponsors

AWSP is proud to partner with business partners and sponsors who benefit our members in many ways, from investments to insurance to professional and personal growth. We value the services they deliver to our members. View a list on page 60.

We're Quite Social

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





HELPING YOU LEAD AT YOUR BEST

AWSP offers a wealth of resources to assist you on your leadership journey. This section of the Handbook includes some of the most widely-used tools and information we offer to members:

- **The School Leader Paradigm:** Leadership is an art. A delicate balance between “becoming while doing.” The Paradigm captures the language and complexity of school leadership.
- **The AWSP Leadership Framework:** The Framework is the resource for capturing the impact of your leadership across eight criteria throughout the course of the year.
- **AWSP Surthrival Guide:** Move from surviving to thriving by leaning into this guide as a resource constructed around the school calendar.
- **Evidence of Impact:** Designed around a Problem of Practice and built upon a Theory of Action, use this tool to guide ongoing conversations with your supervisor about the impact of your leadership.

Our website has many more resources available to you. You'll find inclusionary practices resources, sample letters, job search tools, an education book review service from The Main Idea, timely resources on hot topics, our Learning Management System, and much more.

SCHOOL LEADER PARADIGM

Becoming...

PERSONAL INTELLIGENCE

Wellness

Ethical
Fit/Healthy
Optimistic
Self-aware

Self Management

Organized
Balanced
Self-controlled
Self-confident

Growth Mindset

Humble
Reflective
Intentional
Accountable

Innovation

Creative
Adaptive
Resilient
Courageous

SOCIAL INTELLIGENCE

Service

Empathetic
Trustworthy
Generous
Protective

Capacity Building

Empowering
Guiding
Resourceful
Facilitative

Community Building

Relational
Collaborative
Connective
Conciliatory

Influence

Attentive
Communicative
Motivational
Catalytic

SYSTEMS INTELLIGENCE

Mission/Vision/ Strategic Planning

Analytic
Strategic
Articulate
Visionary

Teaching & Learning

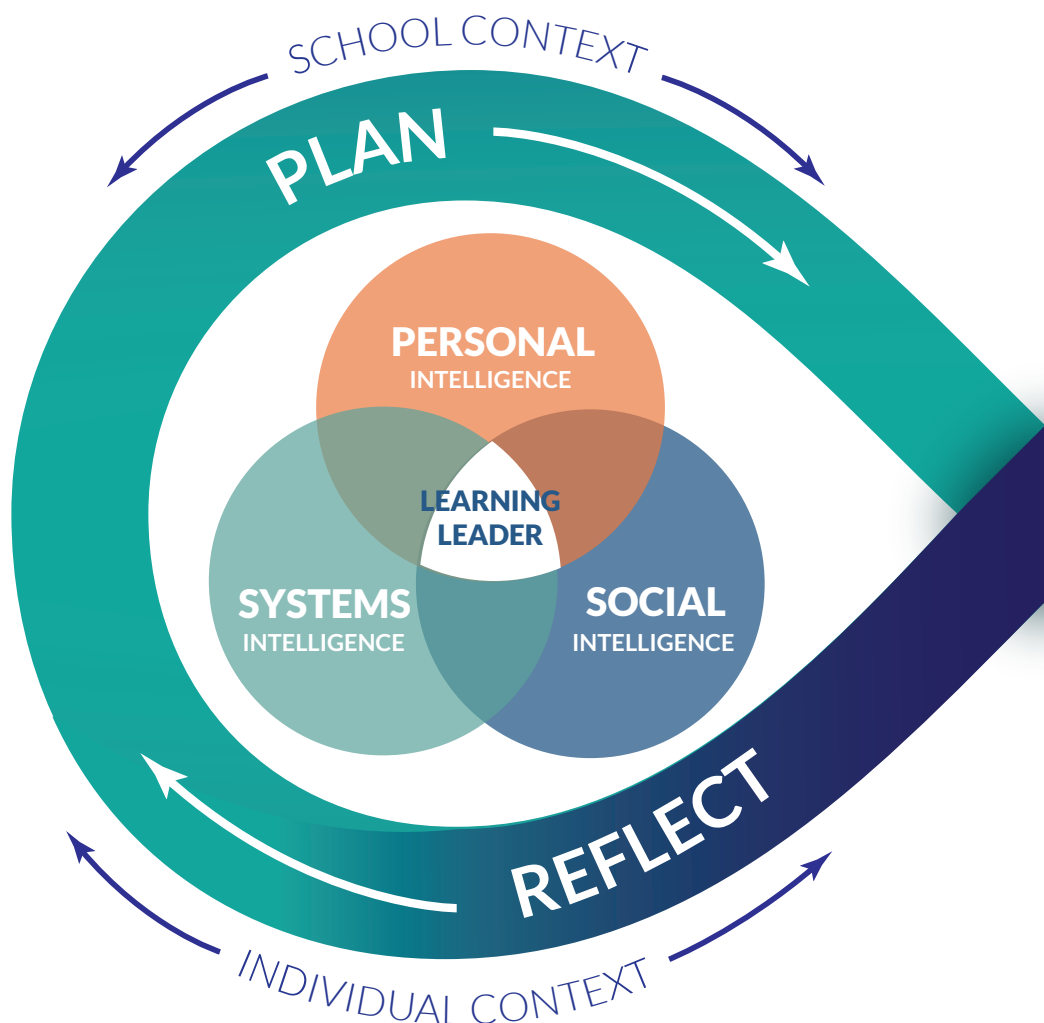
Diagnostic
Knowledgeable
Pedagogic
Evaluative

Operations & Management

Responsible
Transformative
Responsive
Methodical

Cultural Responsiveness

Visible
Affiliative
Advocative
Global



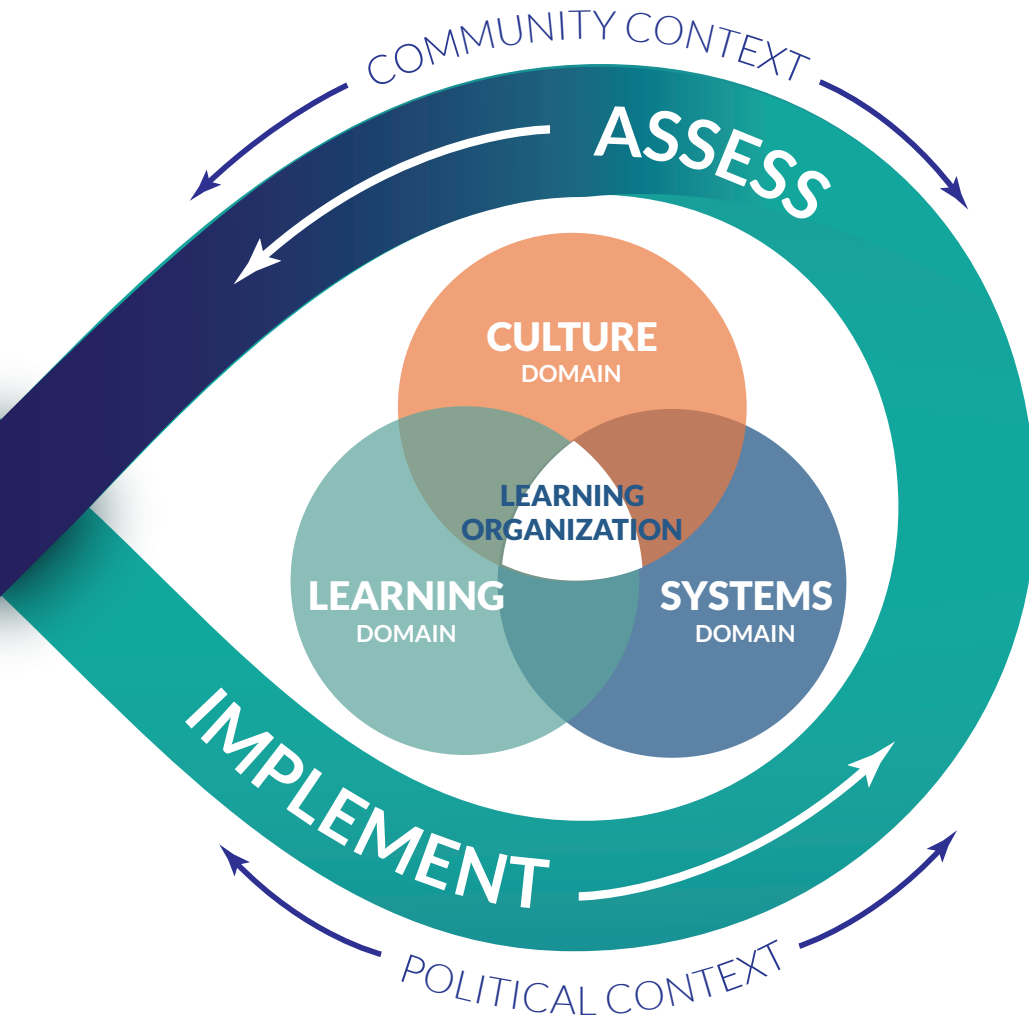
Creating Hope for All
#CreateHope

“BECOMING” GUIDING QUESTIONS:

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

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

... while Doing



CULTURE DOMAIN

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

SYSTEMS DOMAIN

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

LEARNING DOMAIN

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



©2018 School Leader Collaborative

“DOING” GUIDING QUESTIONS:

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



The AWSP LEADERSHIP FRAMEWORK For School Leader Evaluation

An Abbreviated Look

We've included an abbreviated version of the most recent update to our Leadership Framework. This version became required for all districts to use starting in the 2020-21 school year.

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.

A Bit of History

The first version of the AWSP Leadership Framework was born in the late '90s. It was the result of a two-year study by a group of practicing principals, central office administrators, and university faculty. This version 1.0 was later expanded under Governor Christine Gregoire to meet the requirements of Race to the Top, President Obama's education reform initiative. With the addition of built-out rubrics and language describing measured improvements in student achievement, version 2.0 was born.

To create the current version of the AWSP Leadership Framework, AWSP staff began a two-year analysis of the impact of the implementation of the AWSP Framework 2.0. We conducted focus groups of principals and principal supervisors and reviewed recent literature. While we didn't include the full rubrics in this Handbook, the following pages give you an outline of each criterion and their components and elements. Version 3.0 launched in fall 2020.

Access the Full AWSP Leadership Framework

Access the full version of the AWSP Leadership Framework at www.awsp.org/framework.



FRAMEWORK CRITERIA AND COMPONENTS AT-A-GLANCE

CRITERION 1: CREATING A CULTURE

- Component 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.
- Component 1.2 Engages in essential conversations for ongoing improvement of the school [See also 7.2].
- Component 1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning.
- Component 1.4 Promotes and distributes leadership.
- Component 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [see also 2.2 and 8.2].

CRITERION 2: ENSURING SCHOOL SAFETY

- Component 2.1 Provides for physical safety.
- Component 2.2 Provides for social, emotional, and intellectual safety.
- Component 2.3 Creates and protects identity safety.

CRITERION 3: PLANNING WITH DATA

- Component 3.1 Recognizes and seeks out multiple data sources.
- Component 3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts.
- Component 3.3 Creates data-driven plans for improved teaching and learning.
- Component 3.4 Implements data-informed improvement plans.
- Component 3.5 Provides evidence of student growth that results from the school improvement planning process.

CRITERION 4: ALIGNING CURRICULUM

- Component 4.1 Assists staff in aligning curriculum to state and local district learning goals.
- Component 4.2 Assists staff in aligning instructional practices to state standards and district learning goals.
- Component 4.3 Assists staff in aligning assessment practices to state standards and district learning goals.

CRITERION 5: IMPROVING INSTRUCTION

- Component 5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices.
- Component 5.2 Uses adopted instructional framework to evaluate instruction and assessment.
- Component 5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness.
- Component 5.4 Provides evidence of student growth of selected teachers.

CRITERION 6: MANAGING RESOURCES

- Component 6.1 Managing self.
- Component 6.2 Recruiting and hiring [It is assumed here that the principal has the authority to make hiring decisions.]
- Component 6.3 Assigning staff.
- Component 6.4 Managing fiscal resources [It is assumed here that the principal has the authority to make fiscal decisions.]

CRITERION 7: ENGAGING FAMILIES AND COMMUNITIES

- Component 7.1 Partners with families to promote student learning.
- Component 7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved.
- Component 7.3 Engages with communities to promote learning [See also Criterion 6 – Managing Resources].

CRITERION 8: CLOSING THE GAP

- Component 8.1 Assesses data and identifies barriers.
- Component 8.2 Creates plans to dismantle barriers and increase achievement.
- Component 8.3 Implements and monitors plans to shrink achievement gaps.
- Component 8.4 Provides evidence of growth in student learning.



CRITERION 1: CREATING A CULTURE

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

COMPONENT 1.1

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

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

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

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

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

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

ELEMENTS

Communicates Mission and Vision
Aligns Mission and Vision with Behaviors

COMPONENT 1.2

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

Developing and sustaining open and 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 constituents.

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

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

ELEMENTS

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

COMPONENT 1.3

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

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

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

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

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

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

ELEMENTS

Facilitates Collaboration
Implements Collaboration

COMPONENT 1.4

Promotes and distributes leadership:

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

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

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

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

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

ELEMENTS

Distributes Leadership
Shares Decision-Making
Develops Leaders

COMPONENT 1.5

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

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

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

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

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

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

ELEMENTS

Meets Common Needs
Meets Unique Needs
Communicates High Expectations



CRITERION 2: ENSURING SCHOOL SAFETY

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

COMPONENT 2.1

Provides for physical safety:

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

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

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

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

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

ELEMENTS

Addresses Physical Safety
Implements a Plan
Implements Safety Drills

COMPONENT 2.2

Provides for social, emotional and intellectual safety:

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

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

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

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

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

ELEMENTS

Attends to Social Safety
Promotes Intellectual Safety
Addresses Bullying

COMPONENT 2.3

Creates and protects identity safety:

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

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

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

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

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

ELEMENTS

Addresses Discrimination

Confronts Disproportionality

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



CRITERION 3: PLANNING WITH DATA

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

COMPONENT 3.1

Recognizes and seeks out multiple data sources:

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

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

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

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

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

ELEMENTS

Collect Data

COMPONENT 3.2

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

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

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

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

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

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

ELEMENTS

Analyzes Data

Uses Data to Inform

COMPONENT 3.3

Creates data-driven plans for improved teaching and learning:

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

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

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

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

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

ELEMENTS

Creates School Improvement Plan
Creates Additional Plans
Involves Stakeholders

COMPONENT 3.4

Implements data-informed improvement plans:

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

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

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

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

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

ELEMENTS

Implements Plans
Monitors Progress
Revises Plans

COMPONENT 3.5

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

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

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

ELEMENTS

Growth in Student Learning



CRITERION 4: ALIGNING CURRICULUM

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

COMPONENT 4.1

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

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

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

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

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

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

ELEMENTS

Knows Standards
Aligns Standards

COMPONENT 4.2

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

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

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

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

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

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

ELEMENTS

Knows Instruction
Aligns Instruction

COMPONENT 4.3

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

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

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

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

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

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

ELEMENTS

Knows Assessment
Aligns Assessment

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



CRITERION 5: IMPROVING INSTRUCTION

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

COMPONENT 5.1

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

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

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

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

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

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

ELEMENTS

Monitors and Supports
Provides Feedback

COMPONENT 5.2

Uses adopted instructional framework to evaluate instruction and assessment:

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

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

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

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

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

ELEMENTS

Evaluates

COMPONENT 5.3

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

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

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

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

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

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

ELEMENTS

Develops Goals
Monitors and Adjusts

COMPONENT 5.4

Provides evidence of student growth of selected teachers:

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

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

ELEMENTS

Growth in Student Learning



CRITERION 6: MANAGING RESOURCES

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

COMPONENT 6.1

Managing self:

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

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

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

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

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

ELEMENTS

Manages Self

COMPONENT 6.2

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

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

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

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

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

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

ELEMENTS

Recruits
Hires

COMPONENT 6.3

Assigning staff:

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

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

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

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

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

ELEMENTS

Assigns Staff

COMPONENT 6.4

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

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

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

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

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

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

ELEMENTS

Meets Legal Requirements
Aligns Resources to Goals

Kids
are our
greatest
resource!



CRITERION 7: ENGAGING FAMILIES & COMMUNITIES

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

COMPONENT 7.1

Partners with families to promote student learning:

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

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

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

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

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

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

ELEMENTS

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

COMPONENT 7.2

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

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

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

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

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

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

ELEMENTS

Seeks Involvement of All Families
Uses Culturally-Appropriate Communication

COMPONENT 7.3

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

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

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

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

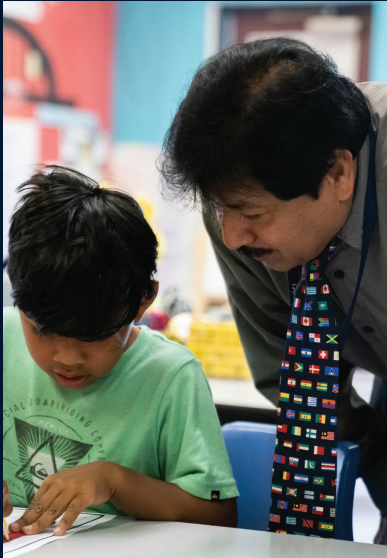
Proficient school leaders know that effective community partnerships require more than good PR skills—they understand that healthy and supportive relationships with their community starts by fostering a shared responsibility and commitment to raise and educate well-prepared children. These leaders display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

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

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

ELEMENTS

Creates Effective Communication Systems
Partners with the Community
Capitalizes Community Resources



CRITERION 8: CLOSING THE GAP

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

COMPONENT 8.1

Assesses data and identifies barriers:

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

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

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

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

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

ELEMENTS

Assess Data
Identify Barriers

COMPONENT 8.2

Creates plans to dismantle barriers and increase achievement:

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

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

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

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

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

ELEMENTS

Creates Plans

COMPONENT 8.3

Implements and monitors plans to shrink achievement gaps:

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

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

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

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

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

ELEMENTS

Implements
Monitors and Adjusts

COMPONENT 8.4

Provides evidence of growth in student learning:

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

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

ELEMENTS

Growth in Student Learning

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



SCHOOL LEADER SURTHRIVAL GUIDE

School leadership matters.....every day of the year! AWSP is here to support you as you continue your leadership journey to support your staff, students and entire school community.

The research is clear—there is a direct correlation between student achievement and the length of tenure for the school leader. AWSP wants to ensure each leader is not just surviving, but sur-THRIVING throughout the entire school year! That's why we designed this Principal Surthrival Guide just for you.

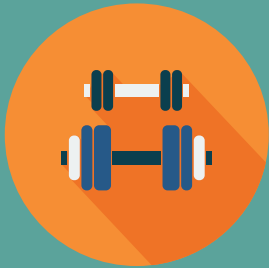
The purpose of the Surthrival Guide is to help you to think about the timeline of your school year from August to July, and to consider the important culture, systems, and learning focuses to pay close attention to in each month and each season.

At the start of this Guide are some practical self-care tips for physical, mental, and emotional wellbeing. Next you'll find a listing of each month broken out into four quadrants: Things to Consider, Calendar Items, AWSP's "Great 8" (tied to the eight Leadership Framework Criteria), and AWSL Calendar (student leadership).

We want you to thrive in school leadership because we know students cannot be successful without an awesome leader like you at the helm. Thank you for choosing school leadership and making incredible things happen for kids!

SELF-CARE TIPS

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



PHYSICAL SELF-CARE: Activities to Improve Your Physical Health

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

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



MENTAL SELF-CARE: Practices to Maintain Mental Strength

- Animal companionship
- Spirituality
- Laughter
- Work/life balance
- Collaboration with peers

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



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

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

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

AUGUST

THINGS TO CONSIDER

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

CALENDAR ITEMS

Children's Eye Health and Safety Month

Aug 26: Women's Equality Day

Aug 28: Rainbow Bridge Remembrance Day (lost pets)

OTHER SIGNIFICANT RECOGNITIONS IN AUGUST:

- Krishna Janmashtami begins (Hindu holiday)
- Eid al-Adha (Islamic holiday, celebrated in July or August)
- Al-Hijra (Islamic holiday, celebrated in July or August)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- Renew or join AWSL Membership.
- Connect with AWSL if you are a new adviser in your building.
- Purchase AWSL curriculum and resource books.
- Register for ASB finance workshops for advisers, administrators, bookkeepers, and students.
- Register for AWSL's Equity and Awareness Training for school teams.
- Book AWSL's Reimagining Recess programs for your Elementary School.
- Book a beginning of the year retreat at the Cispus Learning Center.
- Adults - Register for the National Conference on Student Activities.
- (Secondary) Encourage students to join the AWSL Student Voice Network.

SEPTEMBER

THINGS TO CONSIDER

- Give instructional staff classroom observation schedule or information.
- Schedule meetings for the month (grade levels, department meetings, parent meetings).
- Do a final walkthrough with the custodian.
- Take stock of student/school fundraising efforts and/or discuss with PTA/PTO, athletics department.
- Do you have a plan for how to notify staff in an emergency? (Phone tree, email, Just Remind phone app?)
- Schedule safety drills.
- Review all school safety drill protocols and procedures.
- Teachers have been given current IEPs and 504s for students with learning differences—review of classroom accommodations.
- Develop staff professional learning plan (include SPED).
- Plan inclusive school spirit activities to celebrate students and staff.
- Schedule an admin-counselor meeting.
- Review the student activity calendar.
- Establish a shared decision-making process.
- Meet with ASB coordinator and student council for beginning of school activities.

CALENDAR ITEMS

National Hispanic Heritage Month (Sept. 15 - Oct. 15)

Sept 8: International Literacy Day

Sept 11: Day of Remembrance / Patriot Day

Sept 15-16: Mexican Independence Days

Sept 17: Constitution Day

Labor Day is celebrated the first Monday in September. (Check your calendar!)

The first day of Autumn falls between Sept. 21-24. (Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN SEPTEMBER:

- Navaratri begins (Hindu Holiday)
- Rosh Hashana (Jewish holiday)
- Yom Kippur (Jewish holiday; falls in September/October)
- National Grandparents Day

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Register for Fall Programs.
- (High School) Encourage students to apply to teach a small group workshop at the Fall Leadership Conference.
- (Elementary) Connect with AWSL about our Elementary Programs.
- ALL - Renew or join AWSL Membership.
- ALL - Connect with AWSL if you have a new adviser.
- ALL - Purchase AWSL curriculum and resource books.
- ALL - Register for ASB finance workshops for advisers, administrators, bookkeepers, and students.
- Adults - Register for the National Conference on Student Activities.

OCTOBER

THINGS TO CONSIDER

- Make sure staff have been given time in PLCs to determine pacing for standards and assessment schedules.
- Communicate a finalized school improvement plan to all stakeholders.
- Prepare for fall parent/teacher conferences.
- What does your evaluation timeline look like? Communicate with supervisor and be prepared to share YOUR goals for the year.
- Begin preparations for Veteran's Day assembly.
- Make travel plans/accommodations for AWSP's Launching School Leadership or Building Effective Leadership November trainings.
- Communicate Halloween and Homecoming expectations.
- Do classroom walkthrough as an admin team, if you haven't done so already.
- Begin end-of-year celebration planning.

CALENDAR ITEMS

National Principals Month, Disability Awareness Month, Filipino American History Month, Global Diversity Awareness Month, and Bullying Prevention Month

Oct 2: National Custodial Workers Day

Oct 16: Boss's Day

Oct 31: Halloween

Columbus Day/Indigenous Peoples' Day is celebrated the second Monday in October.

OTHER SIGNIFICANT RECOGNITIONS IN OCTOBER:

- National Bus Safety Week
- National School Lunch Week
- Diwali/Deepavali begins (Hindu Holiday)
- Yom Kippur (Jewish holiday; falls in September/October)
- Dussehra (Hindu holiday)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Register for Fall Programs.
- (High School) Encourage students to apply to teach a small group workshop at the Fall Leadership Conference.
- (Secondary) Nominate an adviser for Adviser of the Year.
- (Elementary) Connect with AWSL about our Elementary Programs.
- ALL - Renew or join AWSL Membership.
- ALL - Connect with AWSL if you have a new adviser.
- ALL - Purchase AWSL curriculum and resource books.
- Adults - Register for the National Conference on Student Activities.
- ALL - Register for ASB finance workshops for advisers, administrators, bookkeepers, and students.
- Adults - Register for the National Conference on Student Activities.

NOVEMBER

THINGS TO CONSIDER

- Assess where YOU are in collecting evidence for your personal evaluation—look for areas of strength, assess for opportunities to grow.
- Prepare for second semester teacher in-service/professional development.
- Conduct second quarter benchmark assessments.
- Review your district's policies regarding holiday in-classroom activities, programs and displays.
- Develop semester exam schedule.
- Identify curricular changes, staffing needs and instructional changes for next school year.
- Share district policies regarding holiday in-classroom activities, programs and displays.
- Complete and share athletic supervision schedule with admin team.
- Review Freshman Orientation.
- Review Student Data (grades, attendance, discipline, etc.)

CALENDAR ITEMS

National Native American Heritage Month

Nov 11: Veterans Day Observed (*Federal holiday; legal school holiday*)

Thanksgiving Day is celebrating the fourth Thursday of November. (Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN NOVEMBER:

- Standard Time returns
- Election Day
- Substitute Educators Day
- Family Volunteer Day
- School Board Member Appreciation Day
- American Education Week
- Random Act of Kindness Week
- Hanukkah (falls between late November/early December)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Beginning planning for summer camp in terms of budget.
- (Secondary) Nominate an adviser for Adviser of the Year.
- (Elementary) Connect with ASSL about our Elementary Programs.
- ALL - Purchase ASSL's MLK Assembly.
- Renew or join ASSL Membership.
- Adults - Register for WACA (Washington Activity Coordinators Association) Conference.
- Adults - Contact ASSL if you are or another school leader (teacher, adviser, administrator) are interested in serving on summer leadership camp staff.

DECEMBER

THINGS TO CONSIDER

- Communicate holiday building schedule.
- Mail holiday cards to school supporters and donors.
- Deliver staff holiday gifts/admin holiday cards.
- Set/communicate schedule for mid-year exams by appropriate admin or coordinator.
- Meet with athletic director and review fall coaching evaluations.
- Schedule monthly meetings with grade levels and/or teams and department heads to discuss curriculum alignment and curriculum mapping.
- Revisit your campus goals and communicate plans with staff.
- Identify teachers at-risk of termination for professional growth planning and additional support.
- Review second semester schedule to ensure class sizes are balanced and occupancy is appropriate—pay attention to number of desks.
- Work with staff to offer after-school opportunities for students needing additional resources and study support for finals.
- Take time to relax and enjoy the holidays; plan some fun self-care things for yourself with people you enjoy!

CALENDAR ITEMS

Dec 7: Pearl Harbor Veterans' Day

Dec 10: Human Rights Day

Dec 25: Christmas Day (*Federal holiday; legal school holiday*)

Dec 26 - Jan 1: Kwanzaa

Dec 31: New Year's Eve

The first day of winter falls on Dec. 21 or 22.
(Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN DECEMBER:

- Hanukkah (falls between late November and early December)
- Computer Science Week

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Begin planning for summer camp in terms of budget.
- (Elementary) Connect with AWSL about our Elementary Programs.
- ALL - Purchase AWSL's MLK Assembly and plan for MLK Day.
- Renew or join AWSL Membership.
- Adults - Register for WACA (Washington Activity Coordinators Association) Conference.
- Adults - Contact AWSL if you are or another school leader (teacher, adviser, administrator) are interested in serving on summer leadership camp staff.

JANUARY

THINGS TO CONSIDER

- Review personal professional development progress.
- Review progress toward goals in your evaluation.
- Review progress toward student growth goals contained in your evaluation.
- Complete a mid-year self evaluation—look for success and opportunities.
- Assess completion of classroom evaluations and walkthroughs.
- Review students' first semester grade to ensure appropriate class placement.
- Ensure teachers finalize and submit semester grades.
- Continue instructional planning for next year—post open teaching and other staff positions.
- Develop criteria to guide selection of new staff members—ensure criteria follow district procedures and hiring guidelines.
- Create Master Schedule guiding documents.
- Review evaluations and implement necessary improvement plans.
- (Secondary) Communicate semester course change process to students, staff, and families.
- Review student data (attendance, grades, discipline).
- Review department budgets with the department leads.

CALENDAR ITEMS

Jan 1: New Year's Day (*Federal holiday*)

Jan 24: International Day of Education

Martin Luther King Day (federal holiday) is the third Monday in January. Check your calendar!

OTHER SIGNIFICANT RECOGNITIONS IN JANUARY:

- National School Choice Week
- Japanese New Year Festivities

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Work on final steps toward registering for summer camps. Registration opens in early February. Spots fill up fast!
- (High School) Encourage High School sophomores to apply to serve on the State Board of Education (Eastern Washington - even years, Western Washington - odd years).
- (Middle-Level) Register for Middle Level Regionals
- (Elementary) Connect with AWSL about our Elementary Programs.
- ALL - Purchase AWSL's MLK Assembly.
- Adults - Register for WACA (Washington Activity Coordinators Association) Conference.

FEBRUARY

THINGS TO CONSIDER

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

CALENDAR ITEMS

Black History Month and Children's Dental Health Month

Feb 2: Groundhog Day

Feb 14: Valentine's Day

Presidents' Day (federal holiday) is the third Monday in February. Check your calendar!

OTHER SIGNIFICANT RECOGNITIONS IN FEBRUARY:

- Public Schools Week
- National School Counseling Week
- Maha Shivratri (Hindu holiday)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Registration for summer camp is open! A reservation form and a PO will secure your spots. Spots fill up fast!
- (High School) Encourage High School sophomores to apply to serve on the State Board of Education (Eastern Washington - even years, Western Washington - odd years).
- (Elementary) Connect with AWSL about our Elementary Programs.
- Adults - Register for WACA (Washington Activity Coordinators Association) Conference.

MARCH

THINGS TO CONSIDER

- Attend AWSP professional development (Launching School Leadership/Building Effective Leadership)—where are you with the School Leader Paradigm? Instructional focus—what culture systems and learning are needing your attention?
- Finalize teacher summative evaluations.
- Ensure budgeted funds are spent for the current school year—or you have a plan to spend them.
- Instructional planning for next school year continues.
- Draft preliminary master schedule for next year.
- Begin work on faculty and student handbooks for next school year.
- Finalize building budget for next school year.
- Begin building master schedule (meet with counseling team lead).
- Review and compare budget to determine student needs.
- Review supervision closing activities.
- Review student placement recommendations.
- Begin planning for summer cleaning and maintenance.
- Begin planning for summer school.

CALENDAR ITEMS

Women's History Month, Youth Art Month, National Nutrition Month, Middle Level Education Month, Social Work Month, Music in Our Schools Month, Irish American Heritage Month, Greek American Heritage Month, and American Red Cross Month

Mar 8: International Women's Day

Mar 17: St. Patrick's Day

Mar 20: International Day for the Elimination of Racial Discrimination

Lent, Ash Wednesday, the first day of spring, the beginning of Ramadan, and Daylight Savings Time occur in March. (Dates change each year. Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN MARCH:

- National School Breakfast Week
- National School Social Workers Appreciation Week
- Read Across America Day
- Holi (Also known as Dhulandi—Major Hindu holiday)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Registration for summer camp is open! A reservation form and a PO will secure your spots. Spots fill up fast!
- (High School) Encourage High School sophomores to apply to serve on the State Board of Education (Eastern Washington on even years, Western Washington on odd years).
- (High School) Encourage students to apply to be a Resident Counselor for middle-level summer camps.
- (Elementary) Connect with AWSL about our Elementary Programs.
- Adults - Register for WACA (Washington Activity Coordinators Association) Conference.

APRIL

THINGS TO CONSIDER

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

CALENDAR ITEMS

World Autism Month, School Library Month, and National Poetry Month, National Arab American Heritage Month

Apr 1: April Fool's Day

Apr 15: Tax Day

Apr 22: Earth Day

Palm Sunday, Passover, and Easter Sunday often fall in April. (Dates change each year. Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN APRIL:

- National Assistant Principals Week
- National Student Leadership Week
- National Library Week and Library Workers Day
- Volunteer Recognition Day
- Administrative Professionals Day
- Take Our Daughters and Sons to Work Day
- Arbor Day
- Ramadan ends (Dates vary; check your calendar.)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR

- (Secondary) Registration for summer camp is open! A reservation form and a PO will secure your spots. Spots fill up fast!
- (High School) Encourage students to apply to be a Resident Counselor for middle-level summer camps.
- (Elementary) Connect with AWSL about our Elementary Programs.

MAY

THINGS TO CONSIDER

- Work with your support person to schedule all your final evaluation conversations.
- Conduct final observation conversations with all staff.
- Fill out your “Evidence of Impact” form for your own evaluation.
- Share the “End of the Year Checklist” with staff.
- Finalize school supply lists—work with support staff to distribute at key venues.
- Work with support staff to clean up discipline data and review state discipline reporting procedures.
- Set up a meeting with new student leaders to chart a course/set goals for next year.
- Work with your PBIS Team to review and refresh programming for next school year.
- Visit with custodial team to determine summer vacation schedules, building cleaning and office needs.
- Plan your end of the year recognition activities and events.
- Stay interviews with staff.
- Register for the AWSP/WASA Summer Conference if you haven't already.

CALENDAR ITEMS

Asian Pacific American Heritage Month, Jewish American Heritage Month, Better Hearing and Speech Month, National Physical Education and Sports Month

May 5: Cinco de Mayo

Mother’s Day falls on the second Sunday of May, and Memorial Day is observed on the last Monday in May. (Dates change each year. Check your calendar!)

OTHER SIGNIFICANT RECOGNITIONS IN MAY:

- National Teacher Appreciation Week
- National Teacher Day
- School Nurse Appreciation Day
- School Lunch Hero Day
- National Physical Education and Sport Week
- National Music Week

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP’S GREAT 8

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

AWSL CALENDAR

- (Secondary) Registration for summer camp is closes. A reservation form and a PO will secure your spots. Spots fill up fast!
- (High School) Encourage students to apply to be a Resident Counselor for middle-level summer camps
- (Elementary) Connect with AWSL about our Elementary Programs.

JUNE

THINGS TO CONSIDER

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

CALENDAR ITEMS

Great Outdoors Month, LGBT+ Pride Month, National Caribbean-American Heritage Month

June 12: Anne Frank’s Birthday

June 14: Flag Day

June 19: Juneteeth

Father’s Day falls on the third Sunday in June. The AWSP/ WASA Summer Conference takes place during the last weekend of June. The first day of summer falls between June 20-22. (Dates change each year. Check your calendar!)

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP’S GREAT 8

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

AWSL CALENDAR

- Let AWSL know about changes to your school’s leadership team and adviser changes. We want to be there from day one to support them!
- Double check with AWSL that all forms are in for summer camps
- Begin thinking about the beginning of the next school year. Book a retreat at the Cispus Learning Center!

JULY

THINGS TO CONSIDER

- Rest, relax and recharge.
- Clean up and organize your office.
- Move your furniture around for a fresh look and feel.
- Take vacation.
- Invite your superintendent over for a quiet campus walk-through.
- Reflect on the impact of your leadership this past year and set your goals for the upcoming year.
- Walk the campus with your custodial/maintenance team to identify areas of concern.
- Paint your school's theme or logo on the walls.
- Set up a meeting time with your student leadership team to continue discussion on goals/objectives for the year and kick off activities for the team—try to accomplish that in their space or even off campus for a getaway from interruptions.
- Review and revise Student and Staff Handbooks.
- Review admin responsibilities list.
- Schedule or conduct an admin retreat.
- Letter to new staff, students, and families.
- Assess each department.
- Review district calendar.

CALENDAR ITEMS

July 4: Independence Day

NASSP and NAESP National Principals Conferences take place in the month of June. Check each association's website for exact dates.

IMPORTANT SCHOOL/DISTRICT DATES:

AWSP'S GREAT 8

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

AWSL CALENDAR


- Let AWSL know about changes to your school's leadership team and adviser changes. We want to be there from day one to support them!
- Double check with AWSL that all forms are in for summer camps.
- Begin thinking about the beginning of the next school year. Book a retreat at the Cispus Learning Center.
- Relax!

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 58 of this Handbook. You can also access a downloadable version at www.awsp.org/framework.

YOU + POP + TOA = Closing Gaps

What makes you an effective leader? •••• What makes you special?



AWSP LEADERSHIP FRAMEWORK
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	
<p>Leadership Intelligences: Becoming</p> <ol style="list-style-type: none"> How will you be a reflective Learning Leader through this Cycle of Inquiry (COI)? What Leadership Intelligences will impact your ability to lead this work? What contexts should you be aware of and consider? (From Individual to Political) How will your leadership intelligence impact your overall contextual effectiveness in this COI? 	<p>Leadership Domains: Doing</p> <ol style="list-style-type: none"> How will you make your own learning visible in this process? What leadership moves will you make to build and maintain your school's culture? What current systems will help or hinder your COI? 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>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: Individual understanding of the inner-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>Culture: Lead by creating a positive hope-filled climate and culture.</p>	<p>Relationships:</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 Mindfulness
<p>Systems: Lead by replacing historically inequitable systems with gap closing student-centered systems.</p>	<p>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
<p>Learning: Lead by constantly reflecting on your own learning while supporting the learning of students and adults.</p>	<p>Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection/Growth <input type="checkbox"/> Result-orientation <input type="checkbox"/> Curriculum <input type="checkbox"/> Human Capital
<p>Wellness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wellness <input type="checkbox"/> Equity <input type="checkbox"/> Ethics 	<p>Safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Operations <input type="checkbox"/> Data Literacy
3. ASSESS	
<p>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?</p>	<p>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?</p>
<p>Qualitative Data:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <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:
<p>Quantitative Data:</p> <hr/> <hr/> <hr/> <hr/>	
4. REFLECT	
<p>What did you learn about yourself throughout this process?</p> <p>What lessons did your team learn throughout this ongoing process?</p> <p>What is your leadership strength area: Culture, Systems and/or Learning?</p> <p>How did you lean on the strengths of others to move your school forward?</p> <p>What attributes did you identify as areas where you need to continue to focus as the lead reflective Learning Leader?</p> <p>How did your team navigate conflict, stress, and challenges as you collectively pushed forward?</p> <p>Can you describe a situation where you were cognizant of your own Becoming while Doing?</p> <p>How does the collective impact of your work connect to reaching your five year building goals?</p>	
<p>Conversations/Notes/Comments/Questions:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Becoming while Doing

How do you know you had an impact?

CREATING A CULTURE OF GROWTH VS. EVALUATION

DEFINITIONS:

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

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

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

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)?

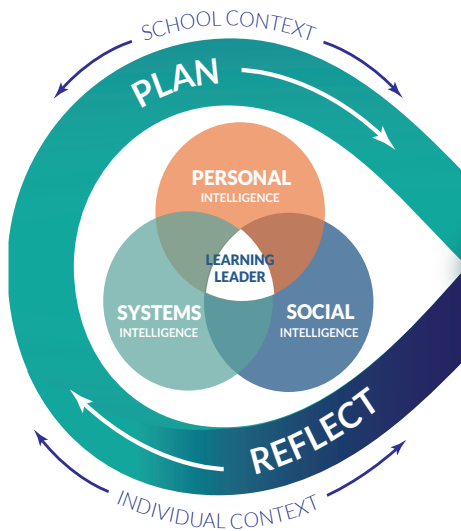
What is the “evidence of impact” of your leadership?

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?

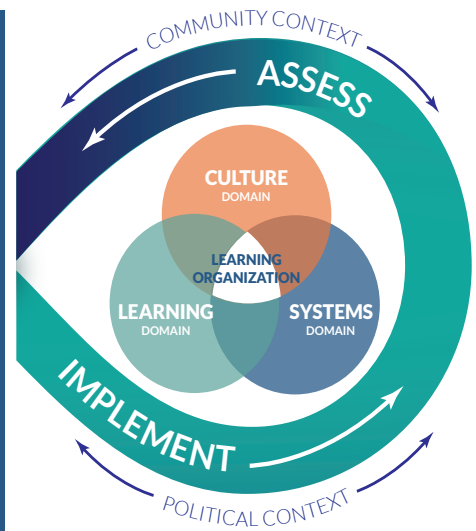
MY LEADERSHIP GOALS THIS YEAR:

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____



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 FAMILIES AND COMMUNITIES
8. CLOSING THE GAP



FALL	WINTER	SPRING	SUMMER
Plan	Implement	Assess	Reflect
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.	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.	Simply, data must be collected and reviewed to ascertain whether the growth initiatives implemented are achieving the goals identified during planning.	School leaders should really 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.



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/>	<p>What is the Theory of Action (TOA) for the leadership team to address the POP in the school?</p> <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 inner-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

<p>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?</p>	<p>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?</p>
<p>Qualitative Data:</p> <hr/> <hr/> <hr/> <hr/> <p>Quantitative Data:</p> <hr/> <hr/> <hr/> <hr/>	<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:

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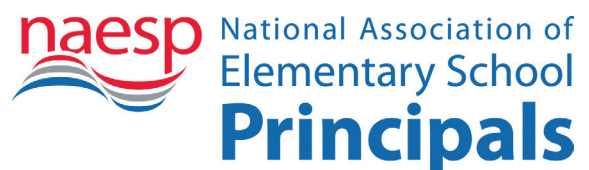
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