Partnering Principals and Their Evaluators for Ongoing Principal Professional Growth

“Becoming While Doing”
The School Leader Paradigm and the AWSP Leadership Framework

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# Today’s Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Leading Objectives</th>
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</thead>
<tbody>
<tr>
<td>To learn about the negative impacts of principal churn and how we can work</td>
<td>Begin working on a foundation and five year vision for your school/district and</td>
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<tr>
<td>collectively to address this epidemic</td>
<td>the impact of your leadership</td>
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<tr>
<td>To better understand the characteristics of highly effective leaders through an</td>
<td>Reflect and assess your own personal attributes and competencies that make you an</td>
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<tr>
<td>introduction to the School Leader Paradigm</td>
<td>effective leader</td>
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<tr>
<td>To gain insight into the alignment between the School Leader Paradigm and the AWSP</td>
<td>Develop an understanding of how to use both the School Leader Paradigm and the AWSP</td>
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<tr>
<td>Leadership Framework.</td>
<td>Framework in a growth centered evaluation process</td>
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<td>To explore the interplay between the School Leader Paradigm and the AWSP Leadership</td>
<td>Identify a Problem of Practice in your context that you’d like to address this</td>
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<tr>
<td>Framework</td>
<td>coming year. Use AWSP’s Evidence of Impact Tool to begin your planning</td>
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</tbody>
</table>
Adult Learning Theory

Learning happens when adults…

• Access expertise inside and outside of the group
• Participate in authentic activities with the group
• Practice with relevant Problems of Practice
• Engage (formally & informally) with colleagues
• Apply new learning to professional contexts
• Reflect on leadership and new learnings

What do these expectations mean to you today?
Norms for Professional Learning

Stay engaged
Speak Your Truth
Experience Discomfort
Expect and Accept Non-closure
Listen for Understanding
No Fixing
Take Risks

What do these norms mean to you today?
Framing Table Discussion

What has changed in your system since the adoption of the AWSP Leadership Framework was developed in 2010? How have other changes in the evaluation system impacted your work?
Framing Table Discussion

What has changed in your leadership practice in the last 10 years?
How have the changes in leadership practice affected student learning in the last 10 years?
Leadership Effects on Student Learning

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

2. Leadership effects are usually largest where and when they are needed most.

The Wallace Foundation, “How Leadership Influences Student Learning”
Current School Leadership Reality

“1 in 4 principals are in the same building after 5 years.”

* NASSP Principal Turnover Data

“Research says it takes 5-7 years to change a middle school and 7-10 years to change a high school.”

* The Wallace Foundation

“High poverty schools churn principals at twice the rate.”

* OSPI RAD Data
SPECIAL REPORT: PRINCIPALS UNDER PRESSURE

Strategies for mastering the toughest job in schools

Is there a job in K-12 education more demanding and complex than the principal's? We'd argue there's not. Principals have to answer to the central office. They need to be responsive to parents. They must make teachers their top priority—to be instructional leaders. And of course, they must build relationships with students. How is doing all those things successfully even possible when principals must also grapple with some of the most vexing challenges in our broader culture that spill over into schools every day?
SPECIAL REPORT: PRINCIPALS UNDER PRESSURE

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Why Do Principals Leave Their Jobs?

1. Inadequate preparation and professional development
2. Poor working conditions
3. Insufficient salaries
4. Lack of decision-making authority
5. High-stakes accountability policies

*Learning Policy Institute 2018 Research*
“Scott, our entire leadership team is turning over next year. We are looking for three new administrators to come lead our high school. This will be our 4th principal in 6 years.”

- High School Teacher reaching out to AWSP

What is happening in this school?
What we know about principal leadership...

Lead by creating CULTURE

Lead by building SYSTEMS

Lead by leading LEARNING

“Culture, like trust, must start on day one, takes years to build, and only seconds to lose.”

“Systems can often remain untouched through the constant change of leadership.”

“Without a positive school culture, and systems to support that culture, historically inequitable gaps will persist.”
What we know about principal leadership...

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AWSP Leadership Continuum

1st Year
- Climate and Culture

Years 2-5
- Systems
- Learning

Years 5+

Climate and Culture

ASPIRING
LAUNCHING
BUILDING
MASTERING
How can we accelerate the impact of highly effective leadership?

AWSP Leadership Continuum

1st Year
- Climate and Culture
- Systems
- Learning

Years 2-5
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Years 5+

ASPIRING
LAUNCHING
BUILDING
MASTERING
How can we accelerate the impact of highly effective leadership?

“1 in 4 principals are in the same building after 5 years.”
AWSP Leadership Continuum

“Growing teacher leaders”

“Supporting first-year principals”

“Building and equipping leaders in years 2-5”

“Supporting and sustaining effective leaders”

Goal 2

“Support the success and sustainability of highly effective principals in our state.”
How are needs and supports different depending on where you are on the leadership continuum? How does this impact the role of the supervisor?
Strategies for Reducing Principal Turnover

1. Providing high-quality professional learning opportunities
2. Improving working conditions
3. Ensuring adequate and stable compensation
4. Supporting decision-making authority in school leadership
5. Reforming accountability systems

*Learning Policy Institute 2018 Research

AWSP Theory of Action

If we align and improve the **consistency** of statewide systems that prepare and support principals, then we can **accelerate** and improve the **effectiveness** and **sustainability** of principals in our state.
Leadership is an art, a delicate balance between “becoming while doing.”

What does this mean?
Leadership is an art, a delicate balance between “becoming while doing.”
SCHOOL LEADER PARADIGM

Becoming While Doing

PLAN
PERSONAL INTELLIGENCE
LEARNING LEADER
SYSTEMS INTELLIGENCE
SOCIAL INTELLIGENCE

REFLECT

ASSESS
CULTURE DOMAIN
LEARNING ORGANIZATION
SYSTEMS DOMAIN

IMPLEMENT
LEARNING DOMAIN

CREATING HOPE FOR ALL

#CreateHope

©2018 School Leader Collaborative
The Paradigm Placemat

What attributes would you identify as YOUR strengths?

What about areas that YOU need intentional focus?
“Seldom, if ever, do we ask the “who” question - who is the self that leads? How does the quality of our “selfhood” form or – deform – the way we relate to students, teachers, colleagues and community?”

-Parker Palmer (2007)

How does a greater understanding of who you are as a leader or a supervisor lead to growth and more impactful leadership?

Think - Stare - Pair - Share
Can a principal, rated proficient, be removed from his or her building?

Think - Stare - Pair - Share
Where do you see the AWSP Leadership Framework?
AWSP Leadership Framework
1. Creating a Culture
2. Ensuring School Safety
3. Planning with Data
4. Aligning Curriculum
5. Improving Instruction
6. Managing Resources
7. Engaging Communities
8. Closing the Gap
What’s the difference between these two resources?
What’s the difference between these two resources?

“Becoming”

“Designed to support the ongoing growth of leaders”

“Doing”

“Designed to support the ongoing evaluation of leaders”
AWSP’s Newest Revision of the Leadership Framework and How to Use It

Refresh Goals:

• Be more user friendly
• Increase consistency
• Infused with an equity-focus
• Reduced verbiage inside the rubrics
• Emphasize holistic scoring
• Provide structure for ongoing conversations about leadership
What is the purpose of evaluation?

Think - Stare - Pair - Share
Our Recommended “Growth” Practices

Learning happens when adults...

- Access expertise inside and outside of the group
- Participate in authentic activities with the group
- Practice with relevant Problems of Practice
- Engage (formally & informally) with colleagues
- Apply new learning to professional contexts
- Reflect on leadership and new learnings
Our Recommended “Growth” Practices

Principal Professional Growth:
- Safe, honest and transparent
- On-going (Principal PLCs, allotted time, tools, etc.)
- Mutually beneficial
- Supportive and nurturing
- Goal-oriented (Cycle of Inquiry)
- Priority emphasis on the “Lead Learners”
- Conversations about the Evidence of Impact
Evidence of Impact

Principals’ action steps based on multiple, overlapping criteria
Evidence of Impact

Principals’ action steps based on multiple, overlapping criteria
How can your district establish systems for ongoing conversations about the complexities of school leadership as we all become while doing?

Leadership is an art, a delicate balance between “becoming while doing.”
How do we do this work?
# Evidence of Impact

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<th>AWSP LF Criteria</th>
<th>Leadership Impact</th>
<th>Paradigm Reflection</th>
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<td>1. How will you be a 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? 4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?</td>
<td>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?</td>
<td>What is the evidence of impact? How did identifying a <strong>Problem of Practice</strong> and developing a <strong>Theory of Action</strong> impact stakeholder learning, school improvement, and/or close achievement gaps? How do you know?</td>
<td>What did you learn about yourself throughout this process? Can you describe a situation where you were cognizant of your own Becoming while Doing?</td>
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## Leadership Theory of Action (TOA)

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<th>Professional Growth</th>
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<td><strong>Personal</strong></td>
<td>Culture</td>
<td><strong>AWSP Leadership Framework:</strong></td>
<td><strong>You did all this work, but so what? How do you know your impact?</strong> Qualitative Data:</td>
<td>What did you learn the most about yourself as the lead learner?</td>
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<td>Wellness</td>
<td>Relationships</td>
<td>1. Creating Culture</td>
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<td>Growth Mindset</td>
<td>Student Centeredness</td>
<td>2. Ensuring Safety</td>
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<td>Self-Management</td>
<td>Equity</td>
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<td>Traditions/Celebrations</td>
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<td>Global Mindedness</td>
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<td><strong>Social</strong></td>
<td>Systems</td>
<td>3. Planning with Data</td>
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<td>What personal strengths helped you lead this work?</td>
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<td>Service</td>
<td>Vision/Mission</td>
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<td>Community Building</td>
<td>Communications</td>
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<td>Capacity Building</td>
<td>Collaborative Leadership</td>
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<td>Influence</td>
<td>Data Literacy</td>
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<td>Operations</td>
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<td><strong>Systems</strong></td>
<td>Learning</td>
<td>4. Aligning Curriculum</td>
<td></td>
<td>What attributes did you identify as areas where you need to continue to focus as a reflective leader?</td>
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<tr>
<td>Mission/Vision</td>
<td>Reflection/Growth</td>
<td>5. Improving Instruction</td>
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<td>Operations/Management</td>
<td>Result-Oriented</td>
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<td>Teaching/Learning</td>
<td>Curriculum</td>
<td>6. Managing Resources</td>
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<td>Cultural Responsiveness</td>
<td>Instruction</td>
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<td>Assessment</td>
<td>7. Engaging Community</td>
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<td>Innovation</td>
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<td>Human Capital</td>
<td>8. Closing Gaps</td>
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<td>Management</td>
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2. What Leadership Intelligences will impact your ability to lead this work?  
3. What contexts should you be aware of and consider?  
4. How will your leadership intelligence impact your overall contextual effectiveness in this COI?** | **How are your leadership moves evident within and across the AWSP Leadership Framework?**  
Which criteria will be critical to implement your TOA? Can you provide examples of how the impact of your leadership is visible within and across the AWSP Leadership Framework?** |

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| After you’ve identified your POP, what is the **Theory of Action (TOA)** around addressing the issue in your school?  
Leading starts with you. Begin by saying, “If I do this____, then this will happen.” | **Personal**  
Wellness  
Growth Mindset  
Self-Management  
Innovation | **Culture**  
Relationships  
Student Centeredness  
Wellness  
Equity  
Traditions/Celebrations  
Ethics  
Global Mindedness | **AWSP Leadership Framework:**  
1. Creating Culture  
2. Ensuring Safety  
3. Planning with Data  
4. Utilizing Assessment** |

|                           | **Social**  
Service  
Community Building  
Empathy | **Systems**  
Vision/Mission  
Communications  
Collaborative Teaching |
After you’ve identified your POP, what is the **Theory of Action** (TOA) around addressing the issue in your school?

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 ____ .”

What is your TOA?

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<td><strong>Social</strong></td>
<td>Service Community Building Capacity Building Influence</td>
<td>Systems Vision/Mission Communications Collaborative Leadership Data Literacy Strategic Management Safety Operations</td>
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<td><em>What is the evidence of impact? How are you identifying a School Leader Paradigm?</em></td>
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<td><em>What Leadership Intelligences will impact your ability to lead this work?</em></td>
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<td><em>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?</em></td>
<td><em>How are you developing a leadership identity and school improvement focus and/or closing achievement gaps?</em></td>
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<td><em>What contexts should you be aware of and consider?</em></td>
<td>2. What contexts should you be aware of and consider?</td>
<td><em>How do you know what your leadership moves are?</em></td>
<td><em>How do you know you are making a difference?</em></td>
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<td><em>How will your leadership intelligence impact your overall contextual effectiveness in this COI?</em></td>
<td>3. What Leadership Intelligences will impact your ability to lead this work?</td>
<td><em>How do you know your leadership moves are evident within and across the AWSP Leadership Framework?</em></td>
<td><em>What qualitative data is supporting your self-reflection?</em></td>
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### Leadership Intelligences - Becoming

**Personal**
- Wellness
- Growth Mindset
- Self-Management
- Innovation

**Social**
- Service
- Community Building
- Collaboration
- Social Skills

### Leadership Domains - Doing

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

**Vision/Mission**
- Planning with Data
- Communications
-系統

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<td>You did all this work, but <em>so what?</em> How do you know your impact?</td>
<td>Qualitative Data:</td>
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<td>2. Ensuring Safety</td>
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<td>Systems</td>
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<td>2. Collaborative Leadership Data Literacy</td>
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<td>3. Strategic Management Safety Operations</td>
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<td>Learning</td>
<td>1. Reflection/Growth Result-Oriented Curriculum Instruction Assessment Innovation Human Capital Management</td>
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What can you do as a team to create a system that supports leadership growth and reduces churn? What are your next steps?

Think - Stare - Pair - Share
Today’s Objectives

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<tr>
<th>Learning Objectives</th>
<th>Leading Objectives</th>
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<tbody>
<tr>
<td>To learn about the negative impacts of principal churn and how we can work collectively to address this epidemic</td>
<td>Begin working on a foundation and five year vision for your school/district and the impact of your leadership</td>
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<td>To better understand the characteristics of highly effective leaders through an introduction to the School Leader Paradigm</td>
<td>Reflect and assess your own personal attributes and competencies that make you an effective leader</td>
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<td>To gain insight into the alignment between the School Leader Paradigm and the AWSP Leadership Framework.</td>
<td>Develop an understanding of how to use both the School Leader Paradigm and the AWSP Framework in a growth centered evaluation process</td>
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<td>To explore the interplay between the School Leader Paradigm and the AWSP Leadership Framework</td>
<td>Identify a Problem of Practice in your context that you’d like to address this coming year. Use AWSP’s Evidence of Impact Tool to begin your planning</td>
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Partnering Principals and Their Evaluators for Ongoing Principal Professional Growth

“Becoming While Doing”
The School Leader Paradigm and the AWSP Leadership Framework

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