

# Cultivating the Culture You Want in Your District

March 18, 2024





# IMPROMPTU NETWORKING

Get up, find a partner

1 minute each

Who are you and what's your role?

What do you hope to get out today?

It's Baseball Season- What's your walk up song?

3 rounds





# TODAY

The Jack and Scott Origin Story

Why School Leaders Matter

The Principalship in Washington State- The Educational Landscape

Research About School Leadership Impact

School Leader Paradigm Shift

Targeting Hope

School Leader Supervision and Evaluation in Chimacum



DEEP ROOTS BROAD HORIZONS

# THINK...



How have schools changed in the last 10 years?

How have those changes impacted the roles and impact on school leaders?

What skills and attributes are required to be a highly effective school leader in our schools today?



DEEP ROOTS BROAD HORIZONS

# SCHOOL LEADERSHIP MATTERS

"When you learn about successful principals, you keep coming back to the character traits they embody and spread: energy, trustworthiness, honesty, optimism, determination."

*-David Brooks, NY Times "Good Leaders Make Good Schools"*





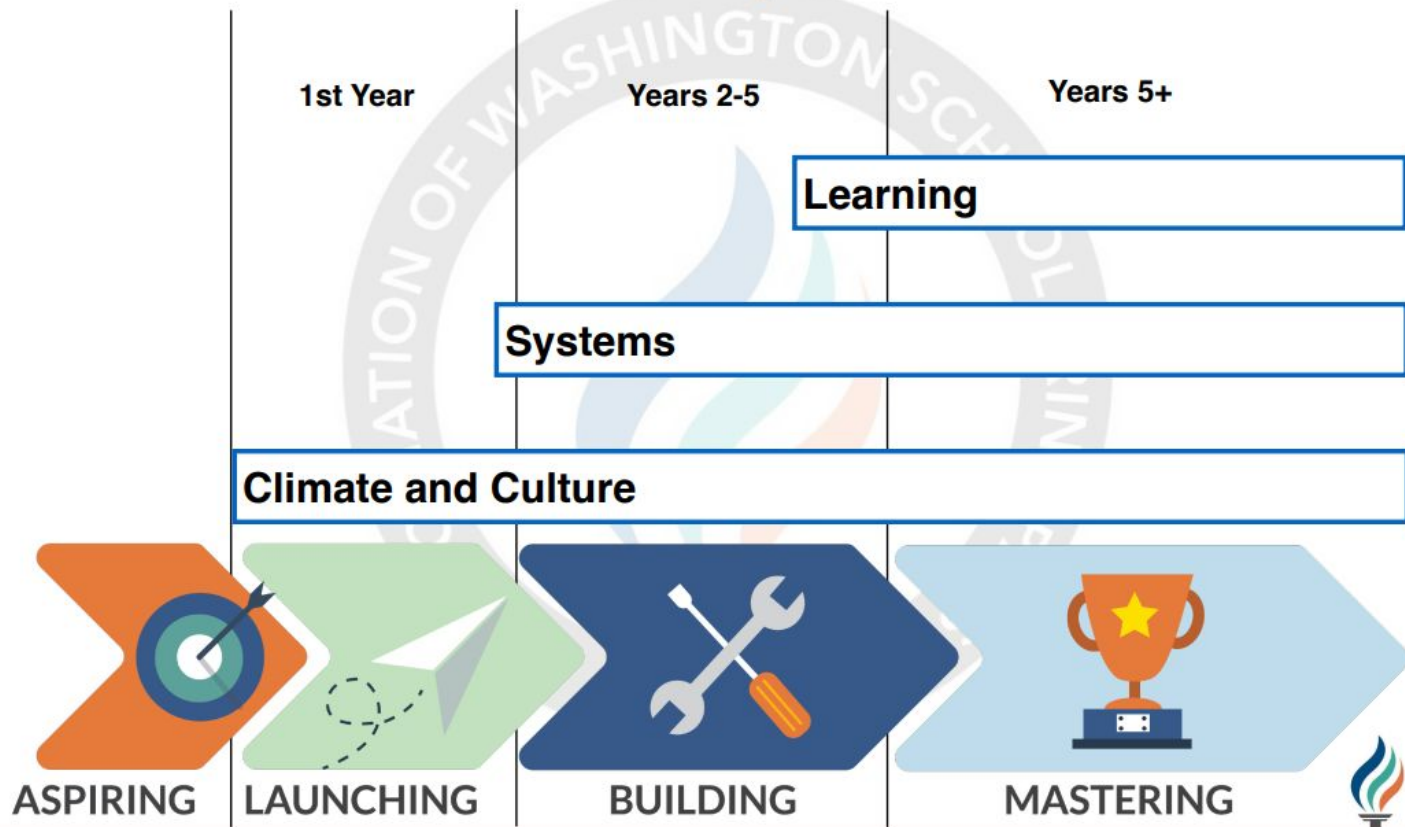
# SCHOOL LEADERS MATTER

...based on research since 2000, the impact of an effective principal has likely been *understated*, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline.

-The Wallace Foundation 2021

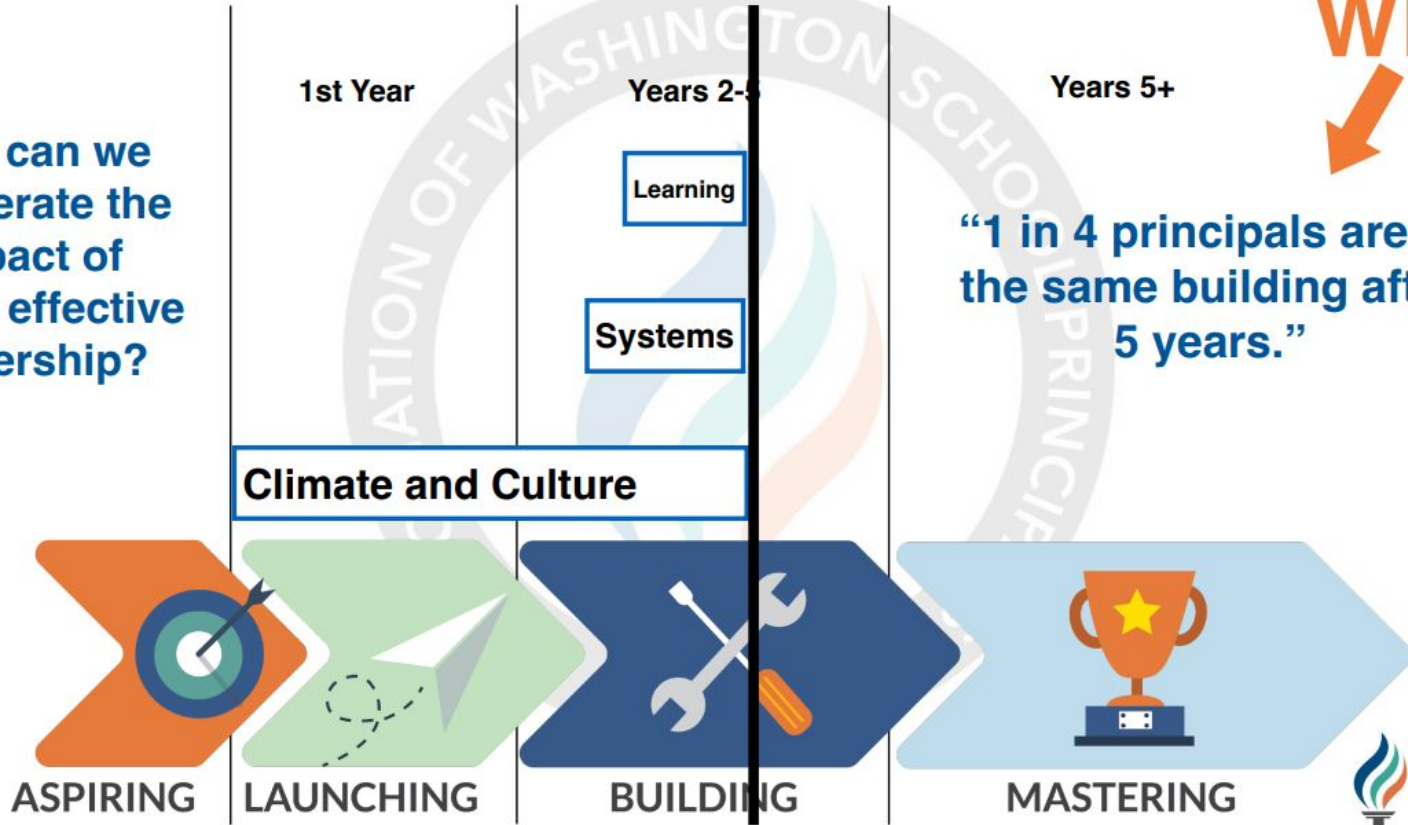


# AWSP Leadership Continuum



# AWSP Leadership Continuum

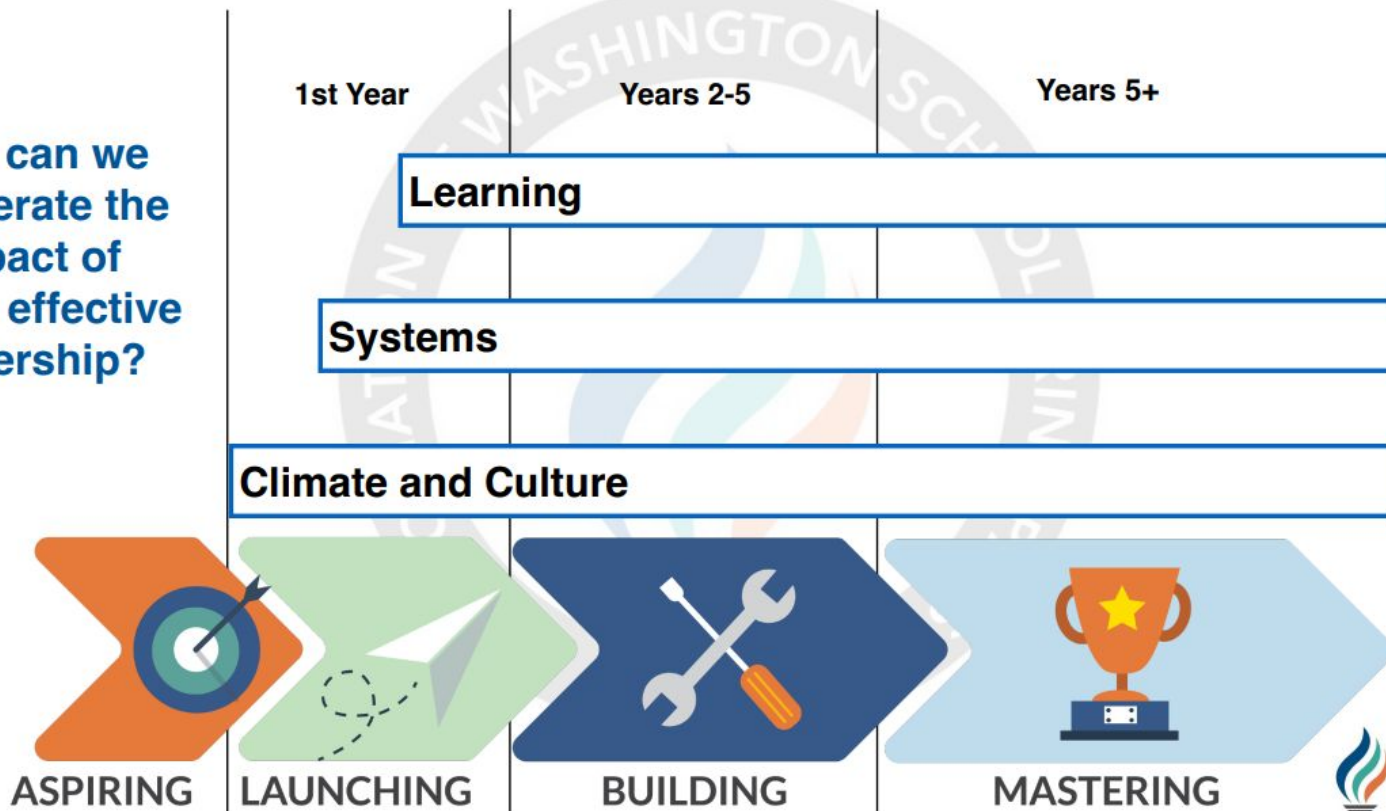
How can we accelerate the impact of highly effective leadership?





# AWSP Leadership Continuum

How can we accelerate the impact of highly effective leadership?





# CONTEXT MATTERS

The Education Landscape

Thinking about Learning, Systems,  
and Culture



DEEP ROOTS BROAD HORIZONS



COMPLEXITY

education  
students  
public  
planning  
requirements  
complexity  
mtss  
equity  
pbis  
resources  
evaluation  
special  
disparities  
unequal  
among  
timely  
often  
create  
bureaucratic  
adding  
socioeconomic  
teaching  
often  
iep  
populations  
complexities  
strategies  
within  
academic  
among  
disparities  
unequal  
among  
timely  
often  
create  
bureaucratic  
adding  
socioeconomic  
teaching  
often  
iep  
populations  
complexities  
strategies

implementation  
structures  
development  
student  
face  
decision-making  
school  
hind  
emergency  
schools  
diverse  
impact  
administrations  
performance  
innovative  
committees  
leadership  
populations  
complexities  
strategies

curriculum  
myriad  
wellness  
students  
public  
planning  
requirements  
complexity  
mtss  
equity  
pbis  
resources  
evaluation  
special  
disparities  
unequal  
among  
timely  
often  
create  
bureaucratic  
adding  
socioeconomic  
teaching  
often  
iep  
populations  
complexities  
strategies



DEEP ROOTS BROAD HORIZONS

# WHAT WE KNOW



Teacher turnover is not good for kids

Support staff turnover is not good for kids

**Principal turnover is not good for staff, families, or kids**





# UNIQUE TO SMALL DISTRICTS- “IT’S CONSUMING”

Building Managers → Instructional Leaders

Principal/Superintendent, Dual Superintendents

***Principals wear multiple hats- CTE, Athletics, Special Education, HCL, Curriculum Adoptions, Professional Development, Budget, HR, Discipline, Safety and Emergency Planning, 504, Foster, SEL, Mental Health***

New Initiatives, Increasing Legislative Mandates

Small Dist principals interface more with community partners

More interactions with the school board



# AWSPs Strategic Priorities



# What we know about school leadership...

## “Becoming While *Doing*”

Lead by creating  
**CULTURE**

Lead by building  
**SYSTEMS**

Lead by leading  
**LEARNING**

The Art of Leadership



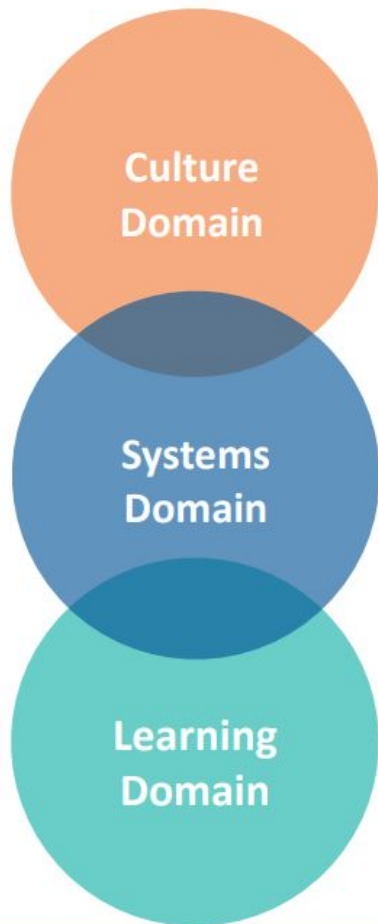
“Culture, like trust, must start on day one, takes years to build, and only seconds to lose.”

“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.”



# School Leader Paradigm: “Doing”



Lead by creating  
**CULTURE**

“I love relationships and working with people.”

Lead by building  
**SYSTEMS**

“I love fixing things and building efficient systems.”

Lead by leading  
**LEARNING**

“I love helping my teachers improve their instructional practices.”

## Culture Dimensions:

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

## System Dimensions:

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

## Learning Dimensions:

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



# School Leader Paradigm: "Doing"

**Culture  
Domain**

Lead by creating  
**CULTURE**

"I love relationships and working with people."

**Systems  
Domain**

Lead by building  
**SYSTEMS**

"I love fixing things and building efficient systems."

**How would  
you rank  
your  
Domain  
strengths?**

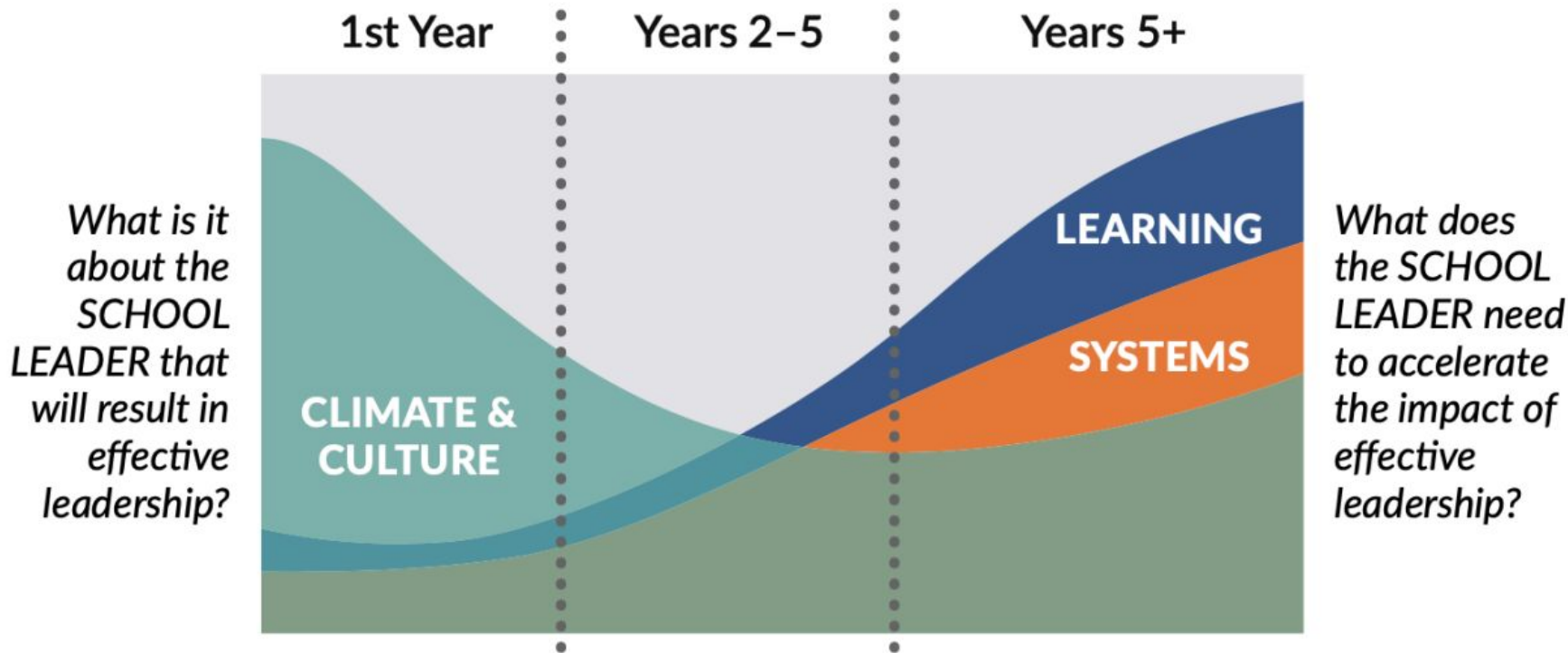
**Learning  
Domain**

Lead by leading  
**LEARNING**

"I love helping my teachers improve their instructional practices."



# LEADING THE CONVERGENCE OF CULTURE, SYSTEMS, AND LEARNING



# School Leader Paradigm: “Becoming While Doing”



How are you currently *growing*, *supporting*, and *sustaining* your school leaders while they are “becoming while doing”?

# CSD SCHOOL LEADERS

Annual Evaluation Cycle



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## THE AWSP LEADERSHIP FRAMEWORK FOR PRINCIPAL EVALUATION

*Association of Washington School Principals*



Version 3.0 | Published 2019 | ©Association of Washington School Principals

# CSD SCHOOL LEADERS

Annual Evaluation Cycle Using  
AWSP

Similar to Teacher TPEP Cycle

- Goal Setting
- Mid Year
- End of the Year



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# EVIDENCE OF IMPACT TOOL

## 1. PLAN

What Problem of Practice (POP) is the school leader, leadership team, and/or school tackling?

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What is the Theory of Action (TOA) for the leadership team to address the POP in the school?

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- 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?

- 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

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?

### Leadership Domains: Doing

1. How will you make your own learning visible in this process?
2. What leadership moves will you make to build and maintain your school's culture?
3. What current systems will help or hinder your COI?
4. How will you push on the learning of all stakeholders and the organization throughout this process?

#### Personal:

To use personality and personal information to enhance one's thoughts, plans, and life experiences.

#### Competencies:

- Wellness
- Growth Mindset
- Self-Management
- Innovation

#### Culture:

Lead by creating a positive hope-filled climate and culture.

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

#### Social:

A set of interpersonal competencies that inspire others to be effective.

#### Competencies:

- Service
- Community Building
- Capacity Building
- Influence

#### Systems:

Lead by replacing historically inequitable systems with gap closing student-centered systems.

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

#### Systems:

Individual understanding of the inter-workings and leadership of complex systems within an organization.

#### Competencies:

- Mission/Vision
- Operations/Management
- Teaching/Learning
- Cultural Responsiveness

#### Learning:

Lead by constantly reflecting on your own learning while supporting the learning of students and adults.

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

## 3. ASSESS

**Evidence of Impact:** What is the evidence of impact? How did identifying a Problem of Practice and developing a Theory of Action impact stakeholder learning, school improvement, and/or close identified gaps? You did all this work, but so what? What's the **evidence of your impact?**

Qualitative Data:

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Quantitative Data:

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**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?

1. Creating a Culture:

2. Ensuring School Safety:

3. Planning with Data:

4. Aligning Curriculum:

5. Improving Instruction:

6. Managing Resources:

7. Engaging Families & Communities:

8. Closing the Gap:

## 4. REFLECT

What did you learn about yourself throughout this process?

What lessons did your team learn throughout this ongoing process?

What is your leadership strength area: **Culture, Systems** and/or **Learning**?

How did you lean on the strengths of others to move your school forward?

What attributes did you identify as areas where you need to continue to focus as the lead reflective Learning Leader?

How did your team navigate conflict, stress and challenges as you collectively pushed forward?

Can you describe a situation where you were cognizant of your own **Becoming** while **Doing**?

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

**Conversations/Notes/Comments/Questions:**

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## AN AWSP LEADERSHIP FRAMEWORK RESOURCE

# AWSP Leadership Framework Summative Evaluation: Principal

Principal:	Supervisor:	Date: <a href="#">Click here to enter a date.</a>
School:	Evaluation Type: Choose an item.	

Criterion 1		Score
<b>Criterion 1: Creating a Culture. Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.</b> 1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching 1.2 Engages in essential conversations for ongoing improvement 1.3 Facilitates collaborative processes leading toward continuous improvement 1.4 Creates opportunities for shared leadership 1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner		Choose an item.
<b>Artifacts:</b>	<b>Evidence:</b>	
<b>Reflection:</b>		

**Overall Total of Criterion Scores (Projected based on self-assessment)**

State Summative Scoring Band				
Total of Criterion Scores	8-14	15-21	22-28	29-32
Summative Rating	Unsatisfactory	Basic	Proficient	Distinguished

**Student Growth Score (Projected based on self-assessment)**

Criteria	Element	Growth Goal	Evidence & Reflection	Score
3.5	Provides evidence of student growth that results from the school improvement planning process		D	
5.4	Provides evidence of student growth of selected teachers			
8.4	Provides evidence of growth in student learning			
<b>Total</b>				



# CHIMACUM PRINCIPALS SAY-

Having so many hats makes you feel like you can only do mediocre work on all of it

If you're not solid with the basics of principaling, you just get consumed

The AWSP framework helps principals prioritize their work

The Superintendent focuses on the framework to help you actually lead, while asking principals to deal with the ongoing technical issues

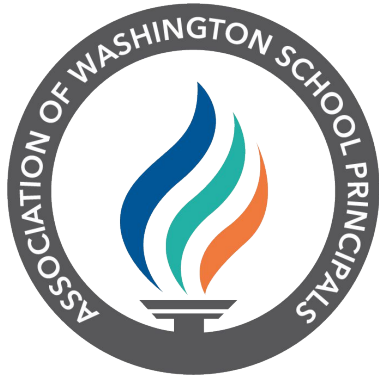
We rely on each other for support, input- interconnected, cohesive

It's dynamic- culture change can happen quickly because principals and superintendent work together all the time



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# AWSP RESOURCES



[go.awsp.org/lfresources](https://go.awsp.org/lfresources)

- pdf of leadership framework
- Evidence of Impact Tool
- Self Assessment/Reflection Tool
- Criterion Resource pages
- Summative/Focused evaluation scoring pages
- Evaluation/Observation resources



DEEP ROOTS BROAD HORIZONS

[GO.AWSP.ORG/LFSA](https://go.awsp.org/lfsa)

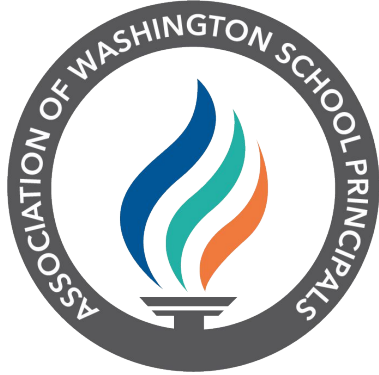
AWSP Leadership  
Framework  
Self Assessment/  
Reflection Tool

This **non-evaluation** tool is a powerful way for leaders to reflect on their current level of leadership in all 8 Criterion.



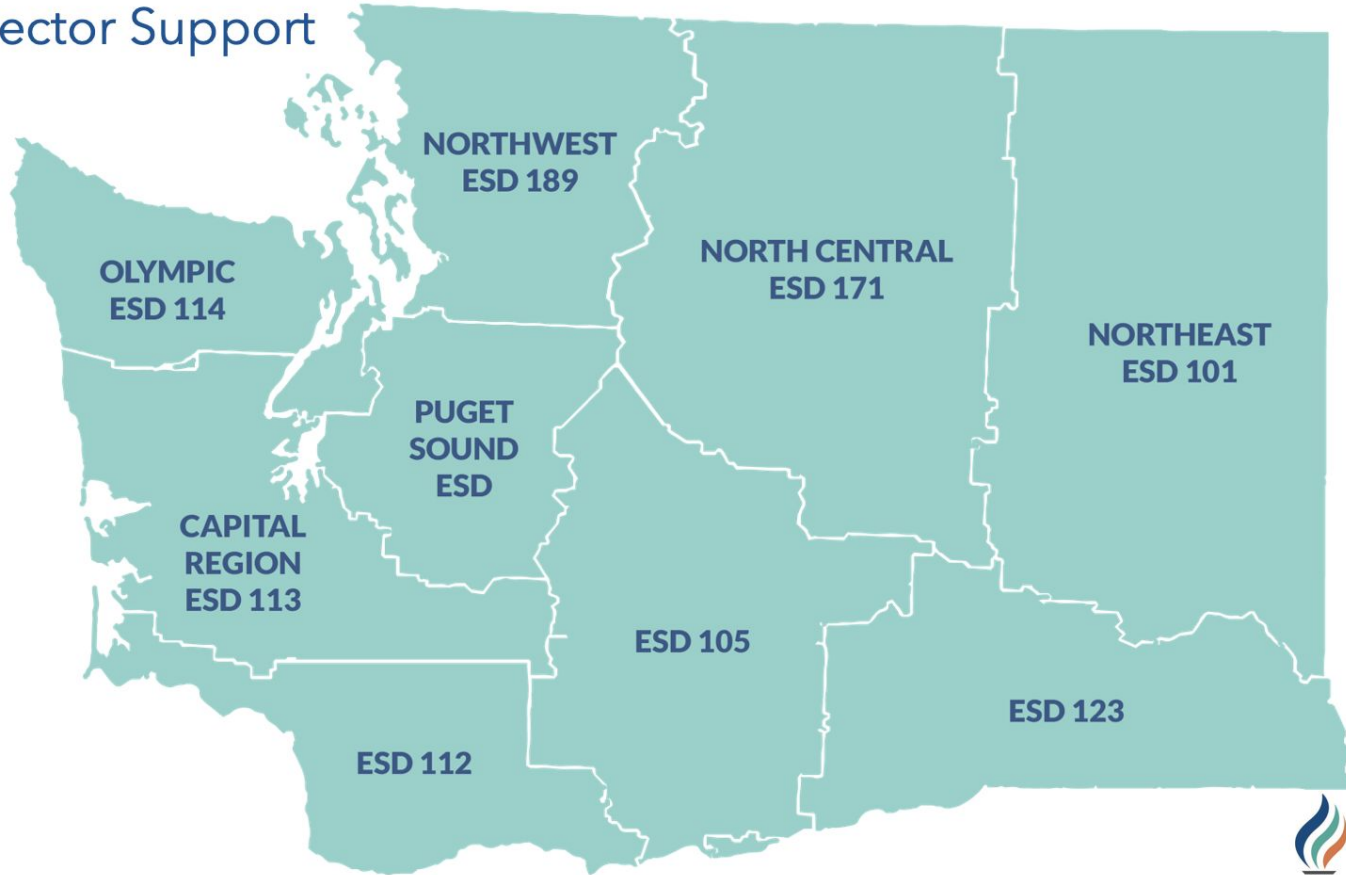
DEEP ROOTS BROAD HORIZONS

# AWSP DIRECTOR SUPPORT



DEEP ROOTS BROAD HORIZONS

# AWSP Director Support

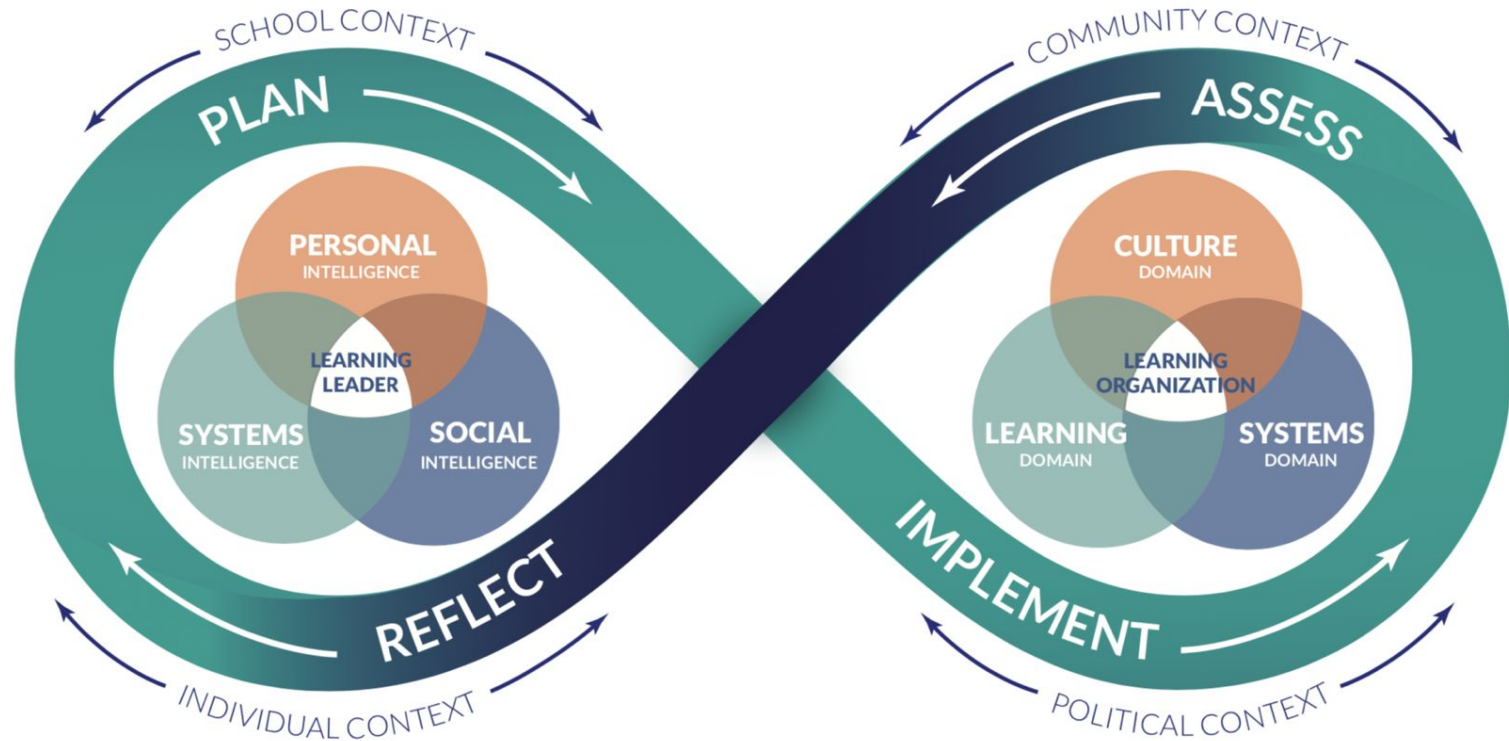


# AWSP Director Support



# SCHOOL LEADER PARADIGM

*Becoming While Doing*



**Creating Hope for All**



# Commitment to Leadership Development...

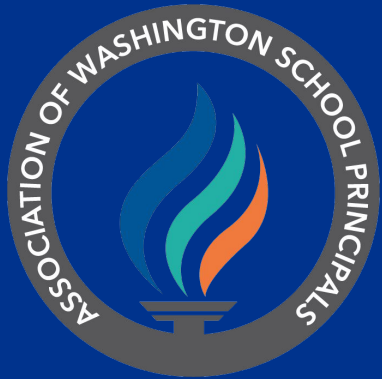
## Investing in Leaders is an Investment is All:

- **Session 1: Context in the Learning Organization**
- **Session 2: The Learning Leader in the Learning Organization**
- **Session 3: The School Leader Paradigm Inquiry Process**
- **Session 4: Culture Domain: The Power of Relationships**
- **Session 5: Systems Domain: Creating Hope Through Systems**
- **Session 6: Learning Domain: Targeted Leadership Moves**
- **Session 7: The Evidence of Your Impact**
- **Session 8: Summary via the AWSP Leadership Framework**





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**THANK YOU FOR YOUR LEADERSHIP!**