



LEADERS OF COLOR

NETWORK

Building Stronger Together

WASA/AWSP Summer Conference



LEADERS OF COLOR

NETWORK

Leaders of Color Network strives to create a safe space for black and brown school administrators by providing opportunities for members to:

- **Build collegial relationships**
- **Create coalitions**
- **Develop a sense of belonging**
- **Support, sustain, connect, and heal**



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AWSP strives to:

- Support leaders of color
- Increase allyship understanding of how to support, grow, and sustain leaders of color in leadership
- Increase the voice and *presence* of leaders of color in the organization
- Support and recruit aspiring leaders of color
- Increase representation of leaders of color through the organization
 - GLLC (Grade Level Leadership Committees)
 - AWSP Board
 - AWSP Advisory Councils



LEADERS OF COLOR

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Objectives

- Join forces with leaders of color to learn, grow, and expand our leadership network
- Provide time for leaders to reflect on their leadership
- Collaborate together on collection of evidence using the AWSP Framework and The School Leader Paradigm

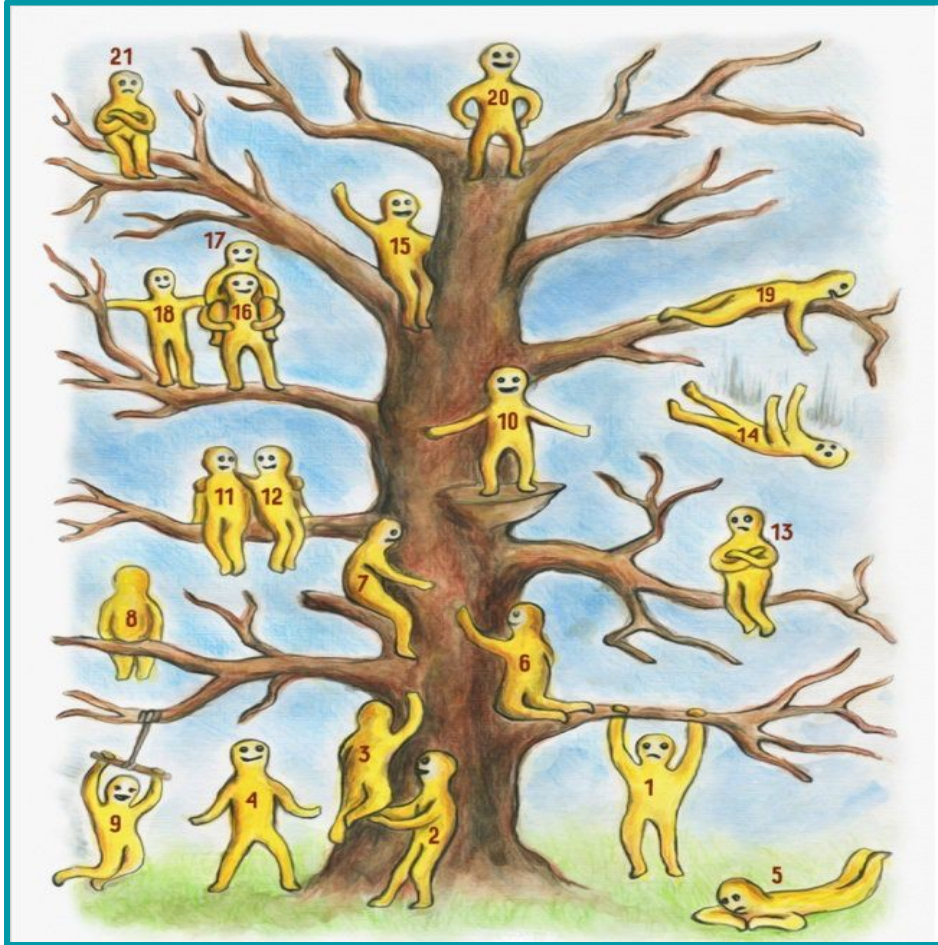
AWSP Theory of Adult Learning

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

Affirm

Invisible Tax
Emotional Labor
Challenges
Fatigue
Imposter Syndrome



Check-In Where are you?

Are You...

1. Living
2. Striving
3. Starving
4. Thriving

Turn, Talk &
Explain

Evaluation: The GREAT 8!

In Theory...

- Proficiency Markers
- Ability to move between
- It takes time to develop ALL of the skills
- Targeted...build on where you are...#GROWTH!

In Use...

- Limited systems support and teaching around Framework
- Compliance vs. Support
- Limited feedback, if any...
- Systems are stressed...no predetermined timeline (WAC/RCW)
- Limited/no authentic conversation for growth

To be effective, school leaders must be part of, pay attention to, and successfully navigate the contexts in which they lead.

What is school context?



SCHOOL CONTEXT

Defined: Past and present multi-layered facets that influence, and often define, the current climate, culture, and environment of a school.

Educational Context

What is individual context?

INDIVIDUAL CONTEXT

YOU

Lead Learner of a Learning Organization

Defined: The influences of the past and present that shape who you are as a leader.



COMMUNITY CONTEXT

Defined: Local history combined with current community expectations both within and outside of the school and district.

What is community context?

What is political context?



POLITICAL CONTEXT

Defined: Seen and unseen forces, both current and historical, that actively influence the culture and a school, district, and community.

To be effective, school leaders must be part of, pay attention to, and successfully navigate the contexts in which they lead.



AWS
ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS

Individual Context Reflection

- What do you know about yourself, your background, your life experiences, your biases, and other influences that shaped you into the person you are today?
- What would other people say about “you” as the leader?
- How do those influences spill into your ability to navigate your school’s context, the community context, and the current political context?

PERSONAL INTELLIGENCE

- Wellness
 - Ethical
 - Fit/Healthy
 - Optimistic
 - Self-aware
- Growth Mindset
 - Humble
 - Reflective
 - Intentional
 - Accountable
- Self Management
 - Organized
 - Balanced
 - Self-controlled
 - Self-confident
- Innovation
 - Creative
 - Adaptive
 - Resilient
 - Courageous

SOCIAL INTELLIGENCE

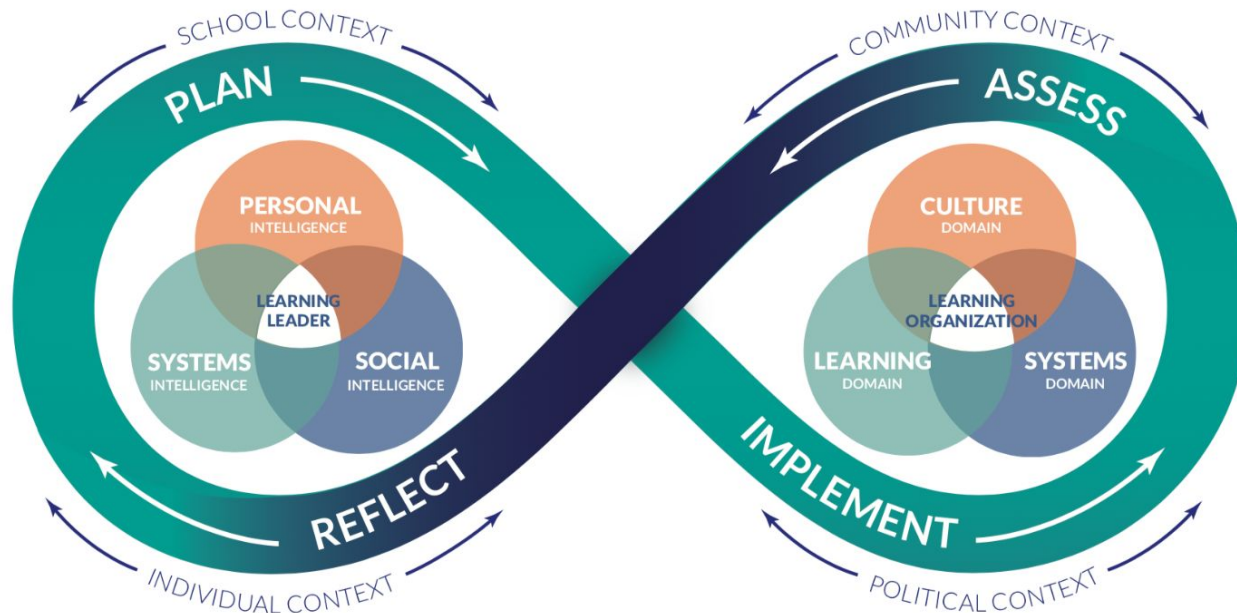
- Service
 - Empathetic
 - Trustworthy
 - Generous
 - Protective
- Community Building
 - Relational
 - Collaborative
 - Connective
 - Conciliatory
- Capacity Building
 - Empowering
 - Guiding
 - Resourceful
 - Facilitative
- Influence
 - Attentive
 - Communicative
 - Motivational
 - Catalytic

SYSTEMS INTELLIGENCE

- Mission/Vision/
Strategic Planning
 - Analytic
 - Strategic
 - Articulate
 - Visionary
- Operations &
Management
 - Responsible
 - Transformative
 - Responsive
 - Methodical
- Teaching &
Learning
 - Diagnostic
 - Knowledgeable
 - Pedagogic
 - Evaluative
- Cultural
Responsiveness
 - Visible
 - Affiliative
 - Advocative
 - Global

SCHOOL LEADER PARADIGM

Becoming While Doing



CULTURE DOMAIN

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

SYSTEMS DOMAIN

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

LEARNING DOMAIN

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

Creating Hope for All

#CreateHope



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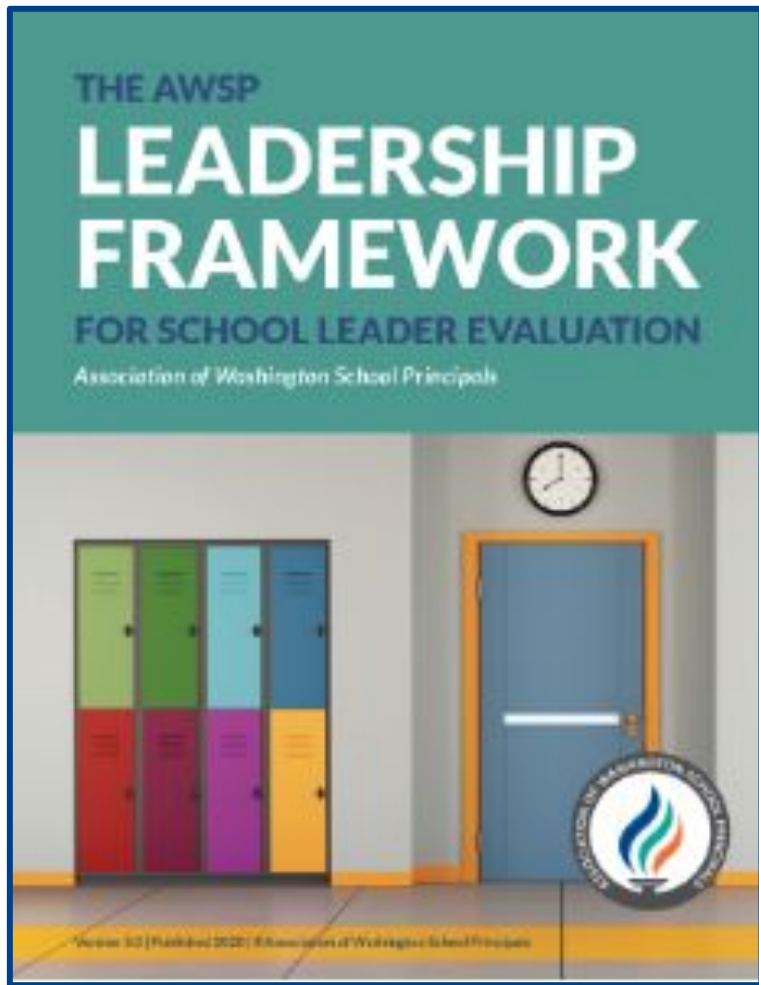
SCHOOL PRINCIPALS

Say it with your chest!

- 1. If my supervisor really knew me, they would know...**
- 2. If my staffulty really knew me, they would know...**

Connection Check

INDIVIDUAL CONTEXT		MY LEADERSHIP ACTIONS	
I know these things about myself...	Becoming...	Doing...	
SCHOOL CONTEXT			
I know these things about my school...	Becoming...	Doing...	
COMMUNITY CONTEXT			
I know these things about my community...	Becoming...	Doing...	
POLITICAL CONTEXT			
I know these forces are at play...	Becoming...	Doing...	



Framework Revisions

Version 2.0 to Version 3.0 (pg. 59)

- Elements to components to align with instructional framework
- Five added components
- Stronger effort to reflect equity
- Examples of proficient leadership behavior
- Description of levels of leadership performance
- Cross-reference topics, leadership components to leadership expectations

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.

*What is your current,
evaluation process?*

Criterion Resources

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

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

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

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

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

Implements child-study teams which examine the root causes of a student's lack of growth; continually monitors the needs and attitudes within the student body; identifies sub-groups within the school population—and provides support tailored to their unique characteristics; designs ongoing staff development to teach adults how to effectively respond to the changing demographics within the school community; acknowledges and addresses the racial/economic/cultural influences on learners; positively impacts staff belief that all students can

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

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

CRITERION 1: CREATING A CULTURE

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

Creating a school culture that promotes the ongoing improvement of teaching and learning for students and staff: "Leaders ask, 'What is essential, what needs to be done, and how can we get it done?'" (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006). An effective leader creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that is welcoming, that is built on mutual trust, and that promotes student learning and staff professional growth. This criterion addresses five components of a school culture: developing and sustaining a shared mission and vision (1.1), promoting high-impact conversations (1.2), facilitating collaboration (1.3), distributing leadership (1.4), and responding to students' characteristics and needs (1.5).

School Leader Paradigm:

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

Things to Consider (Students, Staff, Community):

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

Sharing Your Impact:

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

Notes

Resources and Tools:

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

www.awsp.org/LF1

1

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Creating School Culture

- What leadership moves have you done or plan to do this year that fits in this criterion?
- What would you keep, what would you trash and what would you build on.
- Give your colleague feedback.
- Create a goal within the competent.

1.4 | CREATING A CULTURE

Component 1.4 Promotes and distributes leadership:

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

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

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

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

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

EXAMPLES OF PROFICIENT ADMINISTRATIVE BEHAVIORS:

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

What do you notice about the difference in the language between **Basic** and **Proficient**? **Proficient** and **Distinguished**?

Framing Conversation

Evidence and Explain Systems Thinking

Things to Consider (Students, Staff, Community):

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

Sharing Your Impact:

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

Break

*What is the “evidence of impact”
attributed to YOUR leadership?*

*How are your leadership moves
evident
within and across
the AWSP Framework?*

How are you pushing on leading learning for all?

What attributes make you an effective “Lead Learner”?

What are you doing to be a systems leader?

What attributes make you an effective systems leader?

What systems are supporting and/or eroding your culture?





EVIDENCE OF IMPACT TOOL

1. PLAN

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

- 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?

What is the Theory of Action (TOA) for the leadership team to address the POP in the 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____."
- 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?

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

Competencies:
☐ Wellness
☐ Growth Mindset
☐ Self-Management
☐ Innovation

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

Competencies:
☐ Service
☐ Community Building
☐ Capacity Building
☐ Influence

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

Competencies:
☐ Mission/Vision
☐ Operations/Management
☐ Teaching/Learning
☐ Cultural Responsiveness

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?

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

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

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

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

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:

Quantitative Data:

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?

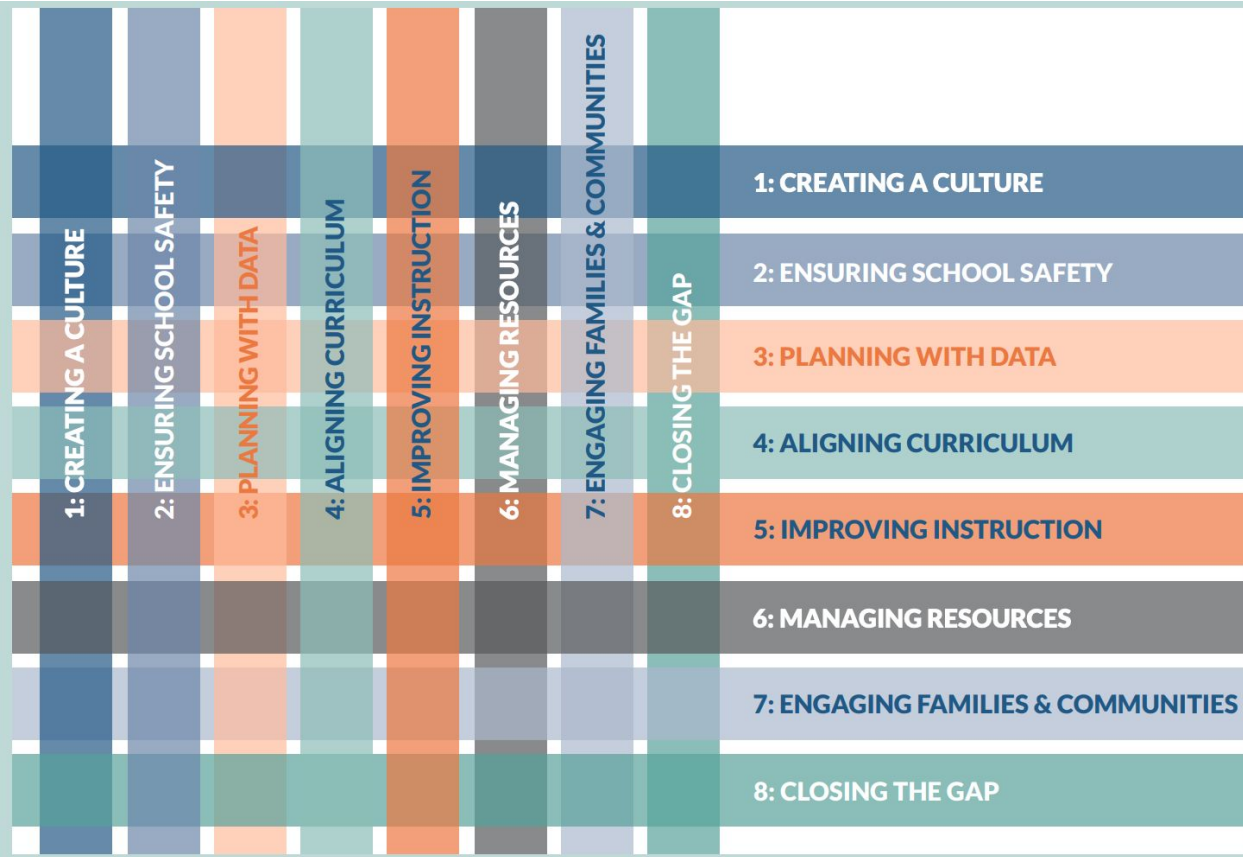
Can you describe a situation where you were cognizant of your own **Becoming** while **Doing**?

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

Conversations/Notes/Comments/Questions:

Revised spring 2020

The Interdependency of the Framework Criteria



- Analysis and discussion which lead to the improvement of leadership practices.
- Criterion never live separately.

Motion means doing something that
will not produce a result by itself.

Action is the type of behavior that **will get you a result.**

~James Clear, Atomic Habits



The Big 3 Leadership Components

Goal

Leadership Framework: Criterion

Leading Culture

Leading Systems

Leading Learning

Increased Achievement

1

2

3

4

5

6

7

8

How are you leading culture in your school? What are your leading culture actions?

How are you leading systems changes in your school? What are your leading systems actions?

How are you leading a culture of learning for both students and adults? What are your leading learning actions?

How are you quantifying and/or illustrating the evidence of your leadership actions impacting student achievement?

Instead of thinking of evidence in each of the 8 criterion, what evidence of your leadership actions covers multiple areas of the criteria?

Light up your Eval!

EXIT TICKET

Resources

- [SGG:OSPI Resources](#)
- [Summer Conference](#)
- [AWSP Learning Lab](#)
- [Quick Reference](#)
- [Next Level Leaders](#)



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Kamrica Ary-Turner

Associate Director, NWESD 189 & PSESD 121
Association of Washington School Principals

Office: 800.562.6100

Cell: 360.338.3768

www.awsp.org



Facebook: <https://facebook.com/AWSP.Principals>

IG: [awsp_principals](#) & [Kamrica_awsp](#)

Twitter: [@AWSP_Principals](#) & [@kamricaawsp](#)

Facebook: [AWSP & Kamrica Ary-Turner](#)

Website: <https://awsp.org/>

Email: Kamrica@awsp.org

