

The AWSP Leadership Framework at a Glance
For Use in the 2014–15 School Year – Version 2.0

Criterion 1	Criterion 2
Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	Providing for school safety.
<p>1.1: Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</p> <p>1.2: Engages in essential conversations for ongoing improvement</p> <p>1.3: Facilitates collaborative processes leading toward continuous improvement</p> <p>1.4: Creates opportunities for shared leadership</p>	<p>2.1: Provides for physical safety.</p> <p>2.2: Provides for social, emotional and intellectual safety</p>
Criterion 3	Criterion 4
Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements	Assisting instructional staff with alignment of curriculum , instruction , and assessment with state and local district learning goals
<p>3.1: Recognizes and seeks out multiple data sources</p> <p>3.2: Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>3.3: Implements data driven plan for improved teaching and learning</p> <p>3.4: Assists staff to use data to guide, modify and improve classroom teaching and student learning</p> <p>3.5 (SG 3): Provides evidence of student growth that results from the school improvement planning process</p>	<p>4.1: Assists staff in aligning curricula to state and local district learning goals</p> <p>4.2: Assists staff in aligning best instructional practices to state and district learning goals</p> <p>4.3: Assists staff in aligning assessment practices to best instructional practices</p>
Criterion 5	Criterion 6
Monitoring, assisting, and evaluating effective instruction and assessment practices	Managing both staff and fiscal resources to support student achievement and legal responsibilities
<p>5.1: Monitors instruction and assessment practices</p> <p>5.2: Assists staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness</p> <p>5.3: Assists staff in implementing effective instruction and assessment practices</p> <p>5.4: Evaluates staff in effective instruction and assessment practices</p> <p>5.5 (SG 5): Provides evidence of student growth of selected teachers</p>	<p>6.1: Managing human resources (assignment, hiring).</p> <p>6.2: Managing human resources (ongoing professional development)</p> <p>6.3: Managing fiscal resources</p> <p>6.4: Fulfilling legal responsibilities</p>

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Criterion 7	Criterion 8
Partnering with the school community to promote student	Demonstrating commitment to closing the achievement gap
7.1: Communicates with community to promote learning 7.2: Partners with families and school community	8.1: Identifies barriers to achievement and knows how to close resulting gaps 8.2: Demonstrates a commitment to close the achievement gap 8.3 (SG 8): Provides evidence of growth in student learning

Student growth rubric rows are designed to focus on actual student achievement, rather than principal actions. SG 3 is intended to analyze the achievement of all or most of the students in the school. SG 5 is designed to analyze the achievement of students assigned to a subset of teachers that a principal identifies. SG 8 is designed to analyze subsets of the student population that are identified for the purpose of closing achievement gaps between them and the student population as a whole.