

January Resource Toolkit

Continuous Improvement Principles and Framework

The Continuous Improvement Framework

Continuous Improvement Framework

- Elevation of anti-racist practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports



Focus: Leadership and Equity with AWSP

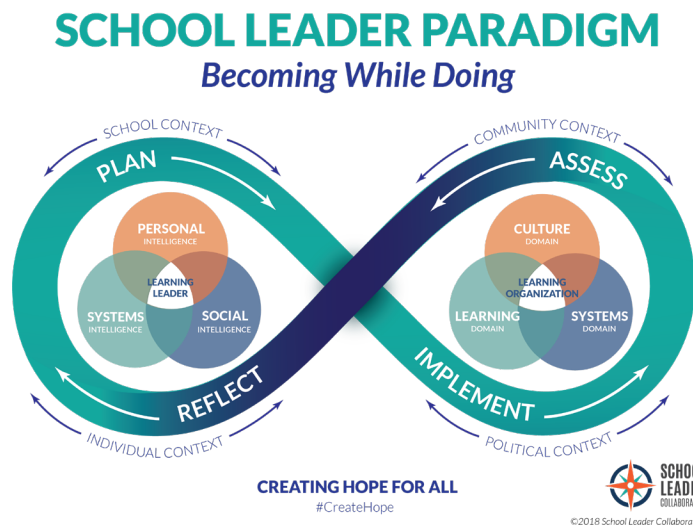
It has been said that, "the function of leadership is to produce more leaders, not more followers." When this maxim is applied to school improvement this takes on a wholistic approach for systems development. Leadership must come from all levels of a system to institute change as we cannot depend on a solo figurehead to change all aspects of a multi-dimensional effective organization. Examination of the leadership practices and the roles and persons chosen for those roles is integral to developing strong leadership schoolwide.

To assist in this growth process, we have partnered with the Association of Washington School Principals (AWSP) to strip down the roles and steps to growth within our leadership positions. Since 1972, AWSP has existed to support principals and the principalship in the education of each and every student. Their mission is to help grow, support, and sustain our school leaders. The impact of the principalship continues to grow, as well as the demands, workload, and responsibilities. We must do everything we can to support our leaders so they can lead culture, systems, and learning for our state's students. The January Resource Toolkit highlights the role of leadership and equity in education.

School Leader Paradigm



Schools are dynamic organizations that require dynamic leadership, a delicate balance between becoming while doing. A model for improvement can be implemented through the School Leader Paradigm (Image and link below). The left side of the School Leader Paradigm starts with the lead learner and drives for reflection of the person's attributes.



Is leadership willing to self-reflect on who they are and the impact to lead others? The Paradigm addresses different intelligences of the leader (personal, social, and systems). It moves leaders to reflect on their ability to navigate the various contexts in which they lead (individual, school, and community). This learning, self-assessment, and personal reflection is a continuous cycle of inquiry. This practice hones a leader's ability to reflect on their

growth and learning and the impact of that growth on the school. The Theory of Action always starts with the individual leader first. Taking stock of who you are and how you show up to lead an initiative is critical. "Know thyself" is the best way to ensure the school leader is "walking the talk" of school leadership. Is the school leader aware of their implicit bias, what traits help in leading, what traits create barriers and impede effective leadership? How will the leader address blind spots and how will they celebrate the strengths?

While the left side of the Paradigm is about who the leader is and who they are becoming, the right side of the Paradigm is about the actions the leader takes to lead the school — the doing part — and accounts for culture, systems, and learning. While everything starts with culture, schools need systems to support that culture, and with culture and systems in place, the learning shows the belief and the results. The resources below assist in taking stock of where you currently are and how to make forward steps into impacting change.

Supporting Tools

- [The School Leader Paradigm \(Overview in the AWSP Learning Lab\)](#)
- [Culture Domain Brochure](#)
- [Systems Domain Brochure](#)
- [Learning Domain Brochure](#)

- [Leadership Contexts Brochure](#)
- [Evidence of Impact Tool for Central Office](#)

Equity Guide

In the pursuit of educational excellence, fostering a truly equitable and inclusive learning environment is paramount. The Equity Guide is a self-discovery guide, providing a “zero entry” pool to the deep end and resources and learning opportunities for leaders intent on growing their skills and knowledge about equity and how it intersects with our leadership practices. The guide highlights a glossary of commonly used words and definitions as well as an interactive guide (think "choose your own adventure"). Broken into six distinct parts, it becomes a compass for leaders navigating the complexities of equity:

- Equity Basics: basic usage of the equity guide, resources, and key vocabulary.
- Equity Leadership Dispositions: the importance of cultivating personal curiosity, teaching and learning stance as well as the cycle of inquiry/theory of action as it relates to equity learning and practices.
- Equity Anchors: current Washington State RCW's and WACs which drive equity work in public school settings.
- Creating an Awareness for Equity: Starting the journey and learning begins with creating an awareness for the work while using a stance of curiosity to question the status quo of existing programs, systems and dispositions that dismantle historical inequities.
- Leading Inquiry for Equity: Focuses leadership on the importance of student voice who are most impacted by historical inequities within the system and a focus on what data (both outcome/process) should be explored to assist in making systems improvements.
- Taking Action for Equity: AWSP encourages school leaders to build their equity muscle by building capacity for equity leadership in all adults and participants in the schoolhouse.

This guide is not merely a static resource but an interactive tool, allowing leaders to chart their professional journey, access a shared vocabulary, and uncover new perspectives developing equity practices. The intent is to allow you access to common vocabulary and resources so that you may chart your professional journey and uncover aspects you may or may not have been exposed to regarding equity.

Supporting Tools,

- [Using the AWSP Equity Guide](#)
- [Download the AWSP Equity Guide](#)

AWSP Regional Support

Although based in Olympia, AWSP has directors located across the state. The following table shows which director supports each ESD region.

Director	ESDs	Email
Jack Arend	112, 113, & 114	jack@awsp.org
Kamrica Ary-Turner	121 & 189	kamrica@awsp.org
Scott Friedman	101 & 171	scottf@awsp.org
Gina Yonts	105 & 123	gina@awsp.org

Conclusion

By examining organizational structure and working as a cohesive and dedicated leadership team to effect transformation, schools can become communities of change where growth takes place. A leadership focus on crucial continuous improvement principles, updating current school leadership practices, emphasizing anti-racist practices, equitable support structures, and robust leadership development, particularly within a multi-tiered system of supports will help guide that shift. Leaders are encouraged to utilize practical high impact, evidence-based supports to facilitate this essential change, fostering the well-being of our diverse student population. It's time for a paradigm shift—let's collectively embrace and implement change for a more inclusive, reflective, and effective approach to school leadership.