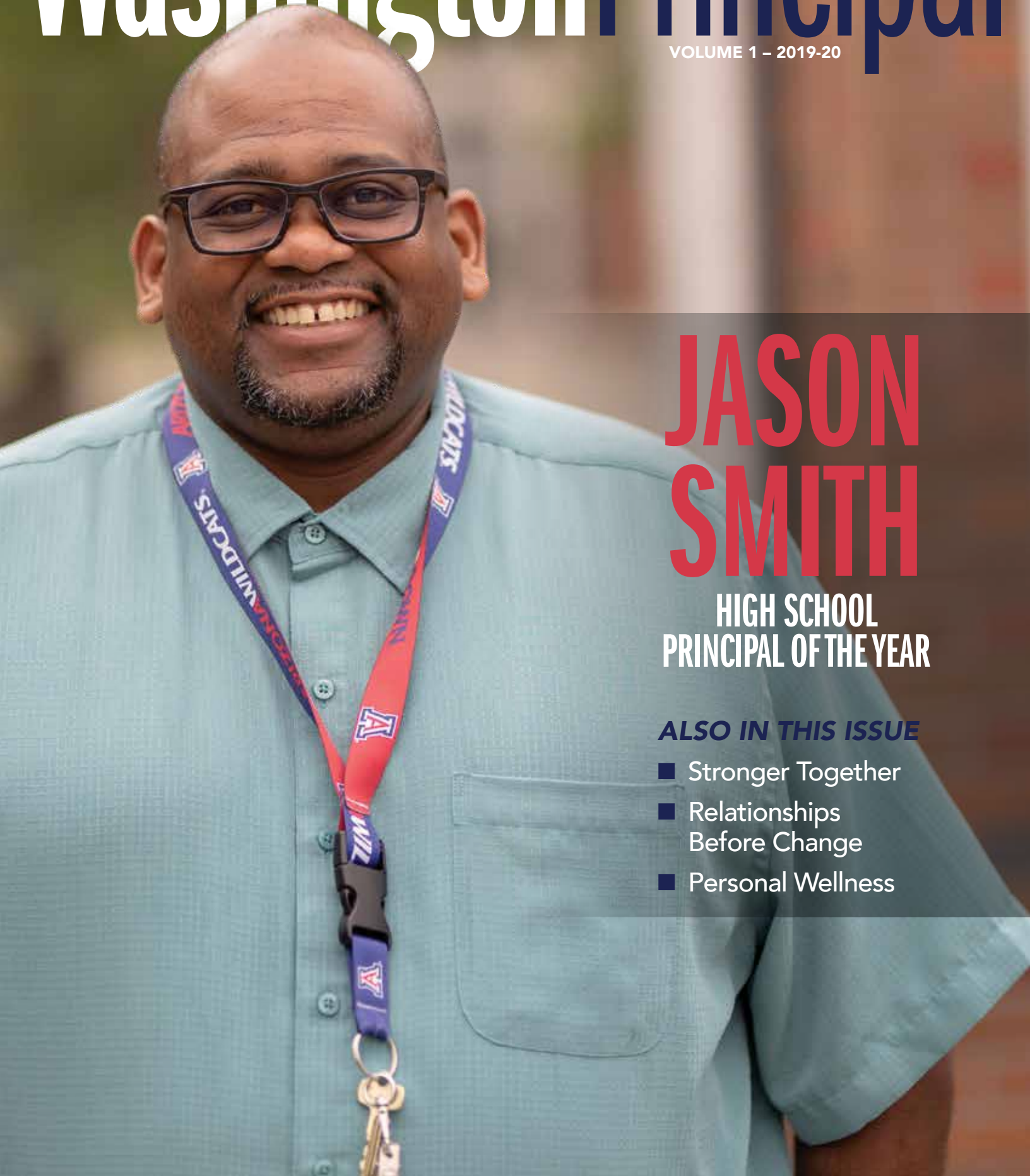


Washington Principal

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

VOLUME 1 – 2019-20



JASON SMITH

HIGH SCHOOL
PRINCIPAL OF THE YEAR

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- Stronger Together
- Relationships Before Change
- Personal Wellness



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COVER STORY

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Cover photo: Jason Smith, 2019 High School Principal of the Year.
Photo by David Morrill, AWSP Communications Director

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National Association of Elementary School Principals

National Association of Secondary School Principals

Taking Care of Our Caretakers

David Morrill

Communications Director, AWSP

We know how busy you are.

Our 2018 survey revealed 72 percent of principals work 56 hours per week or more. Ninety-one percent of you don't feel like you can get your work done in an average work week.

We think that number is way too high, and we've made it our mission to discover more and new ways to support you and your colleagues in the critical work you do. A few examples:

- We're hosting our first-ever Women in Education Leading and Learning (WELL) Summit Nov. 6-7 in Seattle. Check it out at awsp.org/WELL.
- We ramped up our member handbook with new personal wellness information and our first take at a "Survival" guide. Take a look at awsp.org/handbook.
- We welcomed Kaiser Permanente Washington as a new AWSP business partner. They'll support our professional learning offerings and help create health and wellness videos designed for school leaders.

As you read through this issue of "Washington Principal," we hope you feel inspired to celebrate, relax, invest in yourself, and invest in the connections most important to you and your wellbeing. We also want you to celebrate yourself and each other, because October is National Principals Month.

Principals Month isn't just about gift cards, but we do have some to give away. Each week this month we're posting a question or prompt on Facebook, and choosing four weekly winners from the responses. We get amazing and inspirational answers every October. We can't wait to see what you'll share this year.

We know your work is daunting, and that motivates us. Your wellbeing motivates us. This is why National Principals Month is so important to us. It's more than giveaways and thank you notes, more than hashtags and Facebook posts. Principals Month is about recognizing and taking care of those who do so much to take care of others, day in and day out. And that's what we try to do here at AWSP: Take care of you, so you can take care of others.



Now, go visit our Facebook page so we can take care of some of you with a gift card! ■

David Morrill is the AWSP Communications Director. He serves as Managing Editor for Washington Principal.

ASK A PRINCIPAL

“Trick or Treat?”

Since it's fall, many of us have trick-or-treating on our minds. Last year, we asked principals and assistant principals on Facebook, “**What's the craziest 'trick' or sweetest 'treat' you've experienced as a principal?**” Here are some of the great responses we received:

“The sweetest trick was when the shop teacher and the art teacher made me a magnificent birthday cake that looked real! It provided plenty of laughs throughout the day as I invited others to cut a piece.”

Lisa Dallas
Principal, Adna Elementary, Adna SD

“As an administrative intern [last] year, I have gotten a 'hard' time from my teaching colleagues. So far this year I have received numerous Darth Vader related items as 'gifts.' When I subbed for our current principal, I walked into our building to Darth Vader's 'Imperial March' blasting through the intercom. I guess I'm going to the 'dark side.' This week I bought myself a new t-shirt. If you can't beat 'em, join 'em. :)”



Danielle Cearns
First Grade Teacher/Instructional Facilitator, Edison Elementary, Centralia SD

“It was my birthday, and one year I showed up and started noticing a lot of staff wearing pink (my favorite color). Then I looked outside where the kids are lining up to come in and there were soooo many of them wearing pink! When I opened the door to say good morning and high five them, they all starting pinning pink flowers to me. It was the best birthday I have ever had!”



Dawn Harris
Principal, York Elementary, Evergreen PS

“Well, I had a student bring a large snake to school in his backpack a few years ago. That was quite surprising, since we didn't discover it until the end of the day. :)”

Shari Walsh
Assistant Principal, Fairhaven Middle, Bellingham PS

“The sweetest treat was being offered a principal job. And the craziest trick was when the seniors came back after graduation to leave my office looking like this...”

Moleena Greiner Harris
Assistant Principal, Mountainside Middle, Mead SD



“Watching the ASB officers lead other students in icebreakers at the fair. They jumped in and facilitated lots of get to know each other activities. Such a treat to watch students leading students!”

Jayne Evans
High School Principal, Washington Virtual Academies (WAVA), K12, Inc.

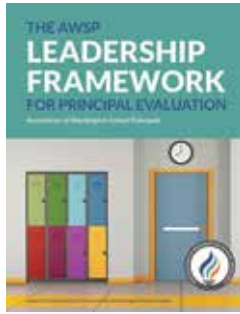


“There was a day a few years ago, about 30 minutes after students arrived, that the power went out. We tried to make the day as normal as we could. We had cold cereal for lunch and did some fun things to make it feel like a special day.”

Jeff Byrnes
Principal, Mountain Meadow Elementary, White River SD

AWSP is Looking for Framework Feedback Districts

AWSP is looking for districts from all nine ESDs who are willing to “test drive” and review the initial AWSP Leadership



Framework 3.0 by Feb. 1, 2020 and provide feedback that will inform the final version. The final version will be implemented statewide during the 2020-21 school year. If you are interested in becoming a Framework Feedback district, contact Jack Arend at jack@awsp.org by Nov. 1. Framework Feedback districts will receive a complimentary print copy of the Framework 3.0 draft for each administrator. Read more in our article on page 12.

AWSP’s New School Leader Paradigm Publication is Available for Purchase



“School Leader Paradigm: Becoming While Doing,” a product of AWSP, the Illinois Principal Association,

and other associations in the nationwide School Leader Collaborative, is now available for purchase! The book describes our national problem of practice, our theory of action, the paradigm itself, the cycle of inquiry, and more. You’ll also find three helpful appendices.

The book incorporates the National Association of Secondary School

AWSP Author: Dr. S. Elaine Love

One of our members, Dr. S. Elaine Love, assistant principal at Fred Nelson Middle School in the Renton School District and president of the Renton Principals Association, recently sent us two books that she has written. The first is titled “Parenting Yesterday,



Parenting Today, Parenting Today: A Psychological Perspective of a Culturally Diverse Society.” She wrote this to help parents explore their parenting styles, explore common parenting problems, and offer solutions. The book contains reflective questions at the end of each chapter and parents can use this like a journal. Her next book is titled “A Student Guide to Enhance K-12, College, Career, Military and Beyond.” It is based on her previous book and offers students a chance to think about personal challenges, become their own advocates, and ultimately to grow as students. Find both of these books on Amazon and check out Dr. Love on YouTube:

- Parenting Tips: <https://bit.ly/323FBhU>
- Discussion of Appropriate Use of Technology: <https://bit.ly/2ZweZss>

Principals’ new publication, “Building Ranks: A Comprehensive Framework for Effective School Leaders.”

Order yours today at www.awsp.org/paradigm.

The Main Idea: Current Education Book Summaries

We’ve got a great new resource for



you busy principals and assistant principals out there. It’s

called “The Main Idea,” and it’s a great book review service by Jenn David-Lang. Jenn chooses books that help school leaders develop a strong repertoire of effective ideas and practices to help teachers improve student performance. More than a book review, each month you’ll get an in-depth summary and resources to help you implement the new ideas with your staff. Learn more at www.awsp.org/mainidea.

Dr. Mia Williams Receives NEA Human and Civil Rights Award

Aki Kurose Middle School Principal Dr. Mia Williams received one of the National Education Association’s most prestigious human and civil rights awards.



Dr. Mia Williams

The NEA presented the Mary Hatwood Futrell Human and Civil Rights Award to Dr. Williams at the organization’s annual Human and Civil Rights Awards ceremony held in Houston, Texas in July.

Former First Lady Michelle Obama was last year’s recipient of the Mary Hatwood Futrell Human and Civil Rights Award.

“Dr. Mia Williams has been a brilliant leader for women, especially women of color, and is incredibly deserving of a 2019 NEA Human and Civil Rights Award,” said NEA President Lily Eskelsen García.

Congratulations, Mia! You rock!

Professional Learning Calendar Put these fall professional learning opportunities on your calendar!

OCTOBER

21: AWSP/WASA/ESD Framework and Paradigm Training | ESD 105 | www.wasa-oly.org

23: ASB Finance | Pasco | www.awsp.org/ASB

24: AWSP/WASA/ESD Framework and Paradigm Training | NEWESD 101 | www.wasa-oly.org

29: AWSP/WASA/ESD Framework and Paradigm Training | ESD 113 | www.wasa-oly.org

31: ASB Finance | Anacortes | www.awsp.org/ASB

NOVEMBER

6: ASB Finance | Yakima | www.awsp.org/ASB

6-7: WELL Summit: Women in Education Leading and Learning | SeaTac | www.awsp.org/WELL

14-15: Launching Principal Leadership Network | Stage 2 | Des Moines | www.awsp.org/LPL

19-20: Building Effective Leadership Network | Stage 2 | Des Moines | www.awsp.org/BEL

20: ASB Finance | Vancouver | www.awsp.org/ASB

It's National Principals Month!

Principals, October is your month, and it's not too late to get in on the fun. Each week this month, AWSP is posting a question on Facebook asking our members about their experiences as a school administrator.

Record a video of yourself answering the question or post your answer as a comment, and we'll choose four entries each week to win a **\$25 Amazon gift card**. Your answer may be featured in an upcoming issue of *Principal Matters* or "Washington Principal" magazine.

The national principals associations have several resources to help celebrate this special month. Learn more at www.awsp.org/principalsmonth.

We think you are pretty awesome. We hope you think so, too!



GREAT SCHOOLS HAVE GREAT PRINCIPALS



Amy Campbell

2020 Washington State Teacher of the Year: Amy Campbell

Amy Campbell was named the 2020 Washington State Teacher of the Year in September, as announced by OSPI. Amy has been teaching at Helen Baller Elementary in Camas School District for 12 years. After earning her Masters in Teaching, Amy realized her deep passion for supporting students with unique learning needs and returned to school for an endorsement in special education. In her position as a teacher of students with significant learning challenges, she collaborates with staff, parents, and community to develop individualized plans that focus on each student's unique skills, abilities, and interests to help them find their place among their peers in the school community. Amy does not live in a world of deficits. She lives and teaches a world of possibilities, potential, and opportunities. Congrats, Amy!

NAESP Builds New Playground for Adams Elementary

In July, principals from all across the nation gathered in Spokane for the National Association of Elementary School Principals (NAESP) Conference. (Maybe you were one of them!) One hundred of those educators also gave back to the community by partnering with Landscape Structures to gift a brand-new playground to Adams Elementary on the South Hill. It was a day their students and staff had eagerly been awaiting. Way to go, principals!



Meet James Layman



James Layman

If you care deeply about students, you already have something in common with James Layman.

James joined the Association of Washington Student Leaders (AWSL) staff in the summer of 2017 as a Program Director, providing support in eastern Washington. We at AWSP have been wowed ever since.

James has been involved in student leadership with AWSL since the summer of 2001, having attended Mt. Baker Leadership Camp and serving as a Junior Counselor at Mt. Triumph Leadership for three summers. James currently serves as Director of Mission Peak Leadership Camp, is a Senior Counselor at Mt. Triumph, and supports our other AWSL summer programs at Chewelah Peak. He's our "Agent 509," serving both sides of the state, but focusing on the needs

of districts and buildings in the 509 area code.

James is also AWSL's social media guru and is taking over the helm of the AWSL Student Voice and Advocacy Board. He helped develop the daylong "I AM | WE ARE" program that empowers students to make changes in themselves and their schools in order to create an atmosphere of acceptance and respect.

James is a graduate of Central Valley High School and attended Eastern Washington University with focuses in Music Education, Psychology and African-American History.

James taught band and marching band throughout the Spokane area and is still an active marching band show designer. James currently serves on the strategic planning committee for the National Association of Workshop Directors (NAWD). James lives and works in Spokane where he enjoys hanging out with family and friends.

Want to get in touch with James? Email him at jamesl@awsp.org.



Appy Hour: Calm and Headspace

With personal and professional wellness on our minds, we have two apps to share with our members that might help reduce stress and bring a little more peacefulness to your day.



Calm: Calm's mission is to make the world happier and healthier. Self-described as the #1 app for sleep,

the Calm app is honored to be an Apple BEST OF 2018 award winner, Apple's App of the Year 2017, Google Play Editor's Choice 2018, and to be named by the Center for Humane Technology as "the world's happiest app." Calm is free to download and includes a collections of meditations, sleep stories, mindfulness tools, nature scenes and music for focus, relaxation and sleep. Learn more at www.calm.com.



Headspace: Headspace is meditation made simple. With the app, you'll learn the life-changing skills of meditation and

mindfulness in just a few minutes a day. Users may find themselves stressing less, focusing more and even sleeping better. Headspace offers a free Basics pack, which is a 10-day beginner's course that guides you through the essentials of meditation and mindfulness. It'll give you a solid foundation to build your practice on. Subscriptions start at \$12.99 per month, or \$7.99 per month billed annually. There is also a family plan. Learn more at www.headspace.com.

Did You Know?

Networked Improvement Community Grants Available to AWSP Members

One great way to be the lead learner in your building is through AWSP's revised Networked Improvement Community Grants, which longtime AWSP members might remember as Cluster Grants. We've revamped our application process this year to make it a little more rigorous and so that our grantees

can make their learning visible to the whole state when all is said and done. Check out the new application on our website at www.awsp.org/NIC. We have 10 grants to give out per ESD and we expect them to go quickly. Questions? Contact Jack Arend, AWSP Associate Director, at jack@awsp.org.



The Power of the Positive

Cameron Grow

2019-20 AWSP Board President,
Principal, Lincoln Middle School,
Pullman SD

As I enter my 22nd year in education, I am now taking stock of where I am as an educator and looking forward to where I want be as a leader in the future. Over the course of my career, I have been a teacher, coach, mentee, mentor, assistant principal, and principal. And my views of education and how I see myself in education have changed. Some of the change is directly related to the people I have worked with and the places I have been during the journey. One thing stands clear during the last 22 years: The “Power of Positive” has always been a driving force in who I am and the leader I want to be.

“ The ‘Power of Positive’ has always been a driving force in who I am and the leader I want to be.”

BELIEVE IN THE POSITIVE

I began my journey in the Auburn School District. I was blessed to be hired at Mt. Baker Middle School and spent an amazing seven years there as a teacher and coach. I was young and willing to work with kids both in and out of the classroom. I taught 7th and 8th grade Language Arts with an amazing group of teachers who believed in kids and what they could accomplish. I coached football, boys’ and girls’ basketball, and baseball during my after-school hours. This is where the power of positive truly came to be.



My principal was the great Mark Boynton. He was a master at getting his staff to believe the positive and understand the positive role they could play in students’ lives. He

helped me believe in myself and what I could accomplish with kids. Being a principal was never on my radar until Mark asked me, “You ever think about doing what I do for a living?” My initial thought was, “No way!” Then he said one more thing, “I believe you would be great in this role. Think about it.”

I began to think about it. I was able to see how positive he was with kids and with his staff, and how it worked. Kids believed in themselves. Teachers believed in themselves. This is what it was about for our school and staff. Always believe in the positive and where it can take us.

Continued on page 10

Continued from page 9

IF NOT US, THEN WHO?

I spent the next two years completing the Educational Leadership program through City University and was hired as an assistant principal at Olympic Middle School in Auburn. I loved this school. The diversity of the community was its strength. My principal was Paul Douglas. He was a former Washington State Assistant Principal of the Year. He was tough, dedicated, committed to the school, and loved kids. Paul was positive in a different way than my previous principal. He taught me we must believe in and always be there for our kids, because if not us, then who? Paul believed we could lead students in a positive direction. No matter how tough things may look for a student, we would always be there for them, to lead them to another path. He leads with the heart and I loved it. A big part of who I am today is because of what Paul Douglas taught me.

After three years at Olympic Middle School, I accepted the principal job at Lincoln Middle School in Pullman. At the time, I believed I was ready to lead my own building. I had a tough first couple of years as I was figuring out the many things that new principals try to figure out on the fly. My assistant principal was Bill Holman. Bill is the most positive person on the planet. At every roadblock put in front of him, he finds a way around it and then teaches why the obstacle made him better. I needed Bill as my AP. He believes in the power of positive and taught me how important it would be in my journey. He was right.

POSITIVITY IS A CHOICE

For the last 12 years I have been the principal at Lincoln Middle School. I continue to learn and reflect through my time in Pullman. My assistant principals through the years have been Bill, Robyn O'Connor, Juston Pollestad, and Tammy Sewell. Each has taught me so much during my

“ You have a choice in who you are going to be today.”

time here. One thing is a constant with each: The Power of Positive will take our building, staff, and kids in the right direction.

I once told my grandfather, Oliverio Vasquez, that I was in a bad mood because I got up on the wrong side of the bed. He told me, “Get back into bed and get up on the right side! You have a choice in who you are going to be today.” He was right.

I choose positive! ■



Cameron Grow, 2019-20 AWSP Board President, Principal, Lincoln Middle School, Pullman School District

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RECOMMENDED READING

 SCHOLASTIC

AWSP is partnering with Scholastic to bring you book recommendations related to school leadership and education. Here are this quarter's recommendations.



Find these books at [scholastic.com/teachers](https://www.scholastic.com/teachers)

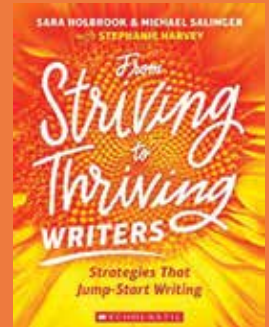
FOR EDUCATORS

From Striving to Thriving Writers: Strategies That Jump-Start Writing

By Sara Holbrook & Michael Salinger with Stephanie Harvey

Renowned literacy expert Stephanie Harvey teams up with authors and writing consultants Sara Holbrook and Michael Salinger to introduce short writing scaffolds to support student writing and help strivers approach writing with energy and action. Based on Harvey's bestselling "From Striving to Thriving" approach, the 27 writing strategies presented in "From Striving to Thriving Writers" are designed to improve and integrate writing across

the curriculum. With lessons targeting reading, writing, and speaking standards, this innovative writing tool encourages students to practice voluminous writing and build a culture of conversation throughout the writing process, which is especially beneficial for emerging bilingual students.



FOR STUDENTS

The Rooster Who Would Not Be Quiet!

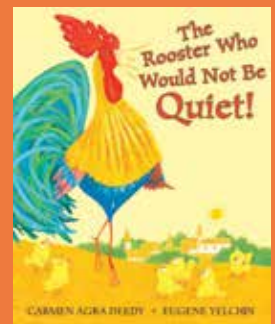
By Carmen Agra Deedy – Grades PreK-3

La Paz is a happy but noisy village. A little peace and quiet would make it just right. So the villagers elect the bossy Don Pepe as their mayor. Before long, singing of any kind is outlawed. Even the teakettle is afraid to whistle! But there is one noisy rooster who doesn't give two mangos about this mayor's silly rules. Instead, he does what roosters were born to do. He sings: "Kee-kee-ree-KEE!"

The silenced populace, invigorated by the rooster's bravery,

ousts the tyrannical mayor and returns their city to its free and clamorous state.

Carmen Deedy's masterfully crafted allegory and Eugene Yelchin's bright, whimsical mixed-media paintings celebrate the spirit of freedom, and the courage of those who are born to sing at any cost.



FOR STUDENTS

Me and Marvin Gardens

By Amy Sarig King – Grades 3-7

Obe Devlin has problems. His family's farmland has been taken over by developers. His best friend, Tommy, abandoned him for the development kids. And he keeps getting nosebleeds, because of that thing he doesn't like to talk about. So Obe hangs out at the creek by his house, in the last wild patch left, picking up litter and looking for animal tracks. One day, he sees a creature that looks kind of like a large dog, or maybe a small boar. And as he watches it, he realizes it eats plastic. Only plastic. Water bottles, shopping bags... No one has ever seen a creature like this before, because there's never been a creature like

this before. The animal — Marvin Gardens — soon becomes Obe's best friend and biggest secret. But to keep him safe from the developers and Tommy and his friends, Obe must make a decision that might change everything.

In her most personal novel yet, Printz Honor Award winner Amy Sarig King tells the story of a friendship that could actually save the world.



PSST! Want a chance to win one of these books and others, complimentary of Scholastic? Send an email to caroline@awsp.org with the word "reading" to be entered to win!

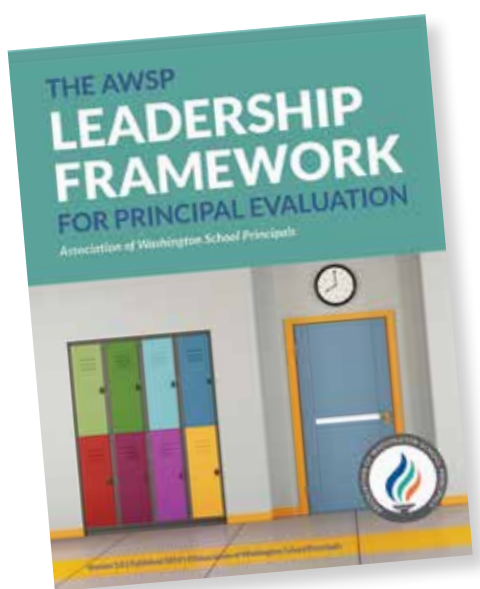
AWSP Leadership Framework 3.0



Jack Arend
AWSP Associate
Director

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Planning with Data, Aligning Curriculum, Improving Instruction, Managing Resources, Engaging Families and Communities, Closing the Gap



Interested in becoming a Framework Feedback District? Contact Jack Arend at jack@awsp.org. Learn more at www.awsp.org/framework.

This past August, AWSP released an initial rollout of the AWSP Leadership Framework 3.0. The AWSP Framework 3.0 is the result of a process that included an analysis of other school leadership frameworks, feedback from focus-groups, and interviews with principals and their supervisors who have been using the original AWSP Framework.

Like the frame of a house, this framework is designed to provide a foundation and structure for conversations leading to the development of building principals and assistant principals. Resources and commentary have been added to this version in order to support and emphasize the importance of growth-oriented conversations. Purposeful dialogue is what will bring this document to life.

WE NEED YOUR HELP

AWSP is looking for districts from all nine ESDs who are willing to “test-drive” and review this draft by February 1, 2020, to provide feedback that will inform the final version. The final version will be implemented statewide during the 2020-21 school year. If you are interested in becoming a Framework Feedback district, contact us by Nov. 1. Framework Feedback districts will receive a complimentary print copy of the Framework 3.0 draft for each administrator.

WHAT HAS CHANGED?

We’ve added consistency to the format across all eight criteria and levels of the rubrics. Additionally, the descriptions outside the rubric boxes have grown, while verbiage inside is more succinct. No leadership framework can encompass the complex role of the school principal — that was not our aim. Our goal was to create

“ Like the frame of a house, this framework is designed to provide a foundation and structure for conversations leading to the development of building principals and assistant principals.”

a document that provides structure for conversations leading to the improvement of leadership practices. See the revisions at-a-glance in the chart on the following page.

RATING

Rating (assigning a numerical score) can be counterproductive and an unreliable use of a framework that has been designed to improve leadership practices. The overuse of mathematical calculations to derive a final “evaluative score” causes time-consuming distractions and can inhibit the holistic analyses of performance and results. The language of each rubric should be used as guidance, keeping in mind that leadership is nuanced and complex and should be contextualized within the unique opportunities, challenges, and goals of the school community. Words such as *minimal*, *measurable* and *significant* can only be understood and calibrated through growth-focused dialogue. Significant growth in one school may not be significant in another.

THANK YOU

We thank the many educational leaders across our state who served as critical friends throughout the work. Their honest feedback and encouragement, based on a commitment to our profession, is a model for the conversations we hope this Framework facilitates between school leaders and those who support their growth. ■

FRAMEWORK REVISIONS AT-A-GLANCE

THINGS THAT STAYED EXACTLY THE SAME

- The 8 Criteria have not been changed. They are established in state statute.
- Twenty-three of the 28 elements in Version 2.0 are identical to 23 of the 31 Components in Version 3.0. (The term *Elements* in 2.0 was changed to *Components* in 3.0 to align with instructional frameworks.)

REVISIONS IN THE ELEMENTS/COMPONENTS SECTION OF THE FRAMEWORK

ELEMENTS IN 2.0 THAT ARE NOT COMPONENTS IN 3.0

- 3.4** Assists staff to use data to guide, modify and improve classroom teaching and student learning.
- 5.3** Assists staff in implementing effective instruction and assessment practices.
- 6.2** Managing human resources (ongoing professional development).
- 6.4** Fulfilling legal responsibilities.
- 8.2** Demonstrates a commitment to close the achievement gap.

These concepts are addressed in Version 3.0, but they are now embedded in other components.

COMPONENTS IN 3.0 THAT ARE NOT ELEMENTS IN 2.0

- 1.5** Creates and sustains a school culture that values and responds to the characteristics and needs of each learner.
- 2.3** Creates and protects identity safety.
- 3.3** Creates data-driven plans for improved teaching and learning.
- 6.1** Managing self — Element 6.1 in Version 2.0, Managing human resources (assignment, hiring) was split into Component 6.2 Hiring and 6.3 Assigning.
- 7.2** Incorporates strategies that engage all families, particularly those that historically have been underserved. Element 7.2 in Version 2.0, Partners with Families and School Community, was split into Component 7.1 Partners with Families and 7.3 Partners with School Community.
- 8.2** Creates plans to dismantle barriers and increase achievement.

REVISIONS TO RUBRIC LANGUAGE

VERSION 2.0

Moving from Unsatisfactory to Distinguished was additive, sometimes resulting in 15-20 different topics added to an element for an administrator to be considered Distinguished. This left the impression that it was *more work* to become distinguished, rather than *more effective practices*.

VERSION 3.0

Each component is consistent and conforms to the general description that Unsatisfactory is ineffective practice, Basic is semi-effective practice, Proficient is effective practice and Distinguished is effective practice that is pervasive throughout the school.

GENERAL REVISIONS

- An effort was made to reflect a stronger sense of equity throughout Version 3.0.
- Examples of proficient leadership behaviors are included in Version 3.0.
- A general description of Levels of Leadership performance was included in each component in Version 3.0, prior to the exact rubric language in the elements that follow.
- An effort was made to cross-reference topics, linking specific leadership efforts in one component to the same leadership expectation in another component.

THE EDUCATION WORLD IS CHANGING, AND SO ARE WE!



Dr. Scott Seaman

Executive Director, AWSP

Almost 10 years ago, we developed and unveiled the first edition of the AWSP Leadership Framework to the state. Ten years ago! The landscape of K-12 education looked way different than the world principals are working in now. Let's just say "education reform" is probably an understatement. Can you think of a few massive changes in the system between 2009 and 2019?

You can probably call out some of the obvious additions to your already overflowing dinner plate like TPEP, Common Core, Instructional Frameworks, and ever-changing state and federal accountability. Then your head starts spinning even more as you think about leading equity, SEL, trauma-informed practices, and suspending suspensions. Needless to say, the role of the principal changed dramatically in 10 short years. Principals went from managing schools to leading extremely complex systems. In order to better support the realities facing principals in our state, AWSP needed to change as well.

OUR NEW GRADE-LEVEL LEADERSHIP COMMITTEES

For decades, three grade-level component boards (ESPAW, AWMLP, and WASSP) worked fairly independently under the umbrella of AWSP. They each sent representatives to the AWSP Board, who also ended

“ This new structure allows AWSP to work hand-in-hand with the ESDs to deliver timely, regional, and strategic support to principals while improving communication to and from AWSP and beyond.”

up serving on the Washington School Principals' Education Foundation Board (our fifth board). These five boards all focused on supporting principals, the principalship, and students with slightly different focuses.

Over the last year, the three separate component boards voted to merge their official "governance" duties into AWSP. This removed their fiscal responsibilities and non-profit status. The move helps AWSP be more efficient and effective. It reduces the work of maintaining five separate boards.

While the boards are technically dissolved, all we've really done is changed their names and reduced their administrative overhead. By maintaining the bodies as **Grade-Level Leadership Committees**, we keep the voice and perspective of each grade level representative body at the state level.

EQUAL AND EQUITABLE REPRESENTATION

As we worked through this transition process, we learned that not all of our state's areas or demographics

were represented on our governing boards. We've redesigned our model and built the new system around our nine Educational Service District regions. Each Grade-Level Leadership Committee will be equally sized at 27 members per committee (three from each ESD), and will fairly and equitably represent the demographics of the entire state. We want to increase the ability for interested principals and assistant principals to get involved, and at the same time, increase the transparency of the process.

This new structure allows AWSP to work hand-in-hand with the ESDs to deliver timely, regional, and strategic support to principals while improving communication to and from AWSP and beyond. This also aligns with OSPI's efforts to increase regional support structures across the state.

WHAT CHANGES?

There will not be any changes to the main governing body of the AWSP Board. Each of the Grade-Level Leadership Committees will continue to cycle officers to the AWSP Board in order to shape the direction, mission, and vision of AWSP. Those positions

will rotate per our existing bylaws and procedures. The biggest change will be felt in each of the Grade-Level Leadership Committees, who will no longer be pulled into governance duties of budgets, minutes, and board oversight. These committees will be able to focus on the work related to representing elementary, middle level, and high school principals. We will also work more intentionally, consistently, and strategically with our ESD partners to ensure the best care of our principals.

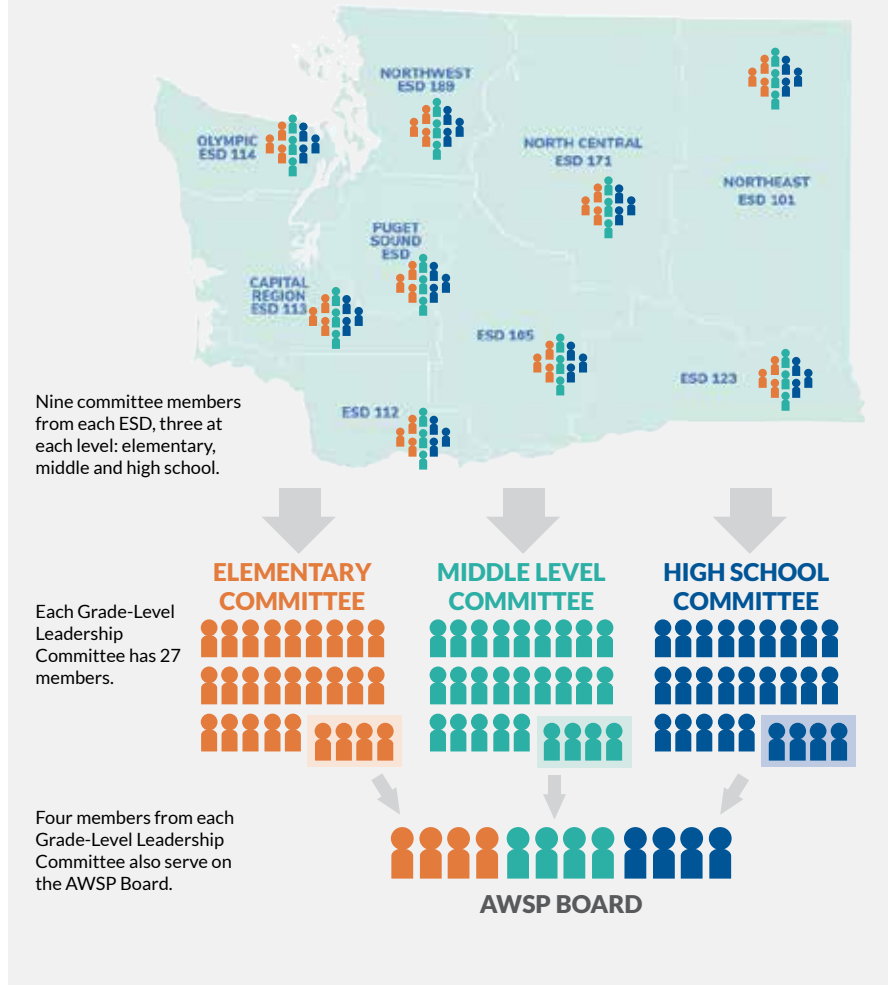
WHAT REMAINS THE SAME?

Each Grade-Level Leadership Committee will continue to meet throughout the year, just like the component boards did. The exception to this current practice will be the addition of time allotted for each of the nine ESD regional leaders to meet, collaborate, and plan specific regional networks and meetings during our quarterly gatherings. In other words, we hope to be able to turn around and replicate rich professional learning, networked improvement communities, and increased communication to every region in the state.

HOW YOU CAN GET INVOLVED?

We are looking for principal and assistant principal members like you from across the state who are passionate about helping shape the future of the principalship and AWSP as an organization. There will be positions available in every ESD for service on a leadership committee. We need diverse representation on these committees in order to ensure we are meeting the diverse needs of our schools and communities. Call us at 800.562.6100 or email me at scott@awsp.org if you'd like to get involved. ■

AWSP'S NEW GRADE-LEVEL COMMITTEE STRUCTURE



If you want to get involved, we want to hear from you — no matter your ESD region!

We are especially looking for principals and assistant principals at these levels in these ESD regions:

Southwest ESD 112:

Elementary (2)
Middle Level (2)
High School (1)

Capital Region ESD 113

Middle Level (2)

Olympic ESD 114

Elementary (1)
Middle Level (2)
High School (1)

North Central ESD 171

Middle Level (3)

South Central ESD 105

Elementary (1)
High School (2)

Southeast ESD 123

Middle Level (1)
High School (1)



MIDDLE SCHOOL AVID: CHANGING THE STARS

The Dual Credit Pipeline



Kirsten Rue
Principal, Chinook
Middle School,
North Thurston PS

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Improving Instruction,
Closing the Gap*

The contribution middle schools make to closing equity gaps, generating readiness for a strong transition into ninth grade, and preparing students for dual credit opportunities in high school should not be overlooked. At Chinook Middle School in the North Thurston Public Schools, where I proudly serve as principal, our AVID (Advancement Via Individual Determination) program is laying the foundation for making dual credit a reality for many students who have traditionally not had access.

A DIFFERENCE MAKER

Diane (not her actual name) is an eighth grader at Chinook. Her father is Asian and her mother is Hispanic. Her parents are divorced, but collaborating to raise her. Diane's dad was a fifth-year senior, but did graduate with a high school diploma. Neither parent attended college, but both are hoping for a bright future for their child. When Diane came to Chinook, she emerged as one of the "high drama" girls: Our assistant principal was on a first-name basis with Diane's parents for all of the wrong reasons.

During the first semester of her seventh grade year, Diane skated by with a 2.0 GPA, but her teachers saw academic potential that was being wasted. Those teachers recommended Diane for our AVID program as an eighth grader, and she decided to give it a try.

I am proud to share Diane just completed her first semester of her eighth-grade year with a 3.0 GPA, has not earned a single office referral all year, is slated to take Honors English next year as a freshman, and sees herself as college bound. If you ask Diane what the "difference maker"

was for her between seventh and eighth grade, she'll tell you bluntly, "You know why I'm not in the office (visiting the assistant principal) this year? Because of AVID!"

IDENTIFYING POTENTIAL

We are in our fourth year of AVID implementation and the effects of the program are life-changing for the students enrolled in our AVID eighth-grade elective class. As we invite students to apply for the elective, we seek out students who have not traditionally been represented in the honors and advanced placement classes at the high school level. They are students who are "in the middle": Their academic history does not identify them as a high-performing student, but their teachers see them as having potential to become college bound, if given strong support.

“ We explicitly teach them how to take notes and study for deep understanding of concepts.”

We recruit students who fit a variety of characteristics: free and reduced lunch; underrepresented racial groups such as African Americans, Hispanic, Native Americans, and Pacific Islanders; students whose parents did not graduate from college; English Language Learners; and others who just need the support and the "nudge" in middle school in order to be ready to access honors and Advanced Placement coursework as they enter high school.

When students are accepted into our eighth-grade AVID elective course, we work hard to build skills and remove barriers that might otherwise prevent them from becoming a college bound student. First and foremost, we teach our AVID students to be organized. They learn how to maintain a planner and organize a binder so

“ If given intentional support in middle school, so many students who are traditionally overlooked when it comes to the college bound pipeline could be capable of accessing dual credit opportunities in high school.”

they never lose an assignment, misplace their notes, or forget a due date. We explicitly teach them how to take notes and study for deep understanding of concepts.

We work hard to demystify the college path by taking them to visit college campuses, familiarize them with tests (like the SAT), engage them in career interest surveys, and introduce guest speakers as role models who overcame obstacles on their way to post college success. This helps students see the path to college is one that they are capable of navigating. Lastly, we ensure that our eighth grade AVID students — 100 percent of them — make the transition to high school and enroll in at least one

honors or advanced placement class as a freshman.

CHANGE THE STARS

AVID has helped to "change the stars" for many of the students involved in the program at our school. If given intentional support in middle school, so many students who are traditionally overlooked when it comes to the college bound pipeline could be capable of accessing dual credit opportunities in high school.

Expanding support for middle level college and career preparation programs, such as AVID, is key to widening access to dual credit and closing equity gaps. ■



Expanding support for middle level college and career prep programs like AVID is key to widening access and closing gaps.

BECOMING WHAT WE TEACH

Career-Connected Learning in the 21st Century



**Mario Penalver,
MA MAE**

*CTE Multimedia &
Robotics, Harbor
Ridge Middle School,
Peninsula SD*

Dear America, We have a problem.

Don't get me wrong. We have plenty to be proud of: great roads, an incredible diversity of people and ideas, that wonderful thing called the Constitution. Our school systems are free, sort of. They boast the ability to teach us the things of the world: our nation's history (well, most of it anyway), some important civic facts that will one day pay off when we go to the voting booth.

Our problem actually starts there.

PRINCIPAL EVALUATION CRITERIA

*Improving Instruction, Aligning Curriculum,
Closing the Gap*

“ We failed to learn THE skill of direct connection between that coveted living-wage job we need to survive, and the skills we need to keep it.”

That's because we failed to learn an essential skill before we walked away from the institutions of education. We failed to learn THE skill of direct connection between that coveted living-wage job we need to survive, and the skills we need to keep it.

It's not entirely your fault, though. You deserve better. You deserve an educational system that speaks to the job market you're about to enter when you walk off that graduation stage — and along with that system, the knowledge you need to compete in the job market.

The movement of career-connected learning is of paramount importance, not just for me as a teacher of CTE, but ought to be for every educator in a nation starved — literally — by a career/skill dis-junction. We have an urgency to upend what is the great fight of our times in the education industry. When you read statistics like a skills gap

in America that is 7.3 million jobs wide and growing (US Department

of Labor, 2019), or the fact that our high school students are walking into college with no viable or specific plan for their professional future, leaving college with skills they didn't need at a cost they will never be able to pay back (Success in the New Economy, 2015), how can we not but translate that into an urgent call to action? That awareness is our ethical charge to help schools and school systems think career first, then skills second, with both wrapped in the passions that drive our students to be the best they can be.

To that end, CTE can't just be a verb. It isn't the act of relegating career education to a subject one of us teaches in an elective class once a day. Instead, it's who we become as an entire institution of learning when we start to redefine our educational systems — and all of us inside of them — as modems for career paths. If we start there, then we start to think, breathe, and articulate information not for its own sake, but for the arterial that it ought to be for a more skilled and employed society. In that sense, the Achievement Gap, the Opportunity Gap, or any “Gap”



Harbor Ridge 6th, 7th and 8th graders and members of the after-school CTE program, ProStage, manage a local high school graduation.

that clogs the airways of pundit blogs and policy hearings, is nothing more than a series of institutions that — either by design or by forced habit — prevent students from acquiring the skills they need to be competitive after high school. CTE, to that end, must be who we are as educators of an employable future. It MUST be who we are as systems of employability, as the mortar that closes the Gap of missed Opportunity.

That is CTE.



Seventh grader, Faith Stock, sketches story boards for a local film competition.

And to get there, a shift must happen regarding those who are not, properly speaking, teachers of CTE frameworks. That shift is our mindset about career-connected learning from something that is “taught,” to something that we, as a whole school, BECOME. While we CTE teachers at the building level are there to provide various classes in career-readiness, I would like to think of this as a first step. The second step is to usher in a shift in the entire school’s culture, so that EVERY teacher is providing a career-ready attitude and content to their students, regardless of whether the course is located in the CTE Lab, or in Ms. Smith’s 6th grade math room down the hall.

Considering that shift in perspective for myself, my past year has centered around attempting to affect the entire building with my program, rather than just my classroom in isolation. As an example, my students and I

found a niche market in our school for an event management club. Managed almost entirely by the students themselves, ProStage, as we’ve branded it, provides event logistics, multimedia and technical support for every on-site school event, using a public website and online form to help our teachers guide themselves toward what services they need of us. The students saw a market inside the ecosystem of the school, they developed their own system for addressing that market, and they are responding and revising their system to make it work for the “clients” of the school.

That helps expose our school to CTE. But we must go further.... I must go further. The next step for me would be to work with the building administrators to carve language in our school’s SIP that is both specific and measurable, and which facilitates a career-ready mindset by establishing benchmarks for career-readiness, defining measurable outcomes across curriculums, across platforms, across all subjects, and amongst all teachers, in every classroom.

Archimedes said it best. “Give me a lever long enough...and I will move the earth.” We simply need to invest more of our resources, and more of our time into shifting our understanding of what the school is, and why it exists. Even while CTE is traditionally separated from the traditional classroom, research indicates that tying content to real-life, role-play and applied situational learning projects produces far-higher engagement and much deeper retention of material (Thomas, 2000). Work-based, linked learning is correlated with higher attendance and graduation rates (NAF, 2011; Colley & Jamison, 1998).

It is essential that we stop thinking of CTE programming as necessarily separate from other subject matters,



Harbor Ridge seventh grader and CTE student, Tesfa Hoff, works with his team to design a robot that types on a keyboard.

and consider it as an essential fabric of the educational experience. The trending data from the Department of Labor spells out just how urgent this Call to Action is. For the twelfth straight month in a row, a continued shortage of skilled labor, specifically in STEM fields (Campbell, 2019; US Department of Labor, 2019) has continued to rise above the number people in America able to fill them.

As much as this trend is an indicator of job/skill mismatch, it is just as much a comment on our educational systems, which are providing much information, but little career-connected learning. And combined with the \$1.5 trillion our children collectively owe in student debt, second only to mortgage debt as the highest consumer debt category in the nation (Friedman, 2019), suffice it to say that CTE has some work to do. And maybe it’s not just CTE, since it clearly takes more than a program to turn an educational reform into a reconstruction.

This reconstruction starts when we stop thinking of career learning as a verb, and we start thinking about it as a noun. Career and Technical Education — for the CTE teacher who specializes in it, for the building administrator who oversees it, for the program director who funds it, for the staff members who call themselves colleagues next to it — is not what we do; it’s who we MUST become if we want our students to respect what is at stake when they leave behind the relative financial and social safety

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nets of our classrooms, and enter into an unforgiving world that expects them to pay their bills.

We'll get there. A change of this magnitude requires persistence. It requires passion. It requires the leadership experience to know who to talk to, how to motivate, and the resources to turn our schools into the career-ready powerhouses they need to be for our students. So that we can become, in short, what we are trying to teach: CTE. ■

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ABOUT THE AUTHOR:

Mario Penalver (BA, MA Education, Pacific Lutheran University; MA Humanities, University of Chicago) was 2017 Teacher of the Year at Truman Middle School in Tacoma, Washington, a News Tribune (Tacoma, Washington) Reader Columnist in 2015 and has contributed to the Seattle Times Education Lab, The

National Catholic Reporter, USA Today and New York University's London magazine, Bedford Square, of which he was a founding editor. He teaches MultiMedia, Robotics and Film Making at Harbor Ridge Middle School in Gig Harbor.



From left, CTE Chief Executive Officer, Anabel Bedlan, meets with TSA President, Ben Roberts, and Chief Financial Officer, Natalie Gwinner, to hire the Division Managers for each CTE course at Harbor Ridge.

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WELLNESS:

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How Personal Intelligence Can Keep You and Your School Truly Well

PRINCIPAL EVALUATION CRITERIA
Creating a Culture, Managing Resources

Gina Yonts

Eastside Associate Director, AWSP

As you start off this school year, it's time to embrace the challenge of a new year with renewed determination, enthusiasm, and hope!

In the fall, it's typical for leaders to recommit to good habits: packing and actually eating lunch, drinking lots of water, putting ourselves first, and having positive energy to tackle challenges (some new and some old!). We've all made these commitments to ourselves. The back-to-school routine is solid for about the first three weeks and then "life of the principal" hits you like a ton of bricks. Little things crop up that begin to derail these positive efforts. You find yourself falling back into less than helpful old habits and end up putting everyone else's needs before your own. Does this cycle sound familiar?

AWSP's "School Leader Paradigm: Becoming While Doing" is an amazing resource. If you haven't explored it yet, I highly encourage you to do so! It details the personal, social, and systems intelligences and how "who



we are" influences "what we do" as leaders in our buildings. In particular, the *becoming* side of the paradigm can greatly help the building leader reflect and create a game plan for a healthy start to the school year (the *doing* side of the paradigm) — specifically, the personal intelligences we bring to the school house!

PERSONAL INTELLIGENCE

Our Personal Intelligence is made up of four competencies: wellness, growth mindset, self-management, and innovation. Each of these competencies has four key attributes which paint a richer picture of what

Continued on page 22

it means to actually be well, growth-minded, self-managed, and innovative in our leadership roles. In planning for the upcoming school year, I chose to do a deeper dive into this particular intelligence, looking for new ideas and growth opportunities for myself as a school leader. Each of the competencies had nuggets I felt were important to consider and work into the back to school routine.

OPTIMISTIC:

Did you know being optimistic is actually an attribute of leadership that can make a positive difference? Let's face it... the role of principal is THE best job in the business, but it doesn't come without its fair share of challenges. How optimistic are YOU? Do you believe adversity is something that can be overcome? Are you looking for the positive in difficult situations? I am not advocating for you to live a leadership life viewed through rose-colored glasses — but there is value in looking for the positives in your day-to-day leadership life.

REFLECTIVE:

How often do you take 5-10 minutes to just reflect on your accomplishments? Have you ever made a list of students who you know you've positively impacted? Typically, we dwell on the meeting that didn't go the way we intended, or the instance where we lost our patience with a student or colleague. The negative examples are always the easiest to hang onto. However, tremendous growth comes from taking a deep breath and reflecting intentionally on how to recover from challenging experiences. Take the time to celebrate and reflect on *all* the positives happenings during the day.

SELF-CONFIDENT:

Do you ever lay awake at night worrying? Worrying about things

“ Nothing shows confidence like building capacity in the work of leadership, listening to ideas of others, and celebrating the efforts of the team.”

you really have no control over or things that might not ever happen? The role of the principal is *hugely* laden with responsibility. You cannot plan for everything, but you can stand tall, put a confident smile on your face, and realize you are the leader your school needs today. We will never be one hundred percent prepared for everything coming our way on any given day. I encourage you to embrace your strengths *and* weaknesses and to seek out opportunities to learn new skills to grow in your deficit areas. Nothing shows confidence like building capacity in the work of leadership, listening to ideas of others, and celebrating the efforts of the team.

COURAGEOUS:

How difficult is it to be courageous in the role of principal? Have you ever worried if you had the courage to do this job — the one with new initiatives, new state rules around discipline, and new best practices that aren't widely understood or accepted *yet*? Courageous leaders show up. We take chances after thoughtful consideration. We make bold moves to support our staff and students. We advocate for those without a voice, and sometimes it's scary. Some days end victoriously — those are the best. “Lean Forward Into Your Life” author Mary Anne Radmacher sums it up best: “Sometimes courage is the quiet voice at the end of the day saying, I'll try again tomorrow.”

TAKE INVENTORY

How can a focus on the personal intelligences support your start to an amazing year?

Consider taking a personal inventory of your optimism for the role — what can you do to keep up the hope required to lead with positivity? Reflective practices help us to be more growth-minded and keep up the determination to persist despite challenges. Our staff and students will take cues from us. Are you modeling the self-confidence in yourself and others to stay the course or take appropriate risks?

All students deserve courageous leaders in their schools. Are you modeling courageous leadership in your interactions with students, staff, and families? No doubt about it — you were hired to lead the school you are in because you possess the skills and talents to make a difference.

Best wishes for an amazing school year and for starting and staying strong all year long! ■



Want to take a deeper look at AWSP's new publication, "The School Leader Paradigm: Becoming While Doing"? Learn more about it at and order your own copy at www.awsp.org/paradigm

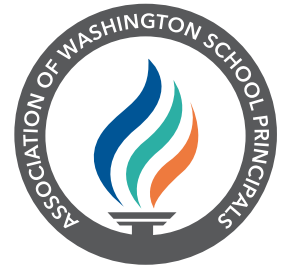


WELL

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Nov. 6-7, 2019 | Crowne Plaza Seattle Airport
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You asked, we listened! Join us for this inaugural AWSP-hosted event to empower, connect, inspire, support, and develop **women** in educational leadership. [Learn more at www.awsp.org/WELL](http://www.awsp.org/WELL).



KEYNOTE PRESENTERS



Susan Mullaney

Susan Mullaney is the president of Kaiser Permanente Washington, which was established Feb. 1, 2017, following Kaiser Permanente's acquisition of Group Health Cooperative and its subsidiaries. In her role as president, Mullaney leads the nonprofit health plan, which provides high-quality affordable health care to more than 700,000 members in Washington.



Dr. Phyllis Donatto

Growing up as the oldest of five children in a small town in rural Arkansas, Phyllis understood early on in life the principle of service. As an educational consultant, Phyllis provides school districts with professional development training in improving instructional practices and curriculum alignment. She has presented at the international, national, and state level on topics ranging from effective course design to teacher effectiveness.



Angela Kelly Robeck

Angela Kelly Robeck is well versed in teaching and school leadership, having been a teacher for over 15 years and a school principal for 6 years. She is a certified coach of The Life Coach School and specializes in helping school leaders navigate their job demands so they can lead with confidence AND have a life outside of school. She deeply understands the emotional toll of educational leadership.

Cost: \$225 before Oct. 23 (\$265 after)

Tammy Talk Speakers:



WELL Prepared

Tennille Jeffries-Simmons
Assistant Superintendent of System and School Improvement, OSPI



WELL Connected

Krestin Bahr
Superintendent, Eatonville School District



WELL Balanced

Dr. Angela Brooks
Founder and CEO of ABR Consulting



WELL Organized

Jessica Vavrus
Executive Director, AESD / OSPI Network

Sponsored by:  KAISER PERMANENTE  Capturing Kids' Hearts  YMCA of Greater Seattle

OUTSTANDING LEADERSHIP

Courageous, persevering, inclusive

— these are all qualities of an outstanding leader, and all qualities of this year’s three Washington State Principals of the Year.

Each year, AWSP recognizes three principals with Principal of the Year awards, celebrating the elementary, middle and high school levels.

The awards provide significant recognition on the regional and state level.

From diversity issues to culture creation to equity and access, the three principals chosen this year have beaten the odds to get where they are today, and continue to advocate daily for the students they serve. Read on to learn more about Alfonso López (Elementary), Guy Kovacs (Middle Level) and Jason Smith (High School), and the incredible stories they have to tell.

ALFONSO LÓPEZ

2019

ELEMENTARY

**PRINCIPAL OF
THE YEAR**

GUY KOVACS

2019

MIDDLE LEVEL

**PRINCIPAL OF
THE YEAR**

JASON SMITH

2019

HIGH SCHOOL

**PRINCIPAL OF
THE YEAR**



ALFONSO LÓPEZ

“HOPE LIVES THERE, TOO”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap

Students at Lewis & Clark Elementary don't have to look far for inspiration: Their principal, Alfonso López, the 2019 Elementary Principal of the Year, is the very definition of it.

DESTINED TO TEACH

Born and raised in Mexico, López seemed destined for a life in education. The closest school that offered a profession was in a nearby city. The profession: Teaching. So at the age of 19, López became a teacher — an English language teacher, though he had never been exposed to English.

It was his sister-in-law who first noticed his affinity for the classroom,

pulling English lessons straight out of a textbook, since he had no formal training to teach English.

And she had an idea.

“You have a future if you go to the U.S. with us — learn English — then you can come back and teach English,” López recalls. And he agreed, hopeful that in six months, he could be speaking English.

Then reality set in.



Alfonso López checks in with a student during a classroom visit.

“I learned right away that that was not possible,” he said. “I started going to take ESL classes and that happened at night; during the day I was working. In those classrooms, people encouraged me to go back to school and get my degree here in the US.”

Undeterred, López persisted. And like his sister, his early teaching colleagues were right about him, too.

DUAL LANGUAGE SCHOOL

Call it luck. Call it fate or fortune. López landed in Wenatchee’s dual language Lewis & Clark Elementary School, starting out as a paraeducator in the same school he now leads as principal.

District office officials in the Wenatchee School District say López has worked to make a difference in the lives of his students regardless of their cultural background.

“Alfonso López sees diversity issues as opportunities to grow. Instead of avoiding cultural diversity issues, he is proactive and seeks school improvement. He takes the opportunity to discuss difficult situations, listen to multiple perspectives, and develop next action steps,” the district noted in its official announcement of the award. “Described by award nominators as an ‘agent of continuous improvement’, López seeks to promote each student’s academic success and well-being while advancing the dual language school.

López credits former Lewis & Clark Principal Connie Strawn with the vision in making Lewis & Clark a dual language school.

“She was thinking, ‘I need to hire bilingual people.’ I still was a teacher’s aide, but when I became a teacher, the principal used to invite me here to this office to translate for her, and that is the way I learned some of the things principals have to deal with.”

López also credits his amazing staff and a series of mentors, including

“ Instead of avoiding cultural diversity issues, he is proactive and seeks school improvement.”

Strawn and former Wenatchee Superintendent Brian Flones, with his success.

“With these blessings I have received in education — being the recipient of all these awards that I have gotten — I really want to be a role model for people to see that things can be done — that if people with dreams work really hard for them, they can accomplish them,” he said. “It’s not a saying, it is true. I have lived it.”

LOOKING FOR AN OPPORTUNITY

And so, in a surprise ceremony last spring honoring him as AWSP’s Elementary Principal of the Year, Alfonso’s incredible journey from student to teacher to school principal came into full view.

“It’s unbelievable, the feeling is overwhelming,” López told local media after the event. “When I came to the United States, I was looking for an opportunity for my family, but also I wanted to develop some of the skills that I thought in those days that I had. Thankfully, life took me where I needed to be,” he said.

“I didn’t dream all of this, but I thought something was going to happen in my life, something like this, I didn’t have exactly the idea of what was going to happen, but it happened.”

Thinking back on where he started all those years ago in a classroom in Mexico, López is still a little in awe of — and encouraged by — his own trajectory.

“When I went to school in Mexico, we didn’t have books, we didn’t have a white board, we didn’t have markers, those kind of things the teachers need to provide,” he said.

“But I learned in those mountains where I went to teach that hope lives there, too.” ■



López hopes to be a role model for his students and others in Wenatchee.

GUY KOVACS

“A KID-CENTERED LEADER”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap

It's not always clear what turns a student's path in school. It might be the high five in the hall. Or a smile on an otherwise dreary day. Maybe it's just a matter of saying "hello."

IT'S ALL ABOUT RELATIONSHIPS

For Guy Kovacs, Kalles Junior High Principal and 2019 Middle Level Principal of the Year, building relationships with students and staff is as much a leadership priority as anything else.

“It was a fifth-grade teacher. It was an eighth-grade teacher. It was a high school coach. It was a college coach that really kept me on the right path that gave me the passion and the

desire for something better. And to be the best version of myself that I can be,” said Kovacs. “I take that to each building I go to and remind staff of how important relationships are and how important we are as role models because we might be the highlight in somebody's day,” he added.

“We don't know every kid's story, and coming from a place where adults made a difference in my life, I'd like to think that we can do that on a daily basis.”

Students appreciate Kovacs' affable nature: “I feel like I'd be able to talk to him and be comfortable talking to him about a lot of things.”



A KID-CENTERED LEADER

A 29-year education veteran, Kovacs has spent 19 of those years as a principal in the Puyallup School District. In fact, six of his years as a classroom teacher were spent teaching social studies at Kalles.

Now, as the school principal, Kovacs has turned his attention to three key components: achievement, respect, and involvement. These three core areas are supported by a school culture that is centered on students. Kovacs has created a positive environment where students have multiple options to become more engaged, have fun, and get involved outside of the classroom.

Jamie Lee, assistant principal at Kalles, sees this every day in Kovacs' daily interactions with students, staff — anyone in the school community.

"He embodies what you call a kid-centered leader. He's in the lunchroom every day, he's in the classroom, he's at the events just because when you show up, that's how you show the community and our staff and our students that you care and that this is his family," she said.

In addition to his remarkable outreach to students, Lee said Kovacs' leadership and service at Kalles has paid significant dividends for school staff, as well. In recent years, staff members have been recognized for Teacher of the Year, CTE Teacher of the Year, Paraeducator of the Year, Volunteer of the Year (district and state), and the Golden Acorn Award.

"He is constantly motivating and encouraging our staff through emails, face-to-face conversations, celebrations at each of our staff meetings, and honoring their time and professionalism," Lee said.

NOT 'JUST A PRINCIPAL'

Kovacs' engagement is something ingrained in him by many mentors, including his own mother, who

“I remind staff of how important relationships are and how important we are as role models because we might be the highlight in somebody's day.”

provided unconditional love and a passion for learning. His other mentor, former Firgrove principal Connie Miller, taught Kovacs to tenaciously support every student, especially those who are at-risk.

As it turns out, students at Kalles recognize and appreciate Kovacs' genuine approach.

"He always has a smile on his face and he's welcoming. Every time I walk past him in the hallway he always gives me a high five and asks how my day is going," said Annabella Ramos, a student at Kalles.

"Instead of just being a principal, he's kinda more of someone I can lean on and talk to about anything," adds fellow student Talon Keizer. "I feel like I'd be able to talk to him and be comfortable talking to him about a lot of things."

A HUMBLE HEART

"Receiving this award has been a lot of fun, but it's been very humbling," said Kovacs. "On one side, I wonder how someone could be more worthy of this than someone else. We have a lot of hard working people around the state. I don't think educators get into the business for recognition," he added.

"I think we're here to serve and we try to do it with a humble heart, and serving and recognition just tend not to go hand in hand."

His students, though, think he deserves his time in the spotlight.

"He makes me look forward to coming to school now. Just from the first day on and he's just a great principal," said Nathan Shouse, a student at Kalles. "I'm just so happy he got all this recognition that he completely deserves." ■



A "kid-centered leader": Kovacs frequently interacts with students during the school day.

JASON SMITH

“WE’RE GONNA LOVE KIDS AND TEACH”



PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap

At Gov. Rogers High School in Puyallup, not everyone pays a visit to the principal’s office — and that’s perfectly OK.

Principal Jason Smith still knows who you are, and takes pride in that fact.

A RELATIONSHIP-DRIVEN BUSINESS

“A lot of times, people think the only time you interact with the principal is when you’re bad or if you’re in trouble. Or parents will say, ‘Well, I bet you don’t know my kid because my kid’s never been in trouble.’ And I take offense to that, because that’s not what my role is,” said Smith. “My role is to work with young people.”

It’s that mindset — along with a passion for teaching, helping kids and a seemingly boundless amount of positivity — that helped Smith earn AWSP’s 2019 High School Principal of the Year honor by a panel of principals representing the Washington Association of Secondary School Principals (WASSP), a component of AWSP.

Smith was also nationally recognized as the Jostens Renaissance Educator of the Year for his leadership, as an individual who has “positively impacted the climate and culture of their school.” Smith was just one of two educators selected for the honor from more than 6,000 schools across the country.

“My role is to work with young people.”

Naturally, Smith shares credit for the honors with his team at Rogers.

“It is very flattering, but again, it really is the compilation of a lot of work from a lot of people. You have to have the ability to communicate, and then I think it’s understanding that everything we do is predicated on relationships,” he said.

“It is a relationship-driven business, 100 percent with our teachers, with our students.”

AP FOR ALL

Smith has served as principal at Rogers for five years; he was previously at Puyallup High for seven. In his time at Rogers, Smith has implemented an “AP for All” philosophy with the belief that all students should experience the rigor of taking an Advanced Placement class.

It’s a bet that has paid off well for his students and his school: The number of students taking AP exams has increased by more than 30 percent.

While Smith has increased rigor, he has also raised the level of expectations — among students and staff alike — and this has also paid multiple dividends.

“I have had the absolute privilege of being his assistant for the past five years, and you can feel the positive culture that he’s built at Rogers,” said Anne Hoban. “He is able to identify strengths in his staff and in his students and he really has a gift of bringing out those strengths.”

Rogers is home to not only the most ethnically diverse population in the Puyallup School District, but also offers many targeted programs for special needs students, such as the self-contained KITE (Behavior Program), Support Center (which includes a range of special needs students from intellectually disabled to medically fragile students), and the district’s WRAP Program (which educates all students on the Autism Spectrum in the school district).

Smith is intricately involved in each of these programs, Hoban says, working one-on-one with families when behaviors create a barrier to access.

Like Hoban, Rogers teacher Colleen Pancake credits Smith for the culture he has built at the school.

“Walking into this building every day is a gift,” said Pancake. “He

“ It is a relationship-driven business, 100 percent with our teachers, with our students.”

has created such an inclusive environment, and it’s just got that trickle-down effect. You see it among our student body, you see it among staff. He does that through, obviously, love and care, but also gives people a little kick when they need it and sets very high standards and people rise to those standards for him.”

Rick Morton, a spokesperson for the Johnston Renaissance program, said Smith has clearly created an environment where every student is connected in a meaningful way.

“To come into a school as a new principal leader just five years ago and create a change in the environment this quickly, it takes passion and a belief and grit that is so rare today, so he does stand out amongst thousands of individual leaders,” Morton told the News Tribune.

FEELING INDIVIDUALLY SPECIAL

In a high school the size of Rogers — close to 2,000 students — it takes a concerted effort to know each person by name. It takes an even deeper undertaking to connect with each student, enough to make them feel personally connected to the school.

Kevonte Boose and Brynley Shakespeare, both students at Rogers, praise Smith for creating an environment that fosters that sense of belonging.

“I feel like he establishes a really good environment here at Rogers, and that he just has a really good overall relationship with all the students. And then he’s always interacting with us. And it’s making us feel individually special,” said Boose.

“He really makes an effort to get to know each student individually, so he knew the things that I was struggling with and the things that I was really good at and he used that to help me,” added Shakespeare.

For Jalé Williams, a senior last spring, Smith was a positive force when things got tough — as they often do for students in their final year of high school.

“In times like this, or in our lives as seniors, it gets hard and it’s a struggle for us, and he is that positive way for us. And I am grateful for that,” she said.

‘THAT’S WHAT DRIVES US’

In May, Smith was speechless as his staff and representatives surprised him with what he thought was a staff meeting, but was, in fact, an awards ceremony.

Once the reality of things set in, and he had a chance to reflect on the award, Smith did not mince words about his role as a school leader and his mission with his team at Rogers.

“We’re gonna love kids and teach,” said Smith. “That’s what drives us. That’s our mission statement. It’s very simple: We love kids and teach.” ■

Smith credits his team for his success at Rogers, and they credit Smith with bringing out the best in them.





Relationships Before Change

Prioritizing listening and building a culture of relationships



Clint Williams

Principal, Skyridge Middle School, Camas SD, 2016 Washington State Assistant Principal of the Year

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Engaging the Community

I started in administration 10 years ago as the associate principal of Skyridge Middle School in the Camas School District. It was my first administrative position. I was excited and nervous about the opportunity. The school was already very successful according to state test results, one of the things that caught my attention when I was applying. Both the school and the community

had a culture of high expectations, and the majority of students met those expectations. However, the success hid some of the culture concerns the staff was holding onto.

My first year was also the first year with our new principal. One of our charges was to improve communication and the overall culture of the building, making

sure that all staff was on the same page. Goal number one for us was to strengthen relationships and re-establish a positive environment within the building.

In order to build relationships, we needed to get a pulse on the building. We met with any staff member that wanted to come in during the summer. We asked two questions and

“ One of our charges was to improve communication and ease an overall feeling of uneasiness in the building.”

just listened. Those questions were:

1. What's going well?
2. What's maybe not going so well?

Following those discussions, we decided nothing needed to change right away. During our first meeting with the entire staff, we laid out our plan. It was to listen and learn about the systems that were in place. We were not going to make any changes. Year one would be about our own learning and building relationships with staff, students, and the community. In retrospect, the idea of no big changes seemed to put a lot of people at ease. Change, or just the idea of change, can cause a lot of anxiety in people.

As we continued to build a culture of relationships within the building, we also began looking at the systems we had in place. One of those was our schedule — specifically, we were interested in what happened at the end of the day. At the time, the last hour of the day was devoted to student exploration. Teachers taught subjects that they had an interest in and students signed up for classes that appealed to them. These classes ranged from guitar, to cross-stitching, to cooking and preparing food.

We felt like we could do more with this time to help our students who might be struggling in their academic classes, but we also knew we had to hold fast to our plan of no changes. As we continued to share student data as a staff, our relationship investments and culture-building paid off. The staff began questioning on their own if they were making the



Skyridge administrators made year one about learning and building relationships.

“ Because the origin of the program came from the staff, it has become part of our culture to continue to refine and change that system.”

best use of the end of the school day. By the end of the first year, there was a movement to change that last hour and make it more of an academic intervention and extension time — a movement that started with the staff.

We implemented that change during the second year and, in fact, have continued to refine this process each of the ten years I have been here. It has become a system we incorporated into our inquiry cycle. As a staff, we use the results from the previous year to plan what it will look like next year, and during implementation we gather data from staff, parents, and students on the effectiveness of the new plan. Because the origin of the program came from the staff, it has become part of our culture to continue to refine and change that system. If we (me and our principal) suggested the change, there is no way it would have become such a part of what we do.

Tackling a Problem of Practice: Using developed relationships to foster a change in our grading practices

As I progress in my career, I learned the value of focusing on my personal and professional growth. While making time for learning can be difficult, I began to set aside time to increase my personal intelligence, my systems intelligence, and my social intelligence. The last for me has been the most difficult, but I've learned how important it is to acquaint yourself with the community you are working in and to build social awareness of what your parents and community are looking for in their school.

The importance of social intelligence is illustrated by a problem of practice we recently addressed at

Continued on page 34

Skyridge. Three years ago, during an examination of our student data, we became alarmed by something in our attendance numbers. We found a high number of students who were refusing to come to school because of anxiety. Our community places a high priority on a quality education and focuses heavily on grades as a deciding factor of that education. As I talked to students, they expressed how much of their anxiety stemmed from the pressure to perform in school and achieve high grades. In light of that problem, we crafted a new theory of action to address this problem of practice, one that we continue to build upon today.

The first year was about our own education and making sure we were learning about student anxiety and

reflecting our learning in our own practices. We did this by asking: what were we doing that was contributing to this issue? We didn't have control over our students' home environments, but we could control what they faced during the school day. During year two, we focused on building a growth mindset with our staff and students in an effort to reduce the anxiety often felt around making a mistake. This year, we are focusing on continuing the work from the previous years, while also crafting new interventions for students who might have areas of growth not served by such a system. Our theory is that if we can fill in some of those holes, we will see a decrease in student anxiety, and an increase in students at school.

This line of thinking has led us to look at one of our biggest systems in the building: our grading system. Through making time for my own learning, I have come to believe standards-based learning might help with our theory of action around student anxiety. A grading system focusing on growth instead of total points might very well reduce much of the anxiety our students face when driven to achieve

“ We didn't have control over our students' home environments, but we could control what they faced during the school day.”



high grades. Such a change, however, would be huge. It would not only affect staff and students, but also the broader community. Because of this, we are taking this change very slowly.

We started with staff members who had experience in a standards-based system, or who were curious about what it might look like. This group was then formally turned into our steering committee to learn as much about standards-based learning as we can. As the staff try new practices in their classrooms, they are talking to colleagues in the building and our group is growing. Granted, the process is moving a little slower than I would like, but with a change this big I have had to continually tell myself we need to “go slow to go fast.” Patience has been crucial as we work to implement this change. As the transition moves closer to reality, communication with our community

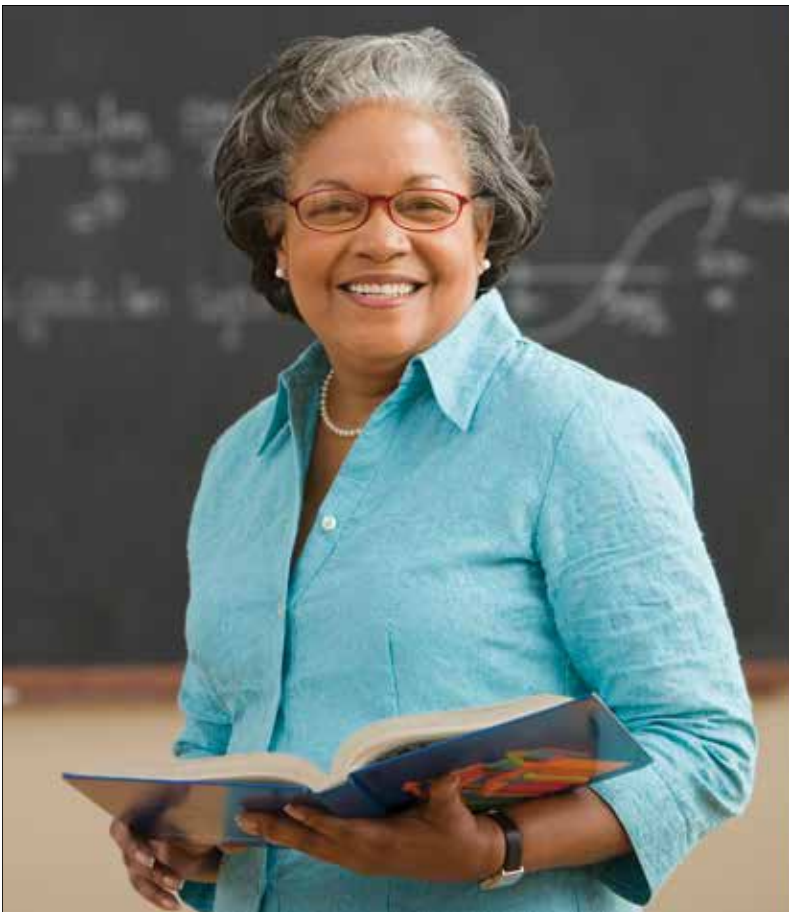


When people felt heard and like they were a part of things, they were willing to make the difficult changes and did not allow complacency to set in.”

will be critical. We are looking at changing a system that works for many of our kids, but it is also causing angst for a growing number of our students.

Ten years ago, I arrived to a high performing school, not wanting to rock the boat too much. Things were going well here, so why change? Yet through building relationships and involving staff in the decision-making process, I realized we made some significant changes and now have regular processes to analyze our systems to make sure they work for our kids. These changes were made as a team and did not just come from me.

When people felt heard and like they were a part of things, they were willing to make the difficult changes and did not allow complacency to set in. There are times when top-down decisions can be effective, but those times are rare. It is much more effective to work as a team. This often begins with your early adopters, and then spreads to the rest of the staff, but the key is building and maintaining the relationships that allow people to question and adopt new practices at their own pace. Through this process, we managed to keep the boat sailing in the right direction and have even managed to pick up speed. I look forward to seeing where we go from here. ■



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THE POWER OF ASSOCIATION:

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What Sets Washington’s Principal and Student Leadership Associations Apart

Greg Barker

Student Leadership Director, AWSL

James Layman

Program Director and Eastern Washington Support, AWSL

Joe Fenbert

Program Director, AWSL

When you compare AWSP to its peer organizations around the country, the numbers tell an amazing story about the organization and our ability to serve a variety of interests and people. Let’s break down the numbers:

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Improving Instruction, Planning with Data, Engaging Families and Communities

50 Like all 50 states, Washington has a principals’ association. A major component of our association is the Washington State Principal’s Education Foundation (WSPEF). We exist to support all students and adults (including administrators) to develop skills through experiences and opportunities that strengthen their school’s climate, culture, and safety.

18 What begins to set the Association of Washington Student Leaders apart is only 18 student leadership associations are connected to their principals’ association — some with strong connections and others in name. The Association of Washington Student Leaders is deeply connected to AWSP. The newest addition to our foundation is the supplemental school (Principal Learning Center), which allows students to earn credit through our multifaceted offerings and programs.

6 We are one of only six student leadership associations in the country to include a K-12 focus in leadership education. We believe all students and all adults can learn to lead, which allows us to work with all buildings, in all capacities. Our goals are centered in Social-Emotional Learning, Equity, and the AWSP Leadership Framework. We have curriculum guides, workshops, and programming for all levels, K-adult.

1 AWSL is the strongest student leadership association, in large part because we have three learning centers located across the state (Cispus, Chewelah Peak, and the Professional Development Center at AWSP in Olympia). This provides many opportunities for our student and adult leaders to engage in dynamic and affordable learning experiences. The AWSP office provides a center for adult learning opportunities in the state capital. Both Cispus and Chewelah

Peak Learning Centers allow for unique and holistic experiences provided by our beautiful settings. Both facilities offer comprehensive challenge courses providing for social-emotional learning and growth for both individuals and groups.

From outdoor education to summer leadership camps, Cispus and Chewelah Peak Learning Centers provide amazing opportunities for everyone. With these learning centers, AWSL is able to host 18 summer programs on three different sites (we have hosted CheerLeadership programs on the Central Washington University campus since 1962). We offer 14 sessions for high school students, including several affinity camps (La Cima Bilingual Leadership, Native American Leadership, and Deaf Teen), and four sessions for middle level students. Overall, AWSL serves over 15,000 learners annually.

THE FOUNDATION IN ACTION

Here are some real-life examples of how Washington schools used the resources and facilities provided by AWSP's Learning Centers and the Association of Washington Student Leaders.

Who	What	How
Wahkiakum High School, Wahkiakum SD	9th Grade On-Track Success Retreat	Three-day retreat at Cispus where high school mentors were trained prior to the retreat to work with incoming ninth-graders. Over 80 staff and students served.
East Valley High School (Yakima), East Valley SD	Culture and Climate	Cispus challenge course facilitators provided an on-site experience. Over 200 students and adults served.
Warden HS (Staff), Warden SD	Culture and Community Engagement	AWSP and AWSL staff facilitated a day-long program which included opportunities for adults to connect with each other and their community which included a city-wide staff scavenger hunt. 80 adults served.
St. John-Endicott, St. John SD	Student Engagement Retreat	St. John Endicott High School brought entire high school to Chewelah Peak Learning Center to take part in a team-building and student engagement retreat.
On Track Academy, Spokane PS	Staff Development and Curriculum Alignment	On Track Academy staff prepared for upcoming school year with team building experiences (including challenge course), and conversations focused on curriculum and instruction at the Chewelah Peak Learning Center.
Hanford HS (Cheer), Richland SD	Advanced Team Development	After their AWSL CheerLeadership Camp experience, the Cispus retreat allowed for focused team development, enhanced group dynamics and proactive social management.
University HS (Marching Band), Central Valley SD	Team Building & Rehearsal	University High School brought their marching band camp to the Chewelah Peak Learning Center. Their band camp included breakouts for team building, sectionals and challenge course opportunities for students.
Illahee Elementary, Evergreen PS	Elementary Leadership Development & High School/ Middle School Mentoring	A week-long series of elementary workshops (Walk, Talk & Rock Like a Leader, and All Play), to serve 600+ elementary students with near-peer mentors from neighboring high school and middle school student mentors.
White Pass JH, White Pass SD	Community Engagement & Ensuring Safety	Kick off fall retreat at Cispus followed by three on-site assembly programs during the year. Program accented building a junior high identity, ensuring safety and utilizing community volunteers.

Continued on page 38

The strong symbiotic relationships of the Foundation are ready to serve all in Washington. Learn more at www.AWSLeaders.org or contact Greg Barker at greg@awsp.org. To get a better look at our two learning centers, watch their videos on YouTube.



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FEELING THE IMPACT: THE TOLL OF IMMIGRATION IN SCHOOLS

The stress and anxiety of immigration issues affects everyone in a school community

Debbi Hardy

Retired Director of Curriculum and Staff Development, Strengthening Sanctuary (Olympia)

Gayle Mar Chun

Retired Principal, Strengthening Sanctuary (Olympia)

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Engaging Families and Communities, Ensuring School Safety

“We wake up every day with the fear of being deported, of being separated from our families or having to leave the kids.”

In June 1982, the Supreme Court issued *Plyler v. Doe*, a landmark decision holding that states cannot constitutionally deny students a free public education on account of their immigration status. Federal courts have relied on *Plyler v. Doe* to prevent practices that would have a “chilling effect” on a student’s right to attend school.

THE EFFECT OF NEW AND CHANGING POLICIES

However, in the last couple of years, a number of policies and proposals have been implemented on a wide range of immigration enforcement issues. These issues include border security, interior enforcement, tighter vetting on asylum hearings, exclusionary visas to certain groups of people, restricting temporary protected status/DACA, travel bans of certain countries, expansion of family separations, penalties for accessing public assistance, and most recently, proposed family detention centers without time limits.

These policies can potentially impact 23 million non-citizens

who live in the United States, as well as 12 million children who are predominantly U.S.-born.

WHAT RESEARCH HAS SHOWN US

Immigrant families, including those with lawful status, are experiencing resounding levels of fear due to continual changes in immigration policy, media attention to the national rhetoric, recent customs enforcement raids, and senseless mass shootings at targeted populations. One long-time resident explained that there are frequent, conflicting legal changes which create emotional havoc. They feel that at any moment they could be expelled from this country. Undocumented immigrants face the risk of deportation, including long-time residents. Schools are feeling the impact of immigrant students fearing the worst: family separations. (immigrationresearch.org)

“The raids forced hundreds of Mississippi children to face what they feared most: coming home to an empty house and not knowing if

they would ever see their mom or dad again... on their first day of school. Research [from the Urban Institute] tells us that children suffer long-term developmental harm to their health and well-being as a result of the trauma and instability caused by large-scale raids that separate them from parents and loved ones. Raids leave schools, childcare centers, and other providers scrambling to deal with the aftermath of these man-made disasters, and the fear created extends far beyond the individuals and families impacted.” (migrationpolicy.org)

Although schools, hospitals, and churches are designated as sensitive locations (safe spaces from immigration enforcement), many immigrant families are afraid to leave home to participate in everyday life activities. Parents report that they stay indoors and rarely go outside. Children listen to the news. Students don’t participate in summer or extra-curricular programs. They often internalize the anxiety and bring it to school.

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“One of our kindergarten teachers had a little boy who brought a suitcase with him to class for two days. He said, ‘I want to make sure I have my special things when they come to get me,’” says Colorado Education Association Vice President Amie Baca-Oehlert in an NEA document on immigration and student rights.

The Kaiser Foundation has done extensive research of immigrant children reporting difficulty sleeping or eating, increased headaches or stomach aches, depression or anxiety, or being bullied. When students are fearful that their family is at risk, their learning is impacted. Living in a state of persistent stress leads to physical, psychological and emotional consequences affecting brain function in learning and reasoning. (kff.org)

DISTURBING TRENDS

Within the ESD 113 service area, immigrant families and school personnel have shared these disturbing trends:

- Dropping out of Head Start,
- Declining free/reduced lunch enrollment,

- Not seeking medical care or getting immunizations,
- Afraid of losing housing assistance,
- Not signing up for college bound opportunities,
- Not participating in afterschool or summer enrichment programs.

The new federal Public Charge ruling widens the scope of impact, even for those with legal green card status. Teachers, counselors, and administrators report that these fears have led to a form of toxic stress among these students. For many immigrant families, the increased fears are having significant negative effects on the short and long-term health and well-being of children. Fear and anxiety are affecting all immigrants, legal and undocumented. Even non-immigrant friends and peers worry about their classmates who just “move away.”

HOW YOU CAN HELP

It may seem overwhelming for one individual or school to make a difference for these students. What immigrant families have said is they want trusting relationships

and a welcoming environment from school communities: front office professionals, playground assistants, teachers, counselors, nurses, and administrators. Families need extra reassurance that their children are safe in this climate. Listed below are some ideas for consideration:

- “Everyone Belongs.” Be public about ensuring the well-being of all students in classrooms, halls, assemblies, staff lounge, even the bus.
- Show empathy and support. Be an informed advocate. Center for Law and Social Policy (CLASP) is a national, nonpartisan, nonprofit organization advancing policy solutions for low-income people.
- Take advantage of teachable moments to create compassion among all students.

WSSDA Model Policy 4310 and Model Policy/ Procedure 3226

In December 2018, WSSDA revised model Policy 4310 — **District Relationships with Law Enforcement and other Governmental Agencies and Model Policy and Procedure 3226 — Interviews and Interrogations of Students on School Premises.**

These policies were revised to help school districts comply with their constitutional duty to provide undocumented children with a free education, while also protecting their constitutional rights.

Senate Bill 5497 — **Keep Washington Working**

At the close of the 2019 legislative session, Gov. Inslee signed the **Keep Washington Working Bill** into law. The new law enhances public safety, promotes fairness to immigrants and protects the privacy and civil rights of all Washington residents.

Read more about The WSSDA model policies and SB 5497 on our blog at <https://bit.ly/2n6yBBB>.



“ While all children need a physically and emotionally safe school environment with supportive adults, immigrant children also need adults who understand their fears and the toll it takes on their learning.”

- K-12 Immigration Booklist available from Olympia Timberland Library.
- Free Teaching Tolerance Pocket Guide: “Speak Up at School: Respond to Everyday Stereotypes and Bias” (Contact Teaching Tolerance for free print copies).
- Identify a staff member as a bilingual school/community navigator.
- Share available school forms/letters in represented languages.
- Take advantage of an instant interpreter service such as Language Links.
- Invite families to a “Skyward Overview/Sign Up” (where someone

can explain school registration, absences, grading, homework, fees) or “School Website Overview” (bus routes, menu, events calendar, volunteer opportunities).

- Encourage scholarship opportunities such as WASFA and College Bound scholarship.
- Partner with community resources that serve immigrant families for “Know Your Rights” or “Family Safety Plan” workshops.
- NW Immigrant Rights Project
- WA Immigrant Solidarity Network.
- Create a schoolwide protocol to protect students if customs officials come to school.

- Access free materials from Teaching Tolerance Project.
- Booklet, “Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers” (Contact Teaching Tolerance for free print copies).
- Booklet, “Best Practices for Serving English Language Learners and Their Families” (Contact Teaching Tolerance for free print copies).

While all children need a physically and emotionally safe school environment with supportive adults, immigrant children also need adults who understand their fears and the toll it takes on their learning. ■

GET CONNECTED

Links to the references and resources mentioned in this article can be found on the AWSP blog at <https://bit.ly/2n6j9FB>.



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STRONGER TOGETHER

Give the gift of understanding

Will Nelson

Director of Equity and Student Success,
Arlington SD

PRINCIPAL EVALUATION CRITERIA

Ensuring School Safety; Engaging Families
and Communities; Closing the Gap

“**O** ki niksokowa” or “Hello, all my relatives.” This is a traditional greeting of all Blackfoot people. It can be used in a pluralistic or singular sense. It is an acknowledgment that says that no matter who you are or where you are from, I recognize you are my relative, deserving of respect and kindness. It further implies that because we consider all things as part of us, we have as great a responsibility to maintain balance, harmony, and peacefulness with those whom we are greeting, as we do with ourselves.

FINDING RESILIENCE

I am a proud Native American. I am an elder and enrolled member of the Blackfeet Tribe. To my people, the land and the sky, the water and the buffalo are all well respected. These are sacred to my people; storytellers and dancers honor our Earth through stories and traditional dances passed down generation after generation.

Our lives were forever changed and continuously challenged following the European settlers who brought disease and infection that killed many of my people. Those same settlers manipulated and forced our remaining people from the land they called home to a small reservation in northern Montana, north of Great Falls. The buffalo were hunted almost to extinction by the white settlers, leaving my people with no food to eat.

“ Like many others in our communities, trauma impacted my childhood years, creating opportunities for me to grow as a human. I am resilient, but not all of us are so lucky.”

Starvation killed many more.

That oppression continues today as Native Americans struggle to hold on to traditional values and culture. I grew up in poverty, and my immediate family saw their destruction from addiction and alcoholism. My siblings and I were raised by a single mother. That same oppression impacted my family. Like many others in our communities, trauma impacted my childhood years, creating opportunities for me to grow as a human. I am resilient, but not all of us are so lucky.

THE GIFT OF UNDERSTANDING

I recently read a great contemporary book by Tommy Orange, called “There There.” This book speaks to the complex challenges young Natives experience in our modern world where they are trying to find their identities while maintaining their connections with their traditional culture. This really spoke to my existence as a Native American living off the reservation, my understanding of my own narrative, my awareness of my own identity, and my desire to engage in our contemporary society to sow seeds of compassion and curiosity for things unknown. The unknown, fear, lack of understanding,

unintentional bias, divisive rhetoric, falsehoods, and institutional and structural racism can all lead to marginalization, oppression, racism, and violence.

“Waking up White,” by Debby Irving, speaks about her gradual understanding, her self-awareness of what it means to be white. This awakening allowed her to see through her blind spot, to understand what challenges people of color encounter daily.

Experiences like Irving’s give us the gift of understanding so we can navigate through the complex world of institutional racism with care. Through this understanding, we celebrate and honor the diverse cultures in our communities, realizing how much richer we are because of all of our neighbors; our gay, lesbian, bisexual, transsexual, kids and neighbors; our Jewish, African American, and Latinx kids and neighbors; our Native American and Pacific Island kids and neighbors; our Asian American kids and neighbors; our kids and neighbors from every culture and their unique identities.

However, some of our neighbors are living in poverty, some are experiencing chronic illness and death, some are experiencing addiction, some are experiencing

racism and hate, some are experiencing threats and seeking ways out like suicide.

For the past four years, I have been serving as principal of Weston High School, our alternative high school I like to refer to as a school of choice, in the Arlington School District. Our students, their families, my staff, and really, everyone around me has been gracious as I learned what it meant to truly engage with students who come with all kinds of trauma — the trauma that most of us can't even imagine, yet our students come to school with day after day. Building strong, intentional relationships with our students and their families is vital to students who are not as resilient as I was lucky to be, or are not yet in a safe place to even consider what it might be like to be resilient. They need a safe place to be, and school is that safe place.

“ Let’s honor the richness diversity brings and celebrate all of our wonderful unique gifts passed down within our own cultures.”

Our AWSP and District Office Leadership Frameworks clearly describe the criteria we must meet around Ensuring School Safety and Engaging Communities. By leaning



Description: Sacred bundles contain items that were given to the Blackfoot by the Naa-to-yi-ta-piiski (Spirit Beings) of the world. These are used in ceremonies to renew the connections with Naa-to-yi-at-piiski and Ihtsi-pai-tapi-yopa (Creator) and to ask for help. When not in use, these bundles were carefully hung along the west wall of the tipis, above the Nii-tsii-ta-piiski (Real People) as they sat or slept. Today, they are kept in quiet rooms in people's homes and are accorded the care one would give to a child. Artwork by Will Nelson.

in and adopting culturally responsive practices, engaging in trauma-informed practices, and ensuring students learn from experience through restorative practices instead of being simply offense-consequence driven, we build those strong relationships that last even when times may be tough.

The new discipline laws align directly with this philosophy of relationships first and require us to approach discipline through an equity lens, keeping kids in school and developing methods that provide learning opportunities for the behaviors. Dr. Ross Greene suggests that we shift our way of thinking from “kids do well if they want to” to “kids do well if they can.”

TIME TO ENGAGE

I try to imagine the offenders in recent events, like the mass shooting in Gilroy, California and the African American man being led through town by white police on horseback, are our former students who did not have the opportunity to engage in critical learning and instead, acted with the skills they had at the time.

Educators can no longer be bystanders. We can no longer wait for others to act. We can no longer let acts like targeted mass shootings and public shaming occur without a call to action: Engage in conversations about what it means to be white, about racism, about microaggressions, about implicit bias. Respond when you hear someone say something derogatory, racist, and filled with hate. Act when high-powered people resort to divisive rhetoric. It is our moral imperative to promote

an environment where each and every student of ours lives free from hate-filled speech, free from racism, and free from fear. Let's honor the richness diversity brings and celebrate all of our wonderful unique gifts passed down within our own cultures.

Get involved in equity initiatives in your district, city, county, and state. Seek opportunities with AWSP and other educational organizations. And remember, we have as great a responsibility to maintain balance, harmony, and peacefulness with those we interact with, as we do with ourselves. ■

A New Era in College Affordability

The New Washington College Grant Gives More Money to More Students for More Kinds of Postsecondary Education



Michael P. Meotti

*Executive Director,
Washington Student
Achievement Council*

As principals, you see every day how students' lives are made easier or harder due to circumstance. You also know how

challenging it is for a teacher to move the needle on a student's grades and goals if that student can't see a better future ahead. Well, here in Washington, educators have a new and very powerful tool in the bright-future toolbox: the Washington College Grant (WCG).

With WCG, Washington state has made a groundbreaking commitment to financial aid for low- and middle-income people of all ages. At the Washington Student Achievement Council (WSAC), we're trying to get the word out about this generous new program.

We're asking you to partner with us to promote this opportunity, increase financial aid applications, and help students feel the support of their community and their state as they imagine their lives after high school.

WCG CHANGES THE CONVERSATION

From welding to nursing, from English to computer science — whether 18-month apprenticeship or



four-year college degree — whatever the goal, Washington College Grant can help.

For students from the state's poorest families — those making up to 55 percent of the state's median family income, or about \$50,000 per year for a family of four — WCG covers full tuition at any public college in Washington. Students can use the funds at public or private universities, at community or technical colleges, and at many career schools. Recipients can study part-time or full-time, pursuing a bachelor's degree, associate degree, or vocational certificate. Partial grants are available up to the state's median family income, around \$92,000 per year for a family of four. Beginning in

2020-21, grant funding is guaranteed for eligible students and registered apprenticeships will also be covered.

It's our hope that a guarantee of money for more education after high school will change the conversation about what's possible. This kind of opportunity helps build a college-going culture. And WCG also supports career training for students who want a more direct line to a good-paying job after high school graduation.

HOW CAN PRINCIPALS HELP?

Talk about financial aid. To receive WCG, eligible students must complete a financial aid application. For most students, this will be the FAFSA

(Free Application for Federal Student Aid). Students who aren't eligible for federal financial aid because of immigration status should complete a WASFA (Washington Application for State Financial Aid).

WSAC has a clear message we'd like to share with you, and we hope you will share it with your students: There are affordable college and career training opportunities for everyone. The first, best step is to apply for financial aid. Completing a FAFSA or WASFA is vital to maximizing options after high school.

If you are a high school principal, you have an additional tool at your disposal on this front. WSAC's FAFSA completion portal allows districts to track whether individual students have filed a FAFSA and whether that submission contains errors. Counselors can follow each senior's progress and provide individual support.

Another reason to talk to students about financial aid? Researching financial aid options and completing financial aid applications are current requirements of the state's High School and Beyond Plan.

“ Any education after high school — college, apprenticeship, or other training — expands career options and increases lifelong earning potential. Thanks to WCG, that post-high school education can become a reality for any student, regardless of circumstance.”

Sign your school up to be a 12th Year Campaign site. 12th Year sites hold events to help students and families complete applications for college and financial aid. WSAC provides free resources and printed materials, guidance for counselors, and help finding local volunteers to staff events.

Use aspirational language. The best thing principals can do is something you already do every day: let your students know that the adults around them believe in them. Encourage them to dream big and overcome challenges. Remind the teachers in your school that we shouldn't make assumptions about how far each student can go. If income-eligible students make it through school, Washington state will support them in meeting their goals.

HELPING PEOPLE PROSPER

With Washington College Grant, we enter a new era in affordability for higher education. WCG can help bring prosperity to individuals, families, and Washington state.

For a young adult to succeed in life, high school graduation is a crucial step. But graduation isn't a finish line; it's a starting point. Any education after high school — college, apprenticeship, or other training — expands career options and increases lifelong earning potential. Thanks to WCG, that post-high school education can become a reality for any student, regardless of circumstance.

For more information about the Washington College Grant, visit wsac.wa.gov/wcg. ■

What about College Bound?

Middle and high school principals are likely familiar with Washington's College Bound Scholarship program. Since 2007, College Bound has provided an early commitment of state financial aid to eligible low-income students. So how will Washington College Grant affect College Bound?

College Bound is not only a financial aid program, but also a college access and support program. Students who sign up for College Bound graduate from high school and enroll in college at higher rates than their low-income peers who do not sign up.

College Bound helps promote a college-going culture by starting the conversation in middle school. Counselors and advocates receive resources and help increase family engagement. Students can get six years of support

and motivation to plan for the future. And while WCG would likely cover tuition for many eligible students, the College Bound award includes additional funding for a small book allowance.

WSAC encourages eligible students to maximize their financial aid opportunities by applying for the College Bound Scholarship.

Middle schools play a central role in getting students signed up for College Bound during 7th and 8th grade. High school counselors help students review program requirements and access scholarship funds. We look forward to your continued partnership in promoting both College Bound and WCG to eligible students.

Learn more and access resources for counselors at collegebound.wa.gov.

Our quarterly profile of educational leadership in Washington state.

Rep. Laurie Dolan

AWSP's 2019 Torch of Leadership Award Winner



We are thrilled to honor you with our Torch of Leadership award for 2019. We would love to know more about your professional experiences and why you got into politics in the past few years.

Our democracy has always depended on educated citizens and thoughtful, steady leadership. After retiring at 30 years in 2004, it was a fascinating change to become Gov. Gregoire's Director of Policy. I had been supervising school principals and special programs (Special Ed, Title I/LAP, Professional and Technical Education, etc) for the last 23 years in Spokane, and I had completed my superintendent's credential and PhD in organizational leadership. It was delightful fun to take my skill set into a new venue. In 2009, after a second stem cell transplant for multiple myeloma, I "re-retired" for seven years and traveled the world with my family. When Chris Reykdal left his legislative seat, friends suggested that I run. I was 63 years old and frightened that the *McCleary* discussion was heading in a direction that could take away the best of K-12 funding, blaming salary schedules for inequities between districts. I also yearned to restructure the tax system in Washington with more progressive taxes.



In my experience, principal salaries are always bargained after teacher salaries, and can easily fall behind where they should be."

School funding has radically changed in the past two years. Many districts report a decline in resources and have tighter parameters on those resources while at the same time managing large increases in salaries. In addition, principal salaries in 2018-19 were strictly limited to a 3.1% increase which has led to a narrowing gap between teacher and principal salaries (and in some cases teachers making more per diem than principals). What do you see as potential fixes for the continued disparities in education funding?

Since 2017, an additional \$13 billion has been directed to K-12 education as part of the *McCleary* fix. K-12 education is the paramount duty of the state, yet prior to *McCleary*, the state had failed for many years to fund K-12 education adequately, relying too much on local levies. With *McCleary*, however, there was so much focus on generating additional state funding, that the pendulum swung away from the importance of

locally elected school board members, and the fact that our citizens expect their schools to deliver a lot more than the "prototypical model of basic education." Consequently, the initial *McCleary* fix not only broke some of the structural funding mechanisms that had kept the K-12 system sustainable, but it took away local money for local decision-making by putting such a strict lid on local levies.

In my experience, principal salaries are always bargained after teacher salaries, and can easily fall behind where they should be. The discrepancies need to be brought to superintendents, school board members and the legislature in a concise, clear message shouted in a single loud voice representing kids, parents, teachers, administrators, and school boards. The quality of K-12 education depends primarily on great principals and teachers, and they will leave the profession if their salaries can't remain competitive. Losing highly qualified educators is heartbreaking.

School leadership is second only to teaching among school-related factors in its impact on student learning, according to research done by the Wallace Foundation. Describe your vision of the role of school principals in schools today.

What is the role of principals today? It would be easier to ask “What isn’t the role of principals today?” Here are just a few of my favorite answers:

- Instructional leaders: Our craft of educating students is one of the more complex jobs in the world. Training new teachers takes place over several years, depending on the level of mentoring that is available. In schools with strong instructional leaders in the principal’s office, kids learn more.
- Ambassadors to parents, community members, and most importantly, to students. Good principals, as often as possible, are in the hallways with students and parents whenever class is not in session, and in classrooms whenever possible.
- Social workers for helping those students in most need and connecting them to community resources when appropriate.
- Counselors for staff, students and parents: the art of cognitive coaching is essential. In my experience, the only behavior I can change is my own. My ability to ask the questions that help an educator figure out their own “best path forward” is essential.
- A sense of humor and enjoying people (both little ones and big ones).
- Flexibility: A school day can change on a dime.
- Consistent, clear management of people: Kids need to know what to expect. So do staff.

Many principals find joy and satisfaction in their work. But according to the 2014 report “Churn: The High Cost of Principal Turnover,” by the School Leaders Network, approximately 50 percent of principals leave their jobs after only three years. Why is there such high turnover and what are some solutions for stopping the churn?

There is nothing easy about being a school principal. Like teaching, mentoring is critical in the first years of becoming a principal. Leadership can feel lonely at times, particularly when you are brand new. Connecting new principals to some of the best experienced principals is a lifeline. Having an administration in place that honestly listens to principal feedback is also critical. Principals are in the classrooms where our most important work takes place. Their feedback and suggestions need to be honored. Salaries that keep up with inflation (and teachers salaries) are also an important element of long-term career satisfaction.

Principals are concerned with the shortage of teachers and substitutes. In our statewide survey from the fall of 2017, 73% of principals who responded reported that they had to cover a class in the past week because a substitute was not available. 84% of principals stated they were “struggling” or “in crisis” to find certificated/qualified teachers. What are your suggestions for helping to solve the teacher shortage?

Many educators and legislators have worked hard the past couple of years to pass HB 1139 - Addressing the Teacher Shortage Crisis. The legislation is filled with a multitude of strategies to increase our supply of trained teachers, both in small

“ One of the bills I am most proud to have sponsored and passed is HB 1216 - School Safety and Student Well-Being.”

and large districts; and to train paraeducators, as well as those who are leaving other careers, to become teachers in a common sense program that skips the “busy work” some of us had to endure. The crucial job now is to keep funding this legislation in both higher ed and K-12.

School safety is an ongoing concern for principals, teachers, students, and families. What one or two specific solutions for this issue do you propose and what steps will you take to work toward making them happen?

One of the bills I am most proud to have sponsored and passed is HB 1216 - School Safety and Student Well-Being. This legislation was the result of the many groups who care about K-12 education and student safety coming together to write one bill. It was my honor to set the table for the work. Much research went into writing HB 1216. We learned that most mass shootings take place in white, suburban communities. We learned that when students who are a “danger to themselves or others” are expelled from school, the problem doesn’t go away. Too often that same student will go home, steal their parent’s gun, and return to school. Through the school safety centers set up in our nine ESDs, we will be able to deliver training in even our smallest districts in threat assessment, student mental health and suicide prevention and eventually, Medicaid match. In 2019 we passed the

Continued on page 48

Continued from page 47

foundational bill with the threat assessment position. The intent of everyone involved is that we will work to obtain additional funding in 2020 for the other positions.

Principals are concerned with the lack of mental health resources for students. What specific kinds of support and/or solutions would you offer around mental health resources and what steps will you take to make this happen?

There is a great deal of energy from K-12 advocates to add one more mental health position to the prototypical school model. With more progressive revenue, this might be possible. The resources that we are dedicating to school safety centers also give schools an additional avenue to access training, crisis intervention help when needed and for coordinated services with community based mental health resources.

What do you see as the Legislature's role in helping students in the state of Washington find success?

We need to pass more progressive taxes and to turn our regressive taxes more progressive as we did with the Real Estate Excise Tax (REET). My personal goal is to get a capital gains tax into state law before I leave this job. We also need to keep refining structural funding in order to fix what we broke with the initial *McCleary* fix. Finally, there is a lot of work to be done to get rid of the damage left over from "No Child Left Untested" federal and state laws. HB 1599, delinking high school graduation requirements from standardized tests, was an essential step forward. I am excited about focusing on "High School and Beyond" plans that will actually help our students walk across the stage at graduation with a real path forward. And there is huge work ahead for developing multiple

pathways to graduation through dual credit, Advanced Placement courses and completion of career and technical education courses. Our students are uniquely different, and we need a system that allows them to succeed in different ways.

Who was/is your favorite principal and why? (Could be yours, could be one of your kids', etc...)

Ray Clift, my first principal when I started teaching first grade in 1973. He was such a great combination of expertise and knowing when to let you try it yourself. He had a great sense of humor which was essential in a school with 97% free lunch students. Some of my best education experiences were in Bancroft Elementary, and my favorite "kid stories" are from that experience. ■

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WHY WAS SEÑOR KUHL SO COOL?



Dr. Scott Seaman
Executive Director, AWSP

We can all look back on our lives and name our favorite teacher, coach or principal. And, we can go even deeper and describe what made that person so special, so unique, and so impactful. You've heard my clear bias towards the impact of incredible principals, but I owe the reason I entered into the field of education to a teacher...who was really cool — Señor Kuhl, to be exact.

I can remember like it was yesterday, the first day I walked into his class. You could feel his energy and enthusiasm. You could sense his authenticity, passion for teaching, and love of his content (Spanish). Most importantly, he had an unwavering belief in the success of all kids, no exceptions.

Señor Kuhl was one of those people in my life who changed my path and trajectory. He was one of the first adults who didn't accept my excuses, lack of confidence, or lack of belief in myself. He had high expectations

“ While most teachers struggled with tardy issues, Señor Kuhl reveled in knowing kids were running to see him and what crazy way he was going to start class. You didn't want to be late.”

for everyone in the room, and he certainly wasn't going to let my distracting and intentional humor lower the bar for me. He just raised his game and brought even more energy.

Day in and day out, Señor Kuhl gave his best self to Olympia High School to make an impact on kids. You could expect high energy and “bell to bell” learning every day. You could expect a warm, welcoming smile, and a lesson that would keep you moving, engaged, and interacting in the content with your classmates. Señor Kuhl was a genius and was ahead of his time. No offense to Charlotte Danielson, but Señor Kuhl was a distinguished teacher before there was such a thing.

Señor Kuhl greeted kids at the door, not with just that smile, but also with a high five and big, beaming, energy-filled eyes that told you to get ready for learning. Behind that greeting at the door was a teacher who had genuine knowledge and curiosity about your life beyond his classroom walls. He knew your name, interests, and dynamics at home that were either helping or hurting your ability to be successful.

While most teachers struggled with tardy issues, Señor Kuhl reveled in knowing kids were running to see him and what crazy way he was going to start class. You didn't want to be late. But, what was truly magical, was that

Continued on page 50

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you didn't want to be late due to fear or missing points, but rather because you didn't want to disappoint the coolest teacher you've ever encountered. He truly cared about us, and us him.

I became a teacher because of Señor Kuhl. He pulled me aside one day and told me that Spanish seemed natural to me and he was so proud of how well I was doing in his class, especially because he was fully aware of the struggles in the rest of my classes. I remember that moment and how it made me feel. Those were powerful words with a forever impact.

“Your actions and interactions set the tone for an entire school community. I'm not asking you to just be cool — be like Señor Kuhl.”

I carried the lessons learned from Señor Kuhl with me into the classroom as a teacher, into the hallways as an assistant principal, into the building as a principal, and into my role in serving as your executive director. Smiles, high fives, belief in all kids, high expectations, authentic relationships, passion for education, and creating hope brought me into the profession and continue to drive me forward.

So, as you head into another year of principaling, don't ever underestimate the impact you have as the leader in your school. Your actions and interactions set the tone for an entire school community. I'm not asking you to just be cool — be like Señor Kuhl.

Just think: Who will be writing about you someday? ■



Dr. Scott Seaman joined AWSP in the fall of 2013 after serving as the principal at Tumwater High School. In July 2018, he assumed duties as Executive Director.

Humor me!

Created by **David Ford**, Retired Washington State Principal





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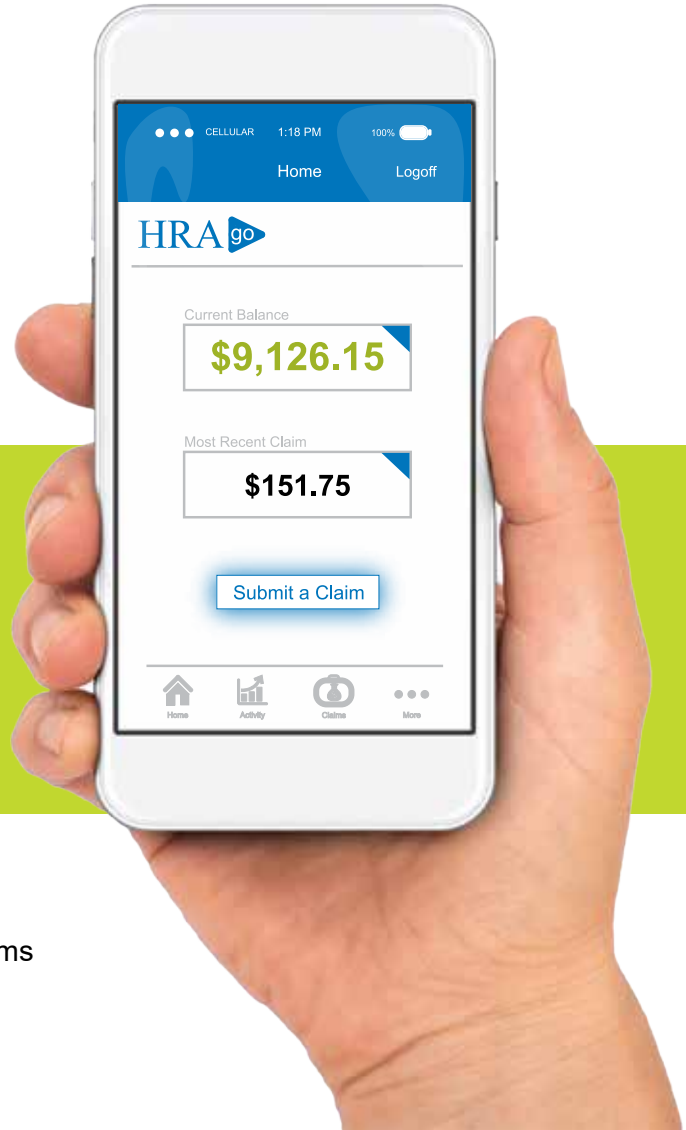
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