

Washington Principal

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

SPRING/SUMMER 2018

GOODBYE, GARY

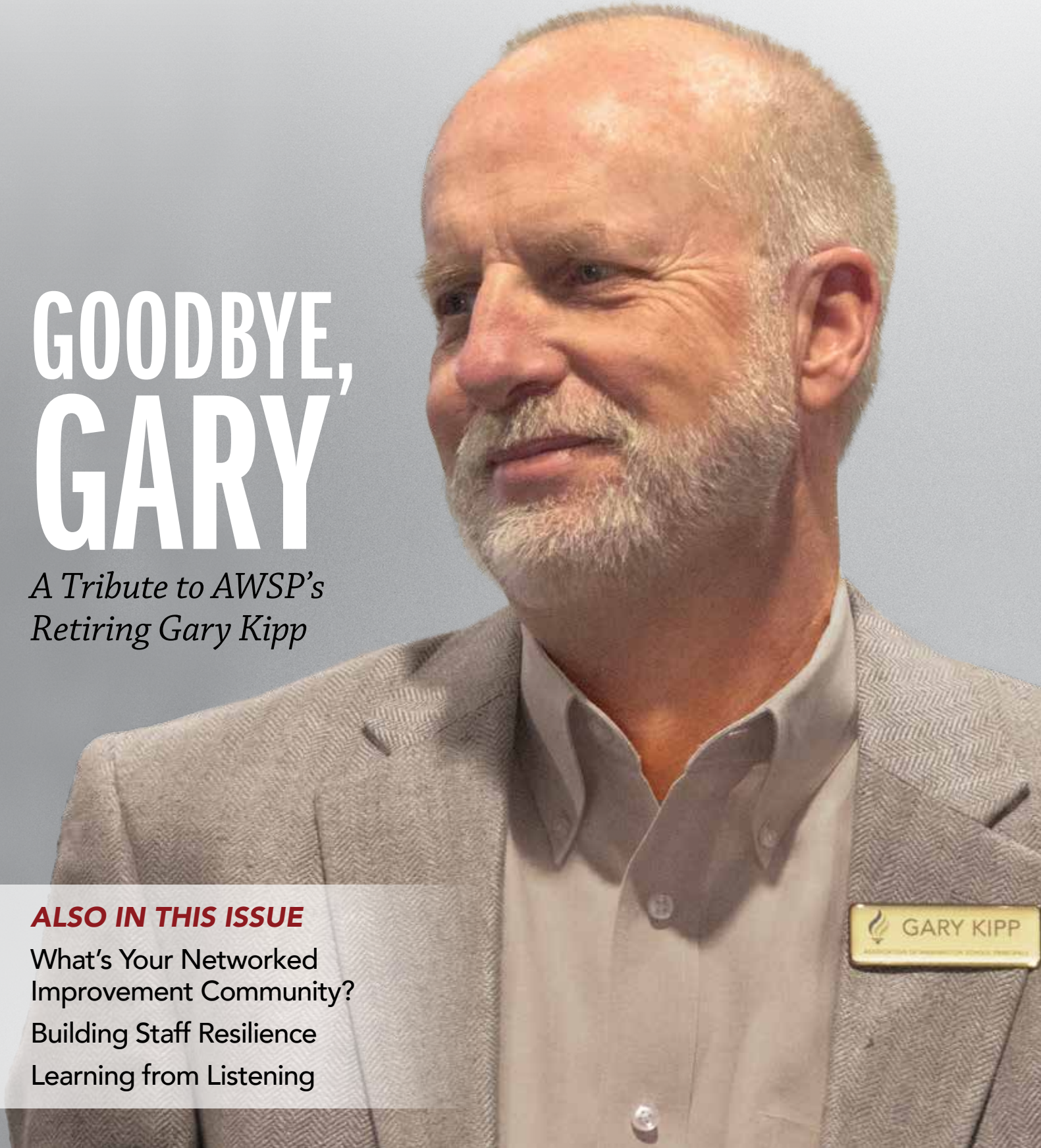
*A Tribute to AWSP's
Retiring Gary Kipp*

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GOODBYE, GARY

*A Tribute to AWSP's
Retiring Gary Kipp*



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Cover photo: Gary Kipp Gary Kipp keeps cool at an AWSP board meeting.

Photo by David Morrill

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1021 8th Ave. SE • Olympia, WA 98501-1500
 360.357.7951 • www.awsp.org

AWSP Staff

Gary Kipp, Executive Director
Scott Seaman, Deputy Executive Director
Kim Marquette, Assistant to the Executive Director and Meeting & Event Planner
Ron Sisson, Director of Principal Support and Elementary Programs
Kurt Hatch, Director of Principal Support, Middle Level Programs, and Diversity & Equity
Roz Thompson, Director of Governmental Relations & Advocacy
David Morrill, Communications Director
Annalee Braley, Membership Services Support
Macy Bruhy, Professional Development and Marketing Coordinator
Caroline Brumfield, Graphic Designer
Scott Friedman, Associate Director*
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Kerry Mill, Administrative Assistant, Production Room Coordinator, and Middle Level Programs Coordinator
Beth Schultz, High School Programs Coordinator and Legislation Support
Cris Sippel, Elementary Programs, Diversity & Equity Committee, and Professional Services Support
Emily Tate, Administrative Assistant
Gina Yonts, Associate Director*

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Greg Barker, Student Leadership Assistant Director
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James Layman, Programming Specialist and Eastern Washington Support
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Ashlie Gates, Leadership Support Staff Learning Centers
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Van Anderson, Administrative and Program Support

Learning Centers

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Chase Buffington, Cispus Learning Center General Manager

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Elementary School Principals Association of Washington
 Association of Washington Middle Level Principals
 Washington Association of Secondary School Principals

National Affiliates

National Association of Elementary School Principals
 National Association of Secondary School Principals

*starting July 1

Title: Under Construction

David Morrill

Communications Director

I've never been a school principal, but my time around them offers pretty good insight into the craziness they manage. We've got some exceptional former principals on staff, so they help us walk in your shoes (as Kelley Boyd notes in her final column as AWSP President). We know this time of year is best described as "controlled chaos" for you -- and we can totally relate!

What's new? Well, we've got three new employees coming on board, none of them in our Olympia headquarters. We're adding an intern. Our accounting practices are going through a reorganization after our accountant of 23 years retired. In July, we're reexamining the backbone of our office — our association management software — to see if there's something better. Our communications team is working frantically to get this issue to you before you're done with the year. We just launched our long-awaited new website. And we're planning this year's Summer Conference for 1,200 or so of our closest friends. Even the AWSP building is under construction!

Add a gradual transition as Gary retires and hands the keys to Scott and you really get a sense of just how much change is happening around here. With new systems, new people, new complexities, and our constant effort to offer new and improved tools and services for our members, things might get a little confused and chaotic around here before they get better. All in the name of progress.

We recently recorded a new podcast with five unbelievable high school principals, two of which are recent Principal of the Year winners. Ryan Maxwell, principal at Sunnyside High School, mentioned one of the keys to his success is finding and following your North Star. Ours is easy — it's serving you so you can better serve all kids.

I'll close with an analogy from our own Gary Kipp. There's a reason airlines tell you to put your oxygen mask on first before assisting others. The better shape you're in, the better you can help others. It's why our strategic plan includes our own internal goal of maintaining our organizational health. So as we prepare to launch a new website, tweak our software, and add new staff, please pardon our dust. The road might be bumpy for us, but we hope you won't notice a thing. ■



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

Walking for a Year in the AWSP President's Shoes

Kelley Boyd

*Principal, Coulee City Elementary,
Coulee-Hartline School District*

I am a concert goer

– everyone who knows me personally knows listening to live music is one of my favorite activities, even if I'm not all that familiar with the band. Last summer, I was lucky enough to be able to go to the Gorge and attend an amazing Kings of Leon concert! I downloaded some of their lesser known (to me) songs and became more familiar with the group days before the concert. "Comeback Story" soon became a favorite of mine. I really enjoyed this song and some of the lyrics I found to be ironically funny, "I walk a mile in your shoes, and now I'm a mile away, and I've got your shoes."

When thinking about what to write for my last column as AWSP President, that song came to my mind. Metaphorically, I was fortunate enough last June to put on the shoes of AWSP President, previously occupied by many other amazing administrators. Over the course of the last year, I walked that mile. My role this year was incredibly fulfilling. I enjoyed the collaboration, collegial relationships, and representing the principal's voice across the state. I felt privileged to attend events with administrators from other states, meet with legislators to discuss important education issues, serve on decision making committees, and collaborate with principals from all levels across our own beautiful and diverse state.

As I'm getting closer to stepping back into my smaller shoes and as the school year comes closer to



“ Ultimately, the shoes of the AWSP president do not really belong to one person, but the entire AWSP membership.”

completion, I considered what it means to wear not only the AWSP President's shoes, but the variety of shoes we wear. I questioned what leads us all to the metaphorical shoe store to begin with. I was recently mentioned in a tweet by a colleague, who called my attention to a post by Danny Steele, a principal, blogger, and educational leadership speaker. The post mentioned someone took a chance on each of us when they hired us for the classroom and then as a principal. It went on to comment about how we benefited by those individuals and their belief in us. It was those individuals, as well as our own teachers and administrators, that became our shoe salesperson so to speak. In my time of reflection, I keep coming back to the notion that while we all are wearing our important shoes, we also have the amazing opportunity to be selling "shoes" to others every single day....perhaps even eventually giving others our own shoes to wear. How lucky are we to

have the prospect of influencing and inspiring others?!

These are the thoughts I have as I walk the last few feet of my year. Through the lively and hectic activities of closing out a school year, I challenge each of us to take each step mindful of our potential influence. Your shoes may not be always the easiest to walk in, but you are not alone.

Ultimately, the shoes of the AWSP president do not really belong to one person, but the entire AWSP membership. Our strong and supportive organization belongs to each and every one of our members. Thank you for allowing me to wear these shoes for the past year; it truly was an honor and they've taken me to some great places. ■



Kelley Boyd is principal of Coulee City Elementary and is serving as AWSP president for the 2017-18 school year.

AWSP's New Website

We just crossed the finish line on our new website, over a year in the making. You'll notice a brand new look, improved navigation, the return of the AWSP Blog, content customized for you when you sign in, and now it looks as good on a phone as it does on a computer. If you find something needing a fix, or just want to give your feedback, we'd love to hear what you think. Email David@awsp.org to share your thoughts.

Making a Change Next Year? Let Us Know

If you will be retiring this June, changing positions for the 2018-19 school year, or leaving the field entirely, please let us know by filling out the form on our website; you'll find it under Member Support This helps to ensure your membership benefits continue for the new school year and your replacement gets connected with us, as well.



New Staff from West to East

AWSP and the Association of Washington Student Leaders (AWSL) are excited to announce three new staff members joining our team for the 2018-19 school year!

"509" DIRECTORS

AWSP is hiring two professional development directors to support the east side of the state. Scott Friedman has joined us and will be based out of Spokane. Scott is currently the director of teaching and learning in the Nine Mile Falls School District, where he was previously an



Scott Friedman

WASA Executive Director Bill Keim Retires

AWSP would like to wish our colleague, Bill Keim, executive director of the Washington Association of School Administrators (WASA) all the best in his retirement. Keim, 68, has led the association for the past five years. Prior to accepting the position of executive director with WASA, he served 11 years as superintendent of Educational Service District 113 in Olympia, including 40 school districts and 70,000 students. He has served as superintendent in the Mercer Island and Cascade school districts, having previously also held positions as curriculum director, principal, teacher, and several international experiences working to support children. Keim and his wife, Nancy, plan to remain in the Olympia area but are looking forward to having the time to travel. WASA will honor Keim, along with fellow colleague and retiree Gary Kipp at a special reception on June 25 from 4:30-6 p.m. at the DoubleTree Hotel, in conjunction with Summer Conference.



Bill Keim talks to WASA's Helene Paroff at Summer Conference.

elementary principal. He served as an AWSP Fellow for the 2014-15 school year, supporting the AWSP Leadership Framework on the east side of the state. Affectionately nicknamed "Easty" (as we have Scott Seaman on the west side of the state), expect to see him serving principals on the upper right quadrant of our state for years to come.

Thanks to some great collaboration with OSPI and a generous three-year contract, we also hired Gina Yonts.

Gina spent the past 27 years working in Walla Walla Public Schools, the last 16 of those as an administrator. She brings a wealth of experience, knowledge, and is an AWSP-trained principal mentor. She'll continue to be based out of Walla Walla and will focus on serving the lower right corner of our state.



Gina Yonts

While both Scott and Gina will provide regional support, they'll be a big part of our plans and help us serve all of our members statewide.

STUDENT LEADERSHIP DIRECTOR



Greg Barker

AWSL is hiring Greg Barker to replace Susan Fortin as our student leadership director once Susan retires at the end of June 2019. Greg will

shadow Susan for the year, learning the ins and outs of her unique role. He currently works at Snohomish High School, and has a long-standing history of involvement with AWSL and AWSP.

COMMUNICATIONS INTERN

Last but not least, we are excited to announce a new AWSP intern, Riley Podowicz. Riley joins us on a part-time basis and is a recent graduate



Riley Podowicz

of the University of Alaska, where she played volleyball and majored in communications. We are very excited to have her on our team!

Congratulations to the 2018 Principals of the Year

We're excited to announce the 2018 Principals of the Year. They join our Assistant Principal of the Year, Tami Skillingstad from Westwood Middle School in the Cheney School District, to round out our lineup of exceptional leaders. Look for more about each of them and their accomplishments in our next issue.



Gina Naccarato-Keele
Linwood Elementary School
Spokane Public Schools



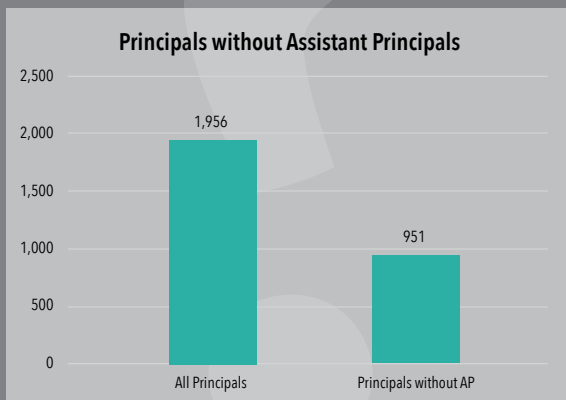
Marc Gallaway
Selah Middle School
Selah School District



John Gummel
Kelso High School
Kelso School District

Did you know...?

There are 1,956 principals across the state. Can you guess what percentage of them have an assistant principal? Just over one thousand, 1,005 to be exact, have an AP. For the roughly 49 percent of you without an AP, it's even more important to make sure you're networked with other principals. Check out Scott Seaman's article in this issue for some more information about joining a Networked Improvement Community.



APPY HOUR

Duolingo



Learning a second language isn't easy. The crowd-sourced program Duolingo gives you the opportunity to translate real-world texts to your desired language of choice — Spanish, German, Brazilian, Italian, Russian, Japanese, Korean, to name a few. It can translate web pages and other documents into multiple languages and offers language courses at all levels.

As if that isn't fun enough, Duolingo lets users earn points for correct answers, race against the clock, and level up. Many teachers around the world are already using Duolingo in the classroom.

Ready to learn a new language anytime, anywhere? Check out Duolingo and see if it's right for you and your school!

Learn more at www.duolingo.com.

STAFF SPOTLIGHT: Rick Stacy

Meet Rick Stacy. Rick recently retired on April 27th after 23 years of keeping our association viable and financially healthy. Aside from keeping enough money in the bank to keep us going, Rick also supported our technology needs. His impact on our association and principals across the state will be felt for many years to come.

Rick brought our office a witty sense of humor, great road trip travelling advice, and many delicious creations from his Big Green Egg grill. We will miss his fun stories and amazing cooking! Here's to many adventures to come.



ASK A PRINCIPAL

In April, during National Assistant Principals Week, we asked our members, **“What makes your assistant principal so awesome?”**

Here are some of the great responses we received:

“ The largest high school in the state doesn’t stop my four assistant principals (Casey Ogan, Janis Maracic, Freda Colborg Evans, and Charla Kochel Cole) from hiding 3,000 eggs across our campus to surprise our students. And they included our teachers in a great egg race of their own. The work is hard for everyone and they haven’t forgotten to create an environment where high schoolers can enjoy their youth and teachers can get in on some fun too. Just one example of creating a culture to support learning. #GameChangers”



Diane Fox
Principal, South Kitsap High, South Kitsap SD

“ Scott Petersen, My AP, commutes three hours each day to engage in the work because he believes in our mission at Orting High School. He starts off every day with a positive greeting to the students, a weather report, and a corny joke of the day. He’s an amazing leader and partner in the trenches! I couldn’t ask for a better assistant principal. #Orting”

Cliff Fries
Principal, Orting High, Orting SD

“ [Duke Truong] greets students each morning, checks in on staff, responds immediately to HIB investigations and works hard to establish a relationship with all parties in the process and understands how to coach and support instruction and SO much more!!!”

Nicole Hepworth
Principal, Woodridge Elementary, Bellevue SD

“ My incredible team of Kelly Kight, Stacey Shagool Ward, Lisa Henderson, Andrew Ware Lewis, Jonn Covell, and Jacob Dowell are instrumental in making Ferris High School a place where staff and students thrive. They build positive relationships with students, staff and community. They challenge the status quo. They deeply love kids. They deeply understand the “why” they have chosen to make a difference in the lives of our students.”



Ken Schutz
Principal, Joel E Ferris High, Spokane PS

“ The Aki Kurose All Star Team, which consists of Ronald Howard, Dan Reeve and Caine Lowery, are so loyal, relationship, student and staff growth focused. They work tirelessly to foster a climate focused on restorative practices and high expectation teaching. Daily they strive to use student voice to ensure a rigorous, high engagement and opportunity gap closing community for our babies! I love my team.”



Mia Williams
Principal, Aki Kurose Middle, Seattle PS

“ Angela DeShields is positive, forward thinking, always ready to take on a new challenge, cares deeply for our students, staff, and families, and is the best partner. So thankful for her!”

Stephanie Hollinger
Principal, Evergreen Forest Elementary, North Thurston PS

RECOMMENDED READING

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



Find these books at scholastic.com/teachers

FOR EDUCATORS

Disrupting Thinking: Why How We Read Matters

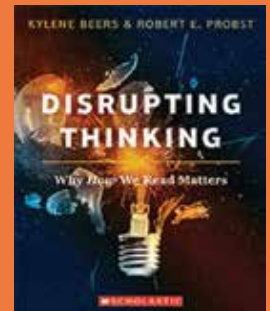
by Kyrene Beers and Robert E. Probst

In their hit books *Notice and Note* and *Reading Nonfiction*, Kyrene Beers and Bob Probst showed teachers how to help students become close readers. Now, in *Disrupting Thinking*, they take teachers a step further and discuss an ongoing problem: lack of engagement with reading. They explain that all too often, no matter the strategy shared with students, too many students

remain disengaged and reluctant readers. The problem, they suggest, is that we have misrepresented to students why we read and how we ought to approach any text - fiction or nonfiction.

With their hallmark humor and their appreciated practicality, Beers and Probst present a vision of what

reading and what education across all the grades could be. Hands-on-strategies make it applicable right away for the classroom teacher, and turn-and-talk discussion points make it a guidebook for school-wide conversations.



FOR STUDENTS

No Good Deed

by Goldy Moldavsky - Grades 11-12

He's not asking for much. All Gregor Maravilla wants to do is feed all of the starving children on the planet. So when he's selected to join Camp Save the World, a special summer program for teenage activists from all over the country to champion their cause, Gregor's sure he's on the path to becoming Someone Great.

But then a prize is announced. It will be awarded at the end of summer to the activist who shows the most promise in their campaign. Gregor's sure he has the prize in the bag, especially compared to some of the other campers' campaigns. Like Eat Dirt, a preposterous campaign started by Ashley Woodstone, a famous young actor who most likely doesn't

even deserve to be at the camp. Everywhere Gregor goes, Ashley seems to show up ready to ruin things. Plus, the prize has an unforeseen side effect, turning a quiet summer into cutthroat warfare where campers stop focusing on their own campaigns and start sabotaging everyone else's.



FOR STUDENTS

Dog Man

by David Pilkey, ages 6-8, Grades 2-5

New from the creator of Captain Underpants, it's Dog Man, the crime-biting canine who is part dog, part man, and ALL HERO!

George and Harold have created a new hero who digs into deception, claws

after crooks, and rolls over robbers. When Greg the police dog and his cop companion are injured on the job, a life-saving surgery changes the course of history, and Dog Man is born. With the head of a dog and the body

of a human, this heroic hound has a real nose for justice. But can he resist the call of the wild to answer the call of duty?



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

YOU BELONG

At Mead High School

A MISSION FOR SAFETY AT A COMPREHENSIVE HIGH SCHOOL



A.J. Blumel

*Principal Intern, Mead High School,
Mead School District*

Teena McDonald

*Clinical Assistant Professor and
Program Coordinator,
Washington State University*

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Ensuring School Safety,
Closing the Gap*

In this time of heightened school safety awareness,

many districts are renewing their efforts to develop school safety plans, analyze discipline data, and look at patterns and trends of student behavior. At Mead High School, the building leaders, staff, and student leaders believe helping all students develop a sense of belonging at the school is a great preventive measure to help ensure school safety.

Mead leaders and staff focus several efforts around increasing a sense of belonging. According to Evie Blad, it is difficult for individual teachers to address concerns of students who feel they might be judged negatively based on their identity. Educators try to use routines to help students feel welcome and safe at school, but have a difficult time if the school environment is not designed for someone from a different cultural or economic background. For that reason, Mead chose to address belonging as a school issue.

Hernandez and Seem say students who feel unsafe are reflecting the

social systemic gestalt of the school, including both the written and spoken policies and procedures, as well as the unspoken and unwritten norms regarding values, beliefs, and behaviors of those in the school. Since school safety is a systemic issue, it takes a systematic effort to address it. A sense of belonging by students helps with operational management and correlates with student achievement, and now there is a growing body of evidence indicating an association between school safety and a sense of belonging.

The AWSP Leadership Framework Criterion 2.2 focuses on ensuring

“Belonging was the driving force behind all of our administrative decisions.”

school safety, including the idea principals should focus on not only physical safety, but also social, emotional, and intellectual safety. In order to promote and celebrate emotional and intellectual diversity, students should be at the forefront of creating and welcoming students to diverse programs and activities in the school. The AWSP Leadership Framework says, “When activities are organized by peers, these programs can have a deep and lasting impact on daily actions and attitudes of the entire school.” Many school leaders have taken notice of the importance of a sense of belonging and the growing body of work that supports it. At Mead High School, we’ve made it our mission and vision. Together with student leaders and staff, we developed a mission and vision of the school to ensure ALL students BELONG at Mead High School.

Belonging was the driving force behind all of our administrative decisions. Whether planning for the collection of student data in the SIP, designing the focus and schedule for the LID days, organizing community events and partnerships, or seeking to improve systems of management and discipline, the administrative team used belonging as its guiding principal.

Continued on page 12

Students from the Native American Club at the 2017 Mead Street Fair.



HOW DID THE INITIATIVE START?

Mead High School's decision to emphasize a sense of belonging began with a consideration of its changing student demographics. Mead High School is a comprehensive high school serving approximately 1,650 students. In the last decade, Mead experienced a demographic transformation. Once a far-north, rural, affluent community, it's now more suburban and socio-economically diverse. According to OSP's database, Mead's student body is now roughly 82% White/Caucasian with 20% on free/reduced lunch. That's a dramatic change from 1999, when the student body was 94.4% White/Caucasian and only 9.9% were on free/reduced lunch.

Although Mead's student body is more diverse and less monocultural in recent years, many of its student clubs, extracurricular activities, and systems of management and learning remained the same. In addition to the demographic data, several perception surveys completed by the staff and the students at the

“ Students who feel they have a place to “fit in” within a school community where their cultural, social, and extracurricular interests are celebrated rather than judged, not only feel more safe at school, but feel more connected to their peers and their teachers. ”

end of the 2016-2017 school year indicated a significant number of the staff and student body felt they “did not feel connected to the school's community”. In short, the incoming administrative team felt it was time to make a change and to commit to helping ALL of the students and staff feel they belong at Mead High School.

BELONGING TAKES ROOT

As the incoming administrative team began to brainstorm ways to promote and sustain belonging within the school and its community, it quickly realized the school needed to promote and celebrate clubs and activities. Students who feel they have a place to “fit in” within a school community where their cultural, social, and extracurricular interests are celebrated rather than judged,

not only feel more safe at school, but feel more connected to their peers and their teachers. The Student Club Council was created to start promoting the available clubs and activities. This council began monthly meetings in the fall and offered students a formal way not only to inform their classmates about their clubs, but also recruit and encourage participation in sponsored events and gatherings.

At the first Club Council meeting, only a few representatives attended. Traditional clubs like ASB, DECA, and Knowledge Bowl sent representatives largely because their advisors had strongly encouraged them to go and because, at the time, there were not many extracurricular clubs and organizations. Over time, we found ways to increase student involvement. But, as time went on, and as the Club Council was promoted in daily announcements and as students were continually encouraged to create clubs by teachers and advisors, and as word got out that Council meetings had free pizza from Little Ceasars, attendance grew. By the second semester, the meetings were packed with a plethora of students from diverse range of newly formed groups from Environmental Club to Fencing Club to Robotics Club, and Native American Club. In all, over a dozen new clubs were created in the first semester alone. Moreover, as the school year progressed, the hallways and classrooms stayed busy with a litany of students and advisors from ALL clubs and it became noticeable that more students, beyond just traditional student-athletes, wanted to stay at Mead even after the bell dismissed them at 2:30 p.m.



The Mead Fencing Club practices some moves.



Mead High School students at an assembly.

CELEBRATING BELONGING IN THE COMMUNITY

In order for belonging to truly take root in the Mead community, the admin team believed its future students and their families needed to be made aware of the many great ways they could also belong to the school's community. With this goal in mind, the team created the Mead High School Street Fair. This street fair was a celebratory event where staff, students, community members, and businesses came together for one night to see all that Mead had to offer. Mead High School's feeder elementary and middle school students and their parents received extra attention and marketing because the event was intended to get kids excited about coming to Mead one day.

At the fair, student services provided free food. The chamber orchestra, choir, and marching bands provided the music, and students got free books through a book drive. All of our school clubs and extracurricular organizations created activities to showcase Mead's diverse opportunities for involvement. One

group, the Mead Equestrian Club, provided free pony rides. Another group, the Native American Club, set up a tepee and performed a traditional dance from the Kalispel tribe that was supervised by tribal elders. The Mead Fencing club offered free lessons to willing participants and educated bystanders about the history of fencing. The foreign language clubs (Spanish, French, and German) offered free food and games in their language of interest. The Debate Club interacted with parents and students by giving them a quiz to help them determine which "type" of debater they would be.

In short, dozens of clubs and organizations were at the school and set-up a space where they could interact with students, community members, and parents to educate visitors about their programs. Moreover, community businesses and organizations, like Young Life, Anytime Fitness, Dance Teams, Fairwood Street Market, Fostering WA, Bite 2 Go, and Unified Sports, had information booths and spoke to attendees about how they partner with the school. Even a local dentist/



The Mead Street Fair includes music.

orthodontist office wanted to showcase their business since they work closely with many of the Mead families. A local restaurant, 1898, donated desserts so Mead's ProStart club could serve treats to attendees as a thank you to Mead patrons.

In short, the Street Fair provided the opportunity to celebrate belonging with the larger school community. At the fair, the school's diverse groups and partnerships were not only recognized, they were appreciated and celebrated. This event not only helped build a sense of pride in the school's effort to be inclusive, it helped future students and their families learn about the many interests and activities Mead High School offers. Traditional extracurricular clubs and activities, like sports and ASB, are

“ ... as the school year progressed, the hallways and classrooms stayed busy with a litany of students and advisors from ALL clubs and it became noticeable that more students, beyond just traditional student-athletes, wanted to stay at Mead even after the bell dismissed them at 2:30 p.m.”

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well known in a school community, but the diversity of student clubs and community partnerships and resources used to help foster belonging and inclusion for every student often go unrecognized by the community at large. An event like the Street Fair provides the opportunity for those diverse resources to be recognized, appreciated, and promoted.

FUTURE IMPLICATIONS

Researchers note students who are confident they belong and are valued by their teachers and peers are able to engage more fully in learning. Simply put, when students feel they belong in a school and are part of its community, they have fewer behavior problems, are more open to critical feedback, take greater advantage of learning opportunities, build important relationships, and generally have more positive attitudes about their classwork and teachers. In turn, they are more likely to persevere in the face of difficulty and do better in school.

Mead High School is one example of a school who noticed of the growing body of evidence surrounding belonging and started to promote and celebrate inclusivity. Successfully implementing belonging requires more than starting Club Councils and holding Street Fairs. If schools want to truly make belonging their mission and vision, it needs to be an integral part of every aspect of the school's SIP. Department leads, for instance, need to emphasize belonging as a part of their SMART goals. Master scheduling needs to be designed to ensure course offerings are appropriate for all students. Even daily announcements should reiterate belonging in its message. At Mead High School, the principal signs off announcements every day by saying "Remember, YOU belong at Mead High School!"

In short, as schools like Mead start to take notice of the important research



Students enjoying the Mead Street Fair.

and successful case studies about belonging, it is unclear if any specific or methodical prescription can be used to help bring belonging to a school. But what is clear is districts can no longer just analyze discipline data, develop intricate school safety plans, and practice safety drills. On the contrary, school leaders, teachers, and students need to focus on making schools a safe place for all students

to be by giving them a strong sense of belonging. No longer can schools depend on the traditional forms of developing student belonging through athletics and longstanding intellectual groups. Schools must now think creatively to provide social, emotional, and intellectual safety to a much more diverse group of young people and make them truly feel as if they belong. ■

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Ready Washington **PARTNERS WITH PARENTS** to Support Students' Education

Why do education and high expectations matter to Washington parents?



Ingrid Stegemoeller
Communications Manager,
Partnership for Learning

PRINCIPAL EVALUATION CRITERIA
Engaging Communities; Closing the Gap



“ I feel more confident. The information I received was excellent and very important to my child’s education.”

“ Freedom of education opens doors in the future,” said Brandon, a Kent School District parent.

“Education and lifelong learning are going to get you where you really want to go,” said Christina, a North Thurston School District parent.

“It’s important to me that my kids get a quality education because it’s setting them up for success with the rest of their life,” said Julie, a parent in the Kent School District.

These are just a few of the reasons parents shared for placing a high value on education for their students.

Brandon, Christina, and Julie are three of more than a dozen parents Ready Washington interviewed for our new Parent Voices video series. We wanted to hear directly from parents about the importance of

education and ways parents support their students in school. Raising the role of families as partners in their kids’ education helps ensure all students are prepared for the pathway of their choice after high school.

Ready Washington is a coalition made up of more than 20 education agencies and advocates (including AWSP). Members work together to raise awareness and support among students, families, and teachers about the value of learning standards, assessments, and readiness for education and training after high school.

‘PARENT PARTNERSHIP’ TO DEEPEN ENGAGEMENT

The Parent Voices video series is one of Ready Washington’s initiatives designed to engage with families. The coalition also launched the Parent



Partnership last year. Ready Washington designed the ongoing project to more deeply engage with families from typically underserved communities.

In the first phase of the project, Ready Washington partnered with 10 Spanish-speaking King County parents. The parents engaged in

shared learning over a series of three sessions. We talked about the Smarter Balanced assessments and online tools to support their students' education. And parents gave us valuable feedback about what they see as the most essential information for other parents to know about the assessments, academic support resources, and engaging with educators.

Over the course of the sessions, parents told us they learned more about Smarter Balanced and why their students take the assessments. They also gained confidence in talking with their students' teachers and other parents. One parent said, "I feel more confident. The information I received was excellent and very important to my child's education." Parents in the partnership designed a flyer to share with other parents with three key messages.

INCREASING FAMILY ENGAGEMENT CAPACITY IN SCHOOLS

Based on the success of the project, Ready Washington designed phase two of the Parent Partnership. We wanted the next iteration to impact a greater number of parents, so we included both family workshops and a component to build the family engagement capacity of schools through trainings with the Parent Teacher Home Visit (PTHV) program.

In collaboration with Showalter Middle School in Tukwila and Northshore Middle School in Bothell, we developed a workshop for Spanish-speaking parents about the High School and Beyond Plan, and we set up PTHV trainings for staff.

This phase of the Parent Partnership is still under way, but initial results are positive. Parents have again voiced their appreciation for in-depth, interactive, culturally relevant workshops with information to support their students' education. And educators valued the training

that gave them tools to better engage with their students' families. In the final element of this project, we will bring families and teachers together to debrief about their experiences.

PUTTING LESSONS LEARNED INTO ACTION

Ready Washington developed the idea for the Parent Partnership after a tour of the state last year, during which we connected with nearly 300 parents. We heard great questions about Washington's learning standards and assessments, as well as appreciation for holding the meetings. Based on this feedback, we designed a more intensive partnership to dig into parents' insights and questions. We also recognized it can be more difficult for Spanish-speaking parents to access information, so we decided to conduct the project in Spanish.

As we finish the current phase of the Parent Partnership, we will look at

“ We think there is no better way to understand the kinds of information and resources families need than engaging with them as partners.”

what worked best and how we can improve for future projects. Ready Washington is committed to creating clear, easy-to-use information for families to help their students get ready to pursue the career pathway of their choice. We think there is no better way to understand the kinds of information and resources families need than engaging with them as partners. ■



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LISTENING AS AN ACT OF LEADERSHIP



Kristen Wong Callisto
Director of School Improvement, OSPI

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Improving Instruction, Engaging Communities, Closing the Gap

Sometimes listening is one of the hardest aspects of leadership.

Listening requires us to quiet our egos and set aside our never ending to-do lists. I studied the adaptive leadership framework by Ron Heifetz out of the Kennedy School of Government, and this framework underscores the importance of understanding perspectives as part of analyzing challenges. Because of that, as new leaders within the Office of System and School Improvement at OSPI, Assistant Superintendent Tennille Jeffries-Simmons and I decided to undertake a “Listening and Learning Tour.”

BY CAR, PLANE & FERRY

The best listening is sometimes intentional and not accidental. Our Listening and Learning Tour began with a structured plan, objectives, a values statement, a social media strategy, and a set of five questions

“In the best moments, the acts of listening were more instructive than any email, data set, or gossip could ever yield.”

we would ask every school. The questions were important. We designed them to be open-ended to encourage an honest conversation led by the school staff. We asked about priorities, barriers/challenges, how OSPI could support the school, what happens when a student isn’t learning, and what the school celebrated about themselves. The common questions allowed us to study similarities and differences across the schools we visited. We selected thirty representative schools across the state of Washington and then hit the road for four months, traveling the state by car, plane, and ferry.

The initial invitation into a conversation is critical and requires some self-awareness. I was well aware as a representative of OSPI, from the school improvement office no less, some people may not have had many positive interactions with our agency or office. I recalled from my own teaching experience how uncomfortable and nervous I was with classroom observations.

Because of that, when I began every visit, I always made it a point to express our values for the visit: curiosity, partnership, empathy, and humility. I also shared how my own experiences as a special education teacher in some of the poorest parts of Hawai’i meant there was probably nothing I would see or hear that would shock me. But probably the most important thing I did was I remained fully present, I tried to close my mouth, and I listened deeply.

In the best moments, the acts of

Continued on page 18



listening were more instructive than any email, data set, or gossip could ever yield. When a teacher sat before me and pounded her fist on a table in frustration that Priority schools were not treated as priorities, I felt empathy. When I watched a teacher interact with a five-year old in a virtual learning school, my whole paradigm for alternative learning shifted. When I inquired about a gun locker in a small, rural school and learned the fastest police response, “on a good day,” was 45 minutes, I realized I arrogantly assumed I understood the unique challenges our small, rural schools faced. This moment crystallized how much I had to learn.

RESTORATIVE LISTENING

There were times on the tour when I was on the other end of the spectrum and felt I had much to teach. Sometimes, the act of listening is fraught with difficult choices. In more than one school, I heard some unfortunate comments spanning the spectrum of bias and prejudice. These comments were directed at me (as a woman of color), they were directed at students, and they were directed at communities. In those moments, I

had to make choices to address these comments, to “interrupt racism,” or to be silent. And in those moments, I made a conscious, but difficult choice, to be silent because I was there to understand the school and community, not judge it.

Listening was also surprisingly restorative. There is a narrative that schools identified for school improvement are failing schools – they have poor leadership, poor instruction, or even poor kids. But the Listening and Learning Tour confirmed for me that in the vast majority of Washington’s schools, we have dedicated, passionate educators who are doing the best they can for their students. I saw some spectacular teaching – if you can visit an American Sign Language class, I’d encourage it, as it is darn near magic to see the (silent!) engagement of a room full of classroom of high school students. And I also saw teaching making it clear we have an opportunity gap in the quality and rigor of instruction students receive, with too much variance from classroom to classroom and from building to building. But in speaking to these teachers, I realized many of them are unaware or unable to figure

out how to become more powerful educators, but they are trying their best. There is reason to hope with supportive structures, transformative leadership, equitable resourcing, effective professional development, and some difficult conversations, we have a shot at closing opportunity and achievement gaps.

LISTENING LESSONS LEARNED

While I took away an extraordinary amount of benefits and learning from listening, I came to realize my listening was also tremendously validating for those who shared their stories with me. Everyone wants to be authentically listened to, but I don’t think we give or receive it often enough. As leaders, this is perhaps one of our most underutilized skills. Many people believe they are exceptional listeners, but deep listening is deceptively challenging. Based on my experiences on my listening and learning tour, here are some tips you might find helpful:

- Be conscious of the invitation to the conversation – our offices are not neutral territories, go into their spaces or a neutral space if you can.





- Make active choices in the moment to facilitate a psychologically safe environment – monitor yourself for domineering or defensive responses, tone, or body language.
- Be fully present and narrate if you aren't – for example, sometimes on my tour I'd be on my phone and I would explain I was tweeting something awesome I had just seen.
- Be curious, not judgmental – the best strategy I have for this is to try to frame my contributions to the dialogue as a series of questions and to minimize statements.
- Validate and paraphrase – sometimes statements are powerful, especially if you paraphrase; I've found they are even more powerful if you circle back to something you've heard much later in the conversation – I guess paraphrasing is a little like wine: better with time.
- Monitor technology – I once preferred to take notes with a computer, but I quickly realized the laptop screen literally served as a barrier between myself and the speaker, so I switched to paper-and-pen. I also put away my phone unless I was using it as a camera to capture great examples of learning and teaching.
- Monitor yourself – make sure you're emotionally available to listen

deeply because stress, frustration, and anger can be contagious; practically speaking, also make sure you're not hungry since it's hard to listen deeply if you're worried about your stomach growling!

Hopefully with these tips, you can be reminded how powerful deep listening is as a part of our repertoire

of leadership moves and begin to practice it more frequently with your staff, your students, and your communities.

Got something you'd like to share with me and the team here at OSPI? Shoot me an email at kristen.wongcallisto@k12.wa.us. We're always listening. ■



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James Hester

*Principal, Washington High School,
Franklin Pierce School District*

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Planning with Data, Improving Instruction,
Managing Resources*

The single greatest effect on student achievement is not race, it is not poverty – it is the effectiveness of the teacher. – Harry Wong

Research suggests among school-related factors, nothing impacts student achievement more than the quality of the teacher we put in front of them.

We know our teachers play a critical role in taking care of our kids, but what role does the building principal play in taking care of our teachers?

DATA SURPRISE

Washington High School is a 2A school located just south of Tacoma in Parkland. We are the poorest high school, in the poorest school district in Pierce County. According to one study, we are the ninth most diverse high school in the nation. We were

“My initial reaction was a bit defensive. I thought, “How could my teachers not feel good about working at our school?”

labeled as a “dropout factory” the year I took over as principal. During my 11 years as principal, we enjoyed some significant improvements in our student achievement data, along with strong climate and culture staff perception data.

Several years ago, we were surprised when we looked at our end-of-the-year staff survey data and saw it was not nearly as strong as it had been in previous years. My initial reaction was a bit defensive. I thought, “How

could my teachers not feel good about working at our school?” I’ve got to admit I was a bit stumped as to why our perception data was not as strong as it had been in the past. I thought our administrative team was doing a great job of making sure we were focused on addressing positive school climate and taking care of our staff. It had always been my practice to share the results of our staff perception data with staff. Typically this sharing consisted of us patting ourselves on the back for a job well-done, but this

data was different. I was not excited about sharing it with our staff, but knew it had to be done.

We immediately planned some group activities to help staff process the data, to start exploring reasons for the slump, and coming up with possible solutions for righting the ship. Our positive feelings about the gains we made in student achievement and building a stronger sense of pride in our school could carry us only so far when it came to staff morale. Simply put, our staff was worn out. They worked so hard to improve our school, and no matter how good they felt about those improvements, the work took a toll on them emotionally and physically. As our leader, I had to reflect on everything we threw at them – training on and implementing PLCs, Safe and Civil Schools, Standards Based Grading and Assessment, MTSS, RtI, SIOP, and an extensive array of interventions targeting our ninth students.

FOCUSED ON SOLUTIONS

As we continued to process the data, we turned our focus toward solutions. Our work led us to looking at research around ACEs, vicarious trauma, and building staff resilience. Despite working with a very high poverty student population, the research behind ACEs, and the vicarious trauma that often accompanies working with such a student population, was new to me and most of my staff. We read research articles about these topics, held staff discussions, and identified areas to help address the vicarious trauma through building staff resilience. A few of the specific steps we took included:

- Watching the movies *Paper Tigers*, and *Resilience*.
- Engaging in a staff-wide poverty immersion simulation offered through Washington State University.

- Providing a stipend to a staff member who took on the key teacher leadership role in leading our work around addressing vicarious trauma and building staff resilience, when she introduced me to the Compassionate Schools materials from the OSPI website.
- Set aside time at most staff meetings and training days for staff-led activities to address building staff resilience.
- Hired a counselor to focus almost exclusively on implementing Restorative Conferencing as a way to address conflicts between staff and students.

Thanks to this focus, our building morale and staff perception data improved considerably. Recent staff perception surveys produced the following results:

- 100% of staff agree they have positive relationships with students at our school.
- 95% say we have a positive school climate/culture at WHS.
- 97% say they are satisfied with their job.
- 94% agree their supervisor/manager cares about them.

Staff comments also supported the importance, and positive impact of our work on building staff resilience:

“Finding a way to combat compassion fatigue, vicarious trauma, and burnout has been paramount to our success over the last two years. You can see it not just in our significantly more positive interactions with each other and students around campus, but also in the data. For example, on a staff survey question asking us whether the climate at our school is positive, after the first year of intentional staff resilience activities, we went from 64.3% of staff agreeing that our climate is positive to 95.3% of our staff agreeing.” – WHS teacher

“As a staff, the realization our experiences were not unique becomes a bond allowing us to more strongly approach the tasks before us. From learning about compassion fatigue to vicarious trauma, having professionally recognized names offered us an affirmation of the experiences we individually had and simultaneously afforded us the opportunity for a collective response with intentionality rather than the knee-jerk response the emotional toll might invite – burn out, moving on, leaving education, or self-defeating attitudes.” – WHS teacher

“ What I have increasingly come to understand is how absolutely important it is to make sure we are leading to make a difference for our teachers as well.”

This year will be my last as principal at Washington, as I transition into the position of Executive Director of Human Resources and Business Services for our district. As I start to reflect back on my time as principal, I am proud a school once known as a “dropout factory” has a five year extended graduation rate of over 90% for the past two years. I am also proud of staff perception survey results like these. When asked why we do this work, most of us probably say something like, “I want to make a difference for kids”, and my answer is no different. What I have increasingly come to understand is how absolutely important it is to make sure we are leading to make a difference for our teachers as well. In fact, it seems impossible to do the former without taking care of the latter. ■

WHERE PEDAGOGY MEETS TECHNOLOGY

Teacher-Librarians are the New Connectors in Schools



Mark Ray



April Whipple



Jim Gray

Mark Ray

Director of Innovation & Library Services,
Vancouver Public Schools

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Improving Instruction,
Managing Resources*



As a principal, do you see librarians as part of the future or part of the past?

This was the core question I posed in my 2016 TEDx talk, “Changing the Conversation About Librarians.” In Vancouver Public Schools, the answer is the future, due in large part to principals and teacher-librarians (TLs) working collaboratively to meet student needs. Administrators seek teacher-librarians as partners in school improvement, innovation, and instructional leadership. I connected with two VPS principals, April Whipple at Peter S. Ogden

Elementary and Jim Gray at Skyview High School, to explore how and why they work effectively with teacher-librarians to meet student and teacher needs.

VPS teacher-librarians helped lead, teach and support innovation in student learning in a number of ways over the last decade. This work was first documented in a 2014 case study by Digital Promise. Subsequent articles in the Hechinger Report, Education Week and School

Administrator further explored how teacher-librarians have been connected to strategic work including digital citizenship instruction, educational technology, and recently, explorations of making, coding, and robotics.

Building and sustaining relationships between librarians and administrators, both at the building and district level, is a key component of this effort. In this 2013 article, I explored my partnership with former



principal Kym Tyelyn-Carlson. I'm excited to further explore the connection between principals and librarians with April and Jim. Let's start with them sharing a bit about their libraries and teacher-librarians.

April Whipple: Our library is the center of our school, literally and figuratively! Thanks to teacher-librarian Mary-Catherine McElroy, the media center is the hub of our building and it is always full of energy and activities. Students learn coding through Code.org starting in kindergarten. All grades receive lessons in digital citizenship. Our library supports a number of clubs: a Kindness Club to work on service projects of the students' choice, an after-school Mischief Managed Club for students who have read Harry Potter books, and a Makerspace Robotics Lunch Club in partnership with our makerspace teacher, Rob Harsch.

Mark Ray: Jim, tell us about your high school library and teacher-librarian, Traci Chun.

Jim Gray: Traci is a superstar. Her library is a safe place for students to go to before school, during lunches and free time to read, work and play. It is a resource for teachers to collaborate with the ITF (Instructional Technology Facilitator) and teacher-librarian to create new learning activities for kids and it's the tech center where staff, students and community can go to for questions and tech fixes.

Mark: Both of you spoke to collaboration between the teacher-librarian and other teachers.

April: Mary-Catherine collaborates with grade level teams to design lessons for their library instruction and she partners with our makerspace teacher on project-based learning opportunities for students.

Jim: Tls must be an integral part of the connection between information, technology and learning for people in the building. Traci is the connection point between teachers looking to match pedagogy with technology.

Mark: What about collaboration between you and your teacher-librarian?

April: I trust Mary-Catherine and I trust her judgment. We communicate openly. We don't need to agree on everything, but we need to share our opinions and reasoning and listen to each other. My TL knows I am open to hearing all ideas. We can't implement every idea, but I always want to hear them.

Jim: Traci has always had a vision of where and what the library could be. She is fearless and does not wait for direction to make things happen. She has been an integral part of

Continued on page 24

Continued from page 23

the intentional culture building, professional development planning and mission creation of Skyview over the past three years. This partnership allowed her to be creative and innovative while still being laser-focused on our core objectives as a learning community.

Mark: In addition to words like innovation, you both also referenced reading and literacy.

April: The number one goal is to create a culture of life-long learning and a love for reading and exploration throughout the entire school. This is essential for encouraging the growth mindset needed to create successful adults.

Jim: The teacher-librarian is a “pied piper” as it pertains to kids and reading. Reading is so essential to communication and learning. We can never let go of that.

April: I fear we will move too far away from actual books. This is essential for elementary schools and cannot go away. We still need a focus on primary literacy skills for our earliest learners.

Mark: You also both talked about the library as makerspace. In VPS,



teacher-librarians were asked to take the lead on exploring ways in which making and coding can be offered to all students. I know Traci is leading professional development to her librarian peers, recently introducing Spheros to TMs as part of a district-wide implementation of these rolling robots.

Jim: Traci also converted her library computer lab into a makerspace and received a Digital Promise grant that included an HP Sprout and 3D printer. I think TMs can play an essential role continuing to connect teachers and students with resources that create learning for future careers and lives.

April: Mary-Catherine received a grant to promote animation at Ogden. As a result, all students are creating stop-motion animated films

in collaboration with our TL and our Instructional Technology Facilitator, Michelle Byrne. The students started with ABCYA.com then moved into iMotion, Green Screen App and iMovie for music & sound. Our upcoming family night will feature some of our students’ work.

Mark: You earlier spoke to culture and relationships, among students and adults. How important is the teacher-librarian as a connector?

April: A TL needs to be able to connect with all students in the school and all teachers. The relationship they have with each student is essential in encouraging a love of reading and learning. The relationship they have with each teacher is essential in collaborating and setting the culture of literacy in all classrooms.



Jim: They must be able to relate to both adults and students of all ages. TLs need to have curiosity, a sense of humor, and patience.

April: TLs need to model a growth-mindset, be a lifelong learner and have a passion for literature and technology.

Mark: Some of your peers may be jealous of you.

April: Not all TLs are ready to take on these new roles. My TL is ready for the challenge and sprinting ahead, but I feel some librarians feel this isn't necessarily what they signed up for. Some administrators and teachers lack understanding of what teacher-librarians can bring to the table.

Jim: I think it's necessary to clearly define the role of the TL but still allowing for creativity in function.

Mark: How did you evolve your thinking as a principal? How do you think your librarian had to evolve?

April: I think our TL was born to take on this role. She is naturally interested in technology and open to diving into new concepts and learning new things. I appreciate that none of my ideas are too crazy for her. She is always willing to try things out. In the end, I know she loves our students and wants only the best for them. If we are both coming from that same perspective, we are always able to work together and move forward for our "why"... the kids!

Jim: It is essential that we establish and are clear with our "Why" as a building. We must have a common foundation of our mission together. This allows everyone to work, create and grow in a common direction to the best of our abilities. We need to create and implement a culture of innovation for students and teachers. The library is a place to play, read, learn, research, and explore...a one-stop shop.

Mark: Recognizing that not all principals have such great

Both April and Jim acknowledge that they enjoy a special — but not necessarily unique — relationship with their teacher-librarian. Reflecting on my years as a librarian, trust and rapport with my principal was the essential first step to all the good things that happened as a result of our relationship. For those seeking to leverage the leadership of your teacher-librarian, here are some first steps.

CULTURAL

I Don't Understand You – Most librarians don't really understand what principals do. And most principals don't understand what librarians do. Plan a genuine, non-evaluative visit to begin closing the understanding gap.

Us v. Them – Right or wrong, many principals and librarians perceive an adversarial relationship, often due to previous experiences. Acknowledge this as you work to build trust and rapport.

Leadership v. Leadership – Librarians perceive themselves as leaders in their library. Administrative leadership requires a different skill set and habits of mind which they may not recognize. Understand this context as you work with them.

Share a Growth Mindset – Find common ground in a growth mindset, being mutually honest about risk, uncertainty, professional stretches, etc.

OPERATIONAL

Invite Them to the Table – Librarians LOVE to be part the solution. And they often feel left out. Identify ways in which they can be a productive voice on teams and projects.

Find a Fast Win – Reach out to your librarian to help with a small project which aligns to familiar library priorities. Keep the scope and timeline compact. Work together for a successful conclusion.

Stretch in Neutral Ground – Take the next step to identify a common challenge, ideally focused on students. This can be a bigger stretch, such as making or digital citizenship. Frameworks like the Future Ready Librarians Framework and ISTE Standards for Students provide a third point document to explore together.

Validate Collaboration – Authentically recognize collaborative work and leadership through words or actions. Combine both intrinsic and extrinsic reinforcements.

relationships and superstar teacher-librarians, what are some first steps you'd recommend to begin building a principal-librarian partnership?

Jim: As a leader, embrace the idea that in this journey, you will not have all the answers and may fail from time to time (or more often). When we go through this mindset with others, we grow a spirit of innovation and the courage to look at learning in a

whole new way. Begin the partnership with a strengths-based approach together. What are we good at now? Finally, do something together! Find a conference (CUE or ISTE) or pro dev opportunity to go to together. These events can be transformational in their impact on our practice. (They were for me.) By exposing ourselves to outside thoughts, ideas and practices, we create emotions that can be powerful motivators. ■

LEADERSHIP THAT WORKS

*A Total (United)
Team Approach*



Carolyn Coombs

*Assistant Principal/Activities Director,
Stanwood High School, Stanwood*

As a fairly new assistant principal, I still have much to learn. However, there's one thing I know for sure: After four years, I know with certainty having a healthy, functional administrative team is imperative, not only to the health of a building, but also to how well I am able to do my job.

Stanwood High School has about 1,300 students. We have AP, College in the High School, and myriad general education classes. We have a large CTE program, with one of the few machine shops left in the state. Our woodshop program will soon be home to a Geometry/Woodshop block to support real-world application to math and construction. Like every other high school in the state, we have a lot going on for administrators to be involved in, supervise, and oversee.

Depending on the time of year, our administrative team can be spread

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Improving Instruction,
Managing Resources*

pretty thin. And yet, at no time during the year, do I feel alone or unsupported in any aspect of my job. Our team consists of a building principal, an athletic director/assistant principal, an activity director/assistant principal, a part-time dean of students, and a CTE director. Obviously, each of us has specific responsibilities we must accomplish over the course of a year, but more often than not, we share discipline issues, staff development opportunities, building supervision, and district responsibilities. Our campus is also home to the district alternative high school/middle school program. That school's building principal is considered another integral part of our team.

How do we accomplish this? Through a holistic, team approach to leadership. Our building principal, Christine Del Pozo, is committed to open and constant communication with all of us. We have an administrator meeting every

From left to right: Staci Lauinger, Dean of Students; Christine Del Pozo, Principal; Carolyn Coombs, Activities Director/AP; Ross Short, CTE Director

“ Being a role model is the most powerful form of educating.”

Monday morning at 6:30 a.m. to discuss the upcoming responsibilities for the week, (i.e. IEP meetings, observations, parent meetings, supervision, and any other issue that needs to be addressed). Days get busy and can be long or unpredictable, but most afternoons find some or all of our team in the office debriefing the day. The mutual respect each of us has for the other is fostered through our willingness to put the health of the team first.

Christine is well-known amongst principals in the WESCO league for her leadership. That leadership is what we see and benefit from every day. She encourages each of us to grow in our ability to lead others in our specific job-related areas and works alongside us on many occasions. It is rare for any of us



Tom Wilfong, Athletic Director, AP; Ryan Ovenell, Principal (Alternative HS/MS and Parent Partnership program)

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to make a staffing, disciplinary, or academically-related decision without first consulting with each other.

Several years ago, a veteran administrator told me there can be no ego in the job of administrator. Only now do I understand how true that is. Students do not benefit from an admin team who is vying for recognition or power. Staff cannot feel safe or supported when they feel the administrative team is divided. In the words of the great John Wooden, "Being a role model is the most powerful form of educating."

Through Christine's leadership, we develop and grow as leaders, so we can in turn, support those we are leading. Stanwood High School is committed to our theme of Spartan United at every level: students, staff, administrators and community. A united approach is the only way to lead! ■

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THE POWER OF SMALL SCHOOL PARTNERSHIPS



Tim Bruce
Western Washington University

PRINCIPAL EVALUATION CRITERIA

Aligning Curriculum, Improving Instruction, Engaging Communities

In 2015, the Washington State Legislature enacted “Since Time Immemorial: Tribal Sovereignty in Washington State” (SB 5433). Elements of this legislation included an expectation that school districts use a place-based approach and teachers get an opportunity to choose how to fulfill the related curricular requirements. The “what” of the law was clear; unanswered, though, was the “how.”

Funded by a Washington State Achievement Council 21st Century Grant, Western Washington University’s Woodring College of Education and Huxley College of the Environment, in collaboration with the Swinomish Tribe, formed a partnership with the La Conner and Concrete school districts to immerse K-12 teachers and principals in the Since Time Immemorial (STI) curriculum. The project also provides access to the Digital Library database and science lessons focusing on topics like salmon recovery, tideland impacts, and water use in the “Science and the Swinomish” project.

“ We didn’t realize how powerful the collaboration between the two districts was going to be...I have lots of teachers who want to be involved.” — Jaci Gallagher, Principal, Concrete Elementary School



APPLYING STI

Starting in 2016, principals, teachers, and university faculty, guided by Swinomish Tribal leaders, first learned together in a four-day summer institute, combining classroom and field experience in both science-related STI and the Digital Library. Once the 2016-17 school year began, principals and teachers met several times to develop lessons incorporating their new learning. With the support of instructors from Woodring and Huxley, teams of teachers and principals from LaConner and Concrete developed robust, scientifically sound, culturally significant, and enduring lessons.

After preparing their first set of lessons for trial, teachers from one district traveled to observe the lessons in the classrooms of the partnering

district. Principals from La Conner and Concrete, mentored by faculty from the Woodring Administrative Leadership Program, collaborated in observing lessons in both districts. Following the lessons and observations, principals and teachers met to discuss and refine their work, incorporating formative assessment data and adjusting instruction as needed for future lessons. Participants repeated this process throughout the 2016-2018 school years: collaborating, teaching, comparing, and refining in an iterative process to build exemplar lessons and units of instruction designed to engage and inform all students.

POWERFUL COLLABORATION

Since the beginning of the Science and the Swinomish project, when the grant partners first considered desired outcomes for this grant-funded effort, learning about, developing, and adding robust science lessons to the STI curriculum were at the forefront. However, following the first round of lessons and observations in partnering district classrooms, it was apparent something much more powerful was set in motion.

“ In small, rural districts we work mostly in isolation, so having the opportunity to work together with another small district was priceless.” — Michael Holbrook, Principal, Concrete Middle/High School



With both La Conner and Concrete School District populations hovering around 600 students, neither teachers nor principals have job-alike peers within their districts to share their practice with. As Michael Holbrook, Concrete Middle/High School principal, noted, “In small, rural districts we work mostly in isolation, so having the opportunity to work together with another small district was priceless. It was the value gained from sharing of ideas, not only about the project, but through the collaboration of educational practices in general that became an unexpected, pleasant outcome and a major benefit to both schools. We cultivated friendships and a working relationship that will continue long after the project is over.”

Michael’s job-a-like at La Conner High School, Todd Torgeson, agrees. “The Science and the Swinomish Project has been such a positive experience,

“ There’s so much more that unites us than divides us, but we would have never known that if we hadn’t worked together.”

— Beverly Bowen, Principal,
La Conner Elementary School





as it has allowed teachers and administrators from two different small schools to come together to collaborate on instruction and student learning.”

Beverly Bowen, La Conner Elementary Principal, explains that when small schools come together, “Teachers have the opportunity to visit other classrooms and see varying methods of instruction, classroom management, and technology, along with engagement of students. Teachers have been very appreciative of the time spent working collaboratively to develop lessons and then see them in action.”

Jaci Gallagher, Concrete Elementary principal concurs, adding, “We didn’t realize how powerful the collaboration between the two districts was going to be...I have lots of teachers who want to be involved.”

For small, rural school districts, creating partnerships and working together to strengthen professional development and student opportunities is highly recommended. Beverly Bowen summarizes, “There’s so much more that unites us than divides us, but we would have never known that if we hadn’t worked together.” ■



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New PESB Leader Focused on Educator Shortage



Alexandra Manuel
*Executive Director,
Professional Educator
Standards Board*

It is with great

enthusiasm and excitement that, in February 2018, I accepted the appointment of executive director for the Professional Educator Standards Board (PESB). Prior to my new role, I served as PESB's director of educator pathways. My experience as a strategic leader has focused on education policy that expanded access to educator preparation, and advancing equity to support student success. I am thrilled to lead our agency's strategic efforts to ensure Washington has successful and highly qualified educators.

Our agency supports the 11-member Professional Educator Standards Board, as well as the nine-member Paraeducator Board. Staff and board members share a mutual dedication and drive toward improving the

state's P-12 education system, and I am grateful every day for the collaborative and committed minds each of them bring to the table.

Great minds are what it takes to move the needle on the impact we're hoping to create. PESB's highest priorities include supporting educator quality, workforce development, and overseeing policy and programs related to educator preparation, pathways, credentialing and certification. To ensure we achieve our goals, we must make sure Washington educators are well prepared, well engaged, and are well equipped in their roles. I look forward to advancing PESB's policy roles, in continued collaboration with the education community in Washington. We are lucky to work with partners around the state who have a vested interest in our educators and our students.

One of my top areas of focus includes leveraging new and existing statewide partnerships to tackle the existing educator shortage. The principals we work with express concern for

how they will address the current educator shortage, and where they will find the next generation of teachers. One of PESB's roles is to address the educator shortage. To do this, we want to engage with stakeholders around the state to collect your feedback for how to best support districts in addressing all areas of concern. These opportunities for conversations will also help us to elevate a variety of resources currently available.

We have programs, tools and resources to help support principals and their schools, including the Grow Your Own initiative, alternative routes to teacher certification, and workforce development resources for your HR teams. I look forward to the continued partnership between PESB and AWSP. We appreciate having representation from AWSP at our PESB board meetings and work group meetings. We encourage AWSP and their partners to continue coming to the table, to share ideas and join in discussion on how we can collectively and collaboratively better serve Washington educators and students. ■

Working to Serve All Students



Randy Spaulding
*Executive Director, State
Board of Education*

Right now is a fantastic time to engage with the Board and staff as we develop strategic priorities and initiatives to support student success and guide our work over the

next several years. We are reaching out across the state to hear about the hopes and dreams for the young people in our communities and what might need to change to fulfill those desires. What's working in our communities that would benefit from state support? What barriers could policymakers address to make our school system more responsive to the needs of students? These questions will inform the board's priorities for the 2018 Strategic Plan.

STATE AND FEDERAL EFFORTS

Our work will build on a lot of great work already occurring at the state and local level. For example, the governor's office has been leading some work focused on supporting the expansion of career-connected learning opportunities including youth apprenticeship and other work-integrated learning opportunities. We are engaging with the governor's office and other agencies to increase

opportunities for high quality, relevant work-integrated learning opportunities and to identify needed policy supports.

The board also is keenly aware schools are responding to a range of challenges. To address some of these, the board will employ not only its role in establishing policy, but also its role as an advocate for our K-12 education system. While social-emotional learning has been part of the board's advocacy platform, we are now exploring a more comprehensive position on student well-being. We continue to advocate for resources to address the teacher shortage, as well as the professional development needs of current educators to ensure all students have access to a rich, engaging learning experience.

As a result of recent changes to the Every Student Succeeds Act (ESSA), we collaborated with OSPI to implement a new accountability system — the Washington School Improvement Framework — and OSPI is rolling out the associated supports for schools. Many high schools are adapting to the 24-credit graduation requirement, new course requirements including changes in science still being phased in, and a new requirement for a stand-alone civics course. The 2018 legislative session also resulted in funding changes that present some unique challenges as schools and districts adapt to the new model. While we believe these changes will lead to positive outcomes in the long term, it is clear capacity for additional innovation may be limited.

SERVING ALL STUDENTS

It is critical we hear from schools about what works and what needs improvement. There is good alignment between the priorities of the board and school principals. Like many districts, the board is addressing issues of equity head on, using our new equity statement to guide our priorities and decision making. We remain committed to high standards for all students and advocate for needed supports to better serve them.

As we develop our strategic plan priorities, please join us for one of our regional forums, share your thoughts in writing using our online feedback form, or send us an email. A complete schedule is available online at: <http://www.sbe.wa.gov>. Take the Board's Strategic Plan Feedback Survey: <http://bit.ly/SBE-SP-Survey> ■

District Leaders Welcome Aune at WASA



Joel Aune
*Superintendent,
Snoqualmie Valley,
Incoming WASA
Executive Director*

After serving for the past 28 years as a principal and school superintendent, I consider it a distinct honor to succeed Dr. Bill Keim as executive director of WASA.

During the past 20 years, WASA has been a significant source of support in my work as a superintendent. The professional development, member support, and legislative advocacy that WASA represents is key for any school superintendent or central office administrator. Like AWSP, the networking opportunities through WASA enabled me to establish professional relationships and life-long friendships which have been enormously impactful on my career.

School and school district leadership is both the lifeblood of public education, and its moral backbone. AWSP and WASA play an essential role in supporting, shaping, and developing school leaders who skillfully and courageously champion the effort to provide great schools for all students.

The research is clear that stellar leadership is essential to creating and sustaining outstanding schools. In fact, it is nearly impossible to improve student achievement in a school without capable leadership from the principal. Over the past 13 years in the Snoqualmie Valley School District, we worked with intentionality to develop leadership capacity and refine those skills required to effectively sponsor and lead school improvement efforts.

During this time, we pushed a persistent emphasis with our principals to develop key leadership skills and best-practice behaviors for school improvement. Through

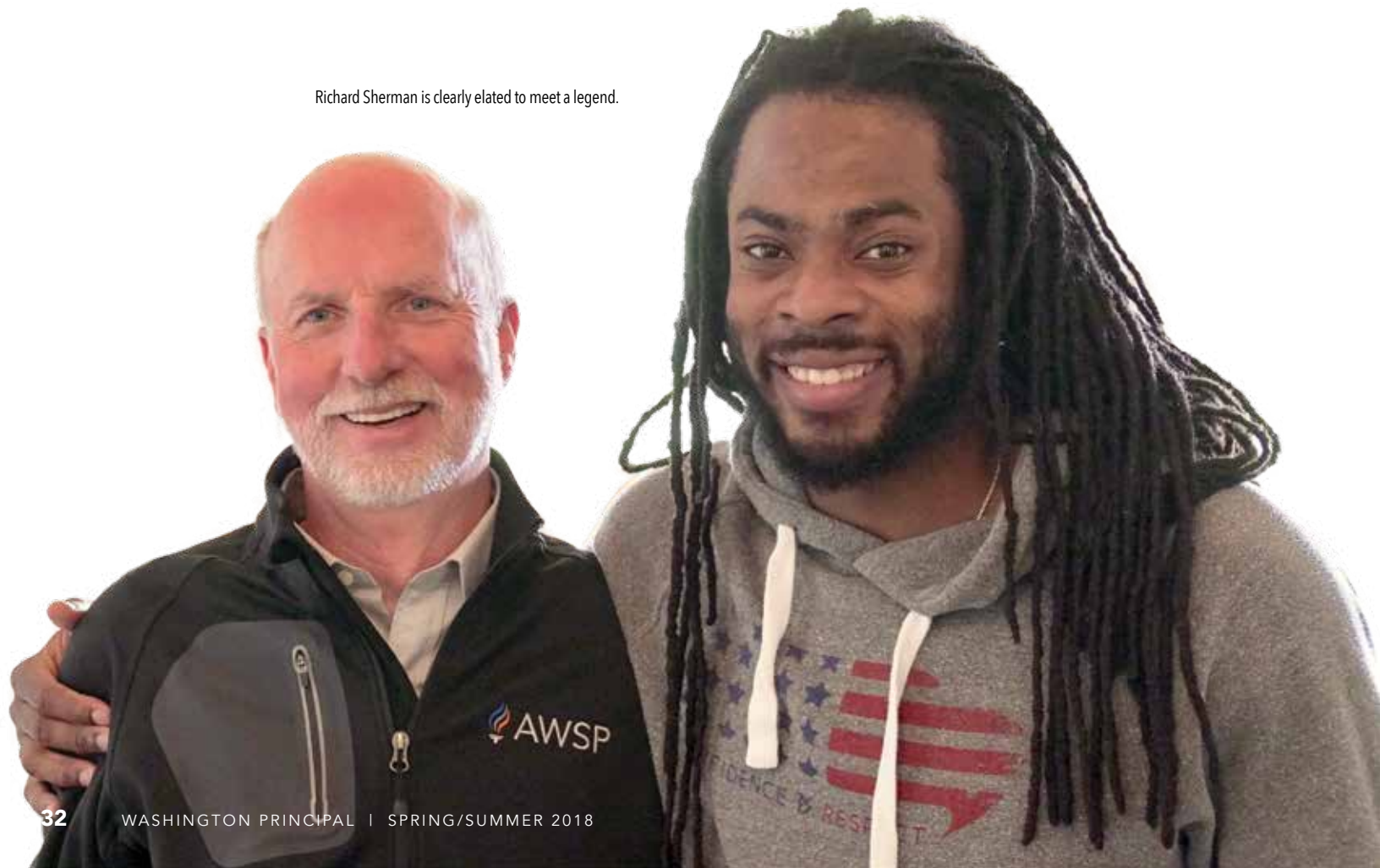
focused professional development and the implementation of a relevant and growth-oriented principal evaluation experience, our principals and assistant principals are better equipped to meet the expectations we established for them in their work to lead our schools — expectations that are loftier than ever before.

Both WASA and AWSP represent the very best in leadership. We share a relentless commitment to the pursuit of equity and excellence in student learning, and we have a keen interest in advocating for education policy that is best for kids. Bill Keim and Gary Kipp worked to build and sustain a strong partnership of collaboration between WASA and AWSP. I look forward to working with your new executive director, Scott Seaman, to carry forward the important work of supporting school leaders and advocating for public policy that will serve the best interests of the students who attend our schools. ■

GOODBYE, GARY

A Legend Leaves

Richard Sherman is clearly elated to meet a legend.



For many people, Gary Kipp is synonymous with AWSP.

During his 15 years of leadership, our association has grown in size, ambition, and relevance. We are the only principals association in the nation to develop and own its own leadership framework. As of next school year, the AWSP Leadership Framework will be the only state-approved framework to use for evaluating principals and assistant principals. We are the only principals association with two learning centers (Cispus and Chewelah), where our nationally-acclaimed student leadership programs are usually held. We also have the highest percentage of members of any principals association in the nation.

The list of firsts, onlys, and accolades goes well beyond that. Much of that either began or grew under Gary's calm, even, steady, and thoughtful leadership. Whether you ask someone at the district, state, or national level, Gary's name brings instant credibility and reassurance.

Always quick to crack a joke and create a smile, the staff here and his colleagues wanted to make Gary feel as appreciated on the way out as he makes us feel every day, and if he's a little embarrassed, well, that's just a bonus!

FORMER STAFF



Don Rash, *Former AWSP Director of Middle Level Programs*

Thank you, Gary, for being a supportive, inspiring, mentoring

“boss.” And for never making us feel like you were our “boss,” though you clearly were the leader we wanted to follow.

To this day I think of one of his columns in *Washington Principal* a few years ago when he reminded us of the safety message we hear from the flight just before we take off: “In the event of loss of cabin pressure, be sure to place the oxygen mask over your nose and mouth before you attempt to help others.”

Ever since then, when I hear that flight attendants message I am reminded of Gary's concern for all principals, even we retired

ones, that we need to make sure to take care of ourselves before we can take care of others. Now as Gary moves into retirement, as least his departure from more than full time work, I hope he makes sure he puts his mask on first.



Brian Barker, *Former AWSP Executive Director*

I find it hard to relay an embarrassing or funny moment with Gary without

being accused of another incident of a Husky picking on a Cougar. But I do vividly recall the Principals' Conference in Spokane (early 90s) when the speaker was to be secretary of state Ralph Munro. Ralph called from the airport and was too sick to travel or speak. We scrambled (!). The happy hour went long, the crowd was getting restless and out of the snow and fog, principal Gary Kipp arrived with his latest PowerPoint. As usual, Gary was prepared, hit a home run, and a good time was had by all.



Paula Quinn, *Former AWSP Director of Elementary Programs*

I was privileged to work with Gary for over eight years

at AWSP and many more years on AWSP and ESPAW boards. Gary made work and board meetings fun. He



Gary serenading Paula Quinn at her retirement.

encouraged leadership from everyone at the office and on the boards. When something went well, Gary gave credit to the individuals and teams involved. Gary would never say anything failed, but occasionally something didn't go so well. He never blamed anyone, but looked at these as opportunities to change or try new things. Gary gave me free reign to try new ideas in professional development and supported some of my most crazy schemes to meet the needs of our members. When TPEP came to town, Gary thought I should represent AWSP in everything TPEP, but when I went back after the first meeting whining, he jumped right in. Boy am I glad he did!

Traveling with Gary is always an adventure, especially if you like Starbucks — Gary knows where every one in Washington is located.

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Gary rocking a big beard and some keyboard skills.

Continued from page 33

I appreciated him doing the driving so I could knit or quilt. Working with Gary on the AWSP Framework was the most challenging and rewarding opportunity in my entire career. The framework would not exist without Gary Kipp. I am so proud of that work. Whenever life gives us lemons, Gary makes lemonade, as long as there is some ice tea included. Best wishes, Gary!



Gary Kipp
Class Cab. 2,3,4
Ski Club 3,4
Band 2,3
Intramural 2,3,4

A young Gary in his high school yearbook.

Yet he doesn't focus on himself. For example, he has received more than one award from state education associations but doesn't tell anyone about them. Rather than plaques of recognitions hanging on the wall in his office, he has a picture of himself being drenched by a rainstorm at at Mark Morris outdoor graduation ceremony. On the bookcase behind his desk is a plaque that says, "Fire Kipp." Again evidence that he doesn't take himself too seriously.

Gary was at the top of the heap of bosses I worked with throughout my career. I would have been a better administrator had I had him as a mentor before leading a building.



Gary's got no cap, but he's got an umbrella.

care of installing a light above the back door, forging partnerships with principal organizations across the country. From the little things to the big, Gary is always doing for AWSP.



Jerry Bender,
Former AWSP
Government Relations
Director

Gary is serious about the work of

supporting all students and principals — but not serious about himself. He is relentless in his preparation to teach others about ways to help kids prepare for their future and serious that all are treated with respect. If you have ever seen one of his PowerPoints, you are amazed by the metaphors and analogies he comes up with to make his point.



Laura Moore,
Executive Assistant, OSPI

I admired his abilities as a leader, as a coach, and his ability to have fun when the time came.



Terry Barber, Former
AWSP Director of
Elementary Programs

Gary has a wonderfully unique way of

creatively painting a picture about complex issues and making them understandable. That was the main reason I encouraged Gary to apply for the position of executive director. Our association of school leaders has been blessed by his calming presence and insightful analysis. Let's hear it for Gary!



Jocelyn McCabe,
Former AWSP
Communications
Director

It is the rare treat to work with executives

who not only understand and value the role of communications and PR, but who are also excellent communicators themselves. Gary is one of those people, quick-witted and savvy to boot.

It is equally rare to work someplace where the office truly feels like family; Gary created that kind of environment at AWSP. From indoor mini-golf tournaments to Peeps decorating contests, Gary always finds a way to factor in fun. When your boss shows up to the office in a full SpongeBob costume (and a cowboy hat — he was SpongeBob Square Dance) on Halloween, you know you're working in a special place!

There have been many instances after I left AWSP where I've had a "What Would Gary Kipp Do?" moment. His inclusive nature and spirit of fun are just two of the great leadership traits I appreciate about him. I wish he and Sue many great adventures together in retirement.



Vicki Bates, Assistant
Superintendent of
Technology, Auburn SD

Gary loves AWSP and takes endless care of its people,

the organization, even the facility. Gift cards following the Seahawks competitions on the weekends, taking



Gary and crew on one of his many visits to Washington, D.C.



Gary is as cool as ice and as monumental as a mountain.

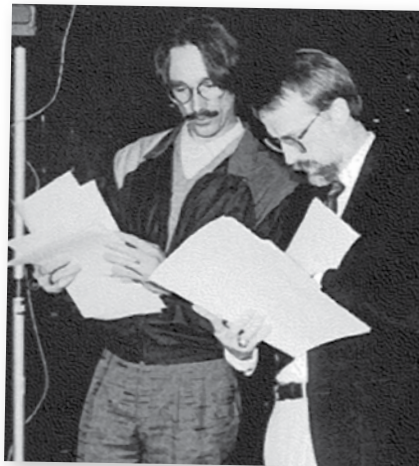
CURRENT STAFF



Roz Thompson,
*Director of AWSP
 Governmental Relations
 & Advocacy*

As we all know, Gary is a masterful teacher

and mentor who counsels everyone he meets with a gracious manner and a healthy dose of humor. There have been many moments over the past year when Gary has shared his nuggets of wisdom with me. I feel so lucky to have spent a year working with him! One of the most meaningful statements from Gary came when I was in the process of considering the move to my new position. Gary said to me “no one is in this alone.” This was quite comforting knowing that I was stepping in to a new role with a steep learning curve



Gary reading something very, very serious.

and big shoes to fill. Thankfully, a year later, I can say that Gary was absolutely right. I’ve never felt like I am alone in my new role. AWSP has an amazing staff as well as a strong association of phenomenal principals from across our state who are all ready to lend support. Gary has to be given a lot of credit for

tending, cultivating and growing this supportive culture. I hope that Gary’s encouraging words to me can carry on to all of you...and that your own professional network of support is strong. AWSP is here for all of you!



Scott Seaman, *AWSP
 Deputy Executive
 Director*

About 15 years ago I attended my first ever AWSP event as a member of the WASSP Board. That was also my first experience and opportunity to meet Gary Kipp. I knew from the first moment of listening to him speak to our group that some day I wanted to

Continued on page 36

grow up and be just like Gary. For years I've observed his demeanor, wisdom, wit and vision for pushing our organization to better support principals in our state and beyond. Gary has moved AWSP into a position that garners incredible respect in our state and across the country. He leads with heart, passion, integrity and conviction to improve our educational systems in order to better serve kids. Gary empowers us to lead with our own energy and creativity but always keeps us grounded in the mission of our work. Some would say I've reached my lifelong dream of growing up to be just like Gary. I would agree, with the exception of growing up.



Alli Jorgenson,
AWSP Financial Services

In the relatively short time I've been working at AWSP

I have been lucky enough to work and learn from Gary. He has an incredible passion for the association and those he works with, something that most strive to find in their careers. I wish you well in your retirement Gary and hope you have lots of adventures ahead!



Kurt Hatch, *AWSP Director of Principal Support, Middle Level Programs and Diversity & Equity*

Gary is a kind, thoughtful, humble and



Gary with a prom queen, who happens to be his daughter, Kristen.

insightful leader with a fantastic sense of humor. He cares. I often hear him talking to members of the AWSP family about their lives outside of work. He goes to great lengths to support each of us and unsure we feel valued. Gary is a leader's leader and a true gentleman. It is my privilege and pleasure to learn from him as a leader and get to know him as a person.



Caroline Brumfield,
AWSP Graphic Designer

I want to share one small example of Gary's cleverness and wit that I think

back on often and smile about. My first son, Lincoln, was born on February 22 (Washington's birthday!). After I emailed the staff about how I wouldn't be in that day due to Lincoln being born, Gary replied, "Well, Lincoln arrived on Washington's birthday. How cool. I hope it's Truman that the delivery wasn't Harding and he didn't Polk you much on the way out. Nixon anyone who says that's not the cutest baby in the world. Keep Coolidge and Grant us an opportunity to see his little Obama soon." Gary's sense of humor is presidential!



David Morrill, *AWSP Communications Director*

I've been fortunate to work for a lot of great bosses in my life.

Gary is no exception. I owe so much of my success to him. He empowers you and always wants to say yes, but has the wisdom and caution to ask the right questions and foresee all the implications of almost any decision. He leads with such humility, creativity, and humor. On a personal note, when I get to the stage in life where I'm a grandparent, I only hope I can be half the grandparent he is. Gary, thanks for teaching us all what it means to be a great leader and a great man.

Of all the things I learned from Gary, maybe the best thing I learned is the art of delegation. I remember walking into his office to discuss how we would break some unwelcome news to another staff member. I asked if he wanted to have the conversation and break the news, because I sure didn't. "Let's draw straws," Gary calmly suggested. In my head, I'm thinking,



Gary providing some laughs for Sue Davis at her retirement party.



Gary with Kurt Hatch and Dr. Caprice Hollins at the 2017 Equity Conference.

“Well, he’s the boss, so I’d really love to have him break the news, but this seems fair.” I watched anxiously as he picked up a pen and a notepad and started jotting something down. I was a little confused. “What are you doing?” I asked. With a big grin on his face, Gary tells me, “I’m drawing straws,” while he flips the notebook around, revealing a drawing of a long strong with his name under it and a short straw with my name under it. “Yours is shorter,” he added with a chuckle. That’s Gary in a nutshell. He always has the ability to draw a laugh, even in tense or uncomfortable situations.



Ron Sisson, AWSP
Director of Principal Support and Elementary Programs

These past three years working with Gary have been incredible. I come to work every day to a boss who fosters creativity by allowing us to dream, plan and implement. Though he keeps guard rails on our outside the box thinking (which can be a little crazy at times), he also supports our innovation and creativity. The question is never “why?”, it’s “why not?”. His leadership has allowed us to dream big and build a high performing association that truly does amazing work for principals.

On a personal note, Gary has become more than just my boss, he’s become my friend. I appreciate his humor, his genuine caring for others and his camaraderie. Though our paths have crossed for a short time, Gary’s impact on me will last a lifetime.



Kim Marquette,
Assistant to the Executive Director

There are so many things I could say about Gary that I didn’t even know where to begin. When I think about him, here’s what

comes to mind: Compassionate, calm, trusting, funnier than hell, kind, family man, genuine, passionate, friend, leader, and unassuming. It’s been a joy to work with him.



Susan Fortin, AWSL
Director of Student Leadership

Gary’s the rock. Observing his leadership over the years has guided my growth as a leader. When faced with a tough situation I ask myself, “What would Gary do?” While pondering that, I usually get a pretty clear vision of how to proceed. Thank you, Gary, for your wisdom, support, humor and guidance. I’m a better person for having had the opportunity to learn from you.



Martin E. Fortin, Jr.,
AWSP Learning Centers Director

Gary has taught me about patience in decision making. A proposal takes time to contemplate, research, and to decide the proper approach. My best work has been under Gary’s tutelage and guidance, encouraging me to take time before selecting a course of action. He also taught me to pursue all options and be present. My most repeated quote I learned from Gary: “If you are not at the table, you may end up on the menu.”

STATE AND NATIONAL LEADERS



JoAnn Bartoletti,
NASSP, Executive Director

My admiration for Gary Kipp is boundless. Not only is he a terrific leader of AWSP he is a true educator and friend and funnier than hell.



Gary can answer a phone with the best of them.



L. Earl Franks, Ed.D., CAE, Executive Director, National Association of Elementary School Principals

Gary Kipp has served as an exemplary leader for the Association of Washington School Principals (AWSP) as well as the National Association of Elementary School Principals (NAESP). Throughout his successful tenure as an education association executive, he epitomized servant leadership as he always focused on serving his members and spotlighting the important role principals and other school administrators play in the education of all students. Gary has been a mentor and friend to many state principal association leaders throughout the country. His insightful ideas coupled with his quick wit will be greatly missed by many. We wish him the very best in his well-deserved retirement.



Dr. Jason E. Leahy, Executive Director, Illinois Principals Association

In my opinion, Gary Kipp is one of our country’s most respected state principals’ association executives. He possesses the qualities of visionary, innovator, and love for the profession

Continued on page 38

the rest of us in similar positions across the nation strive to emulate. For my part, I have made it routine to frequently benchmark our work at the Illinois Principals Association (IPA) to that of AWSP. Due to Gary's steadfast leadership, I know that if I want to ensure we at the IPA are doing what is best for our state's school leaders we better pay attention to what is going on in Washington. No doubt his impact and legacy go well beyond Washington's borders. Gary, I wish you, Sue and your family the very best in your next season. It is a pleasure to call you colleague and friend. Illinois wishes you the very best.



Bill Keim, Executive Director, Washington Association of School Administrators

I met Gary Kipp in the 1990s when we both served on WASSP Rep Council, AWSP's board for secondary school principals. Within a few years we were both moving through various leadership roles with WASSP, but then my path was diverted by an offer to serve as our school district's

superintendent. As a result of that change I had much less contact with Gary for several years, but I was very pleased to hear that he had been selected as the new AWSP Executive Director when Brian Barker retired. I was even more pleased to begin working closely with Gary again when I was selected in 2013 to serve as the WASA Executive Director.

During the past five years I have learned a lot from Gary, and we have maintained a high level of positive collaboration between our two associations. Through those interactions I have been impressed by the wisdom and insights Gary brings to any discussion topic. He clearly understands the role and impact of highly effective building leaders in helping all students succeed. Gary also understands and articulates the importance of building leaders working together as part of a cohesive school district leadership team.

I would like to wish Gary all the best as he moves into retirement and offer my thanks for his tireless efforts during a remarkable career. As he makes that transition, Gary should

feel proud of the many positive contributions he has made toward improving Washington's system of public education.



Gene Sharratt, Executive Director, AESD/OSPI Network Initiatives

One of my favorite things about Gary is his devotion to his family, friends, and profession.



Lauren Hibbs, Director of Partnerships and Professional Development, Pacific Lutheran University

I appreciate Gary's approachability, his wisdom. The way he listens and make you feel valued. His smile and the energy he brings with him every single day. Everyone needs a friend like Gary.



Alan Burke, Former OSPI Deputy Superintendent, Former WSSDA Executive Director

When I think of Gary the word "relax" immediately comes to mind. As someone who is wired fairly tight, I always appreciated seeing Gary come into a room. The topic could be testy, the lead up to the meeting filled with nasty-grams, and the room filled with administrative and union folks who clearly didn't agree on much of anything. Whatever the situation, Gary would enter with a smile on his face, tell a story that would make folks laugh a bit, and then get down to business. And always the group seemed to find a good place to land. This, of course, was all due to a guy who didn't take himself too seriously, never acted like he was the smartest person in the room—even if he was—and always approached problems with a let's-fix-this attitude. He'll clearly be missed



Don't worry, Gary wasn't really arrested... we don't think.

by the AWSP family, but perhaps equally so by those in Olympia-land who, like me, have come to appreciate and welcome him into to any meeting, any perilous political situation, and any social event where a smile, a funny story, and a bright mind always settled things down.

Happy retirement, Mr. Kipp!



Sue Anderson,
Director of Educator Effectiveness, OSPI

We serve on the TPEP Steering Committee together. As you

can imagine, there are some good discussions at the meetings. What often happens is that the rest of us talk for awhile about an issue — sometimes a long while. Then there's this pause, and Gary speaks for the first time. Inevitably, he says something very wise. Often, it's also pretty funny. We are really going to miss him.



Sharon Bower,
Director, Washington State Leadership Academy

Gary had the wisdom to join forces with

WASA to begin, create, and support the Washington State Leadership Academy changed the entire scope and quality of building leadership in Washington state.

FELLOW PRINCIPALS AND AWSP BOARD MEMBERS



Jeff Miller, *AWSP President, 2013, Various Boards and Committees from 1991-2014*

Besides his very witty sense of

humor, he always came up with the best metaphors and analogies to fit the current “issues in education” to common sense practices that everyone could understand.

He's a man of honesty and integrity! At an AWSP Board dinner at a downtown Seattle restaurant, the



Gary participating in office shenanigans.

fire alarm went off clearing the entire restaurant out to 6th Avenue. During the 30-minute wait, while the fire department checked out the building, just about every other party, large and small skipped out on their bill and left. Gary kept us calm and entertained until we could return to the restaurant, finish our dinner and receive our free dessert, provided by the management, because of Gary's honesty and integrity.



Gary poses with a former student as his current patient. Yes, this actually happened, but the photo was staged.



Dwight Cooper,
ESPAW Board, NAESP State Representative, and NAESP Board of Directors

As I ponder possible

tributes of Gary Kipp, two words keep resonating, “has been”.... in a good way. Above all else Gary has been a good friend. Gary has been insightful and a masterful mentor. I've appreciated Gary's dry humor. His impromptu video welcoming principals to Seattle for a NAESP National Conference was a masterful promotional production.

Besides earning the respect of educational, business, and political leaders in Washington state, Gary is greatly respected by state and national association leaders across the country. Because of Gary's vision and leadership AWSP is the premier

Continued on page 40

principals' association in the country. Thank you, Gary, for your friendship, support, and kindness. Best wishes for a rewarding retirement.



Gunnar Guttormsen,
Assistant Principal,
Coweeman Middle
School, Kelso SD

Every interaction I have had with Mr. Kipp he has always made me feel important, from when I was a student at Mark Morris High School to today as a school administrator.



Gordon Grassi,
Former AWSP Middle
Level Board President

I admire his work ethic, and his compassion for making education a priority.



Carole Meyer,
Assistant
Superintendent, Moses
Lake SD

Gary is the guy who knows a thing or two because he's seen a thing or two, like

the Farmers Insurance commercial. He is the go-to guy when you need an answer for difficult situations.



Nathan Plummer,
Principal, Sultan Middle
School, Sultan SD

I admire Gary's comprehensive understanding of the principalship. He simply gets it regardless of the situation. And his sense of humor.



Jeff Gutfeld,
Assistant Director of
Assessment and Highly
Capable, Bethel SD

Gary has a wonderful sense of humor. His professionalism and respect he has earned over the years with all the governors and state superintendents is beyond compare. Gary supported the new principal as much as he supported the 30-year veteran principal. He was never "too big" for the role while his position in the organization and within the state was of a stature that was second to none. Gary is an incredible leader with the personality, experience, and charisma which has made AWSP one of the most respected organizations, not only in our state, but in our nation. Congratulations!



Mike Hagadone,
Assistant
Superintendent, White
River SD

Gary has been a tremendous support for principals throughout Washington state throughout his career. I appreciate everything he has done to help me become a better administrator and remember the reason why we do this work-the kids!



Howard King,
Superintendent/
Principal, Orchard Prairie
SD

Gary was always accessible, positive and professional. He was a consistent credit to AWSP in the manner in which he represented the organization. A job well done, Gary!



Dr. Glenn E. Malone, Chief
Assessment &
Accountability Officer,
Puyallup School District

I first met the principal of Mark Morris High School almost 20 years ago at Evergreen State College as we were both participants in the first ever Smart Tools Academy. Participants



We can't believe you're retiring, either, Gary!

Gary addresses the crowd at Summer Conference.

stayed in the dorms, were given a laptop computer and UW students showed us how school leaders should use it! Gary's quick wit and friendly personality made the four days (and nights) very enjoyable. We imbibed adult beverages in our dorm room while staying up late to do "our homework." Weeks later, I was surprised and honored when Gary sent me a coveted Monarch's Water Polo shirt. We have remained friends and I have great admiration for his work and the impact he has had on many others like me. Congrats on your retirement Gary!



WASA Executive Director Bill Keim and AWSP's Gary Kipp. Both will retire this summer.



Samara Gilroy-Hicks, *Director of Secondary in Evergreen*

I love Gary's wry sense of humor and his great sense of dress. He was always nattily attired. And he knew intrinsically that relationships were at the heart of school improvement.



Christine Del Pozo, *Former WASSP Board Member*

Gary has been a great mentor and leader for the entire state association. His leadership and dedication has been seen by moving us forward as an association. I will miss his expertise, knowledge of many things, positivity, and calm demeanor. Congrats Gary on your retirement! It is well deserved.



Colleen Nelson, *Former AWSP President*

One of the things I admire most about Gary is his ability to use his sense of humor to connect with people and help tackle tough topics. I remember distinctly being at the

Summer Conference in Spokane. I had just assumed a new role and was expected to introduce the VIP's on stage. I successfully introduced the two or three guest presenters I had never met. Next in line was Gary. No problem I knew him. However I went completely blank in front of the several hundred attendees. I think Gary could see the terror as I froze. He calmly leaned forward to the mike and said "I'm Gary.... Gary Kipp... AWSP." The crowd howled.



Doris Bolender, *Principal/PAC President/Middle School Representative*

Gary Kipp Is a pillar of honesty, respect, and true leadership. He can have composure when needed, empathy, and a voice of reason. He has had a positive impact on probably all that have been fortunate enough to work with him. He exhibits that balance that is difficult for so many administrators between keeping it light and getting down to business. I will always be grateful for the support that he has provided me in a couple of situations that helped me to believe in myself and become the kind of leader that will benefit kids and staff. Thank you, Gary. You are amazing.



Courtney Margolin, *Member of Vice Principal's Council*

Gary is one of the most supportive people I've had the opportunity to work with. His focus on moving our students, and ourselves, forward in new and innovative ways has changed the way I look at my own practice.

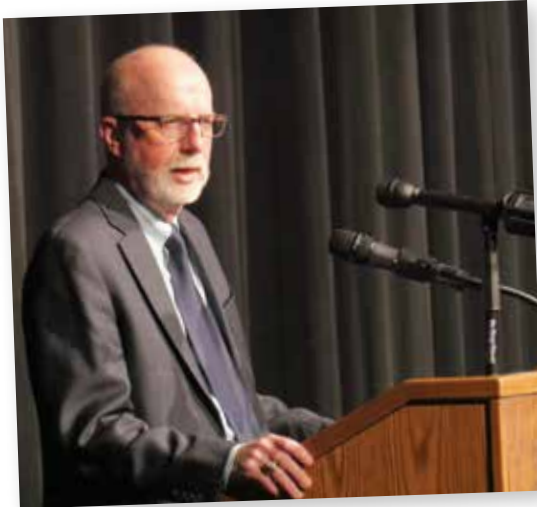


Whitney Meissner, *Former AWMLP President, La Conner Superintendent*

In 2006, I called Gary after I was appointed interim High School Principal in Chimacum. The situation was a bit complicated as it was March and the change was due to a legal matter involving the former high school principal. Not only did Gary respond quickly to my email inquiry asking if he had any suggestions, he drove out to Chimacum and met with me in person. That began what I now call a friendship, and I believe it was shortly after that meeting that I looked into joining the AWMLP board.

In 2010, I believe I was in a leadership position with AWMLP. In November

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Gary presenting an award at Wilson High School.

of that year, my husband died in a car accident. Gary and all the AWSP staff reached out to me in many ways — from sitting with me at meetings and conferences, to attending the memorials, to checking in months later. Things were difficult for some time, but Gary always had a calm, supportive, and truly caring spirit that brought comfort during a very rough spot in my life.

Gary has gathered a wealth of information and has used it to develop leaders throughout the state, and to influence education policy nationally. He builds strong

relationships, he loves his family, and he has a great sense of humor. That wisdom, though, makes him someone whom I will always admire, and whose words will always guide me as a leader and a mom.

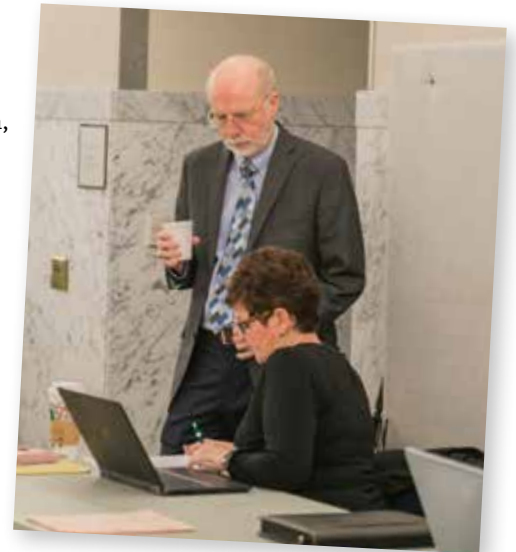
Thank you for leading and serving our state so well. I truly believe that schools throughout Washington, and thus kids throughout our state, have benefited beyond measure from YOU. Gary is irreplaceable

but he is leaving a legacy and standard that many of us will attempt to follow. In fact, it will take many of us to add up to the difference that Gary Kipp made.



Erika Burden,
AWMLP NASSP
Coordinator

I have always appreciated Gary's support and expertise when I need guidance. He will be truly missed.



Gary and Kim go over things at the 2018 Advocacy Day.



Jeff Snell, WASSP

I always looked forward to an opportunity to talk with Gary. He would always approach the conversation alongside of you. He made me feel confident even when I was struggling because of his support. You got the feeling he believed in you and would always be there to help. Thanks for your leadership Gary. You helped me be a better leader!



Friends, family and coworkers surprised Gary Kipp during his award acceptance and WSU's homecoming celebration on Sept. 22, 2012.



Authentic Student Voice in School Governance

Association of Washington Student Leaders

A well-rounded, high-quality civic learning experience includes Student Participation in School Governance. The Association of Washington Student Leaders (AWSL) actively partners with school principals to provide authentic, school-wide student voice to support and increase the academic and social success of all students.

In Washington state schools you will find...

Students Leading in Successful Schools

The Association of Washington School Principals' (AWSP) Leadership Framework provides the criteria for effective principal leadership. Principals foster success by working to achieve excellence in eight defined framework areas. Students are also using the eight criteria as their lens for effective leadership. AWSP and AWSL have elevated an awareness of the need for principal and student partnerships to achieve the goal of academic and social success for all students.



RSVP—Raising Student Voice and Participation

In Washington, the RSVP process has worked well in schools crossing all demographics—urban, rural, suburban, alternative, comprehensive, high school and middle level. Schoolwide summits, facilitated by students for students lie at the heart of RSVP. Student leaders organize an RSVP Leadership Team that is diverse, representative and capable of listening to and honoring student voice. Issues are identified, solutions prioritized, and the entire student body engages in action plans to solve school and community issues. Schools utilize the model on an annual or bi-annual basis. Following each summit, a student leadership team meets with administration to share results, discuss issues and prepare action plans.

Summit 1: Voice

In all classrooms, student-led summits address the following questions:

- What's going well in our school?
- If you could change one thing about our school, what would it be?
- If you oversaw our city, town or neighborhood, what issue would you tackle first?
- What national or global issue would you want to address?

Lists are generated and issues/concerns are prioritized.

Summit 2: Recommendations

Based upon results of Summit 1, students answer the question, *What should we do?* Recommendations for action are determined.

Summit 3: Response & Implementation

In this summit, students answer the question, *What is your response to this plan?* Feedback is provided to improve the plan.

Students then answer the question, *How can we make our plan a reality?* Volunteers are recruited to carry out the plan.

AWSP's Networked Improvement Communities

Scott Seaman

Deputy Executive Director, AWSP

PRINCIPAL EVALUATION CRITERIA

Managing Resources

As another school year winds down and you start planning for the next, I triple-dog dare you to consider making your own learning a priority this next year. You must be the lead learner in your building. It's crucial you model that for your staff and students. A principal who focuses on their own professional learning will be a more effective and impactful leader. So, it shouldn't be a matter of if you will get involved in a networked improvement community, but which one and when?

PICK A NIC

For starters, we'd better address the definition of a Networked Improvement Community (NIC). What is a Networked Improvement Community? How is a NIC different from a Professional Learning Community (PLC)? Educators are famous for creating acronyms, abbreviations, and flavors of the month. And, here we are again, with the newest term creeping into the education world.

PLCs entered our vocabulary a decade ago as the movement began to allow educators to hit pause and come together to share best practices, discuss student data, and solve problems. However, just like with any new initiative in our system, PLCs were implemented with varying degrees of effectiveness on improving the overall system for kids.

“Principals must get engaged in networks to increase their own effectiveness and long-term sustainability in their buildings.”

Why? There are too many aspects influencing the outcomes of PLCs, but one main influence is the purpose of the PLC itself. Most PLCs do a great job of bringing people together to talk about problems, but not to collectively solve those problems.

A Networked Improvement Community is different, simply because of the purpose. A NIC focuses on building powerful professional relationships where leaders come together to identify problems of practice and then form collective theories of action to solve those problems. In other words, instead of informal sessions often described as a platform for sharing and complaining, a NIC moves straight into collective and common action in order to achieve measurable improvements around a problem of practice.

MAKE IT A PRIORITY

The first thing you need to do is step back and reflect on your own professional learning. How are you being fed professionally? Are you engaged with other school leaders in some form of PLC or NIC? Do you spend more time complaining about the difficulties and challenges of leadership than you do working to create solutions? How often do you gather with colleagues in meaningful

professional learning?

You need to make your own professional learning and growth a top priority. In addition to whatever structures are in place in your district, AWSP has several options for your consideration. We developed what we affectionately refer to as the AWSP Leadership Continuum. This continuum is designed around the purpose of creating networks for principals to engage in ongoing, relevant, and personalized professional learning.

The AWSP Leadership Continuum emphasizes and supports our organizational goal of keeping great principals in the same building for longer amounts of time. Principal churn is an epidemic in the country and needs to be addressed. Simply stated, it is bad for kids. In order to reduce turnover rates, we must work collectively as a system to better support the professional learning needs for principals. Principals must get engaged in networks to increase their own effectiveness and long-term sustainability in their buildings. Being in a network shouldn't be optional for principals, but rather prioritized, emphasized and supported by systems leaders around the state.

THERE'S A NETWORK FOR YOU

If you are not in a network right now, we encourage you to join one along the AWSP Leadership Continuum or form one on your own by applying for

an AWSP Networked Improvement Community Grant (formerly known as a Cluster Grant). No matter where you are in your administrative career, there is a network for you. This summer, we will form and launch next year's new cohorts of networked

principals. Which one will you join? Remember, your students and staff truly deserve the best principal. You can't be your best without prioritizing your own learning.

Get networked now! ■



Aspiring School Leaders Network: A critical turning point in an educator's career is making the decision to become a school leader. This network is designed to provide resources, guidance and support for those with their sights on leading and transforming educational systems for all students. Participants learn how to enhance their administrative internship experience, hear from successful veteran leaders in the field, and gain valuable insights on preparing for employment in a leadership role.

Launching Principal Leadership Network: This network provides new and newly assigned principals and assistant principals the opportunity to maximize their leadership skills during the first year. This cohort-based series meets three times a year with attendees learning from veteran practicing colleagues, university professors and other expert educational leaders. Launching Principal Leadership delivers "just in time" professional learning which supports the new principal across their first year of leadership.

Building Effective Leadership Network: This network brings principals and assistant principals together three times during the year for relevant, timely and personalized learning specifically designed for leaders serving in years two through five. Research shows the greatest amount of principal turnover occurs during these crucial years. BELN is focused on not just helping these leaders survive this window in their career, but to thrive as equity-focused school leaders.

Mastering Principal Leadership Network: This network is designed to help principals and assistant principals take their leadership to new heights through networking and the sharing of highly effective, gap-closing best practices. MPLN participants take a deep dive into themselves as lead learners in order to more effectively lead others. This three-part cohort-based series focuses on the art of leadership by diving deep into our School Leadership Paradigm and Principal Action Paradigm.



Nathan Plummer, Vicki Puckett, Scott Seaman, Christy Cole, Roz Thompson, Erika Burden, and Kurt Hatch in Washington, D.C.

LIFETOUCH

What Principals Need to Know About **THE 2018 LEGISLATIVE SESSION**

Roz Thompson

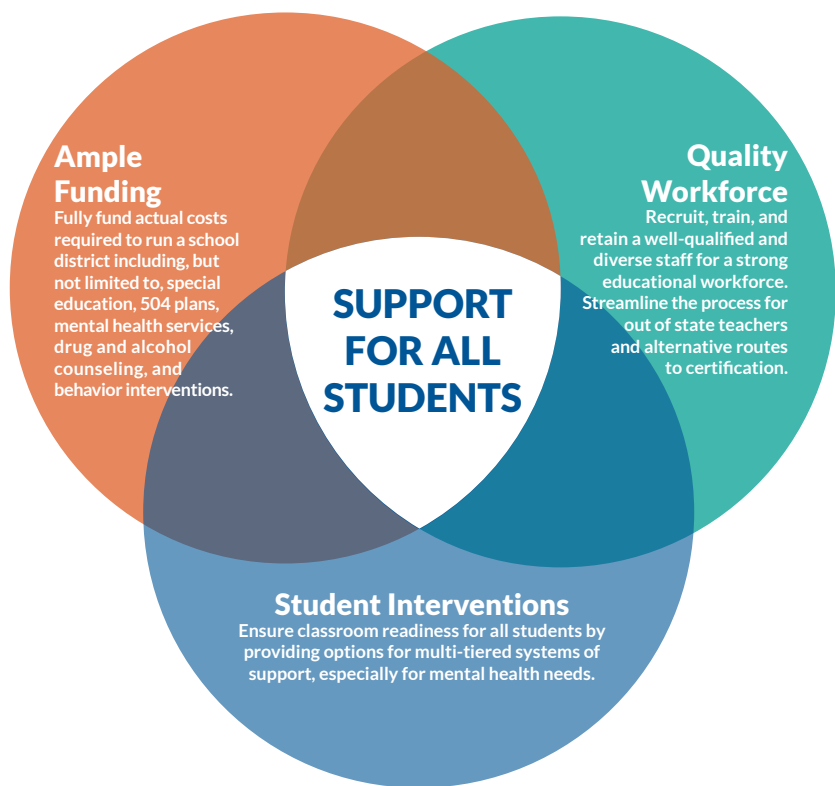
*Director of Government Relations
& Advocacy, AWSP*

There are so many things to know about the 2018 legislative session — or any legislative session — and boy, did I learn a lot in my first official one representing AWSP!

If you need to know some of the basics about where to park or charge your phone or get another cup of coffee at the Capitol, I can definitely help you with that. In this article, I will also try to help give you some of the basics of what happened this past session with regards to education policy. It won't be an exhaustive description of everything so if you have further questions after reading this, please contact me. I've learned to rely on my skills as a librarian in my new role — knowing where to go or who to contact to find good information if I don't know something!

“In this article, I will also try to help give you some of the basics of what happened this past session with regards to education policy.”

The 2018 legislative session really was a short 60-day session ending on time. A flurry of last-minute issues unrelated to the budget ranged from school safety, gun laws, the use of deadly force by police, the public records act, and a potential energy tax and consumed much of the final weeks. Most education lobbyists felt this session moderately addressed the needs of our districts and schools. As your districts work with the new budget information for next year and beyond, I will be curious to know what works well with the new education funding and what remains to be “fixed” or enhanced next legislative session.



Here is a quick recap of some major legislation. Throughout this session, I tracked legislation according to the three main areas of our platform: Ample Funding, Quality Workforce, and Student Interventions. I also have a fourth category titled “Other” for some miscellaneous policy issues.

AMPLE FUNDING

ESSB 6032 (the supplemental operating budget for the state) will add more than \$776 million to K-12 salary allocations, as well as additional money for mental health, health care, and higher education. The budget also includes a one-time property tax cut for state residents in 2019.

Funding is provided to reach the full funding of state salary allocations in the 2018-19 school year, as required by the Supreme Court. The minimum salary allocation is \$65,216 for Certificated Instructional Staff; \$46,784 for Classified Staff; and \$96,805 for Certificated administrative staff (these figures are

adjusted by IPD — the implicit price deflator).

Legislators believe this satisfies the court requirements from the McCleary case to fully fund education by September 2018. However, according to an April 16 editorial in *The Seattle Times*, additional funding is needed for special education and reducing the opportunity gap in order to increase graduation rates. The *Times* also mentions the need for further assistance for children with mental health supports and increasing funding for both early learning and low income students who move on to higher education.

In addition to a supplemental budget, a much needed “McCleary fix” bill was passed. **E2SSB 6362** moves ahead the schedule for full funding of the increased state salary allocations for school employees to the 2018-19 school year and revises limitations on salary increases in the 2018-19 school year. It increases regional

Continued on page 48

salary adjustments for districts west of the Cascade Mountains adjacent to a district with a regionalization factor more than one tercile higher and adds an experience factor adjustment for school districts with above-average education and experience for Certificated Instructional Staff. The special education excess cost multiplier increases from 0.9309 to 0.9609, and the high-poverty Learning Assistance Program allocation is now based on the three year rolling average of enrollments in free and reduced-price meal programs in a school.

This “fix” bill also provides a hold-harmless payment to districts for the 2018-19 and 2019-20 school years meeting specified criteria, appropriates \$12 million for hold harmless payments, establishes a work group to make recommendations for defining duties performed in a “school day,” requires hourly rates in time-based supplemental contracts not exceed the hourly rates provided for basic education salaries, and requires non-time based supplemental contracts document additional duties.

The governor vetoed a provision of this bill, which means the state will fund one professional learning day in 2018-19. This bill delays the requirement districts meet kindergarten through grade 3 class size ratios until the 2019-20 school year.

More explanation about education funding is located on the OSPI finance page at: www.k12.wa.us/finance

Frequently Asked Questions regarding collective bargaining impacts are available from WASA: <https://wasa-oly.org>

As I mentioned earlier, please keep me posted about what is working and what is not working in your districts with regards to education funding.

QUALITY WORKFORCE

PARAEDUCATORS

SSB 6388 is the paraeducator bill that passed and delays the implementation of new testing requirements for existing paraeducators until Sept. 1, 2019.

New paraeducator hires must meet these requirements by the date of hire:

- Beginning on Sept. 1, 2018, paraeducators must be at least 18 years of age, and:
- Receive a passing grade on the education testing service paraeducator assessment; or
- Hold an associates of arts degree; or

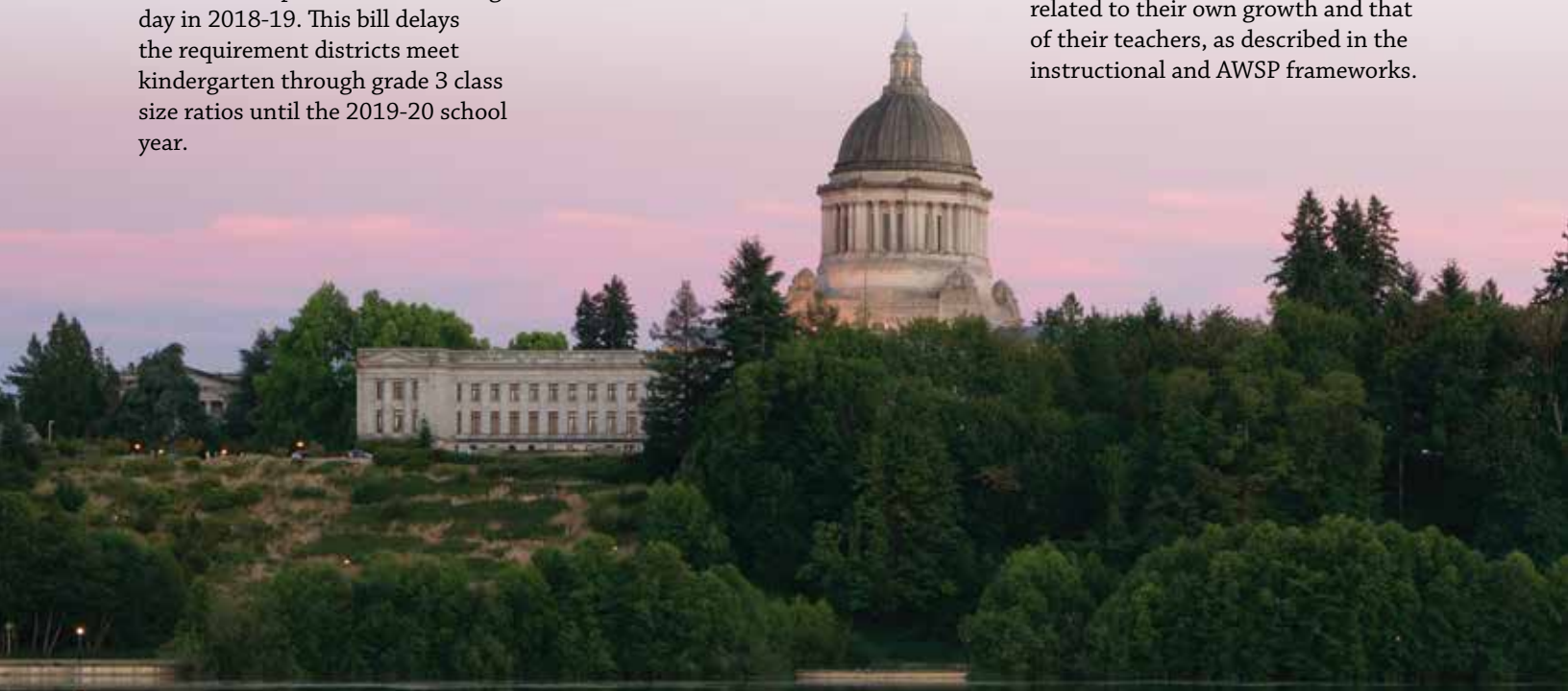
- Have earned 72 quarter credits or 48 semester credits at an institution of higher learning; or
- Completed a registered apprenticeship program.

Funding is provided to PESB to develop professional development for paraeducator subject matter certificates in ELL and Special Education.

Beginning Sept.1, 2019, school districts must provide a four-day fundamental course of study on state standards of practice to paraeducators who have not completed the course. School districts must use best efforts to provide the course before paraeducators begin work.

TPEP

The funds districts get for teacher and principal training related to TPEP will remain about the same for next year, but have been combined into one pool. This will reduce some paperwork within districts and allow for more flexibility in using these dollars. Administrators can use these funds for framework trainings (Stage 1 and 2) and some travel costs. They can also be used for Learning Focused Supervision trainings, as well as other professional learning related to their own growth and that of their teachers, as described in the instructional and AWSP frameworks.





In other TPEP news, a bank of student perception questions for use by teachers will soon be available on eVAL.”

In other TPEP news, a bank of student perception questions for use by teachers will soon be available on eVAL. These questions are aligned to each instructional framework, and can be used to develop an electronic survey for students. Teachers choose who they share the results with; these should be helpful in reflecting on instruction and setting goals. New videos will also be available soon in eVAL to use as calibration videos for your administrator group. This is a great activity to do together in August. Both tools are available to districts not currently using eVAL. Talk to your district’s technology coordinator or contact eVAL support (eval@esd113.org) for help.

TEACHER RECRUITMENT

E4SHB 1827 did not pass this session but contained many significant issues, such as teacher recruitment and retention programs, additional support for loan forgiveness, and slight modifications to teacher evaluation. However, a bit of progress was made in some

related bills and many stakeholders are hopeful we can more fully address these topics in 2019.

Additional funding will be devoted to students in higher education through \$18.5 million in additional funds for the State Need Grant, \$19.1 million in state funding to match private donations for the Opportunity Scholarship program, and \$50 million for the College Bound Scholarship program. **E3SHB 1488** will expand higher education opportunities for certain students (DACA status, U or T nonimmigrant status, work permit or in deferred action status). And **SHB 1445** from 2017 asks the Professional Educator Standards Board to administer the bilingual educator initiative, which is a long-term program to recruit, prepare, and mentor bilingual high school students to become future bilingual teachers and counselors.

The Educator Workforce Development Workgroup is proud of the work going on with the Teach WA website. If you haven’t checked it out lately, do so by visiting <https://www.teachwa.org>! Over 140 districts in Washington are now advertising jobs in one place. We hope this helps attract some great candidates to our state.

Finally, **SB 6210** allows tribal compact schools the option of participating in Plans 2 or 3 of the Teachers’ Retirement System (TRS) and Plans 2 or 3 the School Employees’ Retirement System (SERS). Being connected to

retirement plans is significant for these employees. For more information about health care, retirement, and pension issues, see Fred Yancey’s update on our website.

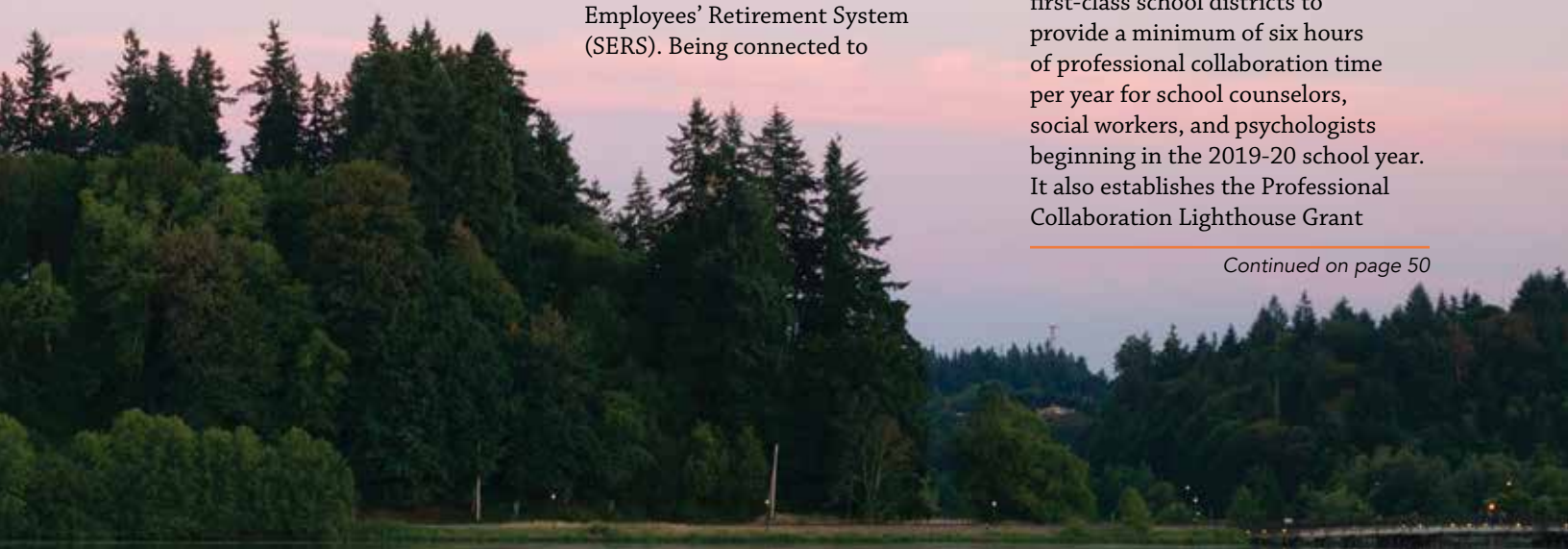
STUDENT INTERVENTIONS

Several bills increasing support for students passed this session. Breakfast After the Bell (**2ESHB 1508**) provides some one-time start-up grants to each high needs school to implement this program.

ESHB 2610 is the Hunger-Free Students’ Bill of Rights Act. This bill prohibits schools and districts from taking action directed at a student under the age of 15 to collect unpaid school meal fees, and from stigmatizing a student who cannot pay for a school meal. It also requires school districts to notify parents or guardians of the negative balance of a student’s school meal account no later than 10 days after the account has reached a negative balance and requires schools and districts to improve systems to identify homeless students, students in foster care, runaway students, and migrant students to ensure each student has proper access to free school meals.

2SHB 1377 enhances the nonacademic professional services for students around mental health by specifying the roles and duties of school counselors, social workers, and psychologists and requiring first-class school districts to provide a minimum of six hours of professional collaboration time per year for school counselors, social workers, and psychologists beginning in the 2019-20 school year. It also establishes the Professional Collaboration Lighthouse Grant

Continued on page 50



Program, through August 1, 2020, to assist school districts with early adoption and implementation of mental health professional collaboration time.

E2SHB 2779 reestablishes the the Children’s Mental Health Work Group through the year 2020 and requires the delivery of mental health instruction in two high school pilot sites.

OTHER

Several bills in this “other” category will impact the work of principals in the future.

SSB 5064 is the student press bill that essentially reverses the Hazelwood decision from 1988 and allows student editors of school-sponsored media to determine the news, opinion, feature, and advertising content of student media. This bill has been introduced several times over the past 10 years and this year we were able to add one amendment before it passed both houses.

The bill says that:

School officials may only prohibit student media that:

- is libelous or slanderous;
- is an unwarranted invasion of privacy;
- is obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- violates school district policy or procedure related to harassment, intimidation, bullying, or discrimination;
- incites students to commit an unlawful act on school premises or violate a lawful school regulation; or
- creates a material and substantial disruption of the orderly operation of the school.

A school official must base a forecast

of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior. A school official may not base a forecast of a material and substantial disruption on an undifferentiated fear or apprehension.

“ In addition, a student media adviser may not be terminated, transferred, removed, or otherwise disciplined for failing to suppress protected student media.”

“School-sponsored media” means any matter that is prepared, substantially written, published, or broadcast by student journalists, that is distributed or generally made available, either free of charge or for a fee, to members of the student body, and that is prepared under the direction of a student media adviser.

The definition of “school-sponsored media” listed above is taken from **SB 5064** and would also extend to yearbooks since they are generally considered to be media that is made available “for a fee”.

In addition, a student media adviser may not be terminated, transferred, removed, or otherwise disciplined for failing to suppress protected student media.

Clear communication regarding school newspapers and yearbooks is critical. Advisers and students need to have clear policies and a solid understanding of journalism standards so that sound, ethical decisions regarding content are made. Plan to have a conversation (or several) with your journalism and yearbook advisers before school starts again in the fall. Connect with

the students who are responsible for the content of these publications. We all want our students to be critical thinkers, readers, writers and speakers who use high quality sources for their information and can look at complex issues from many sides. Guiding and teaching our students how to do this properly is important.

Check out these websites for more information:

Principal’s Guide to Scholastic Journalism
principalsguide.org

SchoolJournalism.org
schooljournalism.org

Student Press Law Center
www.splc.org

Washington Journalism Education Association
wjjea.org/

2SHB 1896 is the civics bill OSPI worked on for a few years. This bill establishes an expanded civics education teacher training program (program) at OSPI, including providing for the selection of a team of social studies teachers and civics educational specialists from across the state who will be tasked with developing teacher training materials and providing professional learning opportunities. It requires each school district operating a high school to provide a mandatory stand-alone course in civics by the 2020-2021 school year for each high school student, and establishes basic content requirements for the course. And, it directs OSPI to select two school districts diverse in size and in geographic and demographic makeup to serve as demonstration sites for enhanced civics education.

E2SSB 6162 is the dyslexia bill that passed. This bill requires school districts, beginning in the 2021-22 school year, to screen students in early grades for indications of, or areas of weakness associated with, dyslexia and provide interventions

“ Many more bills passed this session and there is not enough space to cover all of them.”

if necessary. It also directs OSPI to convene a dyslexia advisory council to identify screening tools and resources that meet certain criteria, develop best practices for implementing the required screenings and interventions, and review the first year of district implementation. I will work with OSPI to make sure principals are involved in this new advisory council.

Many more bills passed this session and there is not enough space to cover all of them. WASA, WSSDA and OSPI have some great resources with legislative session summaries if you need more information. Advocacy is an ongoing effort for AWSP, so if you have any specific questions, concerns, or thoughts for 2019, please contact us!

NATIONAL ADVOCACY UPDATE

A group of 12 principals and AWSP staff from Washington state went to the “other” Washington (D.C.) in March to advocate for school principals at a national level. We were there the week the budget passed and were able to emphasize our need for Title II dollars to be included in the federal government’s budget. We were able to meet with all 12 members of congress (10 representatives and two senators) or their staff and our conversations and connections with the members and their staff were very positive. Additional topics like school safety, professional learning, the teacher shortage, and the opposition of school vouchers were also covered.

Many thanks to those who took time out of their buildings to advocate, especially in the snow! ■

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WE'RE ALL ABOUT THE FINISH



Winter Retreat at Chewelah Peak.

'PEAK' EXPERIENCES AT CHEWELAH PEAK LEARNING CENTER

Martin E. Fortin, Jr.

Director of Learning Centers, AWSP

Bill Barnes

Chewelah Peak General Manager

James Layman

AWSL Leadership Specialist

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Engaging Communities, Improving Instruction, Closing the Gap

The Association of Washington School Principals is the only principals association in the country to own a residential retreat center. In fact, we have two! Both Cispus and Chewelah Peak host all manner of educational opportunities from summer leadership camps, weekend staff or student retreats, upper elementary outdoor science school, and any other educational group simply wanting to use us for

their program. Here are some of the highlights from the 2017-18 school year.

NATIONAL ASSOCIATION OF WORKSHOP DIRECTORS

National Conference on Student Activities

On a snowy day in December, 80 adult student activity advisers from across the country rode a bus to Chewelah Peak Learning Center for a

mini leadership camp. Based on the curriculum of AWSP's Association of Washington Student Leaders summer programs, participants learned presentation techniques for communication training, sensitivity awareness, large group activities, and a unique way to teach appropriate humor through a mock trial of a student body president who told a questionable joke at an assembly. It was great day to highlight our programs and our newest facility for student and adult retreats.

WINTER RETREAT AT THE PEAK: FROM VISION TO ACTION

Seventy-seven students and 14 advisers from 11 schools throughout Eastern Washington brought warmth and energy to this inaugural event in February. The goal for the winter retreat was for high school students and their advisers to be able to **reflect, recharge, and refocus** during the middle of the school year. Advisers were afforded a breakout strand where they could connect, network and share success stories. Student delegates got to work with their respective school groups, take part in breakout sessions, set goals, and participate in team building challenges. The Winter Retreat was a success by all measurable standards, and we look forward to making it an annual event at The Peak.

FALL MIDDLE LEVEL LEADERSHIP RETREAT AT CHEWELAH PEAK

"If it is to be...It's up to us!"

Four middle school leadership teams with advisers visited The Peak in October. They were greeted by our leadership staff and their specially trained team of high school students. Each delegation was asked to look



Attendees at the Fall Middle Level Leadership Retreat.

closely at their schools using their OSPI Report Cards determining what "it" they wanted to make "be". They were taught practical skills to set goals and take action, were given the opportunity to use those skills in a presentation, build a perfect sundae, and meet goals on the challenge course. They left with a plan to improve their school climate and culture. This successful program will take place again in October 2018.

“ They left with a plan to improve their school climate and culture. ”

OUTDOOR SCIENCE AT THE PEAK

A hydrologic technician with the Natural Resources Conservation Service of the U.S. Department of Agriculture worked with Chewelah HomeLink students looking at the hardness of snow layers. The Stevens County Conservation District and US Forest Service were also involved with this program that included students from Gess Elementary in Chewelah. Opportunities for hands-on science abound at the Chewelah Peak Learning Center.

The extent of the educational opportunities at The Peak is only limited to the imagination of our members. Please consider joining one of our programs, or book the facility for your own retreats. Chewelah Peak Learning Center is an AWSP asset, and a treasure for those who explore its possibilities. ■

The Lodge at Chewelah Peak.



BACK TO CLASS

A new approach to discipline referrals keeps students (and principals) in the classroom

Kurt Hatch

Director of Principal Support, Middle Level Programs, and Diversity & Equity, AWSP

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Improving Instruction, Closing the Gap

I had many sleepless nights trying to puzzle-out which first steps would be most helpful for the school I was soon to take over. I'd been hired three weeks prior to the start of the school year to lead an 800-student, Title I elementary. A complex setting with a large developmentally delayed preschool, all-day kindergarten, ELL and deaf education programs. Like all schools, it needed a principal who was present, accessible and visible in classrooms.

In order to lead the culture, systems and learning, it's critical to be in classrooms observing and supporting excellent instruction and developing relationships with students and staff. However, an average of 22 major office discipline referrals (ODRs) per day on record for the previous three years meant there was a 100 percent chance of getting bogged down in behavior.

It was customary for students to collectively spend hundreds of hours per year out of class and in, you guessed it, the principal's office. I did not want students (or myself) in the office throughout the day, knowing the best place for all of us to be is in classrooms. So, in addition to launching the first phase of an equity-centered system-change, I selected two specific strategies to implement.



I did not want students (or myself) in the office throughout the day, knowing the best place for all of us to be is in classrooms.”

The result was a reduction in ODRs to an average of less than two per day and the discontinued use of suspensions.

PBIS: AN ALL-IN APPROACH

The equity-centered system-change is something principals are increasingly becoming familiar with and is known as Multi-Tiered Systems of Support (MTSS). Successful implementation of MTSS requires a multi-year commitment, so as a staff, we began the first phase of the Positive Behavior Intervention Supports (PBIS) Tier I model right away.

Reaping the full benefits of PBIS requires an all-in approach. All staff, all day, every day. Following the well-articulated, prescribed implementation protocol for PBIS is critical. In order to deeply impact the culture, systems and learning of a school, you cannot do “PBIS lite.” And, when it comes to an equity-centered approach to leading a school system, PBIS is one of the best first steps.

GETTING STRATEGIC

The implementation of PBIS has an immediate, positive impact on a system. However, I needed strategies to also “stop the bleeding” in terms of the sheer number of daily ODRs. The strategies had to support the theory and practice of PBIS and be relatively quick and easy to implement. Right away I set my sights on the first of two, although I was nervous about both. They were bold steps changing the status quo...always a bit risky.

Strategy #1: Using a collaborative approach, I stopped having staff write major ODRs. We went from a decades-old system in which any and all of the 98 staff (teachers and paras) were writing ODRs for a variety of student-behaviors to only two people: myself and the dean of students.

Let's stop here for a moment to consider all of the possible outcomes for implementing this strategy. It might be helpful to make a list of the possible negative outcomes and see if you can come up with a plan to mitigate each one. If you get stuck on a possible negative outcome,



unsure how to make it work, give me a call...seriously. I might not have all the answers, but I'd love to provide support because this strategy is tremendously impactful. I'm more than happy to help you make it happen in your setting.

A DRASTIC ALTERNATIVE

The second strategy was even more nerve-racking to initiate than the first. It took some nuanced leadership moves as well as a good deal of contingency planning, two-way communication and sustained effort but, it was totally worth it.

Strategy #2: No more sending students to the office for discipline reasons.

WHAT!?!

Yep...seriously. Just let that idea sink in for a minute. Can you hear the learning-time ticking away as students meander toward the office, unsupervised and unaccounted for, mentally rehearsing their stories for why Mr. Jones kicked them out of class for "no reason"? What would it be like to recoup those hundreds of minutes per year?

“**Strategy #2:** No more sending students to the office for discipline reasons.”

So, what is the alternative to having teachers send students to the office?

The alternative is a well-articulated protocol where teachers contact the office and request support for a student when his/her behavior has reach an agreed-upon frequency and/or intensity. Soon after the call comes in, a well-trained adult, with proven relationship skills and familiarity with student behavior plans, goes to the classroom to provide support. Deans of students, assistant principals, counselors, you. It really doesn't matter who responds as long as the staff member has baseline training in behavior modification strategies and can follow behavior plans. Once the adult arrives to the classroom, one of the following options should be exercised in order to minimize the impact on both the teacher-student relationship and the student's opportunity to learn:

1. The adult supervises the class while the teacher takes the student into the hall to engage in a clearly articulated and brief behavior reset protocol.
2. The teacher remains in the class while the adult takes the student into the hall to engage in a clearly articulated and brief behavior reset protocol.
3. If a cool-down period is needed in order to allow the student to regulate his/her emotional state, the adult takes the student to a separate location and allows the student to calm down before engaging in a clearly articulated and brief behavior reset protocol. Then, to minimize the loss of learning time, the adult returns the student to the classroom as soon as the protocol is completed.

If more intervention is needed or if the behavior plan needs tweaking, the teacher follows up with the adults directly involved in monitoring the student's success (parent, counselor, school psychologist, special education staff, administrator etc.).

Continued on page 56

An important aspect of Strategy #2 is to provide dedicated training on the concept of behavior itself and which behaviors typically call for additional adult help. The training must focus on examining unintended bias and understanding how the environment we create and our interactions with students drive the majority of behavior. Lastly, it is critical to develop a collective understanding that all behavior, whether positive or maladaptive, is simply a way for students (and adults for that matter) to get their needs met. As straightforward as that concept sounds, it is foundational for leading a paradigm shift away from using isolation and punishment as teaching tools.

SHIFTING SCHOOL CULTURE

Teaching pro-social behavior is complex and time-consuming. There are no shortcuts to extinguishing and replacing negative behaviors. It takes time to create well-articulated behavior plans with incremental goals, incentives and nuanced protocols. In fact, preventing and responding to maladaptive behavior is one of the more challenging things we do in schools. It requires a patient, positive and proactive team approach. Kicking students out of class, however, typically happens as a result of running out of patience. It is not a proactive strategy and unintentionally communicates very negative messages to students such as:

- This environment is not emotionally safe enough for you.
- I am willing to disconnect and relinquish the power of my relationship with you.

“ Teaching pro-social behavior is complex and time-consuming. There are no shortcuts to extinguishing and replacing negative behaviors.”

- It is OK for you to behave your way out of (math, P.E., etc.).

In addition to avoiding sending these messages to students, there is a substantial positive impact on several other school environments when students are no longer sent to the office for behavior. Consider the impact on your administrative support staff, parents and community members (and you) if students were no longer seen (or heard) in the office for discipline reasons.

There were a number of important technical changes necessary to make Strategy #2 function well. However, most important to the implementation were the leadership moves involved in shifting the school culture to match the following values and beliefs:

- The classroom is the best place in the school for all students to learn.
- Our systems must ensure students spend as much time in class as possible.
- Teacher-student relationships must be prioritized, promoted and protected at all times.

Are there rare incidences when a student's behavior requires an extended removal from class? Yes. However, it is important to remember removing students for a predetermined time frame, without taking into account whether they're ready to return to class (e.g. "You're out for three days."), is not an intervention, it is a punishment.

Absent a holistic, research-based approach to behavior modification, punishments are an ineffective teaching tool and have a negative effect on relationships and school-culture.

As you continually seek ways to reduce your ODRs, eliminate the use of suspensions and minimize the time spent reacting to student-behavior, give serious consideration to initiating Strategies 1 & 2. In addition to implementing MTSS, they will help reclaim hours of learning time. Also, check out the helpful resources [see below] and feel free to give me a call. I'm happy to help you find solutions that will keep students (and you) in classrooms. ■

ADDITIONAL RESOURCES:

Begin examining unintended bias by leading a book-study using *Blindspot: Hidden Biases of Good People* by Dr. Anthony Greenwald and Mazarin Behnaji.

For all-things MTSS, contact Andrea Cobb, Executive Director of the Center for the Improvement of Student Learning (CISL) and Kelcey Schmitz (kelcey.schmitz@k12.wa.us), Program Supervisor for Integrated Student Supports at CISL. They are fantastic resources for all-things MTSS.

Tricia Hagerty at the Pacific PBIS Coaching Institute provides excellent district & school-based implementation of PBIS, Check and Connect, SWIS and TIPS. tricia.hagerty1@gmail.com.

“ In addition to avoiding sending these messages to students, there is a substantial positive impact on several other school environments when students are no longer sent to the office for behavior.”



EMBRACING YOUR

Evaluation

Gina Yonts

Principal, Green Park Elementary,
Walla Walla Public Schools

DON'T WAIT TIL THE LAST MINUTE!

The principal's evaluation often comes quietly in the days after students and staff go home for summer. Sometimes, it's left to the last minute and many times, in smaller more isolated districts, receives little to no pomp and circumstance. The importance of your evaluation, your ability to reflect on your leadership for the year, and your personal growth as a leader are not things to leave to chance.

PRINCIPAL EVALUATION CRITERIA

Improving Instruction, Planning with Data, Managing Resources



I did not want students (or myself) in the office throughout the day, knowing the best place for all of us to be is in classrooms.”

KNOW YOUR FRAMEWORK

Feedback is critical to our role as leaders. We all want to know what others perceive went well or receive feedback on areas we should focus on improving. The feedback cycle isn't always given the attention it deserves, and that can leave us disappointed.

Knowing your framework helps you guide the conversation. Keep in mind in many districts, your supervisor probably wears two or three hats as well. Showing your knowledge and sharing evidence and feedback about your year and specific criterion helps you to tell your leadership story.

Continued on page 58

DON'T BE SHY

If you're particularly proud of work you've completed, take the opportunity to share your accomplishments. Explain how you will show continued growth over time. Take the time to really look deeply at the criterion within the Leadership Framework — what areas are you solid in? What areas should you be pushing ahead in? It's totally acceptable to jot down a few questions to discuss with your supervisor around the areas you want to grow. Maybe they have ideas for you to continue developing. It's important to be open to their suggestions and ideas. This is your time to reflect, process, and start the conversation about areas of focus for the next year.



Gina and her mentee, Michelle Carpenter.

“ If you're particularly proud of work you've completed, take the opportunity to share your accomplishments.”

BE COACHABLE

Heading into the supervisor/principal conversation may be nerve-wracking. It's totally normal to feel a little nervous. Isn't this how every teacher feels walking into the principal's office after an observation? So don't forget to breathe! Take a few deep breaths, put yourself into a growth mindset, and realize you are not supposed to be perfect or without areas needing improvement. Remember to be open to the process of the supervision and evaluation cycle.

Remember the teacher you coached a few weeks back? The conversation you worried about for two nights on how to give feedback you knew would help someone grow? Well, your supervisor is probably in the same space — we

are all more alike than different. As principals, we want to coach teachers — and as principals, we also want to be coached. This reciprocal process helps all of us grow into the leaders we aspire to be.

GIVE YOURSELF CREDIT!

You've completed an amazing year. The ups, the downs, the highs and the lows...you've done it! Take the time, prior to your evaluation meeting to reflect on the “wins.” Did your leadership impact student success? Take the time to give credit where credit is due (I know, often hard for leaders) — be prepared to share an anecdote or two with your supervisor about how you feel your leadership positively impacted students at the classroom level. Supervisors need to hear your leadership makes a difference on the student achievement in your building.

With so much attention given in our state to the evaluation and supervision of teachers and principals, don't add your own evaluation to the list of things you'll

“ Know your targets, collect your evidence and artifacts proving you're on track, and make yourself and your professional growth a priority.”

“get to.” Know your targets, collect your evidence and artifacts proving you're on track, and make yourself and your professional growth a priority. Supervisors are busy folks too — help the process along, by owning your leadership story and being prepared to celebrate a successful year! ■

AWSP Note: Did you enjoy this article? We hope so, because you'll be hearing much more from Gina as one of our new directors. See the News Briefs on page 6 for more on Gina and her upcoming role with AWSP.



The sun sets over the Columbia River Gorge near Vantage, one of many rural communities in Washington.

Identifying the Needs of **RURAL SCHOOLS**

Scott Friedman

Director of Principal Support, Middle Level Programs, and Diversity & Equity, AWSP

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Improving Instruction, Closing the Gap

Rural communities are abundant throughout eastern Washington. The school districts located in these areas are as diverse as the communities they serve and the students they teach. Each community has their own unique story and everyone in town is able to share the customs, histories, and events that have taken place through time. Rural schools are the hubs that bring people together: when students actively participate in school activities, they are an extension of their community, and provide of sense of family and well-being.

There are a number of advantages of attending and working in a rural



Reducing isolation and its effects on the school administrator is critical to the success of not only the school, but the whole community.”

school. They also come with a set of challenges and needs every rural school administrator must work to overcome. Inclusion is one of those needs.

Isolation for school administrators is not a new phenomenon. Many elementary principals are alone in their building, but in almost all cases, they have a colleague nearby or in a neighboring district to connect with. Small-town principals don't have this. They might work in a K-12 building and the nearest school is a couple hours away.

We all know collaboration and a team of networked school administrators is a critical aspect of success in the job. A lack of collaboration often leads to burnout, loss of job satisfaction, and ultimately, leaving for something else. When a principal leaves a small community, it creates a negative, lasting effect. Reducing isolation and its effects on the school administrator is critical to the success of not only the school, but the whole community.

Equity is another challenge small schools face. When we apply the

Continued on page 58

equity lens to education, it needs to be applied to all schools across the state and not just those with certain zip codes or from certain geographic areas. Equity, in the simplest of terms, means different schools or students need different supports to maximize their likelihood of success. Small communities realized this years ago.

“ If you visit a school in a small community, you will notice people love living, working, and teaching in this setting.”

Are the students in Oroville any less deserving than the students in Bellevue? We all know the answer is no, but current funding and teacher recruitment efforts say otherwise. Should students in Lamont have the same access to college scholarships from Boeing as the students living in the 206 area code? There are countless other examples of “equity” inequalities existing between small rural communities and larger metropolitan areas. We must continue to expose these gaps and work towards eliminating them. Small communities must continue to advocate for their kids.

Regardless of area code and the feeling of isolation, the geography of small schools can be an obstacle. Because of the geography and isolation, school leaders and members of small communities face unique challenges attracting high-quality candidates to work in their schools. Hiring is often harder. The need for a school administrator to continue speaking with legislators from their district is critical. Stories of the school district’s needs must be shared and conversations around staffing

and recruitment must take place. Recruitment efforts need to increase, as well as the ability to retain quality staff.

If you visit a school in a small community, you will notice people love living, working, and teaching in this setting. Students see the needs and can identify the inequalities, but choose not to let it deter them in their academic pursuits. They are able to achieve in spite of the inequities between rural and urban school settings. We must find a way to increase opportunities, do a better job of networking rural administrators, and create incentives to recruit and retain talented educators. The first step is reaching out and telling your story. I’d love to hear from you and work together to find solutions. Shoot me an email. I’m here to listen. ■



Badge of honor: A car wash is in order after traveling the state to visit rural schools.

Editor’s Note: Scott officially starts his new role for AWSP on July 1st. Check out the News Briefs on page 6 for more information on Scott and his new role.

The Gorillas of Davenport.



SETTING MY FINAL SAIL

Gary Kipp

AWSP Executive Director

This is my farewell column for *Washington Principal* magazine, as I will be embracing retirement at the end of August. Transition causes one to step back and reflect on the history of the profession we dedicate our lives to.

WHAT'S DIFFERENT?

STUDENTS

Today, paddling students is out. Student smoking areas are gone. Fashion is different, and rap changed from something nuns did with rulers to a genre of music. Cell phones transfixed kids into thinking everything and everyone they need to know is behind a screen. In a recent study, author Kathryn Lewis asserts kids are “actually — neurologically — different from those of past generations.” And because of technology, “Children today are fundamentally different from past generations. They truly have less self-control.” And yet, they still come to school with curious minds — it continues to be our responsibility to feed and nurture their curiosity.

TEACHERS

The research on instruction over the last 40 years is now articulated in three different frameworks in Washington state. In the late '70s,

“The relationship between a principal and their supervisor gained attention in part because of lots of research reaching the same conclusion — if you want to improve a school for students, the principal’s leadership is critical.”

we sat on the launching pad of that research with Madeline Hunter. Computers, laptops, the internet and Google transformed today’s instruction. Bloom’s Taxonomy is still valid, but teachers can no longer languish at the bottom of it. Today, email and social media connect parents to teachers 24/7 and provide a platform to shout teacher complaints from the town square.

PRINCIPALS

Speaking of frameworks, principals now have their own, which not only shines the spotlight on the principal, but on the role of principal’s supervisor. The relationship between a principal and their supervisor gained attention in part because of lots of research reaching the same conclusion — if you want to improve a school for students, the principal’s leadership is critical.

Paying close attention to the achievement of subgroups of our student population is a fairly new

phenomenon, historically speaking. Neither achievement gap nor opportunity gap were in our lexicon in the days of painted fire hydrants. Our response to state test results was to examine our curriculum. Today, tracking subgroups of our students forces principals to look at the individual student to see what we should do next to help them achieve standards. There is an expectation today to stick with the student until they reach standards, and that expectation permeates the entire system.

In 1976, schools were not the location of choice for mass killings. While today we slip in and out of a sense of urgency about school safety, principals in the '70s were primarily concerned with safety in the gym, the shops and the chemistry labs. In a way, it was a more emotionally peaceful time between air-raid drills of the '50s and the lockdown drills of today.

Continued on page 54

WHAT'S THE SAME?

One thing will never change, and that is kids still learn best from teachers who care about them as individuals, in spite of their unpredictable behavior, their funny smells, and whether or not they can pay for their lunch today.

Though the principal's role has seen many social and educational changes in the past 40 years, one thing hasn't changed and isn't likely to in the future — the uniquely American oversight of public education. The annual migration of 687 decision-makers (100 Senators, 435 Congresspersons, 147 state legislators and 5 local board members) to their nesting places in D.C., Olympia, and back home, produces new rules for principals to implement, often while struggling to find resources. The constant changes and mandates makes leading sustained improvement in schools akin to sailing in an unpredictable windstorm — our destination remains the same, but we keep making massive changes just to try and keep the winds from pushing us off course.

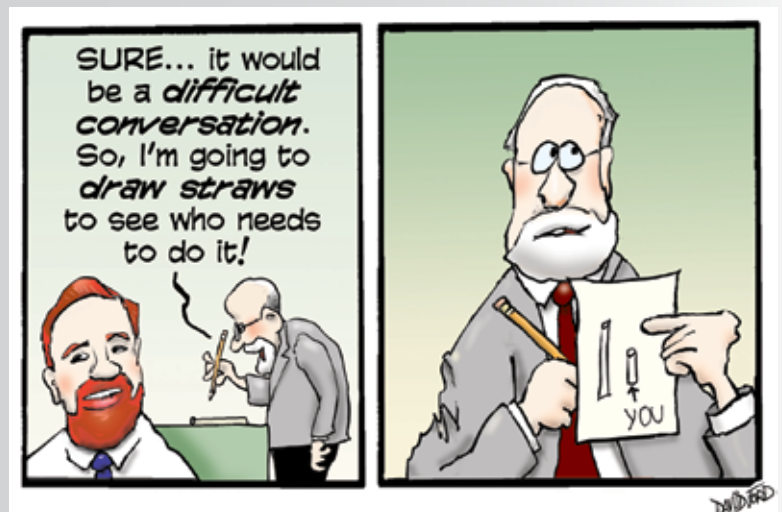
My conclusion from all this reflection is the principalship is occasionally a goofy, but always glorious place to spend one's adult life. I will leave the profession a much better man than when I entered it solely because of those I encountered along the way. To all of you who've helped chart my course, I say thank you. Keep on sailing. ■



Gary Kipp has served as AWSP's executive director since 2003. He has more than 40 years' experience as a teacher, assistant principal, principal and assistant superintendent.

Humor me!

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



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