

PUTTING STUDENTS IN PLACES OF OPPORTUNITY

New AWSL goals align with AWSP Framework, state learning standards

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PRINCIPAL EVALUATION CRITERIA

Closing the Gap

“Principals learning from the very people they chose their career for is an insightful, impactful experience that allows a personal connection for every principal and students. This is the moment a student can teach a teacher.”

— Lafayette Jones (Junior, Renton HS)

In the fall of 2018, a group of educators, AWSL Staff, and stakeholders came together to discuss equity, opportunity, and access as it relates to all aspects of student leadership in our state. One of the big accomplishments was updating our goals and objectives to align with the AWSP Leadership Framework, and with the Washington State Social Emotional Learning Standards.

Using this new document to guide our work, our AWSL Student Voice and Advocacy Board implemented these goals:

- Increase the opportunities, resources, and support for all students to lead in their communities.
- Develop a system where multiple perspectives are sought and utilized to make decisions for the community.

Representing the nine Educational Service Districts in the state from 17 high schools, the Student Voice and Advocacy Board got right to work in developing the plan to serve as advocates and ambassadors for the one million K-12 students in our Washington state school system.

Since the beginning of the year, we worked diligently to put these students in places of opportunity in order to share their stories and experiences with principals and stakeholders in our school system. The results have been powerful – as we allowed these students placed in opportunities to become educators.

Through our collaborative efforts with AWSP, the Student Voice and Advocacy Board presented at the Launching Principal Leadership Network and Building Effective Leadership Network workshops. Using our updated direction of training and empowering (all) students to lead, these opportunities were transformational.

“Being able to share my voice with a room of administrators who were attentive, polite, and who genuinely cared about what we had to say gave me hope for the future of education.”

– Sophia Wasson (Senior, Sumner HS)

With the infusion of the state’s Social Emotional Learning Standards in our goals and objectives, we now can live our mission more fully – to support and increase the academic and social success of all students. We also believe and have evidence that through our intentionality, the opportunities we provide students to lead has brought on a self-awareness awakening, where students are able to explore their stories and aspirations. We are optimistic Washington students become advocates and standard-bearers of hope as we collectively work to diversify the education workforce through the state’s incredibly talented students.

“Being able to advocate for not only my experience as a student, but for others as well, was truly a remarkable experience. I saw that the principals were engaged in what we shared and how we were able to capture student perspective. I definitely believe that all the principals took something away that will have a positive impact on their school environments, creating fun and safe atmospheres for all students.”

– Dante Ost (Senior, Harrison Preparatory School)

AWSL Goals and Objectives using language from Washington State Social Emotional Learning Standards	AWSP Leadership Framework Criteria
<p>Self-Awareness</p> <ul style="list-style-type: none"> • Through one’s story, understand strengths, areas of growth, biases and privilege. 	<p>Creating a Culture, Ensuring Safety, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap</p>
<p>Social Awareness</p> <ul style="list-style-type: none"> • Increase understanding of the power of words as it relates to microaggressions, biased language, sarcasm and humor. • Practice strategies that promote respect and acceptance in regard to multiple perspectives. • Recognize how people’s stories and experiences have shaped their identity. 	<p>Creating a Culture, Ensuring Safety, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Closing the Gap</p>
<p>Self-Management</p> <ul style="list-style-type: none"> • Define and recognize individual needs and triggers as it pertains to coping skills, self-care, stress, etc. • Identify and practice strategies for self-management. • Develop the ability to listen for understanding without the need to respond. • Understand and value different leadership styles and their effectiveness in different settings. 	<p>Ensuring School Safety, Planning with Data, Engaging Families and Communities, Managing Resources, Closing the Gap, Creating a Culture</p>
<p>Social Management</p> <ul style="list-style-type: none"> • Identify and understand group processes and dynamics, especially in regard to the diversity of the group. • Learn and practice techniques for building and strengthening relationships. • Learn and practice techniques for resolving conflicts and repairing relationships. • Engage in constructive conversations while valuing the dignity of all participants. • Learn techniques and skills to advocate for self and others. 	<p>Managing Resources, Closing the Gap, Creating a Culture, Engaging Families and Communities, Ensuring School Safety, Aligning Curriculum, Improving Instruction</p>
<p>Self-Efficacy</p> <ul style="list-style-type: none"> • Practice shared responsibility and accountability. • Initiate, generate, and evaluate goals. • Believe, identify, and utilize the value of one’s experiences, talents, skills, and interests as assets and resources. 	<p>Managing Resources, Creating a Culture, Closing the Gap, Aligning Curriculum, Improving Instruction, Engaging Families and Communities, Planning with Data</p>
<p>Social Engagement</p> <ul style="list-style-type: none"> • Utilize essential project planning strategies for organizing school activities and events that reflect the cultures and interests of everyone on campus. • Increase the opportunities, resources, and support for all students to lead. • Utilize school demographics as an essential tool to interpret data to create a positive culture and climate. • Develop a system where multiple perspectives are sought and utilized to make decisions. 	<p>Creating a Culture, Planning with Data, Ensuring School Safety, Closing the Gap, Aligning Curriculum, Improving Instruction, Engaging Families and Communities</p>