

WashingtonPrincipal

ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

SPRING / SUMMER 2019

A Legacy of
Outdoor Learning and
Student Leadership

MARTY & SUSAN FORTIN

RETIRE AFTER 28 YEARS WITH AWSP

ALSO IN THIS ISSUE

- My Child Wouldn't Lie to Me
- The Cost of Caring
- Courageous Leadership

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Marty and Susan Fortin retire after 28 years with AWSP.

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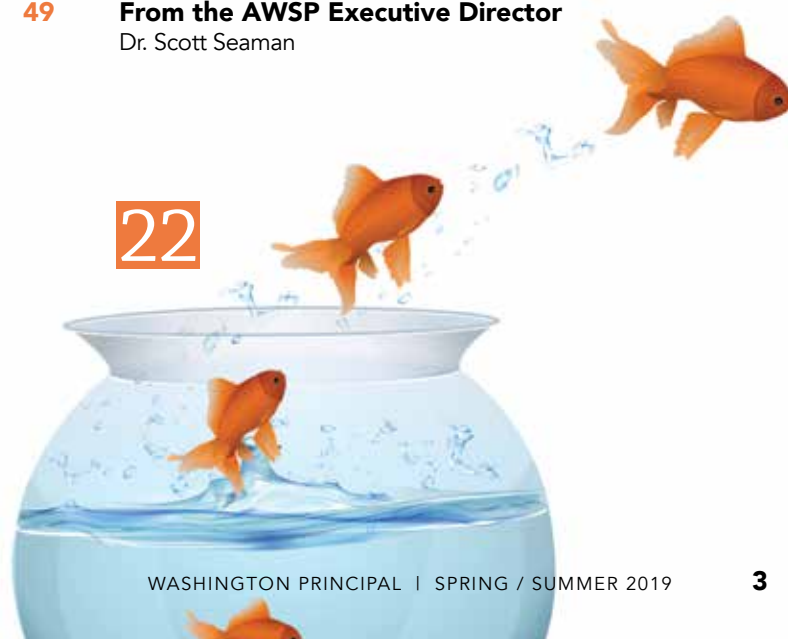
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Cover photo: Marty and Susan Fortin enjoying their time together on the trails at Cispus.

Photo by Nate Burgher, Flowstate Creative



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State Components

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

Leaders Build Legacies

How Will You Build Yours?

David Morrill

Communications Director, AWSP

Nobody likes a bragger, and there's only one socially acceptable topic to brag about, unless you're a rapper, then it's all fair game. What's the topic? If you said children, give yourself a pat on the back. If you didn't, what kind of monster are you?! Don't worry, if you said pets or your school kids/staff; I'll still award full credit.

We love to brag about our association, because it's not about us, it's about all of you. The strength of your membership allows us to do things no other principals' associations can do. Some of you have heard this list before, some of you haven't. Ready? Here we go.

No other principals' association has learning centers offering credit-bearing outdoor education classes. Nobody else has a student leadership division, let alone likely the nation's best. Who else owns a leadership framework all the principals in the state are evaluated on? Nobody. Our partnerships with OSPI and state-level education agencies are the envy of other associations.

All this takes time. It does not happen overnight. AWSP and by extension, principals across the state, are fortunate to have had such amazing leadership. It's kind of weird putting your own employees on the cover of your magazine, but last year, it was obvious with Gary Kipp retiring. This year, it's another no-brainer as the Fortins retire after 28 years of leading our learning centers and student leadership.

They aren't the only staff moving on this year (see news briefs). Over the past 18 months, we've lost over 100 years of staff experience. No, that's not a typo. Despite it all, we are stronger than ever. You know why? Because we've had amazing leaders, and leaders build legacies. How can you build yours?

Invest in yourself. Professional development is a deposit in your own bank to build resilience and grit. Then when things get tough, it's easier to stay. Life happens and family must come first, but can you stick it out through the tough times? Principal churn hurts kids. Use your lifelines when you need to and phone a friend — which includes us, by the way.

We are where we are because of the amazing work of those who came before us. So ask yourself, do I want to make an impact, or do I want to build a legacy?

Leaders build legacies.

How will you build yours? ■



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

Your AWSP: Get Engaged in *Your* Association

Ken Schutz

Principal, Joel E Ferris High,
Spokane PS

As my year winds

down serving as your AWSP president, I have taken the time to reflect on my AWSP journey and how much this association has meant and given to me.

I began serving on the Secondary Component Board as a second-year principal in a small district in 1997. And I have never left. Yes, I have served in some capacity of AWSP for 22 years! Why? I couldn't have survived this fantastic roller-coaster we call "principaling" without my peers — the members and leaders of our/*your* association. I have had the incredible opportunity to work with, observe, and learn from three distinguished executive directors I now call friends: Brian Barker, Gary Kipp and Scott Seaman.

AWSP has given me the opportunity to engage in outstanding professional learning, lead activities for both students and principals, advocate for students and principals, meet national and local government officials, and learn from peers throughout the United States. But, most importantly, AWSP has provided an avenue for me to gain lifetime friendships and learn from each of you.

The role of the principal is a lonely one. The interactions I've had with each of you keeps me motivated, engaged, optimistic and, most importantly, you keep reminding me why we all choose to lead — to make a positive difference in the lives of the students we serve.



Ken Schutz addresses the audience at Summer Conference 2018.



Take advantage of the engaging professional learning, join a committee, serve on a board, communicate with legislators, or write a blog post.”

So, my advice to you is to become actively involved in *your* AWSP. Take advantage of the engaging professional learning, join a committee, serve on a board, communicate with legislators, or write a blog post. Those are just a few of the ways a member can become involved in AWSP. All one must do is call 800-562-6100.

Help shape the future of *your* AWSP. Your network at AWSP will become a lifesaver.

Cheers and thanks to all my member friends that I have learned, laughed, collaborated, and socialized with. It has been an honor and privilege to serve and to work beside you as your president. ■



Ken Schutz is principal of Joel E Ferris High in Spokane Public Schools and is serving as AWSP president for the 2018-19 school year.

Welcome, New AWSP Staff!

AWSP has several new staff members in our office this year, and we want to give each of them a hearty welcome.



Andi Mounts

Andi Mounts:

Andi joined us in January as the Financial Director. She comes from the Port of Olympia, and has a rich accounting and finance

background. Her responsibilities include processing accounts payable for the Association of Washington Student Leaders and the Washington State Leadership Academy, monitoring AWSP/WSPEF investments and assets, and monitoring all contracts and grants. Get in touch with Andi at andi@awsp.org.



Keith Atchley

Keith Atchley:

Keith comes to us from an accounting agency and has helped us through some financial transitions as our Bookkeeper.

He's been a great addition to our team since May 2018. Keith handles day-to-day bookkeeping and keeps us all in line here at the office. Contact Keith at keith@awsp.org.



Xenia Doualle

Xenia Doualle:

Xenia is our new Digital Content Creator. A documentary filmmaker by trade, Xenia worked all over Europe before starting

a successful wedding videography business here in the Pacific Northwest. She spent one year as a middle school teacher and has great artistic talents. She also loves her cat, Valentine. At AWSP, she is our lead



Ron Sisson

AWSP's Ron Sisson Heads to Uruguay

In some bittersweet news, one of our associate directors, Ron Sisson, will be leaving us this

June. He and his wife, Heather, are pursuing their dream of working in an international school in Uruguay. Ron has been the director of many of AWSP's professional learning events, including Summer Conference, Launching Principal Leadership, and Building Effective Leadership. He has also been the lead for our elementary board (ESPAW), member services committee, and the principal mentor program. We will miss Ron's commitment to the profession, his devotion to improving education for all students, and — most of all — his witty puns!



on video production, web, and social media, while also providing other communications support. Get in touch with Xenia at xenia@awsp.org.



Jack Arend

Jack Arend:

Jack Arend is joining our team at the end of this school year as an Associate Director. He will be taking on a combination of responsibilities

from Ron Sisson, our Associate Director who is making an exciting move to Uruguay, and Marty Fortin, our Director of Learning Centers who is retiring this summer. Contact Jack at jack@awsp.org.



Greg Barker

Greg Barker:

Greg will be taking over the student leadership division of AWSP in the Summer of 2019 after shadowing Susan Fortin

for a year. He has also taken the lead on implementing our new Fonteva

database system, which is launching internally this summer. Prior to AWSP he has worked with activities and ASB since 1992 with 12 years in Marysville School District, two years at Auburn Riverside High, and the last 12 in the Snohomish School District. Contact Greg at greg@awsp.org.



AWSP's New "Hourglass" Animated Video

Principals play a vital role in our education system. They must deliver and communicate from district down and students up. AWSP put together a new "Principals and the Hourglass" animated video that shows how principals' capacity is crucial to the health of our system. Watch the video at www.awsp.org/hourglass.

AWSP 2019 Washington State Principals and Assistant Principals of the Year

AWSP is excited to announce our FIVE winners of Principal/Assistant Principal of the Year Awards for 2019! Watch for more details about each of these outstanding leaders in the fall issue of our magazine.



Alfonso Lopez

Elementary Principal of the Year Alfonso Lopez

Lewis & Clark Elementary,
Wenatchee Public Schools



Guy Kovacs

Middle Level Principal of the Year Guy Kovacs

Kalles Junior High,
Puyallup School District



Jason Smith

High School Principal of the Year Jason Smith

Gov. John R. Rogers High School,
Puyallup School District



Shelley Ramirez

Elementary Assistant Principal of the Year Shelley Ramirez

Thompson Elementary,
Bethel School District



Lacey Griffiths

Secondary Assistant Principal of the Year Lacey Griffiths

R.A. Long High School,
Longview Public Schools



AWSP TV is Now LIVE!

AWSP launched its first-ever live-streamed segment in April, with State Superintendent of Public Instruction Chris Reykal and Deputy Superintendent Dr. Michaela Miller. Watch a replay at www.awsp.org/live. During AWSP TV Live, members can ask our studio guests questions in real-time and get live answers! Watch for information about our next episode.

New Professional Learning Opportunities Coming This Fall

Save the date for two new AWSP workshops that will be taking place in the fall of 2019:



AWSP/Scholastic Principals of Literacy Institute

Date: October 13-15, 2019

Location: Hilton Seattle Airport & Conference Center

Co-sponsored by Scholastic and AWSP, the Principals of Literacy Institute is designed to help you, your staff, and your leadership team lead the future of literacy with professional learning. Expand your expertise as an instructional leader and discover the best ways to implement a strategic schoolwide literacy plan that empowers teachers, families and students. Registration is coming soon. Learn more at www.awsp.org/literacy.



WELL Summit: Women in Education Leading and Learning

Date: November 6-7, 2019

Location: Crowne Plaza Seattle
Airport

You asked, we listened! Save the date for this inaugural AWSP-hosted event to empower, connect, inspire, support, and develop women in educational leadership. Workshop will include "Tammy Talks" (the WELL version of Ted Talks), built in planning sessions for collaboration, and more. Registration is coming soon. Learn more at www.awsp.org/WELL.

Meet Beth Schultz

When we think of kindness, compassion, and a strong work ethic, we think of our very own Beth Schultz. Beth has been supporting AWSP members since 2009.



Beth Schultz and family

Unfortunately for us (but fortunately for her family!), Beth is moving on from AWSP at the end of June so she can spend more time with her four sweet kiddos: Ally, Blake, Leah and Stella.

Beth has been one of the friendly voices you'll often hear when calling our office. She has most recently supported our high school board (WASSP) and Advocacy Committee, and assisted with workshop registration, accounts payable, and student leadership.

We'll miss the joy and positivity Beth has brought to AWSP for the past nine-and-a-half years, and we know our members will miss her, too. Luckily, her kids all attend school in the Tumwater School District so we're hoping we'll see her around town often. Thank you so much, Beth, for all you've done for AWSP and our members!

Did You Know?

AWSP Active membership automatically includes professional liability protection for employment-related legal action for incidents occurring while holding a continuous Active membership. These legal benefits can only be activated if you retain membership in your current national affiliate.

Your affiliated membership status with the National Association of Elementary School Principals (NAESP) or National Association of Secondary School Principals (NASSP), includes \$2 million professional liability insurance coverage, and a legal benefit fund that is built up at a rate of \$1,000/year based on continuous membership, up to a maximum of \$10,000.

Have you changed your employment status for 2019-20? No longer a principal or assistant principal?

Whether you have retired, changed positions, or are leaving the educational field, AWSP strongly encourages you to retain your benefits in the event of an unexpected legal claim that may arise even after you retire or change employment status.

You continuously renew insurance policies to protect your home, your car, your health, and your family in the event of your death. Contact AWSP today to renew your memberships and retain your professional liability benefits.



Summer Conference Mobile App



With summer just around the corner, what better app to highlight than our very own WASA/AWSP 2019 Summer Conference app! Summer Conference is taking place June 30-July 2

in Spokane. If you're attending, you're going to want to download this powerful conference tool.

The interactive app will allow you to:

- View the complete conference schedule and explore the sessions offered.
- Bookmark sessions and create your own personal schedule.
- Keep your pulse on the most popular sessions by viewing the app's Activity Feed, which highlights useful comments, photos, ratings, and more.
- Receive announcements and obtain the most up-to-date information about what's happening at the conference.
- Expand your professional network and have fun by interacting with other attendees in the app.

Prior to the conference, registered attendees will receive notification the app is available for download. The app will take the place of printed conference programs this year. (Although the program will be available online to download as a PDF.)

Download instructions and watch for updates at <https://wasa-oly.org/Summer19>. We can't wait to see you there!



ASK A PRINCIPAL

We asked members, "What Made You Decide to Become a Principal/AP?"

Here are some of the great responses we received:



Paul McKenzie (right) with influencer Dan Roche, former principal at Cascade View Elementary in Tukwila SD.

“The influence of my mentor, Dan Roche, was one of the reasons I decided to pursue the principalship. Seeing his ability to lead, support teachers, and build relationships with students and families inspired me. I became a principal to be a change agent and servant leader like Dan.”

Paul McKenzie

Principal, Pioneer Elementary, Auburn SD

“I worked as a teacher in a building where some great teachers weren't able to teach to their highest level because of the numerous distractions out there. I thought I could impact more students by clearing distractions and allowing great teachers to make the impacts on students that they got into this job to do.”

Ed Crow

Principal, Monroe High, Monroe PS



“Knowing that every child needs an advocate and every staff member and parent/guardian needs a voice. Being a principal means taking care of the whole community which is a great opportunity and privilege.”

Crystal Lanz

K-12 Principal, Trout Lake Schools, Trout Lake SD



“I made the decision to pursue this profession because I love teaching. And giving up my classroom for an office was one of the hardest professional choices I've had to make. But I had a mentor who showed me the meaning of being an instructional leader, who showcased that the principalship is so much more than just staff meetings, discipline and schedules. She showed me that it is about inspiring the hearts and minds of fellow educators and working to build a school full of rigor and love. And so it was that I sought to take my passion for teaching kids and work to utilize it with a laser focus on lifting and transforming a building of my own.”

Chris Plucker

Assistant Principal, Davis Elementary, College Place PS



“These precious Kinders did! I had to be sure that they would continue to have an amazing start and love of learning! We are the foundation for success!”

Kacey Lynn Amador Soto

Assistant Principal, Sun Valley Elementary, Sunnyside SD



MAKE A *Difference*

2019 WASA/AWSP SUMMER CONFERENCE
JUNE 30–JULY 2 | SPOKANE CONVENTION CENTER

PRECONFERENCE WORKSHOPS

SATURDAY, JUNE 29–SUNDAY, JUNE 30 | 9 A.M.–4 P.M. | \$75 | 13 CLOCK HOURS AND LUNCH PROVIDED

TPEP Stage I Required Trainings

Two-day TPEP Stage I required trainings (CEL, Marzano, and Danielson Instructional Frameworks; and AWSP Leadership Framework). These sessions are partially funded by framework training dollars. Attendance is required on both days to meet the state requirement.

SATURDAY, JUNE 29–SUNDAY, JUNE 30 | 9 A.M.–4 P.M. | \$75 | 13 CLOCK HOURS AND LUNCH PROVIDED

Elevating Professional Practice Through Focused Conversations

To quote former U.S. Secretary of Education John King, “If teacher evaluation feels like a ‘gotcha’ system, it won’t work.” Teachers deserve support, encouragement, honest feedback, and coaching. Why not make the focus of evaluation on the conversation? In this two-day preconference, we will work together to improve supervisor skill level in identifying strength areas, promoting teacher reflection, and coaching teachers to improve instructional practice. Isn’t that why we all got into school leadership to begin with?

SUNDAY, JUNE 30 | 9 A.M.–4 P.M. | \$225 | 6.5 CLOCK HOURS AND LUNCH PROVIDED

A Systems Approach to Supporting Student Success and Teacher Efficacy

High-performing schools in Washington State are implementing systems of supports that utilize existing resources in an intentional and coordinated manner. This process is grounded in using data to inform leaders in their planning process that create academic/social-emotional/attendance supports to improve student success and increase teacher efficacy. Participants will learn more about the underlying coordinated change frameworks and implementation resources that will assist in their continuous improvement efforts. Representative leaders from elementary and secondary schools will share lessons learned and specific strategies.

SUNDAY, JUNE 30 | 9 A.M.–4 P.M. | \$225 | 6.5 CLOCK HOURS AND LUNCH PROVIDED

One School’s Journey Through Restorative Practices

Participants will receive a foundational understanding of Restorative Practices. They will learn the steps of implementation and be able to learn first-hand the journey we have taken to implement over the last two years. Participants will walk away with resources for setting the stage and shifting the culture to support equitable discipline practices. Administrators will be able to facilitate the essential elements along the Restorative Practices continuum to support their journey. Leaders should leave feeling confident to begin the first steps in becoming restorative and have a roadmap of where they need to continue their work to make a sustainable shift in practices. This engaging full-day offering will increase participants’ understanding of the prevalence of trauma and its impact on learning and development. Attendees will learn about the CLEAR Trauma Center’s work being done collaboratively and extensively in schools across the country. As a district or building administrator, strategies for creating and supporting learning-ready environments for all students will be explored.

For more details and to register,
visit www.wasa-oly.org/Summer19.

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 **AWSP**
ASSOCIATION OF WASHINGTON
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RECOMMENDED READING



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



Find these books at scholastic.com/teachers

FOR EDUCATORS

The Next Step Forward in Reading Intervention

By Jan Richardson

Literacy intervention should be swift and powerful, and this approach by Jan Richardson and Ellen Lewis provides fast results! After only 6-8 weeks of intervention, students can gain the confidence, proficiency, and skills they need to excel as readers and exit intervention! Based on Jan's bestselling book, "The Next Step Forward in Guided Reading," this companion volume is intended to be used together in order to best implement the RISE framework.

"The Next Step Forward in Reading Intervention" offers intensive, short-term, targeted instruction in reading, writing, word study, and comprehension. It's a step-by-step handbook for literacy teachers, literacy coaches, and reading specialists who are looking for a proven reading intervention program that really works.



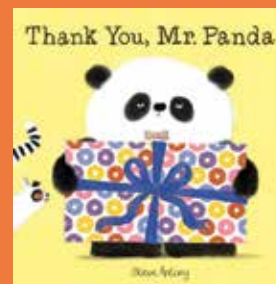
FOR STUDENTS

Thank You, Mr. Panda

By Steve Antony – Ages 3-5

Generous Mr. Panda is giving away presents to all his animal friends, including a mouse, an octopus, an elephant, and a lemur, but they aren't being very grateful about the gifts they receive. It may be because the presents aren't quite right. Mouse receives a sweater that's too big, and Octopus gets six colorful socks even though he has eight legs. Fortunately, thoughtful little Lemur knows that even if the present isn't perfect, it's the thought that counts most of all.

Just as Mr. Panda introduced good manners in "Please, Mr. Panda" and the importance of being patient in "I'll Wait, Mr. Panda," "Thank You, Mr. Panda" is a graphic, kid-friendly way of teaching little ones the importance of saying "thank you" and recognizing that it's the thought that counts most of all behind every gift.



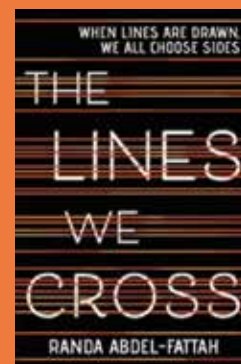
FOR STUDENTS

The Lines We Cross

By Randa Abdel-Fattah – Ages 12+

Michael likes to hang out with his friends and play with the latest graphic design software. His parents drag him to rallies held by their anti-immigrant group, which rails against the tide of refugees flooding the country. And it all makes sense to Michael. Until Mina, a beautiful girl from the other side of the protest lines, shows up at his school, and turns out to be funny, smart, and a Muslim refugee from Afghanistan. Suddenly, his parents' politics seem much more complicated. Mina has had a long and

dangerous journey fleeing her besieged home in Afghanistan, and now faces a frigid reception at her new prep school, where she is on scholarship. As tensions rise, lines are drawn. Michael has to decide where he stands. Mina has to protect herself and her family. Both have to choose what they want their world to look like.



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



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- Education [EdD or PhD]

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*For gainful employment disclosure information, visit spu.edu/gainfulemployment.





My Child Wouldn't Lie to Me

16 Tips to Help Navigate the Sometimes Slippery Slopes of Parent Communication



Dr. David Weston

*Retired Principal,
Teacher Mentor at
Highline PS*

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Engaging the Community

After reading the column from Ken Schutz on difficult parent conversations in the winter/spring edition of “Washington Principal,” memories of conversations and communications

past came rushing back to me. There’s so much to love and be thankful for in the principalship, but one of the most meaningful leadership actions we can provide is tackling tough communication and conversations head on. Here are some of my favorite tips I picked up along my career.

Continued on page 14

1. REFRAME

In your mind, reframe the situation as dealing with a difficult conversation, rather than a difficult parent. It's sometimes healthy to acknowledge that this is indeed emotionally hard work. There are a number of books every principal should read, and among my favorite is "Difficult Conversations," from the people at the Harvard Negotiations Project. For me, the three-hour read was the best PD-per-minute of my career.

2. MIND THE A-B-Cs OF DIRECT COMMUNICATION

The first rule of communication is actually asking yourself, "*Am I the right person to be having this conversation?*" Is it actually a teacher or other staff member who can best address the parent concerns?

As an elementary principal, I had this conversation countless times: "Thank you for your email/call/visit, and your support for your child. Is this a concern that you've already addressed with the teacher?"

"Well, I would have, but I was concerned they wouldn't like it, and might take it out on my child."

In my 28 years in administration, I never saw that happen. Politely guide the parent to contact the staff member directly, and offer to join them in that conversation if they feel your support would be helpful. Reiterate the strong message you stated in the school handbook that parents first address concerns to staff at the lowest level possible. While triangulation is counterproductive, it is wired into our genes. Person A will always be more comfortable talking about Person B with Person C.

Consistently encourage all stakeholders to address concerns at the lowest point of contact, then be ready to support that, even when you know it's much more work for you up front.



3. DEALING WITH THE DREADED ANONYMOUS CALL

Occasionally, you'll get the anonymous parent-concern phone call about a teacher or something a teacher did. From the parent perspective, this totally makes sense, and it can be tempting to let them say their piece. In reality, enabling such toxic triangulation is a trap. Politely let them know that you can't take anonymous communications, and let them know you are otherwise always ready to support them. And nowadays, when it shows up on Facebook, you always have the option of giving them a call to finish the conversation.

4. MY CHILD WOULD NEVER LIE TO ME

This is perhaps not the moment to enlighten the parent to the social science research that everybody lies. If you think you don't, you're just lying to yourself.

The point here is we want to avoid putting ourselves in this position by communicating first. My next

summer book recommendation is Chapter 3, "Consistency and Commitment," from Robert Cialdini's book, "Influence." We are wired for consistency and commitment. That means the story we get in our heads first wins; a strong confirmation bias is woven into our DNA. We tend to cling to that as the default truth, despite all odds and objective counter-evidence.

So, we can either depend on our students to provide their parents with a balanced, objective and complete picture of a situation, or we can be proactive with either an email (good) or phone call (much more effective). Anytime we see an issue at school we think might concern a parent, job number one as professionals is to get the facts to the parents right away.

That confirmation bias, by the way, works both ways. If we really want to believe something, we can succeed. Parents desperately want to believe their child. Our own desire and need to believe our story — and/or our teachers' story — can move us further away from objectivity.



5. SOMETIMES, WE HAVE TO OWN PART OF THE PROBLEM

I have taken no aspect of my work more seriously than supporting teachers. That isn't, however, done blindly. It turns out some of our teachers are human, and as principals, we may be positioned to speak a truth to a teacher that perhaps no one else can. These are often our most uncomfortable conversations, but done in a caring way, can build trust and help move people forward professionally.

6. MORE PROACTIVITY: THE PRINCIPLE OF NO SURPRISES

One of my annual reminders to staff is to get to me first, before I get the irate parent phone call. I once had one of my most respected, professional teachers practically run into my office with a horrified look on her face and quickly close the door behind her. After the eighth time she'd asked her second-grader with ADHD to stay at his seat, she'd turned around to see him lying across a child's desk

immediately behind her. Instinctively, she'd smacked his bottom!

"Now what will happen?"

"Well, if I'd found out about it from the parent first, you'd probably have had a little unplanned vacation coming while I did a full-on investigation of what exactly has been going on in your room. Now, you can either call the parent, or wait and see if the parent calls me - I can describe this conversation, you can apologize, and we can move on with our lives."

The Principle of No Surprises reminder helps your teachers support you in supporting them. As Ken noted in his article, the same holds true for us in relation to the folks at central office - prompt communication to them better positions them to support us when the parent takes it to the next level.

7. EMAIL DISCRETION ADVISED

Speaking of being proactive, another of my week-before-school reminders for staff is a favorite never-ism: *Thou shalt never hit SEND while upset*. It's perfectly fine to write it today, then send it tomorrow when you can do so without a sense of emotional gratification. Of course, usually, by tomorrow, we realize our message was just therapy; there's no need to actually send it (or we can just delete emotion and commentary and focus on the facts). Over the years, this one item on my reminder-to-teachers list has generated more thank yous (actually, thank goodnesses) from teachers than all others combined.

8. KNOW THYSELF

What makes a conversation difficult? That often varies from person to person. If you don't know your Meyers-Briggs profile, there are plenty of online tools to find out. Periodically, I'll Google my ENTP profile, and every time I do, I learn something new — or at my age, something I've forgotten. Model the

self-awareness and better emotional regulation you want to see in your staff and students!

9. LISTEN INTENTLY

While sometimes parents just need to vent, more often, they want and need more. This is where we apply Covey's Habit #5: *Seek first to understand, then be understood*. Typically, parents come focused on a solution, without having fully thought through the underlying problem. Often, in the process of clarifying the problem, the issue seems to resolve itself. Other times, getting to the essence of the problem provides a jumping off point for staff to creatively address a problem in ways parents may not have thought possible. More often than not, the critical skill here is asking the right question, rather than providing the right answer.

10. THE TRUTH SHALL SET YOU FREE

Got 99 out of a hundred facts right? Guess what you'll be spending your next half hour discussing. Unless you really need a refresher on what a dog is like with a bone, you might want to go back and ask one more question of a witness, or re-read that IEP. Just sayin'.

11. PARDON ME

Believe it or not, someday, you'll make a mistake. When you do, apologize quickly and sincerely.

12. THINK WIN-WIN

Resist the temptation to "win." When possible, allow the parent to save face. Anytime the parent "loses," it comes back to bite us. Treat each conversation as an opportunity to strengthen relationships, communication lines, and credibility.

13. DON'T TAKE OFFENSE

Occasionally, a parent will say or do something genuinely offensive. Even

Continued on page 16



(or especially?) when it's meant to be personal, don't take it personally. Taking offense is easier and can feel better (e.g., feeling smugly morally superior and victimized, so there's that), but so far, I've never found anger effective in raising my IQ, solving a problem, or building a relationship. As with students, the behaviors we see have a backstory we may not know, and when we err on the side of compassion, we are on the side of professionalism.

14. WONDERING HOW LONG THE NEXT PARENT EMAIL WILL BE?

I was a math teacher, but early in my admin career, I learned an equation I'd somehow missed out on. Using the Parent-Reply Theorem, you can reliably predict the length of your next parent email by multiplying the length of their original treatise (e.g., two pages) by the length of your brilliant, suitable-for-publishing, point-by-point drop-the-mic response (say, three pages), to determine the length of their rebuttal (six!).

On the off chance you don't want to spend your weekend honing your 18-page response, I'd suggest the following alternative. Call the parent (or better yet, meet face-to-face). Then follow up with an email, quickly summarizing the conversation, and any next steps. I never had a lengthy response to that summary email.

15. PHONE A FRIEND

Over the years, I've been blessed with a solid network of colleagues who I've called upon for a reality check. When you have a tough parent conversation coming, sometimes a phone call to a fellow principal or AWSP can do wonders.

More than once, I've been talked off a ledge, only to return the favor later. This is tough work, so support your local colleagues, and call on them when you need it!

16. COMFORT ZONE

Lastly, I'll leave you with one tip I stole long ago from NAESP's "Principal" magazine that has saved me countless hours — more time to read AWSP's "Washington Principal" cover to cover! Occasionally, the problem the parent (or staff member) presents is they're actually *too* comfortable in your office. They come in when they have time on their hands and, hunker down for a good conversation. Meanwhile, you have some kind of pesky day job you're trying to attend to.

Give them some full-on attention, and when you're ready to wrap things up, while staying fully engaged, just stand up. Don't take a step anywhere, just stand and patiently continue to the conversation. Presently, they'll also stand. That typically helps wind up the conversation within a minute, before you even need to start edging for the door to go to your unspoken next destination. Say your

goodbyes, then head off briskly to your destination, even if it's just the drinking fountain around the corner.


Works like a charm.

Yes, But...

Good decisions, it's said, come from wisdom. And wisdom, of course, comes from bad decisions. How many of these did I learn the hard way? How about a perfect 16 for 16. I also tallied how many I could think of exceptions or solid counterarguments for — again, a perfect 16 for 16. That maddening complexity is integral to what makes our role so meaningful; if this was simple, it'd take the sport right out of it! Walking your path with caring, integrity and professionalism is truly a calling, and not for the faint of heart. Blessings to you in your journey! ■

Dave Weston was a principal for five years in Washington, and 18 years overseas (Pakistan, Singapore and Saudi Arabia) before retiring in 2013. Now, Dave does a little bit of principal coaching, a couple hundred hours a year as a Teacher Mentor for Highline Schools, and some admin-fill-in work with Highline.





CELEBRATION: AN ESSENTIAL ELEMENT OF CULTURE

Intentional, shared celebrations build stronger schools



Brett Wille

*Principal, Hidden River
Middle School,
Monroe SD*

PRINCIPAL EVALUATION CRITERIA

Creating a Culture

Our staff recently hosted teacher-leaders from another school district in our state who are in the initial phase of laying their foundation as a PLC (Professional Learning Community, as defined by Solution Tree). It's always an honor for our staff to share our story and the important lessons we've learned along our own journey as a PLC. Whenever we have visitors, I try to make sure some of our own teacher leaders are a part of the visit. They have a valuable lens on the work from the classroom and team level, and sharing the journey with

others is a great way to reinforce, for ourselves, the things that are foundational to our own success and accomplishments as a school.

USING CELEBRATION TO MOVE FORWARD

During this most recent visit, one of the visiting teachers commented that, in spite of how difficult and daunting the work can be sometimes, the culture of collaboration and commitment to growth our staff created at Hidden River shines through. One of our teachers quickly responded with an insight that served as a great reminder for me as a

“What allows us to press forward, through any challenge, is the way we celebrate each other and our progress along the way.”

principal. She said, “What allows us to press forward, through any challenge, is the way we celebrate each other and our progress along the way.” She talked about many of the ways we recognize each other for the effort and commitment it takes to work

Continued on page 18

toward achieving our purpose as a school. As I sat there and listened to her (which was in itself a celebration for me as a leader), it struck me how the things we do to celebrate at Hidden River have not only propelled us forward and kept us united on the things that matter the most, they've become a critical element of our culture that our staff highly values.

Throughout our journey as a staff, there are a few key lessons learned and principles we followed as a part of the process of using celebration to move us forward. To start, and probably most important of all, we use celebration to support and reinforce the foundational beliefs and behaviors we agree are most critical to achieving our goals as a school. For your school, what are those foundational beliefs and behaviors?

If you have yet to wrestle with that question as a staff, getting clarity on what is most important for your school would be a great first step. The book, "Learning by Doing" (DuFour, DuFour, Eaker, Many, Mattos, 2016) is an excellent resource and road-map for any school in the beginning phases of defining the foundational components of mission, vision, collective commitments and goals — what they define as the "pillars" upon which everything else in the school is built.

Without those foundational components in place, your celebrations may or may not be reinforcing what you want and, ultimately, could be reinforcing the wrong behaviors. For us at Hidden River, our foundational tenants include:

- Serving our students in highly functioning collaborative teams;
- Continuously learning and growing together;

- Putting the needs of students ahead of our needs as adults; and
- Ensuring every student receives what they need in order to achieve mastery on the skills we believe are essential in middle school.

As a result, the celebration structures we have in place are intentionally purposed to reinforce those essential elements of who we are and what we believe in.

PLANNED OPPORTUNITIES

The second important lesson we learned around celebration is the processes and structures for it need to be intentionally built into the natural rhythm and flow of the workday and workweek. Because it is so easy to focus on all of the things that need attention or are not going well, authentic and purposeful celebration can often be forgotten or left to chance. These planned opportunities do not have to be big ordeals or special events that feel uncomfortable and awkward. When the structures are simple and frequent, the celebrations become a natural part of the day or week that staff members look forward to.

For example, every week our admin team sends out a short "nuts-and-bolts" type of email that captures some of the information staff members need that we intentionally keep off our collaborative team and guiding coalition meeting agendas. Within that weekly email, we always highlight at least one staff member or team for an "above and beyond" type of effort that is an example of one of the tenants that we believe is important in furthering our goals as a school.

At every staff meeting, we set aside the first five minutes for what we call our "staff spotlight" and any staff member can recognize one of their colleagues for doing something that fits into what we believe is important

as a school. Those moments are priceless — at the end of a sometimes long and exhausting day, our staff get to pat each other on the back and bring a little positive mojo back to the room. I can't even count the number of times those simple celebrations lifted my spirits.

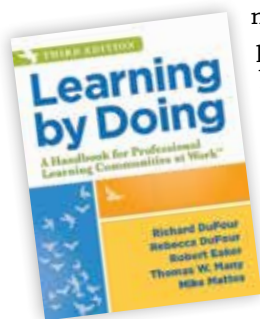
“ As I've started doing this, I've noticed that it's causing me to pay more attention to what's important, which is a good thing! ”

Another example is our weekly collaborative team or leadership coalition meetings, where our teams take a few minutes to share an "All Means All" story or two — stories of specific students that have met mastery on an essential skill, or maybe a student that finally met his or her behavior goals for the week. This quick storytelling opportunity is built into all of our team and coalition agendas because it helps our staff remember we have committed to all students at Hidden River and it reinforces our belief that all students can meet the learning expectations we have for them.

Those are just a few examples of ways we built celebration into the natural ebb and flow of our work. The key point is that it is easy, simple, and necessary!

SHARED CELEBRATING

The final lesson we learned and principle we try to follow is when many opportunities are created, everyone can be the celebrator and everyone can be celebrated. To cement celebration as an integral part of the culture, one or two people shouldn't be the only ones responsible for recognizing others. That's not sustainable and that doesn't foster



ownership of the critical elements important to your school. When you allow for many opportunities for staff to recognize each other and those structures and processes happen naturally and often, it causes all staff members to participate in the process and it allows for many winners.

Over time, your staff will begin to look forward to those moments, and as you sit back and watch them recognize and celebrate each other, you will begin to notice that your staff is paying attention to the cultural elements that you are trying to reinforce. It has a snowball effect in that the opportunities not only lift up a staff member or a team for their actions and beliefs (which is what we want), it also calls attention back to what's important for your school, which in turn embeds those critical elements further into the fabric of your culture. It is amazing to watch that process unfold, especially over the course of a couple of years.

Author, speaker and RTI expert Mike Mattos, when referring to the work of a PLC, will often say, "If this work was easy, everyone would be doing it!" He is spot-on in that this life-saving work we are engaged in together is often challenging, daunting, and difficult, which increases and highlights the need for regular celebration within our schools. When we celebrate the things that matter to us, it re-energizes us in the work and moves us forward in accomplishing great things for the kids that we serve.

So, what's your next move in adding opportunities for celebration at your school?

For me, as I continue to look for ways to improve in this area as a leader, I've started leaving one hand-written note for a staff member or colleague every day that connects an action or belief back to what is important at Hidden River. It's simple, it literally takes less than 5 minutes, and it's intentional.

As I've started doing this, I've noticed that it's causing me to pay more attention to what's important, which is a good thing!

Celebration is a key driver in growing forward, as a staff, as you work together to create the school you have envisioned together. Don't underestimate the power of it. Once it's embedded and becomes a normal part of how you operate, it can't be stopped, and it truly will cement the actions and beliefs that you have agreed are most important in your school. ■

Brett Wille has been the principal at Hidden River Middle School in Monroe School District for five years. Because of the commitment, hard work and dedication of the staff, Hidden River is one of 42 middle schools in the United States recognized by Solution Tree as a model Professional Learning Community.



THE COST OF CARING

How ‘Compassion Fatigue’ Affects Educators



Teleah Bell-Davis

Assistant Principal,
Sheridan Elementary,
Tacoma PS

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety

Being a principal is one of the hardest and most rewarding jobs in the world! It means that I’m a representative of education, tasked with creating a culture that ensures school safety, all while aligning the curriculum, improving instruction closing the achievement gap, dealing with angry parents and concerned teachers and staff.

Yes, I do think being a principal is hard; it’s damn hard. But I wouldn’t trade it for anything else!

(At least that is what I tell myself.)

As a school leader, I focus on creating a “culture of caring” to solve problems. I try to do this with patience, compassion and understanding.

‘A FIGHT TO CARE’

These days I am filtering stimulus from all directions. I have to take into account competing interests not only of the students I’m charged with but those of the staff, the community we serve and of course those of the district. It’s a juggling act that seems simultaneously impossible and a joy.

“Compassion Fatigue is a state experienced by those who help people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped.”

Keeping all the plates spinning in the air gives me personal satisfaction and hopefully allows my school a certain measure of success.

Creating a culture of care in a school setting is something that I do without much thought.

Students and staff deserve to enter the school building and feel safe and valued. I want parents to trust that school is the place for their children to grow and thrive, regardless of their circumstances.

Spending a Saturday interviewing one of our families about their school experience, wiping the tears of a kindergartener who thinks she will go to jail because she slapped her classmate, and sitting after school with a child whose parent was not at the bus stop, is me caring. I give my whole heart because I would want the same for my children.

Sometimes, it is a fight to care. There are moments I feel helpless when I don’t reach everyone. I do fall short, but I will never fail, because I will never give up! All I have to do is find a source to tap into so that I can remain the giant I imagine they need.

COMPASSION FATIGUE

Performing at the highest levels takes balance, focus and stamina. On some days my school seems like I’m managing an emergency room; one crisis after another with no end in sight. Students are in and out of the main office with tears, scraped knees and dinged elbows, not to mention any number of offenses to the rules of the classroom. Parents call or come in mad as hell, demanding to speak to the principal. Teachers complain about loss of planning time and substitute shortages. And already conversations are starting to surface about next year’s staffing. There is

little wonder why administrators and teachers burn out — not to mention support staff.

This daily pressure can lead to burnout or compassion fatigue. This compassion fatigue is often the “cost of caring” for others who are in physical or emotional pain. These symptoms are collectively associated with medical professionals, first responders, educators and counselors. According to the Compassion Fatigue Awareness Project (CFAP), “Compassion Fatigue is a state experienced by those who help people or animals in distress; it is an extreme state of tension and preoccupation with the suffering of those being helped. It can create a secondary traumatic stress for the helper.” Dr.

Charles R. Figley is one of the leading researchers on compassion fatigue and was one of the first to explore how secondary trauma affects the mental health of first responders and caregivers.

For educators, especially in troubled schools, compassion fatigue may be a factor in staff and teacher performance because of the seemingly impossible challenges they are confronted with daily. There isn’t any need to elaborate on the issues; we have all experienced them.

As principals, we attend professional development in an effort to understand and prepare us to deal with children who have experienced traumatic events and how they might

behave both socially and academically. There are systems in place to support the social and emotional health of these affected students. Unfortunately, there is not much discussion relating to child trauma and how adverse circumstances of students affect the health of teachers, support staff or administrators. There is little support for those of us on the front lines who deal with traumatized children on a daily basis.

MAKE TIME TO RECHARGE

I am not saying that attending to the “nuts and bolts” of running your school should take a backseat to caring. I am saying that the energy that we put into caring for our school community should be protected and nourished. Mistakes are made and opportunities are lost when we aren’t at our best. Compassion fatigue affects how we do this work.

There are days when I ask myself, “How can I face another crisis with a smile?” It’s hard to stay balanced. For me, I have to have a bucket full of love, hope and happiness. When times get rough, I like to visit a classroom, have lunch with a teacher, or supervise recess. When I really need a boost, I reach out to a trusted colleague or friend outside my building. These are always good ways to fill my bucket.

Summer is here. While this would be a good time to see your doctor, maybe a short vacation would do as much good. Even a staycation with a massage will do wonders. Take this time to recharge your batteries and become well again. Renew yourself. ■

Teleah Bell-Davis is the Assistant Principal at Sheridan Elementary in the Tacoma Public Schools. She is a military spouse, dedicated mother, and lifelong learner who values family, education, and service!

For more information about stress and compassion fatigue visit: www.stress.org





COURAGEOUS LEADERSHIP

Creating a Culture of Change Through Honor



Ann Gray

Assistant Principal,
Evergreen Elementary,
Shelton SD

PRINCIPAL EVALUATION CRITERIA

*Creating A Culture; Improving Instruction;
Engaging Communities*

I was fortunate in the early 2000s to be assigned to a school that had every label you can imagine. This was a school community in a high poverty neighborhood in Seattle. This school had approximately 450 students and a staff of over 70. The community was richly diverse and filled with cultural opportunities for students and staff.

“

Upon arrival, I was quickly told of the ‘problems’ and the supports that they did not have. The staff was disconnected and lacked focus, both instructionally and systemically.”

Upon arrival, I was quickly told of the “problems” and the supports that they did not have. The staff was disconnected and lacked focus, both

instructionally and systemically. In summary, the school was in a reactive state, yet directed to make intensive changes based on student achievement data.

“ We embarked on a journey learning about each other, our instructional expertise, and our areas for growth, and worked to develop a strong system of support for instruction and teamwork.”

My journey began with a comprehensive needs assessment, which started with individual meetings with all staff and community members. Following these meetings, I worked on a plan that was inclusive of focusing on three major areas. To the reader, this may seem too simple for a school many labeled “in crisis.”

My leadership focus was honor. From that belief, I worked with staff, parents, and students on honoring them as members and contributors to their school community.

What did this look like?

HONORING STAFF

We embarked on a journey learning about each other, our instructional expertise, and our areas for growth, and worked to develop a strong system of support for instruction and teamwork. We looked at professional learning goals, needs for training, systems, and collaboration opportunities. We talked at length in grade-level team meetings and as a staff about sharing the “expertise” among us. We embarked on a collaborative process that today would be called “instructional rounds.” Teachers observed each other and we sent teams to visit other schools within our district and neighboring districts. We researched best practices throughout our state and collaborated with current instructional coaches, state supports, and other staff assigned to support our school change initiative.

HONORING STUDENTS

As a leader, I implemented a system of data analysis and student support we called “Name and Claim.” This involved meeting as a school support team monthly to review the progress of every student. The team included teachers, support staff, coaches and interventionist to look at the student’s data both academically and affectively. We then aligned the student’s instructional program and supports to meet the very specific and current needs of that student. This allowed all of us to take greater ownership for the success of each student.

HONORING PARENTS AND COMMUNITY

This began by holding parent/community stakeholder gatherings to hear the needs and desires of the school community. Many of our families were recent immigrants to the country and had limited understanding of school culture in the United States. We gathered information from our meetings and formed a committee comprised of teachers, staff, parents and local community members. We called this...

AUTHENTIC PARENT ENGAGEMENT INITIATIVE

We actually had a teacher who initiated the efforts in collaboration with a team to create opportunities for parents to become involved that were beyond traditional parent involvement. An example of such was

the creation of a parent volunteer room where parents, specifically those who did not speak English or who had young children, could come and do volunteer work for teachers in a setting where they could get to know one another, watch their young children, and contribute to the school by creating or doing a task for teachers. Teachers submitted tasks to be done to a basket located in the room. This was a tremendous success. The goal of this initiative was to ensure that all families had a voice and an opportunity to be a member and contribute to our school any way possible, regardless of restrictions that might get in the way of being part of the more traditional family involvement initiatives.

While this is an annotated description of a school culture change, the important premise is change often takes courage on the part of the leader to step out and inspire, encourage, and motivate people to see their own strengths and growth capacity. This school transformed, labels were removed, and the success was evident through the faces and voices of staff, students and family. ■

Ann Gray had a 30 year career in education working as a teacher, counselor, principal and central office administrator before retiring from education to work for Washington state’s Department of Social and Health Services. She returned to education last July and is currently working as an assistant principal in the Shelton School District at Evergreen Elementary, a dual language immersion school.

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WE LEAD.

WE LEARN.



FAME AND FORTINS

*Famous for their
contributions to Outdoor
Learning and Student
Leadership, Marty and
Susan Fortin Retire after
28 years with AWSP*



We at AWSP have been more than fortunate to have Marty and Susan Fortin on staff

for the past 28 years — a husband/wife duo who have taken Outdoor Learning and Student Leadership to new heights for principals and students. Together and individually, Marty and Susan have left a leadership legacy across multiple generations, not just in Washington state but across the U.S. They are truly quite “famous” in the education world.

To say that we’ll miss them is a major understatement. In this issue, we look back at their contributions and reflect on how lucky we’ve been to have them in our state, with our association, and on our team for three decades.

Here is what some of our members, education partners, colleagues, and staff had to say about Susan and Marty:



Brain Trust. Susan Fortin and Brian Barker on a National Association of Student Councils Conference trip in the early 1990s pondering the great possibilities of student leadership.

What a wonderful couple - working together, always supportive, greatly respected and the best leaders in the field! Their programs reaffirm the image of principals and AWSP in the greater purpose of nurturing students (past and present) as future leaders of our great nation!

Brian Barker, *former AWSP Executive Director*

No couple has impacted as many lives as Marty and Susan Fortin have. Looking back on their body of work takes my breath away. They transformed student leadership training, which was primarily developing elected student leaders, into an all-inclusive resort. Now, the focus of AWSL is to develop the leadership capacity of all students of all backgrounds and skill levels. They don’t wait for the students to come to them, they go to the students. Marty and Susan open their home, their kitchen and their hearts to the adult disciples who allow them to take their passion to scale.

Some leaders who are as impactful as Marty and Susan leave behind a big hole when they step away. Marty and Susan chose to dedicate this last

year to filling that hole, so their work will be sustained. A beautiful couple doing beautiful work now deserve a beautiful retirement, and knowing them, I am sure they will see to it that it is.

Gary Kipp, *former AWSP Executive Director*

Favorite memory: The delicious gourmet home cooked meal served at their home. They are the most gracious hosts. You can’t go wrong with good food and good company!

Randi Peterson, *Camp Staff Member from 1999-2012*

I hired them both to be on the Mt. Baker Leadership Staff. Marty and Susan both became close “life-long” friends as a result of hiring them as staff members. Favorite memory: Ancient history - Susan hanging out with Marty by the garbage bin on their first year at Baker. He smoked; she didn’t.

Sandy Stonebreaker, *former staff, Mt. Baker*

Both Susan and Marty are totally committed to serving the mission of AWSP in their words and actions. They are two of the hardest-working and kindest people I have known.

Colleen Nelson, *former AWMLP and AWSP Board Member*

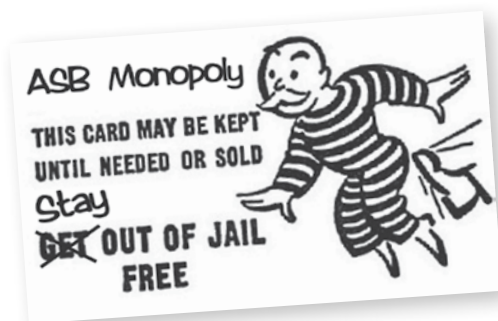
People say there is only one Michael Jordan. I disagree... because I had the honor of working with two Michael Jordans, Marty and Susan, for more than 20 years at the Cispus Learning Center. From being my bosses to being my friends to being my mentors, all was done with grace, humility, excellence, laughter, work, and unflinching integrity. To live among the trees and the Fortins has truly been a blessing.

Joe Fenbert, *Cispus Staff*



Marty and Susan and one year old Kate heading to the National Association of Student Councils Conference in 1993.

Continued on page 28



This card is a memento from Marty's years of ASB trainings. I am not sure who to credit for the creation of the card, but it captures the value and importance of his work with those of us responsible for the legal and administrative aspects of student leadership. Marty and Susan are appreciated more than they will ever know and leave a legacy that will last a very long time.

Shelley Lyons, *White River SD*

Marty and Susan, I continue to be awestruck by the legacy and impact you have created in Washington and across the country. AWSP/AWSL have been blessed by your leadership, vision and passion for all kids. We are truly a unique organization in this country and that is because of you two. Your collective



Susan as the Good Witch of the North in 1996 when AWSL hosted the National Association of Workshop Directors' conference in Seattle, Leadership in the Emerald City.

and tireless pursuit to support our number one priority, kids, is truly outstanding. Now to get spiritual, God puts us on earth to serve a very clear purpose. Susan and Marty, you can smile knowing you've hit that purpose out of the park your entire career. And, that purpose and impact will carry on forever, thanks to you.

Dr. Scott Seaman, *Executive Director, AWSP*

Marty and Susan are an amazing team. They have poured their hearts and souls into the students of Washington state. It is evident when they speak about their programs how much they love what they do. The Fortin team will be greatly missed. Can't thank them enough for giving so much of themselves. They will definitely be missed.

Kim Marquette, *AWSP*

I learned about Pride in my School and Community from Marty. I learned to build relationships and enduring spirit. I also won the Straw Tower Challenge in 8th grade with my best friend Sue Aschenbrenner. I learned from Susan to help teachers find TC spots on Camp Staff. I also learned to emphasize quality relationships and empathy towards others.

Lana Yenne, *Camp Columbia Staff*

Generations of students in the state of Washington are better people because of the work that both Susan and Marty have accomplished. Their reach is incredible and for those of us left behind to carry on the work we have a momentous duty to keep it moving forward.

Randy Heath, *AWSP Board, Summer Leadership Camp Programs*

Marty always had quiet confidence in me even when I was struggling! He kept me in the leadership loop even though



Marty at a campfire on Yellow Jacket Creek and Cispus River confluence in early 90s.

Clarkston is a world away from Cispus and all that was happening for those living closer to the Seattle area. He asked me to present at WACA (I was thrilled), he asked me to be a leadership counselor (and I sure wish I could have worked it in more!) He nominated me for the WACA HALL OF FAME — I treasure this as one of my career all time accomplishments!! Susan was always smiling and inspired me to continue with what CHS could do. I never had a leadership class but was able to teach leadership with class which is Susan and Marty both exemplified!

Kay Andersen, *WACA*

I worked closely with Susan as the executive director from North Dakota. We served on the NASSCED Board together for a number of years. The thing I remember most is her willingness to share her expertise with everyone. Marty and Susan both will never know the difference they have made for so many students and adults from across the country. They have touched so many people in a positive way.

Les Andersen, *Former NASCED Board Member*

Everything I know about ASB financing I know as a result of Marty's teaching and mentorship. He is a skilled educator and expert in ASB finance. He helped me understand the ins and outs of expenses, fundraising and creative ways to include student voice in our schools.

Steve Leifsen, *Director of Equity and Achievement, White River SD*

Amazing couple... I had a medical emergency at camp and after surgery I woke up to Marty whispering to me... Susan was on her way to take my place at camp bringing their baby daughter with her and I wasn't to worry about my campers. This amazing couple hasn't changed in the last 25 years... kind and caring!

Dorn Barr, *Camp and Cispus*

I know Susan from Rainier High School. She was my Home Ec Teacher, Activities Advisor, H.S. Track coach & my Sound Club Advisor. She helped me on the road to my successful DJ career! Favorite memory: Daily affirmations at track practice! Attitude determines Altitude! Reach for the Peak!

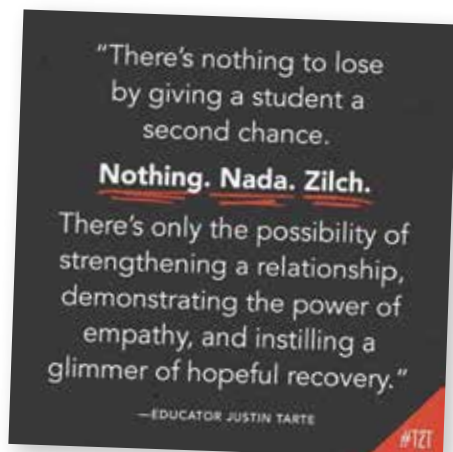
Chad Dowling, *Rainier High School*

As the Superintendent of the Moses Lake School District I have long used, and continue to use, the lessons taught to me by my friends and mentors — the Fortins. I consider them a foundational element of my professional growth and opportunity for impact. Thank you for touching my life!

Dr. Joshua Meek, *Superintendent, Moses Lake SD*

The quote below reminds me of Marty. I have passed along this idea to my teachers for years. Marty is the KING of second chances and third chances and 27th chances!"

Jayme Evans, *High School Principal, Washington Virtual Academies*



Marty at the Yelm High School homecoming dance in 1988.



Kindness, forgiveness, hospitality, and looking for the best in people — these are all qualities I associate with Susan and Marty!

Caroline Brumfield, *AWSP Staff*

Both Susan and Marty are forward thinking. They always look to see who else they can serve and how else they can help.

David Morrill, *AWSP Staff*

My favorite memory of Susan and Marty is a recurring memory: I get to speak at events all over the country and meet the Fortins' peers in different states. My favorite memory is, every time I tell these folks I am from Washington and that I grew up in the program that Marty and Susan lovingly built, you see a deep jealousy in their eyes and an inevitable, "Those two are incredible" type commentary. They elicit respect everywhere I go!

Houston Kraft *CharacterStrong (Knows Marty and Susan through Cispus)*

I have worked with Marty and Susan for many years. I first met them as a principal and a member of the ESPAW and AWSP boards. Later I was fortunate to get to work with them as a staff member at AWSP. My favorite memory of Marty is when my husband Mark was one of the



Susan in Marty's Cispus office in 1993 planning, planning, planning.

"teachers" at Chewelah Peak High School Camp. Marty assigned me the duties of camp nurse. We had a marvelous time. Susan worked hard on a leadership curriculum for elementary students. Working with her was a lot of fun.

Paula Quinn, *Former AWSP Staff*

Marty and Susan have always been so kind. Anytime I have taken a workshop from either of them they make you feel like you can take on any challenge.

Emily Severs (*Workshops*)

Continued on page 30

Marty has always been very approachable and down to earth in each of my interactions with him as well as his workshops and presentations. Susan has been an amazing champion for kids as well as a huge supporter of my work at KM over the years. She has motivated me and inspired me to continue to put student leadership and more specifically student voice at the forefront of our work. Marty has taught me the ins and out of ASB. Susan has taught me how critical a strong student leadership program can be to the climate and culture of a school.

Dr. Wade R Barringer, *Camps and Student Leadership Committee*

My favorite thing about Susan is her patience and how hard she works to help kids get to camp. We have talked a number of times, especially when we were starting our ASB and she was always patient with my flood of questions. Susan has also gone above and beyond, especially with our camp issues. There have been a number of years when the camp bus was not available to our kids and she ALWAYS found a way to help get them to camp.

I have many memories of Marty! I will miss your fun brain teasers at the beginning of your ASB law workshops. You always answered any questions I had with grace — even if I asked 20 clarifying questions afterwards. The workshops will not be the same without you!

Mindi Rew, *Leadership Camps, Trainings, and ASB*



First year in the "new" job, Susan promotes student leadership at an information booth at Cispus.



Jill of All Trades: Susan working with a CheerLeadership Staff in 1993.

Dinner following a week of summer leadership camp at the Fortin's is a gift that lasts until the next summer gathering. I want to BE Susan Fortin, the "hostess with the mostess" when I grow up.

Beth Marriott, *Student Leadership*

Favorite memory: The willingness and gung ho attitude to do whatever it takes for however long it takes to create and sustain great programs and opportunities for students. Something learned: To be willing to help, to be available when needed, to be dedicated, and to maintain your sense of humor!!

Cindy Adsit, *WIAA*

From Susan I learned to stay calm and not worry too much... on the outside. Making people believe that you have things under control keeps them calm and good things happen. From Marty I learned to never stop asking questions and learning. Things can change when we keep asking tough questions.

Craig Lacy, *WASC, AWSL, WASBO and ASB*



This is why we can't find photos of Marty! He is always taking pictures, like this at Mt. Baker Leadership Camp setting up a photo shoot of Jim Ayers as Tinman (back left of photo) in the Cispus garbage dumpster for a video skit.

My favorite memory of Marty and Susan are from AWSL CheerLeadership Camp. Susan would always make an appearance each summer and it was always so nice to see her and her enjoyment of the student leaders at cheer camp. My favorite memory of Marty is all the ASB Law meetings I have sat through over the years. I could not have won all the battles at my school without his expertise of ASB law. Thank you for passing on the knowledge to me.

Jackie Graf, *CheerLeadership Camp, ASB Workshops*

They have some of the best cooking ever! Thanks for hosting our post-camp meeting! :)

Mike Kreiger, *NASC and Mt. Triumph*

Cispus Learning Center will not be the same without their smiling faces there to greet staff as we gear up for another Leadership Camp. They have been the constant, their compassion, humor and love will give us great memories as we move forward.

Mary Taylor, *ASB Law Workshops and Middle Level Leadership Camp Staff*

What I learned: That a couple can successfully work together for many years and accomplish great things.

Xenia Doualle, *AWSP Staff*

I always learned a lot from Marty's workshops at WASBO and ASB meetings and have greatly appreciated his help with ASB questions. He was always kind and considerate and prompt with his answers, with a sense of humor and great understanding of the whys and wherefores, which makes learning easier. Leaders like him are few and far between and he will be greatly missed.

Kristi Candler (*Head Secretary at Orting High School*)



Mt. Baker Camp, 2017 (Courtesy of Jayme Evans)

I just want to say THANK YOU to Marty for his patience and kindness over the years as I peppered him with tough (to me) ASB questions. No question ever made him roll his eyes (at least he didn't show it). His wealth of knowledge, and willingness to share it, have been such a lifesaver to me over the 15 years that I've been an ASB Secretary. Marty, you will be greatly missed, fondly remembered, and so hard to replace. I wish you the very BEST retirement. Happy Trails!

Patti Erickson (*ASB Conferences and Workshops*)

Favorite memory: As an AWSP director, it was great to see up close the solid plans and facilities that benefited students each year. The addition of La Chispa and La Cima were inspiring! I could always speak with confidence to school leaders about the terrific resources available to them through student leadership programs — from elementary through high school.

Vicki Bates, *Former AWSP Staff*

I was a student leader and Junior Counselor in their state leadership programs before becoming a Senior Counselor and now Camp Director for one of the High School Student Leadership Camps run out of the Cispus Learning Center. My favorite memories of Marty and Susan are every year when they would open up their home to have 20+ leadership camp staffers over for dinner and then sleep in every nook and cranny of their house and yard. The conversations and memories shared during those times were priceless and will always be held close by so many.

John Norlin, *CharacterStrong*

Susan and Marty, purveyors of growth, their dedication I remember the most.

Leadership lessons uniquely inspired, students learning, students empowered.

A significant feature of AWSP, Learning Centers and Student Learning stand out distinctively.

Jim Rudsit, *ESPAW, AWSP Boards*

Though I spent most of my time in reverence of her, Susan always made me feel welcomed. She has the nicest and warmest smile. I remember being in her home and enjoying her home cooking. She is decorated in so much education/leadership, but I will forever remember her home and heart. Marty, where to begin... he is one of the wisest men I know. His actions and words are few because he listens more and his words are strong. When he listens, his eyes are so attuned to you that you feel truly cared for. I don't have one favorite memory for Marty because I loved every moment I am with him. Thank you for all your years of service. "Servantship" is one of the hardest things to teach and they did it with all their heart and love.

Lanny Yoon, *Mt. Baker JC 1999, SC 2000-2009*



Susan... always the happiest face at a meeting, 1997.

Favorite memory: Sitting on the porch after Leadership camp, relaxing, debriefing and listening to Marty's wisdom. Also — Susan's Julia Child sign in the kitchen: "If you are afraid of butter, use cream." That says it all about life, I think.

Sue Metzler, *WASC, Mt. Triumph staff, and WACA*

They do the best at putting themselves in other people's shoes and seeing things from their perspectives. Thank you for everything you have taught me and for believing in me.

Erika Ambrocio-Vasquez, *Americorps at Cispus, AWSL Team*

Favorite memory: Marty's drive to create a leadership camp on the eastside and my work with the Legislature to get the funding. The opening of Chewelah Peak was great! Susan will always be remembered for her dedication to all students and belief in their innate leadership skills.

Rainer Houser, *Former AWSP Director of Government Relations (1996-2004)*

I could write a book on the things I have learned from Susan and Marty. More than once they have challenged me to look at something in a different way — most recently that would be with respect to student opportunity and the true availability of leadership to all students.

Sandy Ginger, *NAWD/NCSA, Western Leaders*

Continued on page 32



Martin Emerson Fortin, Jr.

Awards and Recognitions

Yelm Community Schools

Teacher of the Year 1979, Certificated Staff of the Year - 1990

Washington Association of Student Councils

Adviser of the Year - 1990

Environmental Education Association of Washington

President's Award - 1998, 2007; Award for Excellence 2011

Washington Activity Coordinators' Association

Hall of Fame 2003, Certified Activity Adviser 2017, Marty and Susan Fortin perpetual Scholarship - 2019

National Association of Workshop Directors

Earl Reum Award (teacher of Teachers) - Regional 2011, National 2018

Washington Interscholastic Activities Association

Wrestling Coaches Association Joe Babbitt Contributor's Award, 2003 Curt and Che Che Bruskland Service Award, 2017

Washington Association of School Business Officials

Award of Merit - 2013

Association of Washington Business

Awards for Community Service - 2001, '03, '06; & Environmental Education - 2000 & '03

Washington Secondary Schools Athletic Administrators Association

Service Honor Award - 2014

Washington FFA Association

Honorary State Degree 2016

Association of Washington School Principals

Presidential Recognition Award - 2003



Susan Fortin

Awards and Recognitions

Washington Activity Coordinators' Association

Hall of Fame - 2003

Marty and Susan Fortin perpetual scholarship sponsored by Jostens - 2019

National Association of Workshop Directors

Earl Reum Award (Teacher of Teachers) - 1996
Workshop Director of the Year - 2003

Association of Washington School Principals

Presidential Recognition Award - 1998

Washington State Cheer Coaches Association

2007 Hall of Fame - Contributor Inductee

National Association of State Student Council Executive Directors

President - 1999, Board member 1996-2000

Proud of...

- Being the leader in the creation and revision of three leadership resources that have sold nationally (and internationally) and are great resources for leadership education.
- Building Leaders for Life, A High School Leadership Class Curriculum," 2nd edition, 2016
- Starting in the Middle, Leadership Lessons for Middle Level Students," 2nd edition, 2018
- Inspiring Students to Lead, A Resource Guide for Elementary School, 1st edition, 2017

Other ways I spend my time...

- Chair of the White Pass Scholarship Committee
- Sunday School Teacher
- Volunteer for various community groups when they need help with newsletters, fliers and brochure



HAPPY TRAILS, MARTY & SUSAN!

Tales from the Traveling Leadership Road Show

Student Leadership Director Susan Fortin shares an article she wrote when she first started back in 1991 — with updates from today

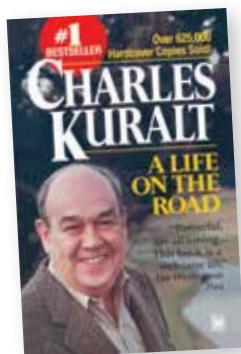
Susan Fortin

Student Leadership Director

Reflection is automatic when you spend a year preparing to leave a position. Cleaning files. Sharing items that might be worthy of our AWSL/AWSP archives. Finding the treasure of handwritten notes that later became the launch of middle level programs. While cleaning files I found this piece that I wrote six weeks into our jobs with AWSP. Marty suggested that the style was too casual for the “professional journal” that AWSP was publishing at the time, so I never submitted it as my article.

I guess I hung on to it as a piece that captured our new life with the association. I’m happy I found it in the purging of files. Reading it nearly 28 years later brings a smile and solidifies the work we’ve been honored to do and the opportunities we’ve been given through our work with principals, advisers and students. The text in the teal boxes are my 2019 thoughts and updates on my 1991 story. Thanks for the opportunity and the amazing ride!

OCTOBER 16, 1991



I recently questioned Marty’s purchase of the book, “A Life on the Road” by Charles Kuralt. I wondered if he was reading it to pick up a few tips on our new lifestyle, or if he was planning to write his own version in the upcoming months.

If the first six weeks of our jobs are any indication, his publication would have to be titled, “Tales from the Traveling Leadership Show.” Since our jobs with AWSP/Cispus officially began on September 3, we have traveled over 3,398 miles, have been to 15 locations, and have worked with over 1,012 students from over 75 schools.

Marty has become a master at packing a VW Jetta to maximize



AWSP Past President Kelley Boyd as a high school junior and participant at Camp Mivoden in 1981.

its capacity. My helpful tips go something like this, “Pack for two nights at Camp Mivoden (camp clothes, sleeping bag, towels and a pillow) and be sure you have a sport coat and tie for the Ellensburg Student Council training on the

way home. Remember, we included problem-solving initiatives in the Bi-County schedule, so we’ll need room for the *Beam Me Up Scotty* boards and the *Hot Spot* equipment. By the way, do you think we’ll have enough room in the car for a stop at Costco on our way back to Cispus?”

When we started, the student leaders we worked with were primarily elected ASB officers. Over the years the AWSL philosophy has expanded to reflect the important role of all students as leaders — not just an elected few. Encouraging schools to broaden their definition of student leaders has allowed more kids the opportunity to be change agents in impacting positive climate and culture within their schools. I feel good about that.

Our experiences have certainly been varied. One day I worked with 35 eager seventh- and eighth-grade room reps in Mt. Vernon. The following day we worked together on a program focusing on school climate with the



We finally donated the Explorer in 2004 when it reached 352,000 miles. Lots of great memories over the miles (and the years) as relationships became friendships with so many with principals, advisers and students! It's been a great ride. Thanks to everyone who has been part of it.

It was an important concept in 1991 and became part of our common language when we linked principal and student leadership through the eight criteria of the AWSP Leadership Framework. Using the Leadership Framework as a tool, student leadership initiatives continue to create culture, ensure safety, engage the community and close the gap

student leadership. The exciting new projects I'm working on include the development of regional middle level conferences to be held throughout the state this winter. Although we're in the office this week, our bags can be quickly packed for whatever adventure lies ahead.

As I hum a chorus of the Willie Nelson favorite, "On the Road Again," I offer one tip from the traveling Leadership Road Show: Don't leave Dayton without first getting gas. The station in Starbuck isn't open very often!

NOTE — November 1991: Since writing this we purchased a Ford Explorer that is much easier to pack and makes Eastern Washington travel easier with its four-wheel drive. Plus, there is always room to stop at Costco! ■

entire North River Secondary School, (population 24, grades 7-12). A week later Marty spent the day on the Cispus Challenge Course with ASB officers from Battleground and Prairie high schools, and I walked over that evening from our Cispus house to join the group for further team building activities. Our extremes in leagues have taken us from the Narrows League, which combines 10 of the largest AAA schools in the Puget Sound area, to the Southeast Washington Activities District 9 League, which combines 17 schools representing some of the smallest in the state. We've worked with the vocational clubs of DECA, FHA, FFA, and VICA in everything from goal setting with a group of 10 to providing a keynote address for a regional meeting of 200.

It's hard to pick the high points, there have already been so many. We're

worked with so many enthusiastic students, committed administrators and energetic advisers. This experience continues to reinforce the idea that strong schools need strong leadership at all levels.

Now that we're back at Cispus, Marty's focus has turned to the expansion of the environmental education and outdoor programs at the site. My responsibilities continue to be in the realm of

We celebrated our 27th year of MLRs this winter! We expanded in 1993 with Joe Fenbert taking lead on middle level programs. His creative talents also led to the development of K-6 leadership initiatives. With the vision of Vincent Perez, we added specialty programs to serve the bilingual needs of our emerging Latinx leaders. Other specialty programs have grown to serve Deaf and Hard of Hearing youth, Native and Tribal youth and other students who in 1991 would not have fit the "mold" of student leader. Today our programs are both robust and unique — tailored to meet the needs of all schools. The AWSL mission will continue to guide the work into the future... "providing leadership opportunities that support and increase the academic and social success of all students."



Leagues have changed, and CTE has replaced the old term of vocational education. The need for trained student leaders hasn't changed.

A NEW LINE OF CREDIT

Student Learning Center Offers High School Credit Options

Martin E. Fortin, Jr.

Director of Learning Centers, AWSP

PRINCIPAL EVALUATION CRITERIA

Improving Instruction, Managing Resources, Engaging Communities, Closing the Gap

Born out of the question, “Can we grant high school credit for work done in the model of our 60+ years of leadership camps?” We spent a year studying the requirements for accreditation, granting credit, designing coursework, and transcript reporting. Our research showed us that we can establish the rigor and high expectations for targeted coursework in a residential seminar setting.

After much legwork, the Principals’ Student Learning Center has become a supplemental school, offering credit accrual options for high school students. First accredited by the Northwest Accreditation Commission, then AdvancEd, and now the Association of Educational Service Districts, we have served over 2,600 students since the beginning of 2013. Currently we offer one semester credit courses in Physical Education, Lab Science, Math, Leadership, Government Studies, and Dropout Prevention.

During this, our seventh summer season, we are expecting to grant 0.5 unit (semester) credit to over 440 migrant students in a specially designed program for migrant students in cooperation with the Office of Superintendent of Public Instruction and five universities (UW, WSU, CWU, WWU, EWU). In the Dare to Dream program, our faculty consists of certified teachers in the areas of leadership, math and science who supervise the delivery of the content for Exploring Your Future, Unified Science, College Mathematics Preparation, Health Science, and Informal Mathematics.

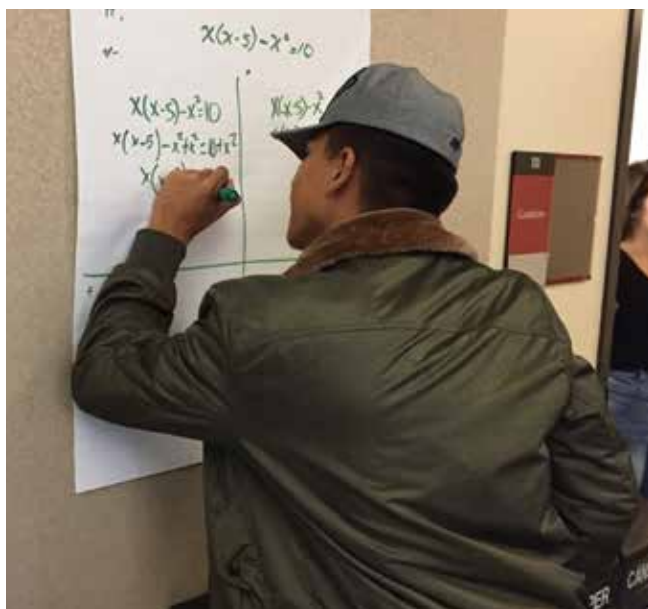
In addition, we have other offerings in Outdoor Recreational Health and Fitness, Government, Policy and Law, Public Policy, and Natural Science Field Studies.

Thanks to the vision and support of principals across the state of Washington, this initiative has far reaching benefits for students, administrators, and families. Our future is bright as we plan to add more classes and offerings to our course list.



Dropout Prevention | 22004 “Dare to Dream: Exploring Your Future”

The Dare to Dream course is targeted at students who have been identified as being at risk of not graduating with their peers. Course content includes study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars.



Informal Mathematics | 02001

Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines.



Unified Science | 03202

Unified Science courses combine more than one branch of science into a cohesive study or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and experimentation techniques.



College Mathematics Preparation | 02138

College Mathematics Preparations courses solidify quantitative literacy through the use and extension of algebraic, geometric, and statistical concepts. Course content typically includes algebraic operations, solutions of equations and inequalities, number sets, coordinate geometry, functions and graphs, probability and statistics, and data representation.



Health Science | 14251

Health Science courses integrate chemistry, microbiology, chemical reactions, disease processes, growth and development, and genetics with anatomy and physiology of the body systems. Typically, these courses reinforce science, mathematics, communications, health, and social studies principles and relate them to health care.

Continued on page 38



**Government, Politics and Law –
Independent Study | 04197 (in
cooperation with the State Board of
Education Student representatives)**

This course enables students to explore topics of interest within one of the fields of Government, Politics, and Law. These courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.



**Public Policy | 15203 (in cooperation with
the State Board of Education Student
representatives)**

Public Policy courses provide students with the opportunity to design, propose, and analyze programs and policies implemented by government agencies. Activities typically include identifying social issues and problems, generating recommendations, using data to quantify the extent of a problem or evaluate its solution, communicating ideas and findings, and understanding decision making processes





Leadership | 22101

Designed to strengthen students' personal and group leadership skills. The course is intended for, but not limited to, students involved in extracurricular activities (especially as officers of organizations or student governing bodies). The content covers such topics as public speaking, effective communication, self-awareness, human relations, parliamentary law and procedures, organization and management, and group dynamics.



Natural Science Field School I and II

This science course included classroom, field, and lab work led by a certified science teacher and natural resources field professional. Core topics are: NSFS I-Geosphere, Hydrosphere, Biosphere, Resource Management & Conservation; NSFS II- Astronomy, Geology, Fish & Wildlife, and Forest Ecology. In addition, a home-based follow-up project is required. ■

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GOT SNOW? Students from St. George's used Chewelah Peak's plentiful snowfall as an outdoor classroom this winter.

OUTDOOR SCHOOL AT CHEWELAH PEAK

Not All Schools Have Walls

Martin E. Fortin, Jr.

Director of Learning Centers, AWSP

Wanda Peters

Environmental Education Consultant
and Outdoor Educator

PRINCIPAL EVALUATION CRITERIA

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

AUTHOR'S NOTE: The Principals' Learning Centers have always had a different approach to science education for upper elementary residential outdoor school. We provide the facilities, meals and lesson help, but rely on the teachers to lead their own lessons with their students. When Wanda Peters contacted me and asked if I had a position at Chewelah Peak available, I reminded her of our model. Since I met Wanda many years ago

when she worked at Camp Waskowitz, I asked her if I could forward her name and expertise to any school looking for more guidance in developing a program at "The Peak." St. George's School in Spokane liked the idea and scheduled a stay with us and worked with her to develop the schedule. I asked Wanda to tell the story of their visit.

Teachers also benefit from outdoor education experiences.



Snow, cold temperatures, alpine forest, sun, blue skies... Students observing, measuring, testing, building, identifying, diagramming in snow, role-playing, snowshoeing, laughing, sitting, listening and reflecting... All these comprised the February school day at Chewelah Peak Outdoor Learning Center. Located just an hour and a half north of Spokane, it was the perfect setting for students to experience lessons in snow science, alpine ecosystems, winter survival, and snowshoeing.

Some school experiences outside the four walls of a traditional classroom may be seen as risky and frivolous ventures. But on this day at Chewelah — with its modern facilities, experienced staff, and support for teachers — the risks were minimal, and deep learning opportunities abounded.

PLENTIFUL LESSON POSSIBILITIES

The fourth- and fifth-grade students from St. George's eagerly embraced the outdoor classroom. The academic and cognitive-based lesson possibilities at Chewelah Peak are wide-ranging and plentiful. The staff at St. George took advantage of the abundant snow to complement their classroom work.

After dividing up in learning groups of about 14 students, they embarked on their journeys into snow science, winter survival including fire building, snowshoeing with tree identification, and snow structure building. In the snow science segment — using their senses, bodies and minds — they marked the layers of snow, measured each layer, observed the snow at various levels, and discussed the conditions that caused certain characteristics of snow.

With ample classroom space, the students were able to bring snow samples indoors to a waiting hotplate

where they discovered the amount of water in a measured sample of snow and what that might mean for summer water planning. Science and math skills were painlessly reinforced as the students were engaged in relevant data collection and application.

A DIFFERENT KIND OF KNOWLEDGE

In the sessions I led on snow science, along with the usual expectations laid out for safety, respect for self, others, and the environment, I also instructed them to look for beauty, be fun to be with, and have fun themselves. Judging by student's comments during our learning reflection time, they had indeed discovered beauty in nature:

"I thought how the snow glittered in the sun was beautiful, a snowflake under the magnifying glass was beautiful, the blue sky, the flying raven."

Although immeasurable, it appeared to me that they gained awareness and a different kind of knowledge.

Even though I took the lead for the planning and implementation for this lesson, the involved teachers made relevant connections to classroom work. For me, being a longtime outdoor environmental educator, involved teachers are key to successful, meaningful outdoor education experiences. Building professional relationships between the school and the learning increases teacher effectiveness both on site and back in the classroom. Time spent at Chewelah can give teachers valuable professional development as they experience different roles and activities and see their students in a different environment.

NATURE AS A TEACHER

While the academic focus with attention to district state and national standards is important, there are many more benefits of a Chewelah Peak experience for both students and staff. It is well known that students learn through many different modalities and often best while heart, mind, and body are engaged. When one of the sessions wasn't going exactly as planned, I decided to listen to my outdoor educator intuition and do a sit spot activity. The students and teachers sat quietly in the snow, without walking, talking or electronics. There was a noticeable and profound change when they came back together. Many spoke with awe at watching the snow fall from the trees, hearing the call of a raven, watching the wind move only the top branches. I can't point specifically to any academic standard that the activity met. But my professional and personal experience has shown me that nature can be a powerful and transformative teacher when given the opportunity.

Chewelah Peak has an abundance of nature and an abundance of opportunities for learning in deeply engaging and meaningful ways. There also seemed to be an abundance of laughter, shouts of glee, and happy looking faces on both students and staff throughout their visit.

Clearly, we have many options and a lot to offer at AWSP's eastern Washington facility. Consider Chewelah Peak Learning Center when looking to expand and enhance your curriculum with a valuable residential outdoor experience. ■

THE ARC OF ADVOCACY

Relationship-building is the Key to a Successful Legislative Session

Roz Thompson

*Government Relations & Advocacy
Director, AWSP*

PRINCIPAL EVALUATION CRITERIA

Engaging Communities

What a session!

Even really experienced lobbyists called the pace of the 2019 session frenetic, fast, and furious. Many different issues received attention and there were hundreds of successful bills. Our advocacy efforts increased and I want to thank so many of you who contributed. In big and small ways, we shared our voices. Here are some ways we continued building relationships to help successfully advocate for principals and the principalship during this legislative session.

RELATIONSHIPS MATTER



Wellman

Two significant relationships we have within the political community are with Sen. Lisa Wellman (D-Mercer Island), Chair of the Senate Early Learning and K-12 Education Committee and Rep. Laurie Dolan (D-Olympia), Vice Chair of the House Education Committee. Last



Dolan

summer, we engaged with both of these legislators as they toured the state and listened to various groups discuss their needs around school

safety, special education, mental health, and other issues. In the fall, we presented Sen. Wellman with our 2018 Torch of Leadership Award and she visited with our Advocacy Committee to share her vision and hear from our members. Mid-session, she visited again with the AWSP Executive Board to give them an update and answer their questions.

Rep. Dolan speaks for both of them when she says, “I always appreciate when principals come to the Education Committee and testify on bills. The voices of principals who do the daily work with kids are invaluable. Legislation is so much better when the principals who need to implement the law are part of crafting the policy and the process.”

THE LEGISLATIVE PLATFORM

Last fall, AWSP’s Advocacy Committee began their work in earnest when they finalized AWSP’s legislative platform. This platform is important because it is shared widely with other education stakeholders and legislators. It lets other groups see our common interests as well as our unique needs. Committee members and other principals across the state also signed up last fall to become a “Principal Partner” to a legislator. Regular communication with policymakers help them better understand the role of a school leader so that they make better decisions throughout the legislative session.

“Our advocacy efforts increased and I want to thank so many of you who contributed. In big and small ways, we shared our voices.”

ADVOCACY COMMITTEE MEMBER CALLS

Beginning in January and continuing until the very end of April, advocacy committee members called in weekly to discuss the bills that were being heard in various committees. These conversations were critical to shaping our testimony on a variety of issues. Most of the testimony happened in the first two months of session as hundreds of education bills were brought to committees.

OUR ‘DAY ON THE HILL’

January was also the month for our “Day on the Hill” and this year we showed up in bright AWSP scarves. About 40 principals traveled to Olympia to meet with their various legislators. We received very positive feedback about the conversations that they had, either with legislators or with their legislative assistants. Assistant Principal Ashley Landes from Skyline High School in Issaquah said, “It was a great opportunity to discuss our needs as K-12 principals with the authors of policy. It



empowered me as a professional and added fuel to my policy passion!" Principal interns groups also visited Olympia throughout session and their voices added to ours.

VOICE OF THE PRINCIPAL

Each week during session, I highlighted someone as our "Voice of the Principal." These individuals came to the Capitol to testify on a specific bill or to meet with legislators. These instances of advocacy are important because they serve to highlight the role of principals within the context of a specific issue.

DIVERSITY, EQUITY COMMITTEE VISIT IN OLYMPIA

In March, AWSP's Diversity and Equity Committee spent a day in Olympia. Part of their day included a visit to the Capitol to meet with Rep. Sharon Tomiko Santos (D-Seattle), Chair of the House Education Committee and a member of the Equal Opportunity Gap Accountability and Oversight Committee (EOGOAC). Because this visit was later in the session, the committee had about 30 minutes to share their work with Rep. Santos and to discuss connections to education policy and work for the future.

WASHINGTON, D.C. MEETING

In March, we took our advocacy efforts to Washington, D.C. where

10 principals met with staff for all 10 House members and for both of our senators. Our national advocacy event centered around funding for Title II, Title IV, higher education, infrastructure, and school safety. We also networked with principals from across the country.

MEMBERS REACHING OUT

Throughout session, many of you engaged with your legislators using email or social media. You probably even talked with them at local community events or by phone. Each contact is important and adds to their understanding about how the decisions they make impact the work that happens in schools across our state. Thank you for taking time to reach out!

QUOTES FROM LEGISLATORS

Finally, I will leave you with a few statements from legislators who responded when I asked them to send some words of encouragement to you. Since I get to visit with many of them regularly, I want you to know how much you are respected by these men and women. Many legislators tell me that they know how critical the role of principals and assistant principals is to our school system and that they really do appreciate hearing from you. Thank you again for all that you do each day and please let me know what issues we need to tackle next year.



Lekanoff

"Educating our kids is our paramount duty, and we cannot do it without leadership of our educational community. Our principals provide the foundation for all of our kids. Today, I stand behind them in supporting all the great work they do for our communities every single day."

Rep. Debra Lekanoff (D-San Juan County)



Schoesler

"The principals in my legislative district do a tremendous job running their schools. They play an important role in their community. Some principals in my district even perform double duty by also serving as a teacher or as the school district superintendent. I appreciate staying in touch with our school principals and learning more about the issues impacting them and their schools, either when I see them in our communities, or when they come over to Olympia to meet with legislators. Keep up the great work!"

Sen. Mark Schoesler (R-Ritzville)



Hunt

"As the son of a middle school principal, former teacher, and school board member, I admire the time and dedication – and patience – it takes to be an effective principal. The principal is the leader and trend setter for his/her school. When we find an excellent school, we find an outstanding principal leading the way!"

Sen. Sam Hunt (D-Olympia) ■

ROOT, ROOT, ROOT FOR THE HOME TEAM

Every principal deserves to be a part of a strong team



Jack Arend

Incoming AWSP
Associate Director

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Managing Resources

Bottom of the inning, two outs, runners on second and third. My son steps up to the plate.

As I watch from the bleachers, I hear the chatter from the team dugout getting louder and louder.

“Come on, you got this!”

“You know what to do.”

“Atta boy, rip a shot!”

“Find some green!”

“Here we go!”

“Hey now!”

“ Every principal deserves to be part of a strong team and connected to a network of colleagues with similar hopes and dreams for their buildings, staff members and students.”

Eventually my son connects with the ball for a double, a couple of RBI's and the inning continues.

The team now focuses its energy, encouragement and trust in the next batter. Without the presence of the team, it would be easy to feel defeated and alone. Knowing your team is rooting for you and supporting you creates a strong bond and a deep sense of responsibility to the success

of the entire team. The power of a team is real. The power of teamwork is impressive. A team endures through tough times, celebrates the good times, and encourages each member to better themselves each day.

The Webster's Dictionary definition of teamwork is, “joint action by a group, in which each person subordinates her or his individual interests and opinions to the unity and efficiency of



T-Mobile Park, the newly named home of our home team.



the group.” This is certainly accurate, though, in my opinion, it does not do justice to the impact that a true team and effective teamwork can achieve.

Mia Hamm, one of the greatest athletes and competitors we’ve ever seen, said, “I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual, is the ultimate champion!”

Many principals, especially at the elementary level, are the only administrator in their building. Principals in extreme rural areas may be the only administrator in their entire district. This can feel like the batter stepping into the box, ready to do their job, but with no dugout chatter, no energy and no encouragement from teammates.

The job of the principal is becoming more and more complex. Every principal deserves to be part of a strong team and connected to a network of colleagues with similar hopes and dreams for their buildings, staff members and students.

The University of California Los Angeles Educational Evaluation Group conducted a study of school leaders who are part of a principal leadership network. Participants reported that because of the connections to other building leaders, they found increased self-assurance in their ability to make cultural changes,

change classroom practices and ultimately improve student outcomes (UCLA Education Evaluation Group, 2017). Principals also reported that their leadership networks fostered a sense of mutual responsibility and accountability among members. This is similar to the support the batter feels from his team in the dugout. Just as in baseball, we experience increased confidence when we have the connection and support of a team.

“ So, what are you waiting for? Imagine hearing the roar of your teammates cheering as you cross home plate. There is nothing better than being part of a team.”

One of the best ways to get connected with other principals is by attending any of the fun and engaging AWSP professional learning events. There, you will meet other leaders (your teammates!) from across our state allowing you to begin developing your professional network. Each AWSP professional learning workshop I attended introduced me to incredible leaders, exciting content, and the opportunity to learn with other administrators from our state.

Perhaps you would like to reach out locally to other principals to create your own network. Did you know AWSP can support this idea with grant dollars? AWSP provides Networked Improvement Community Grants of up to \$800 for members to initiate problem-solving projects, research efforts and other relevant team-oriented projects, by creating teams within districts or across districts.

AWSP is ready to help you get connected with your colleagues. Your association exists to support principals and the principalship in the education of all students. AWSP believes strong leaders create strong schools and strong students. The goal is to have you feel connected and empowered to be the best leader possible.

So, what are you waiting for? Imagine hearing the roar of your teammates cheering as you cross home plate. There is nothing better than being part of a team.

Play ball! ■



Even Pre-Service Teachers Know Administrative Churn is a Pressing Problem

Ronald S. Byrnes

Associate Professor, Pacific Lutheran University

One evening a week, each fall semester at Pacific Lutheran University, I have the privilege of teaching graduate teacher credential candidates a two-credit course titled “Schools and Society” which is, in essence, an introduction to sociology of education.

I’ve found the pre-service teachers enjoy stepping back from lesson planning and the nuts and bolts of classroom management to think about competing purposes of public schooling in a democracy, the importance of equal educational opportunity, what enables some schools to thrive, why wholesale education reform is so elusive, and what teacher leadership encompasses.

As intelligent, wonderfully idealistic, socially conscious student teachers, they embrace the culminating project — an ethnographic write up of their

internship sites. Working in small, school-alike groups, they carefully observe their mentors’ classrooms and pay attention to interactions in hallways, offices, and extracurricular settings.

They also talk to students, teachers, and administrators about what they perceive to be their schools’ strengths, weaknesses, opportunities, and threats. In the end, they draw upon their fieldnotes, their evolving educational philosophies, and key concepts from the anthropologists and sociologists they read during the semester to describe and analyze their schools.

They always lead with aspects of their colleagues’ good and hard work, but coding some of their recent papers turns up three negative themes in their analyses. First, they are almost always struck by the glaring cultural gap that results from their mostly white, middle class colleagues and

their poorer, more linguistically and culturally diverse students. “The faculty and staff,” they repeatedly note, “are not representative of the student body.”

This matters, they explain, not just because students of color need role models, but also because too few teachers use culturally relevant teaching methods that successfully engage ethnically diverse students. They often conclude that students of color at their schools are not nearly as well served as they could be with a more diverse, culturally astute faculty.

Second, they are almost always dismayed by the lack of faculty cohesion. They struggle to understand why some teachers participate positively in professional learning communities and others do not. And why some attend and actively participate at meetings and social gatherings and others do not. One reason noticeable “cliques” and/or

“ They also talk to students, teachers, and administrators about what they perceive to be their schools’ strengths, weaknesses, opportunities, and threats.”

“social divides” matter, they explain, is because students learn best when curriculum is jointly planned and the sum of readings, class activities, and assessments equal more than the individual parts. Sometimes, they also attribute faculty dissension to woefully inconsistent, standardized grading practices. Additionally, they know teaching is a lot more fun and sustainable when friendship prevails.

Despite those recurring challenges, almost intuitively, the candidates know how one especially effective principal or administrative team can tilt the balance towards educational equity and excellence. But they’re quick to note a third negative theme: unrelenting administrative churn, which greatly complicates progress on all of the previous fronts. Last year,

for example, two co-authors explained that at their western Washington high school, “The principal has just started his third year and two assistant principals are in their first year. The final assistant principal is in her second year.” Four administrators, with less than seven years combined experience at a large, struggling, culturally diverse high school.

Another team at a different high school recently wrote, “With half of the administration being new this year, it is understandable that there will be changes and that the teachers may be a little resistant to change.” “However,” they continued, “some of the new policies that the administration has tried to implement show what a huge disconnect there is between

the administration and the staff. For example, since the start of school in the beginning of September, there have been at least three different changes to the attendance policy and how teachers are supposed to be implementing these policies in their classroom.”

Any chance of successfully recruiting and retaining a diverse, culturally proficient staff requires administrators to prioritize it for several years. The same is true for creating a harmonious school culture where faculty know, like, and trust their leader(s); have mutual respect for one another; team effectively; and cheer one another’s successes. Of course, administrative continuity in and of itself doesn’t guarantee succeeding at those things, but it greatly increases the odds of success. Even pre-service teachers in their first semester know that unrelenting administrative turnover makes those improvements nearly impossible. ■

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SOMETIMES, DOING WHAT'S RIGHT MEANS DOING THE UNEXPECTED

Dr. Scott Seaman

Executive Director, AWSP

In 1995, I was an administrative intern at Capital High School. I carried out my duties day in and day out without giving them much thought, until one special day when my passion and purpose became abundantly clear. It wasn't the entire internship experience or never-ending pile of attendance and discipline referrals that solidified my path, but a single moment.

I'll never forget the day I was finally able to connect with a chronically absent student. I'd been searching for this kid day after day. As the intern, this was my daily work; creating a list in the morning of all the kids who needed some sort of corrective action, discipline or detention assigned. Each morning, I built a spreadsheet with the six periods of the day and created my plan of how, when, and where I might find each of these students on "the list."

Josh lived on that list and was an ongoing mystery with an exponentially growing mountain of attendance infractions. For obvious reasons, I could never find Josh in class. Now, as a sign of the times, the reason I was looking for Josh was to assign him "after school detention" for failure to attend after school detention, failure to attend classes, and failure to excuse his absences within a 24 hour period. And, to

“His demeanor changed instantly. In fact, it shifted from disdain to tears in about two seconds.”

make you even more horrified, I was ultimately supposed to suspend him from school because of his poor attendance.

Breathe. Yes, I just said that. I was going to find Josh and suspend him from school for missing school. Yes, I was following the adult-centered policy of the times and was really going to hammer Josh if I ever found him. Josh's name was on my list every day and remained that way for weeks until the day both of our worlds changed.

As a young intern, I remember timidly stepping into the classroom to say a student's name only to have everyone and everything stop in their tracks. So much for not interrupting. This day was no different. I read through my list of kids I needed to see, including Josh. And per normal, most of the students were not present at the time, except amazingly... the always elusive Josh.

He stepped out into the hallway with me and his body language said it all, "I don't trust you... or even like you." I didn't blame him. He knew why I was there even though we had never

met. I opened our uncomfortable conversation with, "So, why do you think I'm here?" His response was quick as to end this miserable experience as fast as possible. He said, "You are here to suspend me or assign me more after school detention time, right?"

This is where I had a choice as the "authority figure" to make a decision that would impact the course of our conversation. I responded to Josh with something he didn't expect. I said, "Well Josh, that's what the system wants me to do, but that's not what I want to do. Why don't you tell me what's going on and why you miss so much school? I have no desire to suspend you or assign more time."

His demeanor changed instantly. In fact, it shifted from disdain to tears in about two seconds. I'm not kidding. Josh, who stood about a foot taller than me, was now wiping tears from his eyes and saying words that I've carried with me to this day: "You are the first adult to ask me why I miss school. You are the first one who actually seems to care."

Continued on page 50

Continued from page 49

Talk about crushing words to hear. Now the two of us were crying in the hallway outside this classroom as Josh went on to tell me that after his dad died, his mom had to take on multiple jobs, which meant that he had to get his sisters fed, and then to and from school every day. No wonder he was always late, absent or missing detention. By the time our conversation was over, I had ripped up all of the referrals with his name of them, cancelled the detention hours he owed, and certainly did not suspend him. Instead, we built a relationship that solidified my why as a school leader and hopefully changed his outlook towards adults in the school.

I share this story as an example of the power of the principal. We, as school leaders, have an opportunity to eradicate adult-centered policies, procedures, and systems that have been in place for decades. We can either choose to perpetuate horrific, inequitable systems that continue to harm kids or we can build environments of hope, care, and unconditional love. I made a choice that day that has served as my unwavering pursuit to constantly push the status quo. The system won't change unless we all become student-centered. I hope I changed Josh's trajectory in that conversation; I know he changed mine.

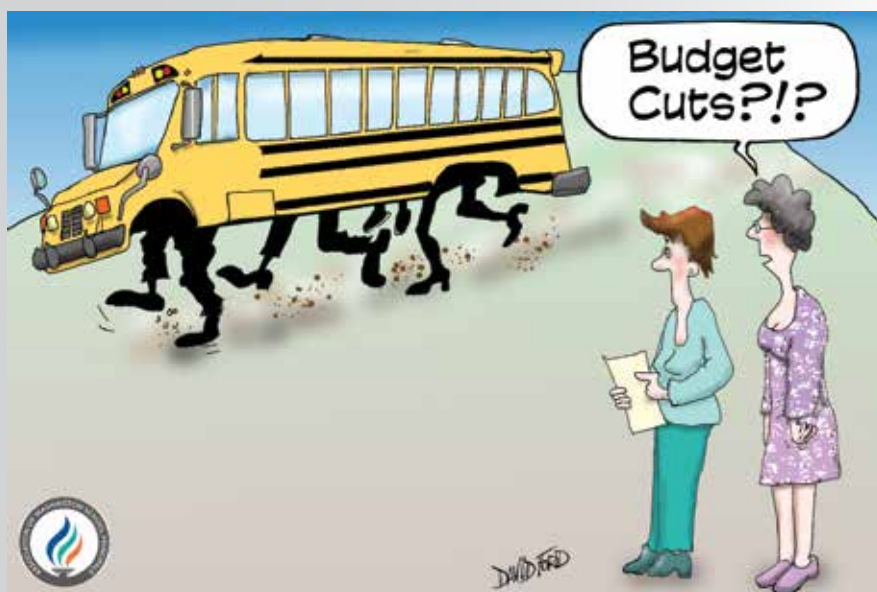
I sleep at night knowing we have a state full of principals and assistant principals working hard to lead with relationships over rules. In the long run, those relationships will carry a forever and immeasurable impact. Just imagine a K-12 system focused on relationships above all else. I won't rest until this dream becomes reality. ■



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

Humor me!

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





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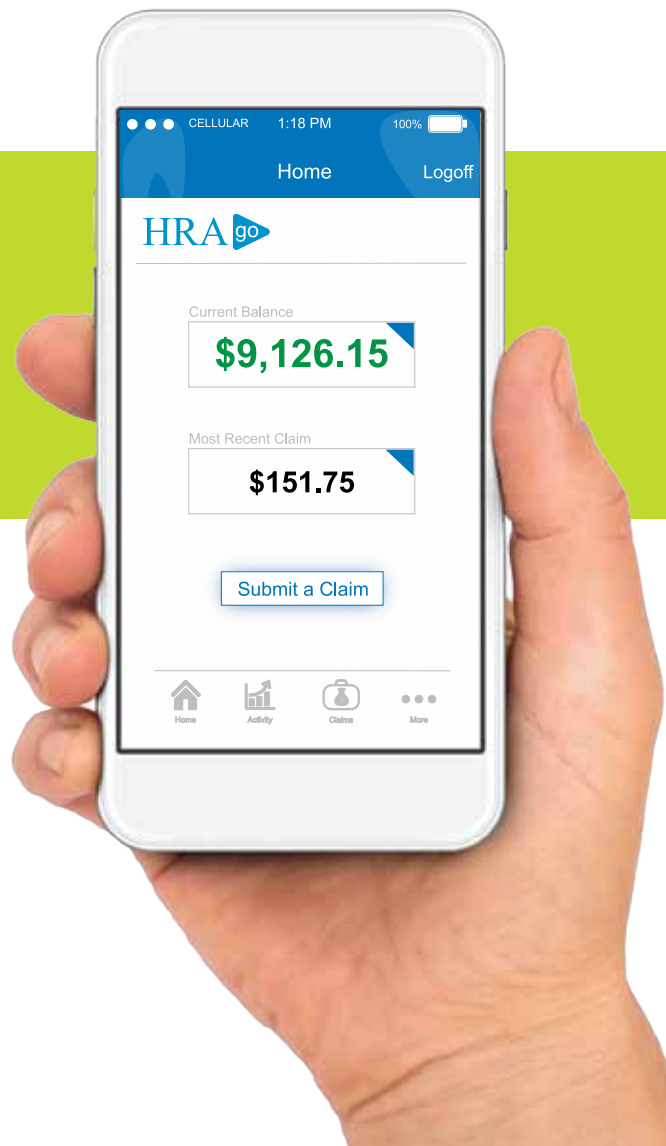
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