

WashingtonPrincipal

Association of Washington School Principals

SPRING/SUMMER 2017



PURSuing A PERFECT CIRCLE

ALSO IN THIS ISSUE

Read articles from Superintendent Reykdal
and our three Principals of the Year

PASSION + PURPOSE = PROGRESS

2017 WASA/AWSP SUMMER CONFERENCE
JUNE 25-27 | SPOKANE CONVENTION CENTER



**DR. ANTHONY
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AND WADE COLWELL-
SANDOVAL**



**JAMES
REDFORD**



**CHRIS
REYKDAL**

There's still time to register!

Preconference Workshops

SATURDAY, JUNE 24

9 a.m.–4 p.m. Using OSPI Equity Analytics to Inform Systematic Responses to Graduation: Foundational & Advanced

9 a.m.–12 p.m. Using OSPI Equity Analytics to Inform Systematic Responses to Graduation: Foundational

1–4 p.m. Using OSPI Equity Analytics to Inform Systematic Responses to Graduation: Advanced

SUNDAY, JUNE 25

9 a.m.–12 p.m. Learning Behaviors for Teams and Leaders: Habits That Accelerate Learning

9 a.m.–3 p.m. Creating and Supporting Trauma Sensitive Learning Environments (Lunch provided)

1–4 p.m. Designing for Effective Digital Transformation

SATURDAY–SUNDAY, JUNE 24–25

9 a.m.–4 p.m. each day, lunch provided

- CEL Instructional Framework
- Marzano Instructional Framework
- Danielson Instructional Framework
- AWSP Leadership Framework

Get Ready for 2017-18!

AWSP and WASA are looking forward to another powerful **Summer Conference June 25-27 in Spokane**, and hope you will be joining us. The conference gathers district and school building administrators from across the state. Network, reflect on the past year, and make plans for the next!

Breakout Session Topics

Equity: District and Student
Leadership Development
District/School Culture
Meeting the Academic Needs of All Students
Meeting Social/Emotional Needs of All Students
Use of Data
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Ready to Register?

wasa-oly.org/wasa/Summer17

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COVER STORY

PURSUING A PERFECT CIRCLE

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NATE BURGHER

Stacy Roe, an English teacher at Yelm Middle School, passes the speaking token during P.R.I.D.E. Circles.

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Cover photo: Students from Yelm Middle School share with their home room in their P.R.I.D.E. Circle.
Photo: Nate Burgher

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Managing Editor, David Morrill • david@awsp.org
Printing, Sundance Press • www.sundancepress.com
Design, Scott Hamilton Design • www.scotthamiltondesign.com

Washington Principal is the official publication of the Association of Washington School Principals (AWSP). It is published in the fall, winter and spring each school year. Advertising inquiries should be addressed to the AWSP Olympia office. All articles published become the property of AWSP and may not be reprinted without permission.



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 Washington Association of Secondary School Principals

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

Here's To Hope

David Morrill

Communications Director

Isn't it great to have a leader who wants to invest in our education system and the human capital that drives it? Believes in empowering people and playing nice with others? Wants to increase high-touch services and safety nets for students? As you probably guessed, I'm talking state and not federal leadership here.

In this issue, we highlight some really cool PBIS and AVID programs. You'll see stories about leadership traits and styles, hear from our three principals of the year, and hopefully come away with some ideas and concepts you can use in school years to come. By the time you read this, odds are the Legislature still won't have passed a budget, putting funding and programs for next year in limbo.

We eagerly await the Legislature's decision on the budget and how they'll fulfill their paramount duty. Will they provide the new revenue and resources schools need? Can they do that without harming the safety nets and social programs that protect our state's most vulnerable families and students? At the federal level, there's massive uncertainty surrounding education policies and politics.

Despite all the unknown and uncertainty, I remain hopeful. In a return trip to Chelan High School for a follow-up to our Academic Success video, I learned Principal Brad Wilson and his amazing counseling team helped uncover the despicable living conditions many of their students endured. Their home visits resulted in an apartment building being torn down and the families relocated to better living conditions. During a recent trip to Spokane, I visited six schools in two days for video shoots. The commitment to kids and programs happening around the state continues to amaze and inspire me.

Those are just some of the reasons I'm hopeful. We know our members are going to work day in and day out, dedicating their lives to improving outcomes for kids. At AWSP, our mission is to support you in your support of all kids in each and every way we can. At OSPI, we have a leader who wants to support, partner with, and learn from educators across the state. If you have an idea as to how we can better support you, shoot me an email at david@awsp.org or give me a call.

In the meantime, I hope this issue of Washington Principal leaves you feeling inspired and hopeful. Summer is nearly here. From our office to yours, enjoy whatever time off you have – we know you earned it. ■



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

AWSP's Jerry Bender Retires

AWSP loses a big advocate this summer when long-time Director of Governmental Relations Jerry Bender retires. Jerry has been a tremendous voice for principals in Washington and across our country.

Jerry joined AWSP in September 2006 after serving as principal at Centralia High School for over 10 years. Before becoming a principal, Jerry was a CTE director, as well as marketing teacher and DECA advisor.

We will miss you, Jerry!



Jerry Bender

New AWSP Website Coming This Summer

Over the past year, we've been working hard on a redesign of the AWSP website. It will provide an easier user experience and make content more accessible to members. The new website will feature more personalization, more customization, responsive design, an improved search feature, and more resources. The new website is scheduled to launch late this summer.

Building Effective Leadership Series for Years 2-5

Are you in years 2-5 of your career as a principal? AWSP's Building Effective Leadership series brings together a cohort of principals and assistant principals working in year 2 and beyond. Attendees will engage in professional learning focused on building and sustaining culture, creating systems to support a common mission and growth for all stakeholders. Watch for 2017-18 dates, locations and details at www.awsp.org/BEL.



AWSP Welcomes Roz Thompson to the Team



Roz Thompson

We'd love to introduce the newest member of the AWSP Family, Roz Thompson. Roz takes over as our

Government Relations and Advocacy Director after Jerry Bender retires. Roz leaves her role as Tumwater School District's Curriculum Supervisor to join us. She brings a rich history and experience working in several positions (teaching and administrative) in the K-12 system. Roz served as the lobbying liaison for the Washington Library Media Association, and is well connected in political circles thanks to a family of lobbyists. She is married and has two sons – one at WSU and one at Olympia High School. Send Roz a "Welcome!" email at roz@awsp.org.



The Reverend Dr. Michael Oleksa (second from left) was one of many well-received speakers at this year's Equity Conference.

The Second Annual Equity Conference was a Huge Success!

More than 400 district, ESD and state agency leaders attended this year's *Equity: From the Boardroom to the Classroom* Conference on May 24 in Seattle. A huge thank you from AWSP, OSPI, and WSSDA to all who attended and helped make the conference possible. Watch for details about next year's conference at www.awsp.org/equity.

Launching Principal Leadership Series for New/Newly Assigned Administrators

AWSP's Launching Principal Leadership series brings new and newly assigned principals and assistant principals three opportunities to maximize their leadership during their first year. Registration for the 2017-18 series is now open. A scholarship is available to the first 40 people who register for the full series. (Making registration \$300 instead of \$900!) The first workshop in the series is July 25-26 in Tumwater. Learn more and register at www.awsp.org/LPL.

New Renewal Option for Residency Admin Certs!

The PESB has approved a third renewal option for residency administrator (principal and/or program administrator) certificate holders. Educators who hold or have held a residency administrator certificate that expires on or before 6/30/19 may apply for a one-time, three-year renewal. This renewal provides these administrators with an option for keeping their certificate current while the PESB works with stakeholders to determine a replacement for the Admin ProCert Programs. The three-year renewal application is posted at <http://bit.ly/2snbWT> along with information regarding the two-year (Admin ProCert Program enrollment) and five-year (not serving in the role) renewal options. Questions may be directed to cert@k12.wa.us or 360.725.6400.

Principals of the Year

AWSP is pleased to announce the 2017 Washington State Principal of the Year winners!

ELEMENTARY Principal of the Year: **ADINA BRITO**
Evergreen Elementary, Shelton SD

Adina Brito leads the only dual language school in the Shelton School District. Many of Evergreen's parents have limited English proficiency, so Brito has made parent outreach an integral part of her work. She hosts monthly Tea and Talk events to inform parents of initiatives and address concerns. Brito focuses on creating fun, hands on activities that can be replicated at home through other events like Reading and Math Nights and Community Hope Gardens. She has created a warm and welcoming environment for students and parents alike.



Adina Brito

MIDDLE LEVEL Principal of the Year: **DOUG KAPLICKY**
East Valley Middle School, East Valley SD

Doug Kaplicky has been principal at East Valley Middle School for three years, overseeing a transition from a K-8 school to a middle school in just 42 days. The process started with an empty 70,000 square foot building with no phones, computers, and a new staff flooding in from eight other schools. A positive school culture of trust, innovation, and creativity was borne out of a challenging situation that could have been easily derailed by a myriad of challenges.



Doug Kaplicky

HIGH SCHOOL Principal of the Year: **DAN BESETT**
Wilson High School, Tacoma PS

Under Dan Besett's leadership, Wilson set a state record by winning six consecutive School of Achievement awards, dating back to 2011. Wilson's graduation rate has climbed to 94 percent, highest of any of the comprehensive Tacoma high schools. Besett's dedication, focus on student success, and his support of all students and staff were prominent themes in his nomination. Besett took the reins as Wilson's principal in 2005 after serving as the school's assistant principal since 2000.



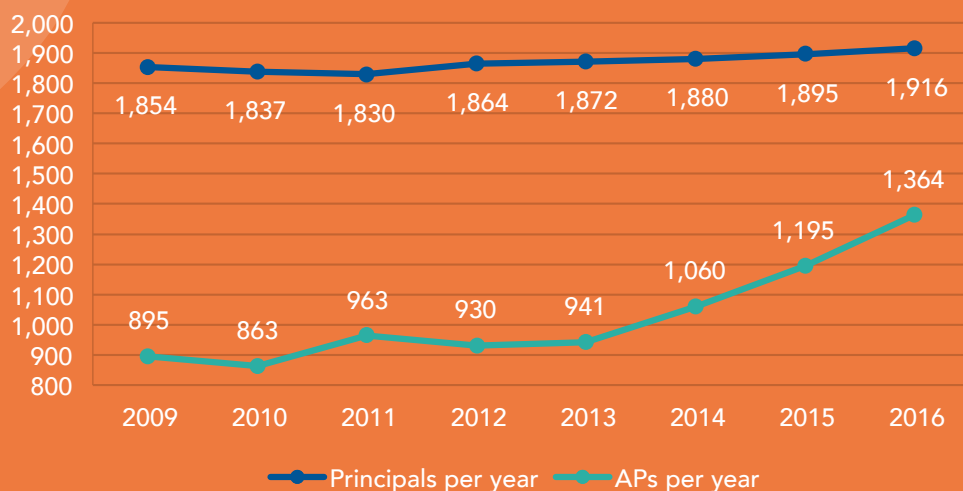
Dan Besett

Learn about each of this year's winners at www.awsp.org/poy and watch for full articles in the fall 2017 issue of *Washington Principal*.

Did you know...?

Over the past seven school years, Washington public schools across the state added 530 new building administrator positions. Over 88% of these new positions are assistant principals. Of the 469 new AP positions added since 2009, over 47% are assigned to elementary schools. These positions are in response to new demands on schools stemming from legislative mandates, and the vast majority of these positions were added using local levy dollars.

PRINCIPAL & ASSISTANT PRINCIPAL POSITIONS BY YEAR



ASK A PRINCIPAL

Earlier this school year, we asked members to answer one of two questions on our Facebook page. We had over 50 responses, and many people answered both questions. The questions were:

- 1) What is the best part of your job?
- 2) Who inspired you to become a school leader?

Here's a sampling of the responses:

“ The best part of my job centers around kids. Eating lunch with them, joining them for a game of four square, seeing the "light bulb" go on when they finally "get it", reading with them after school, watching them grow and change into young ladies and gentlemen – the list goes on. Even the toughest kids bring a smile to my face, especially when they realize I am here for them no matter what they might do or say. Rona Williams, the principal at Cooper Elementary in Spokane, was the one who encouraged me to become an administrator. She is a friend as well as my mentor and has set the bar high as a support for staff and students each and every day.”

Pam Bennett Lindsley

Principal, Dayton Elementary, Dayton School District

“ The best part of my job is getting to work with a great group of teachers that care about kids and are willing to work hard to help our students succeed despite the trauma and variety they bring to the school. I love working with teacher leaders to create a vision and then getting to see that vision come to fruition through challenging work. In a small school the journey from beginning to goal is visible.”

Joanne Hetrick Warren

Principal, Hawkins Middle, North Mason School District

“ Brent Kline, 2014 High School Principal of the Year, was my band teacher and mentor at Mariner High School. Watching him transition from teacher to school leader inspired me on the path that led me to be an administrator today.”

Brian Fraser

Assistant Principal, Sultan Elementary, Sultan School District



AWSP's "tech experts" review a few of their favorite apps and websites of the quarter.

CellTrust

How do you manage your communications



in a time when principals and teachers are evaluated on parent and community engagement and each communication could potentially become the subject of a lawsuit or public records request? The answer isn't to cut off communications. A lot of people carry two devices, but that's clunky and inconvenient. Luckily, CellTrust can help with that.

CellTrust SL2™ is an enterprise-level application that works by assigning a secure Mobile Business Number (MBN) to keep personal and business communications separate on a single, Bring Your Own Device (BYOD) handset. Built on CellTrust's SecureSMS® and SecureVoice® technologies, this seamless solution creates a secure connection through which messages and calls are transmitted, without using the employee's personal telephone number. This dual persona capability is vital for enterprise communications, as well as archiving to meet eDiscovery and compliance requirements.

Basically, that means you can use one device and keep your work and personal communications separate. Should your communications or records ever need to be turned over for legal reasons or public records requests, your personal communication remains personal and you'll never have to hand over your device. Any time you can find something that eases an already stressful job, it's worth checking out and seeing if it is right for you and your district. While CellTrust does add another layer to your communications, you'll be glad you had it should the time ever come when you'll need it.

Getting Down to the Core

Steve Rabb

Enumclaw Middle School
Enumclaw SD

"Courage doesn't always roar. Sometimes courage is the quiet voice at the end of the day saying, 'I will try again tomorrow'." – MaryAnne Radmacher-Hershey

I discovered this statement on a piece of framed artwork many years ago during our family vacation in Cannon Beach. I had a difficult and challenging year as a principal and questioned whether or not I had the "stuff" to continue. Not every year ended with me questioning my worth and ability as a principal, but those years that did were really tough to work through. But working through them has resulted in some of my most significant growth as a leader. I heard it said recently the principalship is "the hardest job you'll ever love." Those words rung as true to me as the statement in the beginning of this article. Reflecting on them together completes the circle for me as I approach the point in the year where I'm thinking back while looking ahead.

Where are you right now? Has it been a great year? A good year? A year you'd like to forget? Do you still love or even like your job, your staff and your kids? Do you still realize and appreciate how important your job is to the people you work with and the kids of your school? Are you growing in your ability to lead with passion, purpose and persistence? Do you still desire to grow in those areas? I ask these things and at the same time acknowledge now may not be the right time to assess them. Things always have more clarity the more removed you are from them. It hit me on that sunny July day in Cannon Beach and continues to hit me now – being a courageous leader is imperative to making a difference

for kids and often times, the greatest example of courage is simply coming back to face the challenges, day after day, year after year.

“...your school will reflect your core values whether you actually know them or not.”

I'm wrapping up 25 years of building administration and of all the things I've learned that are important for doing this work, core values sit at the top of my list. A leader's core values are analogous to the roots of a tree. They provide the nourishment that keeps the tree healthy and the stability to weather the storm. Although this may not be the best time of the year to assess the questions I asked earlier, it is a great time to reflect on what the year taught you about your core values. If you've never taken the time to reflect on what they might be, I would suggest you make the time to find those roots, because your school will reflect your core values whether you actually know them or not. They reveal who you are as a leader and they become the standard for yours and others' reflection on what's working and what needs work in your leadership and in your school.

The idea of core values hasn't always made sense to me. Looking back, I think it's because I've over-thought it. I guess age has a way of increasing the emphasis on simplicity, but when



I think of core values as a principal now, I think of several obvious things. *Why have I chosen to be a principal? Who am I serving? What do I believe about leadership and what makes an effective leader?* You might have some good questions yourself, but for me, these questions provide the framework that promotes deep thinking about the values I place on people, especially kids, and the value I place on my own learning. It's an exercise in developing clarity and consistency, both of which will serve you well as a leader.

Our work is important, difficult and rewarding. Identifying and anchoring yourself in your core values will help you keep your head when all around you lost theirs and are blaming it on you. It also helps you become a leader whose courage sometimes roars, but more often than not, is that quiet voice at the end of the day that says, "I will try again tomorrow."

Thank you for your year of serving your school and community. Take time this summer to revisit and restore your passion and purpose so you persist in moving the needle for your kids. It won't happen without you. ■



Steve Rabb is principal of Enumclaw Middle School and is serving as AWSP president for the 2016-17 school year.

STUDENT VOICE



Mike Smith

Assistant Principal,
River Ridge High School,
North Thurston Public
Schools

PRINCIPAL EVALUATION CRITERIA

Planning with Data, Improving Instruction, Managing Resources, Closing the Gap

During the summer of 2016, a team of educators from River Ridge High School in Lacey Washington, met at the AVID (Advancement Via Individual Determination) Summer Institute. One of the byproducts of the institute created a program to open up dialogue between students and teachers around good instruction. The cornerstone of the AVID program hinges on the belief that students achieve greatness through skills and behaviors aimed towards student success. This coincides with the vision

of North Thurston Public Schools Superintendent Debra Clemens to ensure student feedback and voice is incorporated into our professional development and strategic plan. The team developed a comprehensive plan to incorporate student voice and AVID strategies into professional learning communities at River Ridge High School.

One of the most important aspects of being a high-quality educator is developing the ability to listen, modify, and execute. Often, attention is paid to staff, parents, and students who are struggling. We seldom take time to listen to all students

“ We seldom take time to listen to all students in regards to their learning and experiences in school.”

in regards to their learning and experiences in school. According to a national survey administered by the Quaglia Institute of Student Learning, researchers found no room within the traditional school model for student voice. Less than half of the students in the secondary level have voice in the decision-making



NATE BURGER

*"The experience of students has an important impact on the experience of teachers and their future decisions. **It's crucial to have a dialogue between students and teachers, so that students are more likely to succeed.**"*

– River Ridge High School Senior, AVID Student

within their schools. River Ridge High School seeks to change these aspects by introducing student walkthroughs as a professional practice.

Prior to implementing student-led walkthroughs, River Ridge High School developed an environment conducive to non-evaluative classroom walkthroughs. Staff previously visited other classes to gain insight and reflection on their own teaching practices. The next

natural step in this evolution is to gain the insight of the customer, our students.

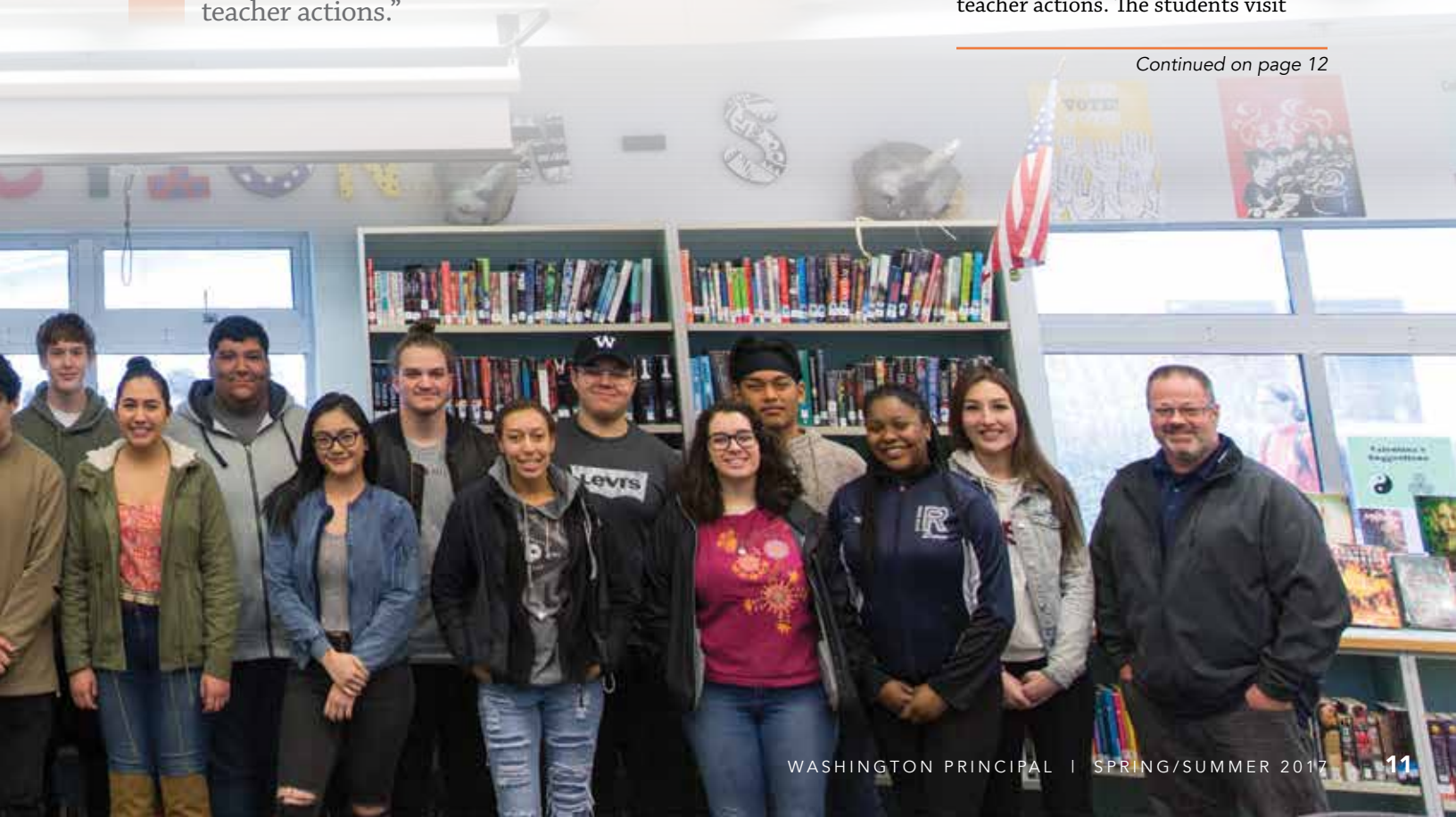
Using the school's AVID program, River Ridge has initiated a student walkthrough process that provides valuable insight on a host of educational topics and strategies. The students – led by a dedicated team of teachers, administrators, and coaches – were willing and able to provide valuable feedback on teaching and

learning through their point of view as an AVID student.

With guidance from Callie Birkliid, (North Thurston Public Schools Teaching and Learning Coach), Steve Schultz, and George Christoph (River Ridge High School AVID Elective teachers), students are engaged in professional development. They focus on a wide range of topics, to include student engagement, student voice, assessment, teacher movement, response to student need, etc. After this training, the students are led in focused teacher walkthroughs where they observe and record student and teacher actions. The students visit

“ After this training, the students are led in focused teacher walkthroughs where they observe and record student and teacher actions.”

Continued on page 12



three classrooms in one hour and have been trained to identify types of activities that might happen in the beginning, middle and end of the instructional period. The students' classroom visits are concentrated to one department at a time. This allows students to look for trends and patterns within a teaching cohort.

After the visitations, the instructional coach and teachers engage the students in a debrief session to reflect on the walkthroughs and identify the information needing to be shared to enhance the teacher's professional practice. When the information is gathered, names and any specific identifiers are omitted. The students prepare their feedback and attend the department's Professional Learning Community to share their insights and observations. Their feedback takes approximately 20 minutes to complete and usually leads to important, two-way conversations with the teacher cohort. A typical

“Of the students who completed the survey, 75% of them identified behaviors they would avoid in the future, while 100% of them believed student voice was one of the most important aspects to teaching and learning.”

timeline includes training on Friday, walkthroughs on Monday, debrief and prep on Tuesday, and presentation to the Professional Learning Community on Wednesday.

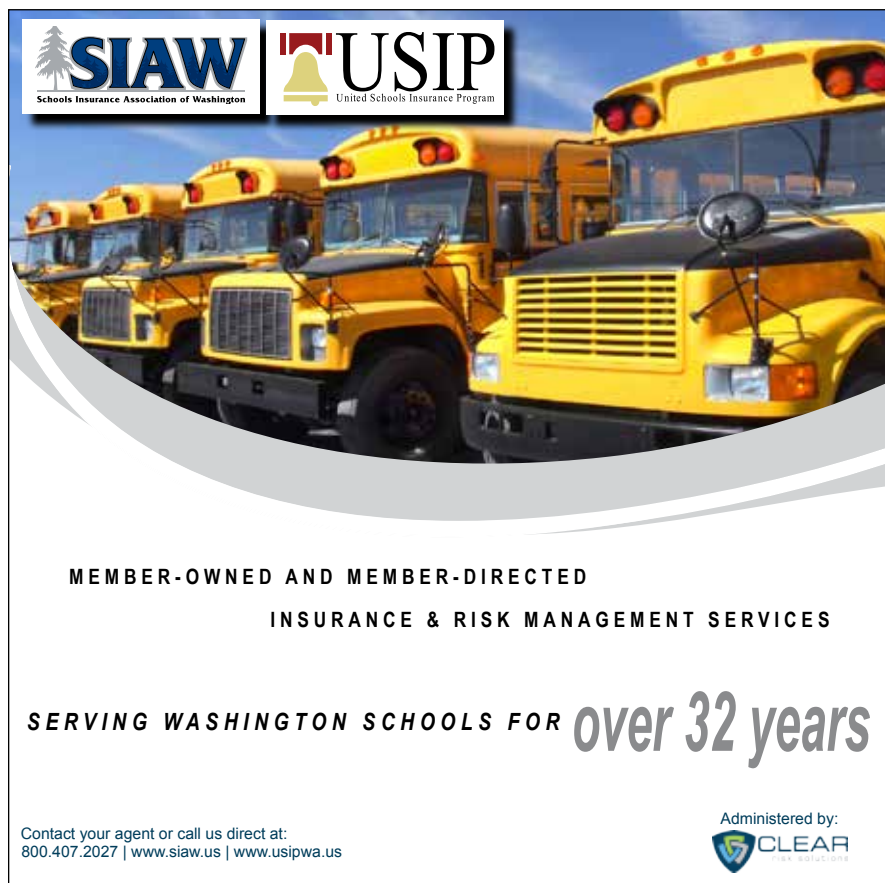
After four rounds of observations, students were given a survey asking about their experiences and feedback from the AVID walkthrough process. Students were asked a dozen questions about their experiences. When asked why they were willing to be involved in this process, students commonly responded that “it would be fun and helpful to teachers.” However, a few students went above and beyond in their explanation. One student shared, “It was a new thing. I thought that it would be interesting

to be in the teacher's shoes and to observe other students and other teachers that I don't have for my classes.”

Our AVID team anticipated students would be able to reflect on the student-teacher interaction on an acute level. However, the biggest revelation for our team was the acute reflection students had on their *own* academic behaviors. One student stated, “I noticed how my behavior and level of engagement can change based on how the students around me behave.” Another student specified, “It definitely helped me realize and be more aware of my behavior in other classes. It made me realize some things students don't think are distracting or disrespectful actually are.”

For our team, the responses students had on their own learning behaviors was overwhelming. We knew it had an impact on teaching and learning, but did not realize the impact on social-emotional growth. Of the students who completed the survey, 75% of them identified behaviors they would avoid in the future, while 100% of them believed student voice was one of the most important aspects to teaching and learning. It is fair to say this unexpected outcome shook our assumptions and inspired us to investigate multiple directions to seek student voice within instruction

In addition to students providing reflective information on their experiences, we asked teachers to provide feedback about the process and any impacts or lack of impact in their profession. Of the surveys completed and returned, 92% of the teachers felt the process was meaningful. They were excited



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for the students to take a role in their professional development. One teacher said, "I think it is a great leadership opportunity for students, but also an opportunity for students who have been exposed to specific pedagogical practices to push teachers in new directions. I am hoping it opens the door for students facilitating some AVID learning structures in other teacher's classrooms." Teachers at River Ridge feel this experience improves their professional practices and provides them with crucial feedback needed to make pedagogical shifts inside of their departments and classrooms.

“ At first I thought doing a walk through would be pointless and a waste of time, but when I started to observe, it made me think back to when I was a freshman or sophomore in class. It made me reflect on what type of student I was and I got to see how far I've grown.”

Moving forward with this program, we are eager to build on our experiences and input from students. Our goal is to pair student feedback sessions with professional development on high yield instructional strategies. The students within the AVID program are exposed to many learning styles that increase student achievement (Socratic Seminar, The Cornell Way, Philosophical Chairs, etc). Our hope is we utilize students as a vehicle to deliver instructional professional development within our professional learning communities.

In addition to utilizing the skills and abilities of AVID students, our school will open this program to a wider range of students and for multiple purposes. We plan to extend this opportunity to our clubs and organizations on campus that represent our minority groups. We are interested in collecting varying viewpoints on teaching and learning from a broad range of cultures and backgrounds. These groups include our Native Student Alliance, Gay-Straight Alliance, and our "at-risk" freshmen cohort to name a few. The goal is to increase dialogue surrounding student-teacher connection, as well as provide an avenue in which all students can offer meaningful feedback that will help shape our future practices.

As the AVID team processes, reflects, and modifies this program, we are devoted to remaining mindful of the benefits provided to the student and their individual growth. Nearly

all the students who took part in this program reflected on their academic and social behaviors. "At first I thought doing a walk through would be pointless and a waste of time, but when I started to observe, it made me think back to when I was a freshman or sophomore in class. It made me reflect on what type of student I was and I got to see how far I've grown." As a school and district who dedicate ourselves to innovation and progressive educational practices, it is clear providing students the opportunity to observe teaching and learning and reflect on their journey is essential to the growth of the whole child. ■



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ASSESSING YOUR SCHOOL: WHAT ARE YOU KNOWN FOR?



2017 HIGH SCHOOL PRINCIPAL OF THE YEAR



Dan Besett

Wilson High School,
Tacoma Public Schools

PRINCIPAL EVALUATION CRITERIA

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

I became the principal at Wilson High School in 2005. I had the luxury of working, observing and learning as the assistant principal for four years. Our school was surrounded by two very successful and innovative schools, a local school with the only IB program in the county, two elite private schools and two other public schools that were clearly better than us academically. I asked our teachers at our first staff meeting under my leadership; “What is Wilson known for within our community?” They had a very difficult time coming up with anything specific other than individual pockets of success around particular programs, athletics, and school spirit.

I shared my concerns with the competition around us and our declining enrollment. I clearly had their attention when they quickly

understood this could affect their jobs. I shared my simple vision – we needed to relentlessly work towards becoming the best comprehensive high school in the region. To do that, we needed data showing we offered safe and competitive academic, athletic, and activity programs to accommodate any student, regardless of their needs. Once we got there and along the way, we needed to communicate this success with our community. In theory, they would have no reason to consider any other school if Wilson provided excellent opportunities across the gamut for every single student.

Our story is complex and focused. It took us approximately two years to begin showing measurable success with state testing scores, safety, attendance, climate surveys and stabilization of our enrollment

decline. We achieved a defining moment a little over five years after my first staff meeting. In 2011, we received our first School of Distinction Award, which recognizes the top five percent of all schools showing the greatest five-year growth averages in reading and math standardized test scores and graduation rates. We earned this

“... set a clear vision for how you want your school to be described.”

prestigious award an unprecedented six times in a row. We continue to add to our list of goals and expectations for all programs every year.

Graduation rates have been the topic of concern throughout our nation



over the last decade. We broke the 90 percent graduation rate barrier four years ago and maintained a 92 percent average over the last five years.

Our school district began tracking our graduating seniors “Beyond High School Plan” verification of acceptance letters four years ago. The first year of tracking showed our completion rate at around 50 percent. We made some adjustments to our process through a school-wide focus plan. Our Senior Advisory Teachers, Career and Guidance Counselors, Office Professionals and Administrative team took on the project and refused to accept anything other than a completed packet. It wasn’t easy but we hit 97 percent last year and hope to continue with this trend.

Our district has an open-enrollment choice option for incoming freshman families. Over the last three years, we’ve had a significant waiting list of families interested in transferring to our program from within the district and outside our school district attendance zone. Wilson is a great place to be. We are proud to offer an excellent array of academic and extracurricular options that meet the needs of each student at Wilson High School, but it didn’t happen overnight.

How can you use our story to define and achieve your own successes? What is your school known for in your community? Would you get the same answer from staff as you do from parents? Maybe your school needs to go from good to great, or maybe you face the same harsh reality that we faced when our

process started – we simply weren’t the best choice for our students and their families. In either case, set a clear vision for how you want your school to be described. What will it take to get there? How will you track and monitor progress? How will you know when you’ve achieved your goal? There will be bumps along the way. Learn to improvise, adapt, and overcome. If you work hard, lead by example, and take care of your students and staff along the way, you can make whatever answer you want for the “what is your school known for” question a reality. ■



HOW ARE YOU PLAYING THE CARDS YOU ARE DEALT?

2017 MIDDLE LEVEL PRINCIPAL OF THE YEAR



Doug Kaplicky

East Valley Middle
School, East Valley
School District

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Engaging Communities

As principals, we jump over challenging hurdles each and every day. Some of you are landing your first principal gig while the veterans among you have been in the game a long time. Whether you're taking on a new position, inheriting a new supervisor, meeting new parents or guiding new staff members, I continue to hold a firm belief that relationships are the backbone to being a successful leader and to your school's success. While teaming with a very talented assistant principal, Stacy Delcour, we simplified a successful system using the metaphor of playing cards to help guide your planning for next year.

DIAMONDS: DEVELOP YOUR STAFF (DIAMONDS IN THE ROUGH)

Keys to developing your staff to their full potential, so just like Rihanna, they can shine bright like a diamond.

- ♦ Listen to learn. Be intentional. Do not listen to quickly respond.
- ♦ Be transparent, visible, and present in all conversations.
- ♦ Create or re-create your shared leadership approach so you stand united, or as we say here at EVMS, "U-Knighted" (since we are the Knights).
- ♦ Every interaction you have with stakeholders provides an opportunity to grow your culture of instruction, student growth goals, safety and climate.
- ♦ Take time to give and receive feedback. As you bank capacity with staff, this feedback makes crucial conversations easier and more fluid.
- ♦ It is imperative we celebrate your superstar staff members, work horses and unsung heroes.
- ♦ I am sold on a weekly staff newsletter (ours is a Friday

Focus), but make sure to have fun with it! Celebrate staff members, include great quotes, add funny or educational videos, share an instructional goal, pictures of cool happenings in classes, etc. This will always be received well if done properly and consistently.

CLUBS: YOUR RELATIONSHIPS WITH PARENTS AND THE COMMUNITY

Don't get clubbed by the community or parents.

- ♣ Customer service is more important than any data report. Being a trusted teammate with parents, guardians, and community members is key.
- ♣ *3-4-6 Theory.* We created a theory – call the parent/guardian back at the end of your day, before 3 p.m. or 4 p.m., so you do not end up on the 6 p.m. news or become Facebook famous. In

today's social media world, it is pivotal we team with parents quickly before the school has a negative post.

- ♣ How many "Seinfeld" fans are out there? Remember the Soup Nazi episode and the great soup product with the bad customer service? You could have a great product in your school (teacher, coach or a program) but could lose families with poor customer service. Schools are finally preaching that customer service with all stakeholders is crucial. What is your building's approach to customer service?
- ♣ We use the analogy of the "three-legged stool." The three legs represent the student, our staff and the parents and what is required to support the student. If even one leg is missing from the stool the student cannot be successful and it is our job to facilitate that teamwork so the support can happen.

HEARTS: CREATING POSITIVE STUDENT CULTURE

Center all decisions around what is good for kids.

- ♥ What cards are your kids dealt? What systems do you have in place to learn more about your students' trauma? All of your schools have their own personality and unique community dynamics. It is key in the teen world to have several programs in place for those emotional and social challenges.
- ♥ Keep decisions student centered – attempt to value all ideas from staff when making team decisions, especially with the new aspects of restorative discipline practices. Do you have a disciplinary team established?
- ♥ Reverse Discipline Programs - I enjoyed watching our team implement a hybrid PBIS program

that celebrates students' positive behaviors. Our program at EVMS is called PAKS, "Positive Action of Knight Students." and has high level rewards from school celebrations and tangible products (PTG purchased) that students can take home.

- ♥ I would highly encourage celebrating several students of the month and inviting parents in for the assembly ceremonies. We celebrate both character education and academics each month. Elementary schools can do this through grade levels and middle level schools can do several students by department.
- ♥ At EVMS, we offer students the opportunities to celebrate their peers and create their own identity. One of our favorite examples is how we transition the students at the beginning and end of the day with a four-minute song, rather than traditional bells. It is great to see kids dancing and singing in the halls to start and end the day.

SPADES: THE CHALLENGE OF "KEEP ON KEEPING ON" (A LA DAVID SPADE)

"Joe Dirt," one of David Spade's famous characters, insightfully encouraged people to never give up. In that same vein, I'd add respect history, partner with your community and define your social media presence.

- ♠ Traditions run deep in all of our communities. How do you respect history and still move forward to progressive thinking? The key is to embrace the story!
- ♠ Where are you with an enriched parent newsletter? Is your website up to date each week? How are you using social media to communicate?
- ♠ How well are you networking with other colleagues in your area?

Sometimes working those 50-60 hour weeks, we need to bounce the simplest challenge off a mentor or colleague with non-partial ears.

- ♠ How are you teaming with district leaders and are you keeping them in the loop? This is crucial for folks taking over a new building!
- ♠ What business and church partnerships have you built, and do you need help starting this process?
- ♠ The key to your deck of cards is the number seven card. It is our belief that regardless if you're out boating, going to your own kids sporting events or at a community activity, the seven card represents that you are an administrator in the eyes of the public seven days a week.

Transforming our school in Spokane, in the summer of 2014, from an empty building with no computers, zero furniture, staff from eight schools, and only 42 days to build our vision was an experience that could only live on optimism and sarcasm. It was truly magical watching an amazing staff rally together from nomadic status, to a cohesive team, and three years later, a family. Building a collaborative team is a challenge we all face as leaders. By reflecting on relational feedback, we built a solid foundation reflecting the pulse of our community. That very foundation allows us to develop strong instructional values embracing the student's voice and pushing us to thoughtful reflections around academic growth. As administrators, we can't get back first impressions, past history or neglected opportunities. Ability and drive can take you into a leadership role, but it takes trusting relationships, strong vision and a growth mindset to keep you there. ■

WHO GETS THE



2017 ELEMENTARY PRINCIPAL OF THE YEAR



Adina Brito

*Evergreen Elementary,
Shelton School District*

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Engaging Communities,
Closing the Gap*

Interest in implementing Dual Language programs has grown over the last few years. Dual Language programs are accessible to both native English speakers and English language learners, which is one of the reasons these programs are gaining popularity. In the Dual Language model, all students are able to learn two languages, and all students are able to share their language and cultural assets. As many dual language programs begin their implementation, they face the question, “Who should be in this Dual Language program?”

At Evergreen Elementary in the Shelton School District, we asked ourselves this question many times. “Who should be in our Dual Language program?” Evergreen Elementary is currently home to a school-wide Dual Language program. This means all students in our attendance area can go to our school and be a part of the Dual Language program. Students are able to opt out and attend one of the other elementary schools in the district, and students outside of the attendance area are able to request to attend Evergreen Elementary. Our program is a 50/50 model where students receive the subjects

“We do know that bilingualism has many benefits which include increased executive function, empathy, language skills, engagement in school, levels of school performance, and protection against cognitive decline and dementia.”

of science and Spanish language arts in Spanish, and math, social studies, and English language arts in English. Teachers work in Dual Language teams where all students have a Spanish curriculum teacher and an English curriculum teacher who team together to offer them a comprehensive bilingual education.

The school-wide Dual Language program serves all students. Whether a student has autism or a serious behavior disability, they learn the educational content half of the day in Spanish and half of the day in English. One of the challenges in this model is the ability to differentiate for a great number of students. However, we would still have this challenge if the only language of instruction was English. We are just faced with the challenge of differentiating in both languages. But often, the biggest questions are, “Can ALL students

learn two languages?”, “Will learning two languages slow down the English language learning process of a special education student?”, “Will learning two languages be too stressful for a student with severe behavioral challenges?”, and “If students have a home language other than Spanish or English, will a dual language program be too confusing?”

These are the questions often asked by both parents and staff. We do know that bilingualism has many benefits which include increased executive function, empathy, language skills, engagement in school, levels of school performance, and protection against cognitive decline and dementia (Sorace, Bialystok, Luk, Kroll, Jennifer Steel, Wayne Thomas and Virginia Collier). But, how do we decide who will be successful in a Dual Language program?

OF A BILINGUAL EDUCATION?

Numerous studies show Dual Language programs have no negative effect on almost all types of special needs students. Lindholm and Leary (2005c) reported special education students in Dual Language programs showed no decrease in achievement because of their involvement in dual language. This study showed no significant difference between the reading scores of special education students in the Dual Language program compared to those students in English only programs. The only difference was the special education students in the Dual Language program had the added benefit of being bilingual and biliterate in two languages.

“ALL students are capable of receiving the benefits of being bilingual.”

In regards to performance in Dual Language programs by students of low economic status, Caldas and Boudreaux (1999) reported from a study involving mostly white and African-American students that

Dual Language students from low socioeconomic backgrounds tended to score higher than the non-Dual Language students of similar backgrounds on district and state mandated tests. Studies also show Dual Language students with a very low first language ability showed the same level of achievement as students with similar low language ability in English only programs, with the added benefit of being bilingual.

What all these studies have in common is a dual language education had no negative impact on a student's education. Students with special needs or unique language challenges showed no decrease in achievement but were able to gain the skills of learning to read and write in a second language, in addition to the numerous benefits of being bilingual.

In our own program at Evergreen Elementary, we see many students enter our program from a large diversity of backgrounds, as well as with a large diversity of special education and language needs. My own observations lead me to believe that the biggest factor in student success in a Dual Language program is the support level of the family,

teacher, and school. Some of the most important student success factors in Dual Language programs are “parental support for bilingualism, the importance of bilingualism in the student's immediate and future life, and the extent to which the family, the community, and the school can provide learning support for that child” (Genessee 2011).

Starting a new Dual Language program is a huge endeavor. Deciding who gets access to this program is also a significant educational and moral dilemma. However, when making this decision, it should be continually noted that ALL students are capable of being bilingual, and ALL students are capable of receiving the benefits of being bilingual. Consideration of who gets to enter a Dual Language program should take into account the utmost standards of equity and access. In addition, consideration of family and school support capacity is also a significant factor. At Evergreen Elementary, we are committed to spending our time focusing on strategies to include and empower all students and families who walk through our door willing to take on the unique opportunity of a bilingual education. ■



PURSuing A PERFECT CIRCLE



Craig Curry

Assistant Principal, Yelm Middle School, Yelm Community Schools

In March of this year, a ninth-grade student told me without emotion or sentimentality she was moving to another town. Having helped her through many of her struggles and setbacks throughout her middle school career, I might have predicted I would not receive the heartfelt goodbye I'd hoped to see should she ever leave, but I would not have predicted the positive progress she would make by now.

After nearly three full school years and an estimated 90-plus hours of interventions and interactions with this one student I put my heart and hope into, I also would not have predicted that she would teach me more than I taught her. Her learning was in developing strategies for regulating her anger and articulating her emotions; mine was in understanding how trauma affects learning and development, how to work effectively with students who have had multiple adverse childhood

experiences, and how to be proactive in helping all students build social and emotional skills.

PAPER TIGERS

In 2016, the Legislature made significant changes to discipline laws, placing limits on long-term suspension and expulsion and requiring schools to provide educational services and re-engagement plans to suspended students. In the past five years, “27 states have revised their laws with the intention of reducing suspensions and expulsions. And, more than 50 of America’s largest school districts have also reformed their discipline policies — changes which collectively affect more than 6.35 million students” (Kamenetz). These sea changes in policy and guidance have left schools scrambling for alternatives to suspensions and ways to address student behavioral skills more proactively.

In March of last year, AWSP paid

PRINCIPAL EVALUATION CRITERIA

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

Figure 1

BY THE NUMBERS: YELM MIDDLE SCHOOL

700+	Students from Thurston, Pierce counties
47%	Free & Reduced Lunch Rate
70%	White
13%	Hispanic
10%	Two or more races
2%	Black
2%	Asian
2%	Native American (Nisqually Tribe)

for more than 80 schools across Washington state to view a screening of “Paper Tigers,” a documentary about how Lincoln High School, an alternative high school in Walla Walla, applied trauma-informed practices to better support the needs of their students and make gains in graduation rates. Yelm Middle School was one of those schools (Figure 1). I was in my second year as assistant principal and looking for tools to

help teachers and staff respond to challenging behavior and to help students build skills in regulation and resilience.

In a post-viewing discussion circle, a few staff lamented the lack of time, opportunity, and structure they saw in the film, where teachers had smaller class sizes, went on retreats with students, had meaningful conversations with students, and even joined after school jam sessions with students who had formed a band.

“Sure,” one teacher said, “I’d love to do that, but when do we have the time? We focus so much on student achievement that we can’t take class time to build relationships in the way we saw in the film.”

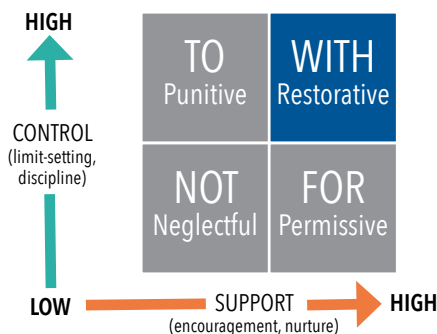
We had previously researched and explored restorative practices as an approach and mindset for addressing student behavior and teaching social and emotional skills, but after the film I realized that we also needed a time, a structure, and more tangible tools for doing so.

RESTORATIVE PRACTICES

In August of 2016, I took a small team to a training by Sound Supports on restorative practices and circles. Executive Director Lori Lynass led us in a discussion of the rationale for restorative practices, highlighting an intentional approach to building positive relationships and repairing harm. Lynass’s co-presenter, Carol Frodge, led us through the “Social Discipline Window” (Figure 2), a conceptual representation of the balance between support and control educators should seek to create with students to build communal autonomy and accountability.

The Social Discipline Window illustrates that “the premise of restorative practices is the people (students, teachers, and staff) are happier and more likely to make positive changes when those in authority (teachers, staff, and

Figure 2



administrators) do things with them, rather than to them or for them” (Watchel 7-8). An important part of training teachers on developing a restorative approach is having them reflect on what each approach looks like in practice, how we achieve and maintain the restorative “with” of the top-right quadrant, and which quadrant (to, for, not) we slip into when conflict triggers stress.

While approach and belief are important in learning restorative practices, we were looking for structure, logistics, and strategy. The second half the Sound Supports training did not disappoint. It focused on both Proactive and Restorative Circles, which my team saw as the way forward and as a starting point for putting restorative approaches into practice. We were most excited about the Proactive Circles as a way

to provide what teachers were asking for after viewing “Paper Tigers,” a structure and time for building community and relationships. We decided to take these ideas back to staff for training during our August professional development days.

PRIDE CIRCLES

We would call them PRIDE Circles, using our PBIS acronym of P.R.I.D.E. expectations (Positive Attitude, Respect, Integrity, Determination, Empathy). They would occur every Wednesday in homeroom classes for 26 weeks during a 30-minute period after morning announcements. I had the structure, time, and place — now I just needed the curriculum.

If you search online for resources on Proactive and Restorative Circles, you will find plenty. There are informative and valuable websites and a few free downloadable PDFs that explain the rationale, logistics, and general “how-to” instructions for implementing Proactive and Restorative Circles. What you will not find is a comprehensive curriculum with a list of questions to use throughout 26 weeks of Circles.

One of the most useful resources I found for creating our own curriculum was the work of the Social

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A student holds the “speaking token” during PRIDE Circle time.



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Emotional Learning Benchmarks Workgroup, a group of “statewide experts with experiences working with youth and families in educational settings, and knowledge of topics relating to social emotional learning” (SELB 4). The group met monthly from October 2015 to September 2016 to develop recommendations regarding a comprehensive Social Emotional Learning (SEL) Framework for Washington, and it “proposes to the Legislature a statewide SEL Framework, including guiding principles, standards, and benchmarks that provide the foundation and system for effective SEL programming” (SELB 2).

By offering to provide online feedback on the proposed SEL framework, I was able to gain access to a draft form of the Standards (Figure 3). I decided to use them to create a set of PRIDE

circle questions for each standard. Once the curriculum of circle questions had a clear direction, it was time to present rationale, training, and support to staff. We began by presenting restorative practices first as a mindset, a belief about kids and behavior, and an approach to repairing harm.

We viewed a video of Ross Greene, clinical child psychologist and creator of the Collaborative Problem Solving method, explaining the difference between the explanatory styles expressed in the opposing statements, “Kids do well if they want to” and “Kids do well if they can.” The goal is for staff to form consensus that all behavior is communication and that emotional intelligence can be taught.

Once that belief is established among the critical mass of staff, you can begin to talk about how we

“The structure and logistics of circles is important, but what teachers will need most is to practice participating in and leading circles.”

can proactively build the social and emotional skills we want in students. While Restorative Circles focus on repairing harm caused by behavior, Proactive Circles focus on building the skills for responding to emotions, stress, and conflict preemptively. We decided to focus systematically on Proactive Circles with all students.

HOW THE CIRCLES WORK

They’re called circles for a reason, so students need to form a true circle in which everyone can see each other

Figure 3

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Student has the ability to identify and name one’s emotions and their influence on behavior.	STANDARD 4	SOCIAL-AWARENESS – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
1A	Demonstrates awareness of own emotions.	4A	Demonstrates awareness of other people’s emotions and perspectives.
1B	Demonstrates awareness of personal strengths and areas for growth.	4B	Demonstrates awareness of cultural issues and a respect for human dignity and differences
1C	Demonstrates awareness of family, school, and community resources and supports.	4C	Demonstrates an understanding of social cues.
STANDARD 2	SELF-MANAGEMENT – Student has the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.	STANDARD 5	SOCIAL-MANAGEMENT – Student has the ability to make constructive and respectful choices about personal behavior and social interactions.
2A	Demonstrates the ability to manage emotions.	5A	Demonstrates positive communication and social skills to interact effectively with others.
2B	Demonstrates honesty and integrity.	5B	Demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.
2C	Demonstrates effective decision-making and problem solving skills.	5C	Demonstrates the ability to develop positive and constructive relationships.
STANDARD 3	SELF-EFFICACY – Student has the ability to define a goal, persevere, and see oneself as capable.	STANDARD 6	SOCIAL-RESPONSIBILITY – Student has the ability to identify one’s social space and to advocate for one’s community.
3A	Demonstrates the ability to set, persevere, and achieve goals.	6A	Demonstrates a sense of social and civic responsibility.
3B	Demonstrates ability to assume responsibility.	6B	Demonstrates the ability to work with others to set, persevere, and achieve goals.
3C	Demonstrates the ability to self-advocate.	6C	Demonstrates effective strategies to advocate for school and community.

and speak directly to one another. Avoid sitting in ovals, rectangles, or squares. Chairs are better than desks, but if you must use desks, make sure students remove everything from the desktop as not to obscure the openness of the circle. You need to choose a “talking piece” that determines who speaks. Choose an item that can easily be passed around the circle and even one that can be rolled or tossed across the circle without harming anyone. It is also valuable to choose a talking piece that has meaning to you or to someone in the circle and that the meaning is explained to everyone in the circle.

PROACTIVE CIRCLE NORMS

- 1) Respect the talking piece (whoever has the talking piece has the floor and everyone else must listen).
- 2) Speak from the heart (your truth, your experiences, your perspectives).
- 3) Listen from the heart (let go of stories that make it hard to hear each other).
- 4) Trust you will know what to say (no need to rehearse).
- 5) Say just enough (without feeling rushed, be concise and considerate of the time of others).

You may add other norms your circle members feel are important and create or use a ritual opening and/or closing to your circle as a comfortable routine. There are two kinds of questions to use in Proactive Circles: connection questions and content questions. Connection questions can be answered in one word or phrase and are low risk, not weighty or serious in nature (e.g. if you could have any superpower, what would it be?). Content questions require more thought and articulation from students and can be serious or weighty in nature (e.g. what has been a mistake in your life that you have learned from?). Starting Proactive



Circles with a connection question allows everyone to connect and share more quickly and with less risk, yet it is important to get to the content questions to have deeper and more meaningful conversation among students.

The structure and logistics of circles is important, but what teachers will need most is to practice participating in and leading circles. Soon after reviewing the purpose and procedures, they need to try it with both connection and content questions meaningful to them, their practice, and their needs for preparing in order to be successful in circles. You might ask them as a connection question to name a teacher who they remember fondly and who had a positive impact on their lives. Then, as a content question after the first connection round, they can explain why they remember that teacher fondly and what impact the teacher had. Afterwards, you can point out the group now has a sense for what each member values in other teachers. This is the point of circles — to learn about ourselves and others by articulating our ideas and emotions, and to form connections based on what we share.

“No matter if you are a student or an adult, we all have issues that we have to deal with every day,” said Stacy Roe, a Yelm Middle School social

studies teacher. “At the beginning of the year, I had my reservations on PRIDE Circles. My first thought was ‘Great, another requirement that we must do.’ After our first session, I was amazed at how the students opened up.”

DATA-DRIVEN DECISIONS

We used survey data in both October and March to measure the effectiveness of our PRIDE Circles and other targeted positive interventions. The survey contained four statements:

- 1) I feel safe and valued in PRIDE Circles;
- 2) Most students are respectful to others in PRIDE Circles;
- 3) I have strategies for regulating my emotions; and
- 4) I have a positive connection with at least one adult in this school.

Students responded using a Likert scale (Strongly Agree, Somewhat Agree, Unsure, Somewhat Disagree, Strongly Agree).

When staff looked at the survey data from October, they saw that the majority of students (between 58 and 71 percent) chose either “Somewhat Agree” or “Strongly Agree” for all statements. The data teachers wanted

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to act on most was that 15 percent of students who chose either “Somewhat Disagree” or “Strongly Disagree” to “I have a positive connection with at least one adult in this school.” This amounted to 33 students who chose “Strongly Disagree.” We decided to target these students and add an additional nine students selected by staff as also having a readiness to benefit from these interventions.

We decided to try to better engage these 42 students in PRIDE Circles and use positive intervention strategies one-on-one to build relationships. Each teacher chose one or more students to try one of the following strategies: 2x10 strategy



(the teacher has at least two positive interactions with the student for 10 days in a row and then measures progress); 5 to 1 strategy (for every re-direction, consequence, or negative interaction, the adult is intentional about countering with five positive interactions); and Positive Greeting at the Door (the adult not only stands at the door before each class to welcome students in but also is intentional about having a positive interaction with each student who comes into class).

Each month, we met as a building-wide PLC to discuss our progress in both PRIDE Circles and interventions. Grade-level homeroom teachers would form their own circles to answer reflection questions. In circle discussions, teachers would fill out Circles Resource Cards (Figure 4) to brainstorm responses to situations that other teachers might encounter in PRIDE Circles. Teachers tracked and shared the dynamics and responses of their homeroom students as PRIDE Circles evolved. Each homeroom teacher discussed how successful their group was in building connection and community.

“I’ve learned this year that students have questions and/or concerns and PRIDE Circles allow them to ask them in a very non-threatening way,” said Roe. “There are times you allow their questions to dictate the direction for the day. In order to implement this effectively, you as the teacher have to be ‘real.’ Students will know if you are committed to circles or not. Before each circle, understand what questions you want to discuss without reading from a list. Have a plan when students take a question and head down a different path. Guide them down that path with great follow-up questions.”

POSITIVE PROGRESS

When March arrived, we surveyed students again and reviewed the data. Though the overall percentages went up on responses of “Somewhat Agree”

and “Strongly Agree,” teachers most wanted to see whether progress was made with the one or more of the 42 students with whom they chose to try positive interventions.

“...you never know when your efforts will result in the slightest or most significant turnaround for a student, so persistence is key.”

Overall progress was made on the statement, “I have a positive connection with at least one adult in this school,” which went from 37 percent of students selecting “Strongly Agree” to that statement in October to 54 percent. The results of individual positive interventions with the targeted 42 students are below:

- 11 of 42 improved from “Strongly Disagree” to “Somewhat Agree” or “Strongly Agree.”
- 4 of 42 chose “Strongly Agree” in October and March or did not survey in October.
- 10 of 42 improved from “Strongly Disagree” to “Somewhat Disagree” or Unsure.
- 12 of 42 remained at “Strongly Disagree” from October to March.
- 5 of 42 did not take the survey in March.

Teachers who made progress with both their homeroom groups and their individual interventions were congratulated and their results celebrated, and those who did not make progress with their students were told not to be discouraged. We told them even those students who remained at a response of “Strongly Disagree” benefited from the positive interest and presence of a caring

adult, and the adults benefited by learning more about their students and how to help them.

“One of the biggest benefits to PRIDE Circles for me and other staff members here at YMS is the one of getting to know my homeroom students better,” Roe said. “The questions give more insight of who they are as students and individuals. I believe a benefit for the students is to hear not only what peers are saying, but also what adults are saying as well. I learn from my homeroom students and their experiences and hopefully they are learning from me.”

PERSISTENCE IS KEY

A week before that ninth-grade student I worked with left for another town, she took the PRIDE Circle survey. She was one of two students I had chosen to track my interventions with.

The other was a ninth-grade male student I predicted I would have more

success with than with the female student. I already saw the results of 90-plus hours of interventions over three years with her. I had been only negligibly successful, with multiple regressions.

The female student was an externalizer who never fully learned to regulate her anger and stress. She was resistant to PRIDE Circles and her participation was inconsistent. The male student was an internalizer, who often floated under the radar.

The male student, though, was tolerant of them, participating minimally each time. I was more confident about being able to help him, and I tried repeatedly to connect with him. Yet he selected “Strongly Disagree” to the statement, “I have a positive connection with at least one adult in this school” both in October and in March.

The female student went from “Strongly Disagree” in October to “Strongly Agree” in March, before leaving for another school.

My point is, you never know when your efforts will result in the slightest or most significant turnaround for a student, so persistence is key. Intentional and measured efforts are key. I have learned that, and I will remember that with all students in the future. I only hope the adults she makes a connection with at her new school already know it. ■

Craig Curry is completing his third year as Assistant Principal of Yelm Middle School. He will be Principal of Ridgeline Middle School, also in Yelm, in the 2017-18 school year.

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Figure 4

Circles Resource Card

This card is intended to record examples of specific situational successes and challenges teachers have experienced in learning to facilitate circles, as well as hopes for what Circles might become. Please consider how we might all learn from this card as you choose experiences to record here.

Success or Challenge experienced in Circles:

How might I or other teachers respond to similar situations in the future?

The Art of Leadership: BECOMING WHILE DOING

Scott Seaman

Director of Professional Learning and High School Programs, AWSP

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Planning with Data, Aligning Curriculum, Improving Instruction, Managing Resources, Engaging Communities, Closing the Gap

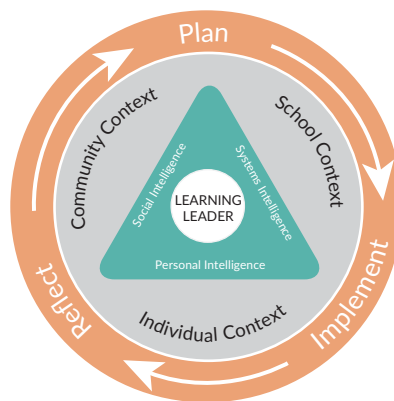
As we enter into the wonderful and incredibly significant role of the principalship, we do so with bright eyes and unwavering commitment to the kids and our respective school communities. We all land in these important positions through various paths, backgrounds and preparation programs. At some point in the spring, you are handed a set of keys, given a firm handshake, and told to go lead. You drive over to your school, walk up to the front doors, and begin your leadership journey. Are you ready? Time will tell.

Behind the role of quality classroom instruction, principals are the number two influencers on student achievement in a school. Principals wear many hats and get pulled in a million directions from the moment they step out of their car every morning. Principals leave a forever impact on students and adults, and that impact leaves a legacy on an entire school community. Leaving a positive legacy rests solely on the principal's ability to lead.

That leadership journey typically starts with what we call the Principal

FOUNDATIONAL PARADIGMS From Attributes to Action

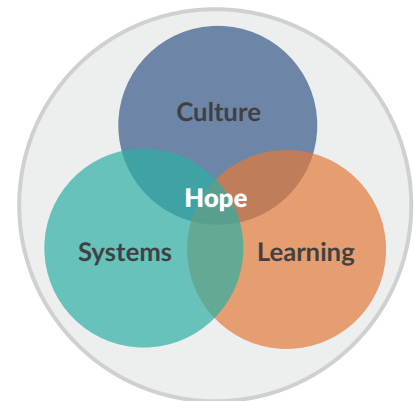
BECOMING



School Leader Paradigm

Action Paradigm; tactfully and intentionally leading *Culture, Systems, and Learning*. A new principal begins by tackling the school's climate and culture (not synonymous). This crucial culture work is never-ending, but is where principals in their first few years should typically invest the majority of their energy. As they masterfully create a common vision, purpose and culture, they also begin pushing on some of the systems that have been in place – in some cases – for decades. These systems are

DOING



Principal Action Paradigm

either supporting or eroding the new preferred culture. Finally, masterful principal leadership creates a positive school culture, systems that support the culture, and learning (for kids and adults) that shows the belief. The art of leadership is the ability to bring these three circles together in the spirit of what is best for kids.

But here's the statewide problem of practice related to this paradigm. Research on principal longevity indicates principals don't often remain in the same building after five



In his work at AWSP, Scott Seaman focuses on developing effective school leadership.

years due to many factors. While we certainly understand life and change happens, we don't like the unintended consequences of turnover. The power of an effective principal is immeasurable. If you combine the research on principal turnover with the art of leadership in the Principal Action Paradigm, Systems and Learning can go untouched through constant churn. Ultimately, kids suffer the consequences.

“ Leadership is an art. A delicate balance between becoming while doing.”

The question begs, for those leaders who beat the odds and remain in the same building for longer than five years, what makes them so effective? How are they able to masterfully and artfully lead their buildings? We argue their leadership goes way beyond what they “do” as leaders and relies more on how they “become” leaders during the journey. This is where the School Leader Paradigm comes into play.

Leadership is an art. A delicate balance between becoming while doing. While the Principal Action Paradigm focuses on the “doing” side of leadership (it's about the actions leaders take, indicated right there in the name), the School Leader Paradigm centers on “becoming.” It starts with the principal at the center as the lead learner and reflections the attributes of the person. Is the principal willing to self-reflect on who they are as a person and the impact that has on their ability to lead others? The paradigm addresses the intelligences of the leader (personal, social and systems) with specific attention to leadership attributes such as empathy, patience, creativity, etc. The School Leader Paradigm then moves leaders into reflecting on their ability to navigate the various contexts in which they lead (individual, school and community). All of this learning, self-assessment, and personal reflection is continuous in a constant cycle of inquiry. It's all about a leader's ability to reflect on their own growth and learning as a leader and the impact of that growth on the school as a whole.

If you had to guess whether the success of a principal hinges more on

what they do (actions) or how they do it (leadership style and attributes), what would you say? What prevents a principal, or any school leader for that matter, from being highly effective in leading Culture, Systems and Learning? We say that nine out of 10 times, a principal's impact and legacy is more dependent on who they are and how they lead than what they do. Looking at the AWSP Leadership Framework, even though all eight criteria carry the same weight, “Creating a Culture” tends to be pivot point for sustainable leadership. Is your ability to lead culture more dependent on who you are as a person or what you do? It's not what you do, it's how you do it that determines if others will follow.

AWSP is a proud partner of the School Leader Collaborative, a consortium of state principal associations (IL, IN, MO, WA and WI) who came together to develop the School Leader Paradigm, share resources, and collectively study the continuum of effective school leadership. We focus on making sure all principal professional learning addresses the art of school leadership, *becoming while doing*. We are also reaching out to principal preparation programs in an effort to raise the level of awareness and emphasis on helping future leaders learn to put themselves in a reflective and ongoing learning stance. The learning in a building starts with the lead learner, the principal.

So, where do you go from here? Step back and analyze the interplay of these two paradigms in relation to your journey as a leader. Someone gave you the keys for a reason. Where are you in creating a culture, redefining systems, and leading learning in your building? How are you monitoring your own “becoming” while “doing?” How do your character traits and attributes hinder or help your ability to make your school the best school for all kids? ■

**David Cooke**

Principal, Jemtegaard Middle School, Washougal School District

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Managing Resources, Engaging Communities

Have you ever considered how many problems you solve in your role as the number one problem solver in the building? Each day brings new challenges and problems we must face to help our kids succeed. Sometimes the problems we face can seem overwhelming. The goals of AWSP are to support equity, student success, and principal tenure. It is fair to say if principals develop strategies that solve the problems associated with equity and student success, there is a great chance they are going to be in the job for a long time. Often when principals leave, it is because the task of ensuring equity and student success became too much.

So let's start off with the problems we have to address every day in our school with our kids. Many of these fall under the category of "True but Useless*." The problems affect our kids but there is nothing we can do about those factors. Kids will come to us at a lower grade level, multiple ACES factors, and language barriers. On top of that, we are trying to address the lack of funding and resources every day. Worrying about those factors will not get the job done. The focus must be on helping our students while they are at school every day.

The first question that a principal must ask is, "Who is solving the

problems in the school? Are they using the personnel in the school to find solutions so all kids can be successful?" Students are one group often overlooked and not given the opportunity to solve school problems. Let's look at an example of a middle school with 800 students. A principal has at his or her disposal over 5,000 years of school experience with these kids. They know about schools, they know what works, they know each other. Most importantly, every kid wakes up in the morning and wants to do well. They want school to be a good experience. Why not tap into this resource? Each school may vary in the resources it has. What we all have in common are the great kids who show up every day.

Great things happen in schools when students are given opportunities to have a voice and put into positions as leaders in their buildings. When I say leader, I don't mean the one class responsible for assemblies and spirit days. Any child can lead, whether in a small group setting, with a partner, or whole class discussions. The greatest classes I have seen in my twenty years are the cohorts that can treat each other well, support each other and make sure that everybody is included. Each child plays a role. Some students may be more vocal in leading but there are leaders everywhere. These classes also have the highest

graduation rates, regardless of the outside factors involved. Imagine if every class in your school had students like this. I am sure that the problems associated with equity and student success would be addressed because kids would demand it and help each other achieve it.

What gets in the way of this success is the willingness of adults to let this happen. We need to invite as many people to the fight to help all students succeed. Not including students in the problem solving is denying you the most valuable resource in the building. The biggest question at this point, is "Where do you start?"

The first step is to determine your core values around student leadership:

- What does a good leader do?
- How does a leader serve?
- All kids can become a leader
- Leadership Skills – Communication, Self Awareness, Group Processing
- Leaders need to be taught and nurtured
- We can all learn from kids

“Any child can lead, whether in a small group setting, with a partner, or whole class discussions.”

The next step is to treat student leadership like a Tier 1 Intervention. Picking a small group of students to be the leaders is often one of the biggest mistakes made. GPA or personal recommendations from teachers are the ways students get into that classroom. The same group of kids are often picked and they aren't a true representation of the school community. The goal is to hear the voice of all social groups at school. While you begin to develop programs for all kids to learn, start looking

for your “natural leaders” who can help get other kids involved. Even students who have regular discipline issues should be included as they often have great leadership skills. They just need a little redirecting.

“Students want to feel valued in school. They also can solve a lot of your problems.”

The next step is to treat student leadership like a Tier 1 Intervention. Try to find ways all students have exposure to express their student voice, solve problems, and teach group processing, self-awareness, norms and communication. Empathy is also an important trait for all students to feel safe and supported. We spend a great deal of time developing interventions for reading, writing and mathematics. Imagine spending time teaching students to create a classroom culture where positive relationships between students are the norm. Students value their relationships as the biggest factor in schools. Create opportunities for our kids to take ownership in building great relationships in classrooms. One program a number of my colleagues use is Where Everybody Belongs. This is often used alongside PBIS and teaches students to be knowledgeable about themselves, their peers, their school and community. This will help to create the cohorts a school needs to be successful.

The main role of the principal with the leadership program is to use the student body as a resource. Students want to feel valued in school. They also can solve a lot of your problems. The easiest way to do both is to meet with students to find out what is going on around the school. This could be in the form of a student council meeting with the principal or staff members meeting with advisory

“By creating opportunities to bring kids to the table to solve problems you will set them up for success after they leave your schools.”

students. The success will depend on if the principal wants to learn from the kids. Take advantage of the student expertise in the building.

Still not convinced if you are ready to make a great leap into a school wide leadership approach? Think about this: At the World Economic Forum in 2016, the top 10 skills needed to thrive in 2020 were announced. The skills were:

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Coordinating with Others
- Emotional Intelligence
- Judgment and Decision Making


- Service Orientation
- Negotiation
- Cognitive Flexibility

By creating opportunities to bring kids to the table to solve problems you will set them up for success after they leave your schools.

The risk is small, the benefits are high. It's time to have kids step up to the plate to help you address equity and student success. If you need support please contact the Student Leadership Committees through AWSP. There are many principals who have seen the benefit and want to help you get this going. We are all in this together. ■

**True But Useless is a term used in Dan Heath's book, Switch by Chip.*


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SCHOOLS CAN HELP STUDENTS GET TO COLLEGE BY JOINING THE 12TH YEAR CAMPAIGN



Christina Winstead

Program Associate,
Washington Student
Achievement Council

PRINCIPAL EVALUATION CRITERIA

Engaging Communities, Closing the Gap

Applying to college can be complicated, especially for students who also need financial aid. What forms are required?

When are they due? Who can provide support or answer questions? Schools can help their students navigate application processes by signing up to be a 12th Year Campaign site.

WHAT IS THE 12TH YEAR CAMPAIGN?

The Washington Student Achievement Council (WSAC) administers the 12th Year Campaign, which aims to boost college and financial aid application rates in Washington state. Through the campaign, WSAC provides free resources and support to counselors, high school seniors, and parents to assist with these application processes. The campaign combines two national efforts: the American College Application Campaign and College Goal Sunday.

WHAT IS THE AMERICAN COLLEGE APPLICATION CAMPAIGN?

A nationwide initiative by the American Council on Education, the American College Application Campaign is designed to increase the number of first-generation and low-income students who pursue a

college degree by removing some of the barriers to participation.

Schools participating as a campaign site typically hold a kickoff event where educators share stories about their own education or career pathways and every student participates in a brief college and career exploration activity. Sites then hold in-school activities throughout the following month focused around college exploration, preparation and application. Sites also help students complete college applications.

WHAT IS COLLEGE GOAL WASHINGTON?

College Goal Washington is part of the national College Goal Sunday FAFSA completion initiative. The FAFSA (Free Application for Federal Student Aid) is a federal form that is required to apply for federal financial assistance for college and other postsecondary training programs. Schools host College Goal Washington events to help students and families complete the FAFSA.

College Goal Washington sites also provide assistance with the Washington Application for State Financial Aid (WASFA). The WASFA helps determine eligibility for several Washington state financial aid programs that may award students who are ineligible for federal financial aid due to immigration status.



WHO RUNS 12TH YEAR CAMPAIGN EVENTS?

High school guidance counselors serve as site leads for the American College Application Campaign. They are responsible for planning and directing events at their school. WSAC will send a site coordinator manual in the fall with suggestions for activities, as well as a resource guide and additional materials for use during the campaign. Counselors may also choose to work with local college admissions staff, nonprofit organizations, or college access programs in planning events at their school.

Each College Goal Washington event is staffed by trained volunteers, and a financial aid staff person from a local college is usually available as well. Nonprofit organizations and federal college access programs such as GEAR UP and TRiO also provide support.

WHAT IS THE ROLE OF THE WASHINGTON STUDENT ACHIEVEMENT COUNCIL (WSAC)?

WSAC is committed to increasing educational opportunities and attainment in Washington. The Council leads statewide strategic planning to increase educational attainment; administers programs that help people access and pay for college; and advocates for the economic, social and civic benefits of higher education.

“ This event was incredibly helpful. It really helped me open my eyes to the different possibilities for college.”

– 2016-17 student participant

WSAC provides overall oversight and guidance for the 12th Year Campaign, recruits sites into the programs, provides training materials, creates and disseminates site coordinator handbooks and provides marketing material. Agency staff also oversee evaluation surveys and find statewide partners for the campaign.

DOES THE PROGRAM WORK?

The goal of the 12th Year Campaign is for every high school senior to complete at least one college admissions application and one financial aid application. As of May 2017, campaign sites had helped 13,375 seniors successfully complete this year's FAFSA. High schools that hosted events this year had an eight percent higher FAFSA completion rate than high schools that did not participate.

College Goal Washington is also meeting its goal of reaching underserved students. In a 2015

survey, 67 percent of event attendees identified as being from first-generation, underrepresented, or low-income backgrounds. In particular, the program appears to have reached a diverse audience as compared to the state population overall. According to the U.S. Census Bureau, four percent of Washington's population is Black or African American and almost 12 percent is Hispanic or Latino. Eight percent of survey respondents identified as Black, African American, or African, and 22 percent identified as being of Hispanic or Latino origin.

HOW CAN MY SCHOOL GET INVOLVED?

WSAC is currently accepting site registrations for the 2017-18 campaign. Both the American College Application Campaign and College Goal Washington will take place in October and November.

Participating schools have three options:

- Rainier Site: Serve as a full 12th Year Campaign partner by participating in both the American College Application Campaign and College Goal Washington.
- Cascade Site: Participate in College Goal Washington only.
- Chinook Site: Manage your own college application and FAFSA/WASFA activities, but utilize 12th Year Campaign materials and resources online.

For more information about the 12th Year Campaign, or to sign up as a site, please go to readyssetgrad.org/12thYear. ■

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BIG VISION *requires* EMPOWERED PEOPLE!



Chris Reykdal

Superintendent of Public Instruction, State of Washington



Despite the persistent literature that points to the critical role of what I call the education impact triangle – parents (home), teachers/counselors (classroom), and principals (buildings) – we keep spinning our wheels trying to redesign “systems” that will somehow deliver education nirvana. Testing systems, credit systems, budget systems, master schedules, and the list goes on. Most of these “system” reforms are not systemic at all; they often emerge as a pocket of excellence. Without question, you can find high-profile cases of stunning results in at least one building, if not occasionally in an entire district. But all too often a harsh reality sets in when someone or some group tries to bring these to scale – a pocket of excellence is identified in a remote part of the education galaxy, money is injected (often by ambitious grantors) to replicate the model, and results emerge; but then when the money disappears, so do the euphoric results.

Purchasing a “fix” is radically inferior to changing culture and developing people. Almost every large company can tell you about a software purchase that was going to transform their business and their bottom line only to realize they failed to invest in the very people who needed to embrace the system.

Don’t get me wrong, we need functional systems, but too often we want to believe that sustaining educational excellence can be done with one-time injections of motivating cash. It doesn’t really work that way. We want to believe that outstanding systems, once in place, can create their own inertia but they rarely do. The truth is, our greatest ambition for sustainable education results always comes back to our ability to engage parents, educators, and building leaders in a unified commitment to the very specific needs of individual learners.

“Purchasing a “fix” is radically inferior to changing culture and developing people.”

There is a reason that academic performance so closely correlates with poverty – parents who are struggling often have less time and capacity to engage beyond survival. Communities struggling in poverty have less resources to attract and retain high-performing teachers and counselors. And let’s be honest, great principals are often pushed and prodded to become principals in ever-larger buildings or even to become superintendents. The education impact triangle is often at greatest

risk in the communities most in need. However, there is no shortage of Ivy League authors pumping the next whiz-bang education fix-it system.

It’s time for education leaders to make a more honest and courageous case for a very humanistic change management vision. This takes courage, because it often means asking for what is really needed, not what we think political systems will tolerate. It takes sustainable resources, relentless professional development, and even harder than the first two – acknowledging that your school or entire district probably needs to reexamine what it means to embrace authentic parent and community engagement. Parent engagement is often defined as, “we sent the paperwork home,” and community engagement is often a function of amped up messaging just before your local levy goes to the ballot. Both matter, but neither is transformative.

What if we had the courage to ask for a mind-boggling volume of counselors and parent engagement coordinators so EVERY student, from the moment they arrive in our schools, had an individualized education plan? Low tech, but big results. What if we shocked the world and made our biggest request of policymakers not MSOCs, SAMs, and TPEPs, but instead asked them to

fund an hour of one-on-one parent/student engagement per month outside of the school day? Maybe on evenings and weekends when parents are available. What if we became the first state in the nation to universally add 30 minutes to our K-8 day for second language acquisition so we could radically close learning gaps for our English Language learners and simultaneously bring our native English speakers up to par with the rest of the planet when it comes to learning a second language? What would happen if we used assessments not to filter who gets diplomas, but instead to draft robust high school and beyond education plans specifically tailored to student interests in pathways that lead to meaningful work or post-secondary engagement?

“Will we keep thinking small, or will we begin to think past McCleary?”

Do we have the courage? Or will we continue our narrow debate on how to amply fund a 20th century agrarian calendar system? Is there room in our advocacy to build a 21st century agenda that forces systems to mold around real kids with real dreams? Can we have a humanistic debate about empowering the real people that form the education safety net for kids – parents, educators, support staff, and building leaders?

This kind of risk-taking will be needed if we want to break the cycle of incrementalism. This will require us to redefine “basic” education. By now you are probably thinking, Chris, we can’t even fund the system we have! And my answer to you is this: that’s because we know it’s not the system we need. In a state that is reinvesting less than 3 percent of Gross State Product (GSP) back into our public schools while the rest of

the nation averages 3.6 percent, we have high ground to ask for what is needed. Getting to 3.6 percent of GSP reinvestment would require about \$3 billion per year in new resources (about \$3,000 more per student). That’s nearly twice what is needed to fully fund the McCleary minimum. The return on investment will be immense. As a state, we would return our full investment if we move the four-year graduation rate from 79% to around 90%. That doesn’t even count the economic gains as more of those new graduates earn degrees and certificates, or the economic savings as fewer of them rely on public assistance for basic survival.

Will we keep thinking small, or will we begin to think past McCleary? As education leaders, I believe we will only gain credibility if we pair our honest need for more resources with an authentic embrace of this system we need - investment in the real people that impact our kids.

The era of “system” fixes should be replaced by a new era of high-touch educational services that are focused on high expectations of kids and adults, individualized attention, and pathways that matter. Students are not commodities and communities are not transformed with software solutions, testing schemes, and endless debates about the ideal bell schedule to accommodate a 24-credit diploma.

We are part of the most powerful human endeavor in the history of mankind – we are educators! It’s time for a relentless defense of high-touch services that change lives and sustain an economy. We are thinking too small. Our goal is not to merely get by with what we have; our goal is to unlock the greatest potential of every young person. The return on that commitment is not only financially tangible, it’s a moral obligation that needs to transcend political ideology. ■

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Why Do We Do What We Do?



Martin E. Fortin, Jr.

Director of Learning Centers, AWSP

The Association of Washington School Principals is the only professional principals association in the country to have their own residential learning centers – Cispus and Chewelah Peak. These facilities provide us many advantages. Consider how they help in the task of educating of all students.

- Residential outdoor education offers a unique way to address state and national goals. Besides natural science topics, proficiency in communication skills, school to career options, and critical thinking processes are all common components to a camp or retreat program.
- A study released by the Pacific Education Institute showed a strong link between increased student achievement and school-site environmental education when coupled with a residential experience.
- The State Education and Environment Roundtable, sponsored by the Council of Chief State School Officers and financed by a Pew Grant, has ample evidence that test scores, attendance, and discipline referrals all improve when the school uses the environment as an integrating context for learning.
- Our retreat settings are available for both pre-service and in-service initiatives. Using our facilities helps teachers and administrators participate in collaborative learning communities and develop collegial relationships. In addition, it lends itself to connect teachers and students with higher education faculty, industry experts, and other community members through a cohesive and collaborative process.
- Residential centers are well positioned to participate in programs that offer credit retrieval programs for secondary students, inspiring and engaging students in meaningful, real world, contextual learning, and providing a chance to build community by creating trusting relationships and extending the classroom to the larger community.
- Summer programs – especially for leadership development – are growing. Specialty programs have emerged for Latino students and deaf students. All these programs have components that support students' sustainable design project-based learning, and graduation requirements including the culminating project still required in some schools.
- Travel times and distances appear to be a major factor when schools seek an outdoor education experience for their pupils. Commonly, the cost of transportation is equal to the cost of the stay. Our facilities are inexpensive to rent and are found in both eastern and west central Washington.
- Parental involvement in the residential outdoor experience has been historically high. Schools that sought to eliminate visits to camp have met strong resistance. The tradition of attending camp is strong among parents who view the program as a necessity. Parent support groups such as PTAs, PTOs, Booster Clubs, and other community service groups often provide financial support for a camp experience.

As you can see, the advantages to having our own residential retreat centers lend themselves to address many of the responsibilities described in the AWSP Leadership Framework. Consider a visit to Cispus or Chewelah Peak this summer. We'll get you a cup of coffee, one of our famous cookies, and take you on a tour. ■



AWSP LEARNING CENTERS

SPONSORED BY THE WASHINGTON SCHOOL PRINCIPALS' EDUCATION FOUNDATION



Mission

The mission of the Association of Washington School Principals' (AWSP) Learning Centers is to furnish functional, aesthetically sound facilities and curricular resources for supporting outdoor education and leadership training to young people. In addition, we will provide facilities and outdoor education learning opportunities to various adult and student groups which are deemed compatible with our setting.



Features

- Outstanding, modern facilities at a reasonable cost
- Environmental science and outdoor education
- Staff team building
- Meals prepared on-site
- A comprehensive challenge course
- Student leadership training
- Traveling challenge course program
- Custom programs to fit the needs of your group



Our Visitors

Each year, both students and adults use AWSP's Principal Learning Centers to better understand themselves and the natural environment. Groups utilizing the learning centers include:

- Teaching staff
- Sports teams
- Youth groups
- Service organizations
- Statewide conferences
- University researchers
- College interns
- Leadership camps
- Craft groups
- Any business visiting with an educational purpose, and more!

“ I changed the entire focus of my science classes to teach more ecology because of my time at camp. – High School Teacher ”

Cispus

LEARNING CENTER



AWSP first began its outdoor education programs in 1981 at the Cispus Learning Center in Randle. Cispus serves more than 16,000 students and adults each year and is the premiere outdoor education center in western Washington. More than one million guests have used the woods surrounding Cispus to better understand themselves and the natural environment.

Amenities:

Meeting rooms
Auditoriums
Dormitories and trailers
Custom-prepared meals
Wi-Fi
Challenge course
Audio-visual equipment
Resource library
Full-size gym
Nurses station
Indoor gas fireplaces
Pavilion/field/recreation areas
Several campfire areas
Miles of trails

“
The challenge course work that was accomplished on one Saturday was more than I could have done in an entire season.
- High School/
Middle School
Teacher and
Coach
”

Cispus Learning Center

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Chewelah Peak

LEARNING CENTER



Chewelah Peak is a year-round facility located 50 miles north of Spokane. The Center sits at the 4,000-foot level of Chewelah Peak on 20 acres of wilderness land. It first opened its doors in September 2003 to support outdoor learning for K-12 students in eastern Washington.

Amenities:

Meeting rooms
Training spaces
Dormitories
Custom-prepared meals
Wi-Fi
Challenge course
Audio-visual equipment
Resource library
Nurses station
Indoor gas fireplaces
Pavilion/field/recreation areas
Several campfire areas
Snowshoeing (seasonal)
Miles of trails

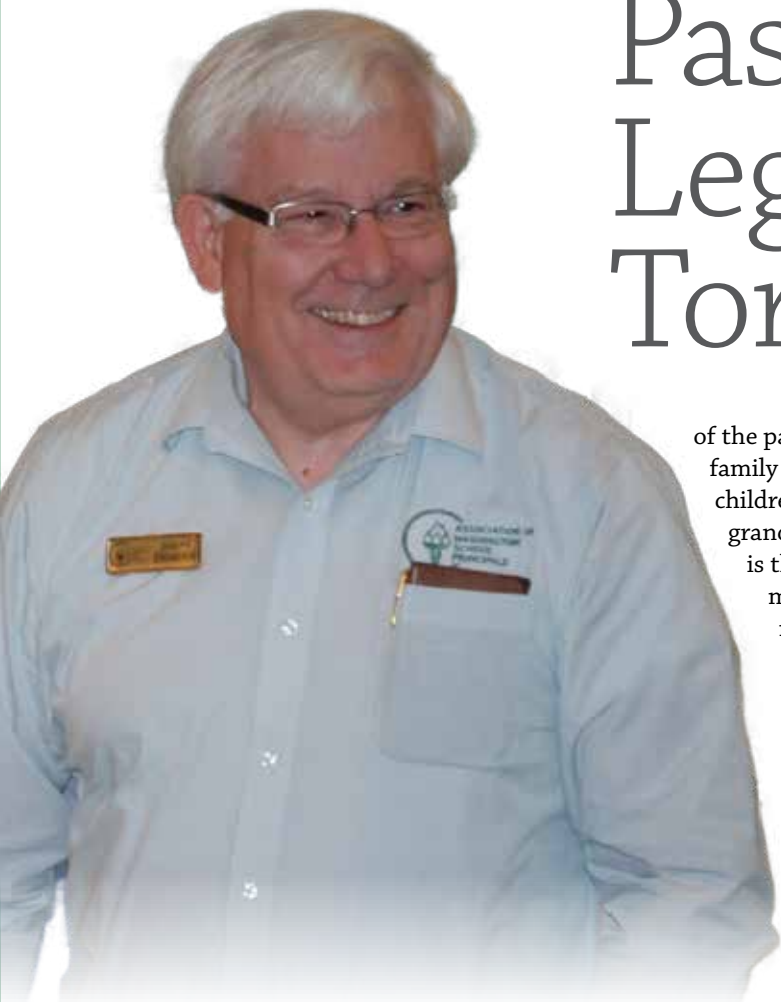
“
The campers come back from the outdoor experience with a stronger sense of self and a greater amount of confidence.
- Elementary Teacher
”

Chewelah Peak Learning Center

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Learn more and book a reservation at
www.awsplearningcenters.org.





Passing the Legislative Torch

Gary Kipp

AWSP Executive Director

of the patriarch of a blended family of seven grown children with multiple grandkids. Just because he is the patriarch doesn't mean he is the decision maker. That role goes to his lovely wife, Lila.

I remember Jerry's interview when we hired him. He was a bit quiet. He didn't have the gregarious brashness of a lobbyist. I asked a reference I knew about that. He said Jerry was like E.F. Hutton. When Jerry

spoke, people listened. That borne out to be true.

During his tenure at AWSP, Jerry developed strong relationships with key legislators, putting him front and center in major discussions and offering guidance on the

“ He said that Jerry was like E.F. Hutton: When Jerry spoke, people listened.

That has borne out to be true.”

implementation consequences of options being considered. Walking alongside Jerry at the Capitol is like walking through the halls of a school with a principal who knows all the kids' names and is revered by all of them. At our board meeting this April, Ben Rarick, the executive director of the State Board of Education, talked about Jerry's impact on state policy and on Ben, himself. Jerry's wise counsel nurtured a respect among policy makers for AWSP and the role of the principal.

Jerry was creative in connecting principals to their legislators, and

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Every time I speak to a group of administrative interns about how cool their future professional association is, I ask them for an initiative or project they are working on, or the most challenging or fun part of their internship. We list all of them on the board and then go through them one at a time to see which ones have been impacted by our state lawmakers. We have yet to run across a project or part of their internship that has not been impacted by decisions legislators make.

Jerry Bender, our Government Relations Director, has been standing guard over those decisions on behalf of principals (and students) for the last 11 years. Jerry is retiring at the end of this August. He will step away from the cacophony of state policy-making and into the full-time role



Members of the lobbying and government relations teams from OSPI, WEA, WSSDA, and PTA celebrate Jerry's last "wine cellar" meeting.

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vice versa. Each time this magazine comes out, Jerry is like a paperboy, personally delivering a copy to the legislators whose principals authored an article. His legislative presentations to our board became a treat for board members, not simply because they got the inside scoop on the work of the Legislature, but because Jerry started each presentation with a song whose title and lyrics represented the latest activity in Olympia.



Gary and Jerry discuss matters during a break at a conference.

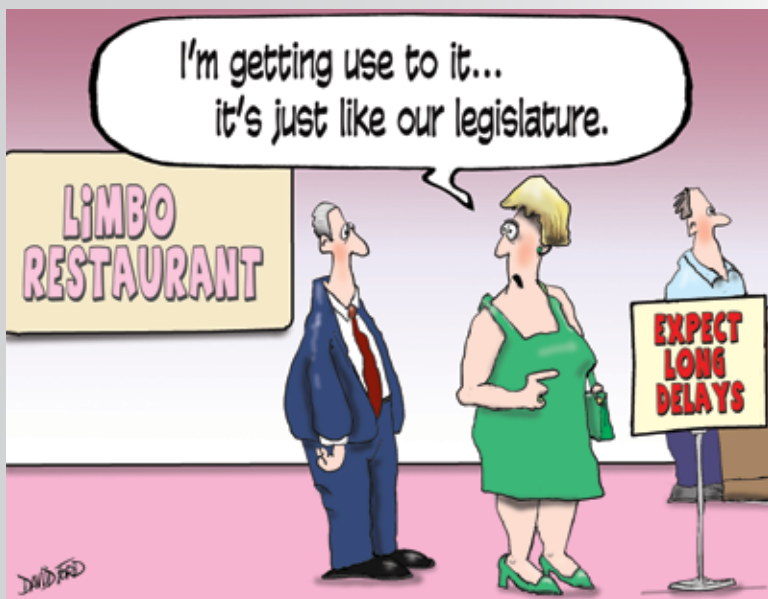
AWSP's mission is to support principals and the principalship in the education of all students. Jerry Bender embodied that mission for the past 11 years. He laid the groundwork for Roz Thompson to step into the role behind him. I know she will bring her own creativity to this role and we are excited to have her join our staff. Like two Olympic runners on a relay team, the baton is being passed from one elite runner to another. ■



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

Humor me!

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



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