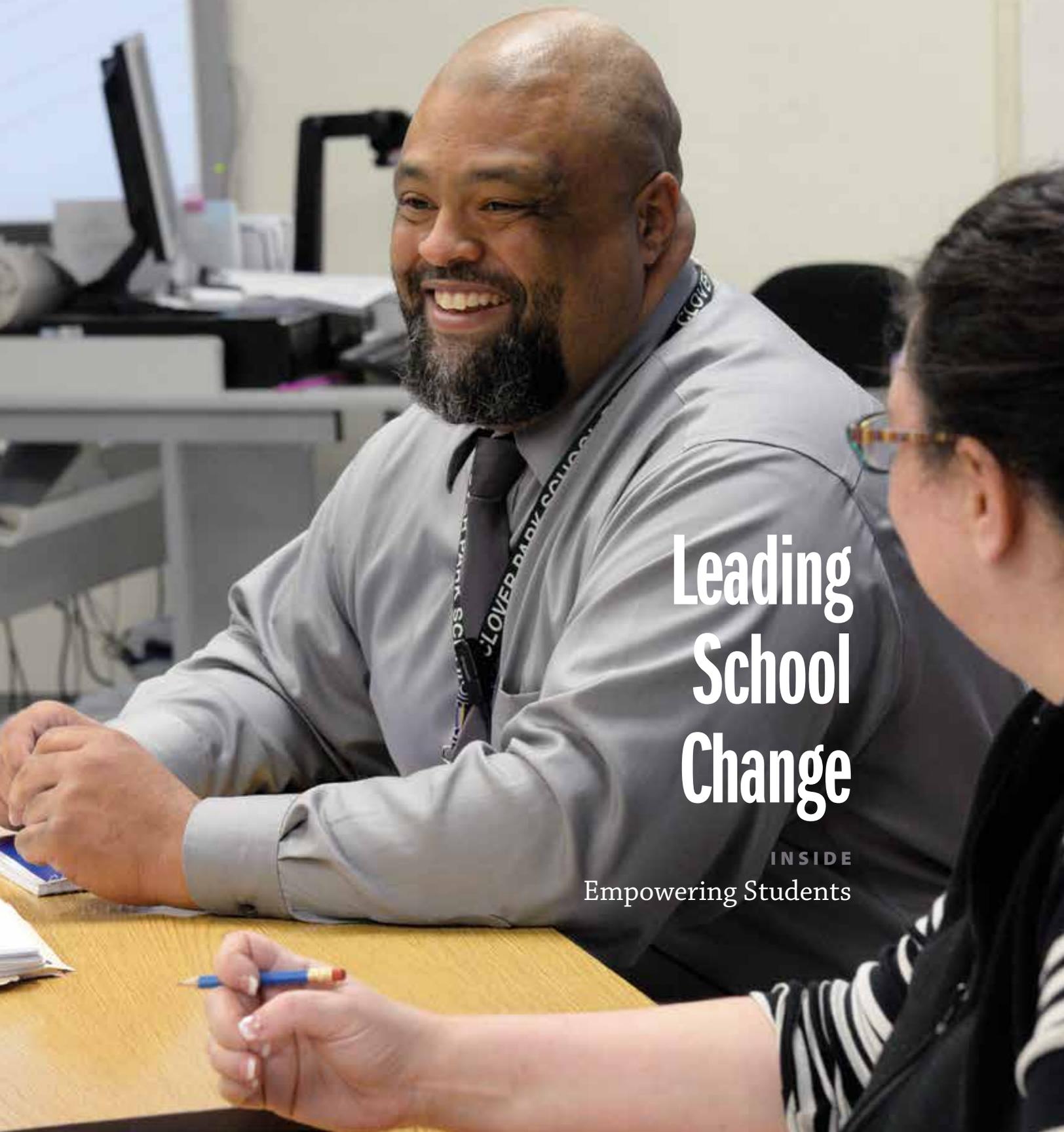


# Washington Principal

Association of Washington School Principals

WINTER 2014



## Leading School Change

INSIDE

Empowering Students



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# Washington Principal

Association of Washington  
School Principals

Winter 2014

## FEATURE SECTION

### Leading School Change

*As a school administrator, you are all too familiar with the concept of change. Our goal is to support you in the midst of change by bringing you fresh ideas, helpful tips, inspiring stories and a myriad of resources. We hope you'll find this issue's feature section helpful as you lead change at your school.*

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**Cover photo:** Mann Middle School principal Ron Banner (Clover Park SD) 'gets real' with staff about creating a culture of universal achievement.

Photo by Chris Tumbusch

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~ Don Duncan | North Thurston SD

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## ...and Now for Something Completely Different

*AWSP is here for you in your season of change.*

**By Caroline Brumfield**

*Managing Editor*

**T**his has been a season of change for me at the office and at home. My husband and I just celebrated the one-year birthday of our son, Lincoln, and we are still spinning with the wonder (and lack of sleep) of new parenthood. While Lincoln just entered his second year of life, I just entered my seventh year at AWSP. This year, I am not only AWSP's graphic designer, but also the Marketing and Publications Manager. I will be co-leading AWSP's communications efforts with David Morrill, our new Public Relations and Digital Media Manager. (Learn more about David on page 7.)

The increase in responsibility from both of these life changes is both empowering and humbling. When confronted with great changes like these, I try to keep a good sense of humor about me. I'm often reminded of the cheeky British 'Monte Python's Flying Circus' TV series with sketches that celebrate randomness by bouncing from one ridiculous scene to another. "... And now for something completely different..." the host exclaims, as the set changes from a caveman sitting in a jail cell to a lumberjack singing in the woods. I can only imagine that the average day in the life of a principal feels equally as random!

“ In the midst of change, be it highly anticipated or totally unexpected, remember you're not alone.

In the midst of change, be it highly anticipated or totally unexpected, remember you're not alone. The staff at AWSP knows that an administrator's life is never lacking in change. We hope this issue on *Leading School Change* will provide some tips, resources and peace of mind in knowing that you are in good company when it comes to your encounters with "something completely different." ■



*Caroline Brumfield is the Marketing and Publications Manager for AWSP. She serves as Managing Editor for Washington Principal.*

## Thank You, Tom Eisenmann!



AWSP would like to extend a special thank you to Tom Eisenmann. Tom is retiring from the position of membership coordinator for the AWSP-Washington School Principals Legislative Effectiveness Political Action Committee (PAC).

Tom Eisenmann, along with a handful of like-minded principals, started the Association of Washington School Principals in 1972. He has worn many hats through his career as a principal and at the Association, from builder to painter to office story teller.

In addition to being a 'founding father' of AWSP, Tom has served in many leadership positions, including two terms as Association of Middle Level Principals (AWMLP) president in the mid-1980s. He holds a bachelor's degree in education from the University of Wisconsin and has a

master's degree from the University of Washington.

Tom taught science in Wisconsin before moving to Washington, where he continued to teach science at Washington Junior High in Olympia SD.

He later became an assistant principal at Reeves Junior High in Olympia and then a junior high principal in Tumwater. Tom helped lead the initial movement of transitioning junior high schools to the middle school concept.

Tom retired from the Tumwater School District as Curriculum Director before working at AWSP.

He currently lives part time in Lacey and part time in Wisconsin with his wife, Peggy, and his dog, Cheyanne.

All AWSP members have benefited in some way from Tom's work with the association. Thank you, Tom!

## AWSP Office Makeover

The main floor of the AWSP office underwent a makeover in December. We got a fresh coat of paint, new carpet and wooden baseboard in public areas. Drop by for a visit and check it out — we are always excited to get visits from our members!



VICTORIA STREUTKER

## WEC Conference Survey Results

The results are in: The first Annual Washington Educators' Conference (Oct. 21-22, 2013) was a huge success, thanks to administrators like you! Here is a snapshot of the feedback we received from the 314 people who took the conference evaluation survey.

### Stats:

- 70% attended with a team of 2 or more.
- 38% followed #WAedchat on Twitter.
- 22% visited the conference S.M.A.R.T. Station for technology help.
- 74% logged into the conference app on a mobile device or computer.

### Favorites:

- Jay McTighe
- Networking opportunities
- Variety of sessions offered

### To Improve:

- Many popular sessions filled quickly; we need bigger rooms next time!

We received overwhelming feedback that attendees appreciated the first-ever joint format of this conference that was designed for teachers, principals, superintendents and other educational leaders. Watch for information about the 2014 Washington Educators' Conference at [wcm.awsp.org/WEC](http://wcm.awsp.org/WEC).

## #WAedchat

Are you on Twitter? Take a look at #WAedchat. This is an ongoing hashtag that AWSP will use for educational and professional development purposes. All educators are welcome to Tweet using this hashtag.

# Did you know...?

There are 316 first-year, building-level administrators this year: over 10% of the total number of building-level administrators in our state.



## AWSP Welcomes David Morrill to the Team

David Morrill,

AWSP's new Public Relations and Digital Media Manager, joined our team in December 2013. David spent the last six years working at OSPI. During that time, he had the opportunity to work on finance reform during the Basic Education Finance Task Force, worked to support the Quality Education Council, and most recently, the Teacher and Principal Evaluation Project.

At AWSP, David will co-lead communications efforts with Caroline Brumfield, AWSP Marketing and Publications Manager, heading up AWSP website efforts, technology trainings, and the up-and-coming members-only connected community.

A product of North Thurston Public Schools and graduate of Western Washington University, David grew up playing ice hockey (his mom is Canadian) and started playing tennis in high school. In his free time, David is probably on a tennis court somewhere. He also enjoys concerts, sporting events, and trips to Whistler. Send David a "welcome!" email at [david@awsp.org](mailto:david@awsp.org).



## Summer Camp Registration is Now Open!

AWSP's Washington Student Leadership program sponsors summer leadership and cheerleadership camps designed for students who want to make a positive difference at their schools. There are 15 summer camps that reach more than 3,500 students and involve more than 500 volunteer facilitators.

### Who Should Attend?

Students can be elected officers or simply have an interest in developing leadership skills. Most attend as part

of an official school delegation. It's a great opportunity for class and club officers as well as cheerleaders, student council representatives, team captains and other young, emerging leaders. Students are selected by their schools to attend.

### Registration is now open!

Learn more at [www.awsp.org/summer-campsclasses](http://www.awsp.org/summer-campsclasses). Reserve space now — camps fill quickly!



# APPY Hour

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



**Evernote:** Remember everything. That's the company's tagline, and for good reason. Evernote is a web app, desktop app, and mobile app that works everywhere on basically any device. Collect text notes, store photos, save PDFs and files, and record audio notes. File them away in folders, tag them for easy search, and find them everywhere. Evernote's web clipper makes it easy to save webpages as well. With so much functionality and support for every platform, Evernote will truly help you remember everything.

**Available for:** Web, PC, Mac, iOS, Android, Windows Phone, and Blackberry



**Basecamp:** Basecamp is Project Management 2.0. Forget about Gantt charts and complicated features — Basecamp strips away the complexity to help you manage projects

small and large. Used by freelancers and Fortune 500 companies alike, Basecamp focuses heavily on collaboration, making it easy to share files, ideas, calendars, to-do lists, and to create discussions with individuals in your same building or halfway across the world. Easy to use, easy to search, and easy to access from anywhere, Basecamp will help you get things done. **Available for:** Anything with a modern web browser, official iPhone app



**Common Core:** Ever wish you could keep the Common Core in your pocket? With the Common Core Standards app, you'll have immediate access to the standards from your

phone or tablet. This app is a great reference for students, parents, and teachers to easily read and understand the core standards. Quickly find standards by subject, grade, and subject category (domain/cluster). **Available for:** iOS, Android, Windows Phone, Kindle



**Next Gen Science Standards:**

Now that you have the Common Core in your pocket, why not the Next Generation Science Standards as well. Another great reference to easily read and understand the standards. **Available for:** iOS, Android, Windows Phone, Kindle

*Would you like to review an app, or do you have a cool app to share? Email [caroline@awsp.org](mailto:caroline@awsp.org).*

# ASK A PRINCIPAL

## 1080 Instructional Hours

*We asked principals about the implications of moving to 1080 instructional hours and how it will affect staff collaboration and professional development time. Here are a few of the answers:*



In order for teachers to continue to deepen their instructional practice and skill, they need time to collaborate, learn, practice, get feedback and grow. Without that time, quality instruction will deteriorate and student learning will be negatively impacted. New standards, new curriculums, and new instructional practices will only positively impact our students if teachers have time to prepare and grow, instead of having to "wing it" in the classroom. Adding more instructional time while continually decreasing the time teachers have to prepare for instruction will never lead to the academic achievement our students deserve.

**Eric Sylling, Principal**

*Shadle Park High, Spokane PS*



Early release time has been essential for our teachers, giving us time to collaborate on and implement Common Core State Standards. We are also able to create common formative assessments to ensure learning for all students. This work would not get done without early release time.

**Christina Thomas, Principal**

*Lake Washington High, Lake Washington SD*



Without collaboration time, my teachers would have no opportunity to work together to review student growth data or instructional strategies. Any preparation time built into their contracted day is not common time together.

**Lori Butler, Principal**

*Ridge View Elementary, Kennewick SD*

# Change *as a Journey, Not a Destination*

**By Karen Owen**

*Principal, Nisqually Middle School  
North Thurston PS*

**The process** of change — and the many different aspects of change — is where I spend much of my thinking time. In the world of education, change is the one thing you can count on from year to year. Whether it's curriculum, programs, staff, facility or budgets, something is always changing.

Through my years of being a principal, I have come to learn that, at times, the process of change may actually be more important than the outcome. Although the end result may be crystal clear to me, it is essential that the progression of change be thoughtful, well planned and inclusive in order to be meaningful and have lasting impact.

My process to lead change often begins by planting the seeds of change in a variety of places — with my program leaders, family members, district office and key support staff. I make an effort to ask thought-provoking questions at just the right time and in the right forum. Paying close attention to the feelings of the school community throughout the process helps instill hope and optimism during the “journey.”

This year, the change I'm faced with is one of major impact to my entire community of students, families and district staff. We are increasing our

student enrollment by approximately 40 percent with the addition of a class of over 300 sixth graders joining our school.

“Through my years of being a principal, I have come to learn that, at times, the process of change may actually be more important than the outcome.”

After the initial conversations with district leadership, I began leading this change by taking it to my building leadership team for discussion and strategic planning for a smooth and well thought out transition. The conversations then flowed outward to students, the entire staff and our families. We continue to build background knowledge and capacity around all of the elements involved in this change, which include staffing, curriculum, facility needs, leadership and finances.

I continue to check the pulse of our community and meet individually with staff members around their goals

and desires for the coming year as a member of this school team. Communication about each step along the way is essential to our progress. Our next steps will include brainstorming about our existing school culture and the specific staff development and activities necessary to foster a comprehensive and compassionate induction plan for all of our new staff.

I thoroughly enjoy leading the change process and anticipate that it will bring us closer together as a community as we clarify and redefine our goals and beliefs. ■



*Karen Owen has served as principal at Nisqually Middle School for more than 10 years. A longtime AWSP member, she is serving as president this year.*

# Managing Change by **Empowering Students**



Ann checks in with Neah Bay High School students Josh Monette and Alex Wise. Both students are taking advantage of the school's career mentorship program.

A woman with short, dark, wavy hair pulled back, wearing glasses and a grey blazer over a white collared shirt. She is looking down at a document she is holding, with her right hand pointing to a specific section. The background is slightly blurred, showing what appears to be an office or classroom setting with a computer monitor and a map on the wall.

**By Ann M. Renker, PhD**

*Principal, Neah Bay High School and  
Markishtum Middle School  
Cape Flattery SD*

**F**or many principals, nothing is more important than readying students for a productive life after high school, whatever option is chosen by the students and their families. Neah Bay High School and Markishtum Middle School serve approximately 170 students in grades 6-12 on a campus in the heart of Neah Bay, the major village on the Makah Indian Reservation. Beginning with the graduating class of 2011, despite our small size and rural location 100 percent of enrolled seniors graduated with a letter of acceptance to a four-year university/college, two-year college, technical school or military unit for the last three consecutive years.

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*Continued on page 12*

## Radical Change: Where to Begin?

Our schools weren't always this successful. We had to undergo a dramatic change over the last eight years. In June of 2005, college readiness and admission requirements were the last thing on the minds of the Neah Bay High School staff. Only four percent of 10th graders passed the state math test, zero percent passed the state science test, and 21 percent passed the writing test. Our school was in the bottom five percent of poor performing schools in the state, and we needed a radical change. I was about to assume the principal position in July of 2005, and I had to decide where to begin improvement efforts.

While research is clear that leadership is a critical factor in planning, stimulating and managing change, I recognize and utilize a less heralded factor:

empowering students by including them in important decisions via surveys, discussions, and the creation of meaningful, college-readiness opportunities for students. It soon became clear that student involvement was key; by empowering students, we could bring about the radical change we needed.

## Student Surveys

Surveying students has become a critical part of our school year, beginning with the annual Student Perception Survey in September. I developed the survey in fall 2010 to discover why our middle school students lagged behind our high school students in posting increasingly successful test scores. Student input revealed that 62% of middle school students "did not do their best" on state tests. This led us to begin instructing about the need for students to accept the importance of hard work as the agent of individual improvement, as well as the parallel concept that improvement, not

perfection, is the most desired student outcome.

## Class Evaluations and Surprising Results

Students also provide evaluative input for teachers in June. Just as college students do at the end of their classes, our secondary students provide a standardized evaluation for each class. I compile the results and share the individual class data with each teacher. The importance of this contribution cannot be underestimated. Teachers learn important lessons about the student reaction to classroom systems and practices, a critical aid to every teacher being evaluated with the new evaluation system.

On a school-wide level, I learn important facts that can either contribute to, or hinder, student learning. For example, last year's student evaluations uncovered an amazing perception: teachers who



VICTORIA STREUTKER

Principal Ann Renker leads middle and high school students in the heart of Neah Bay, the major village on the Makah Indian Reservation.

were more advanced at shifting class work and expectations to the Common Core State Standards (CCSS) were perceived as being “lazy” by students! The students viewed probing questions and assignments that could not be completed with facts from a book as indicators that the teachers were asking students to do their jobs. To remedy this misconception, I personally spoke to each student-parent pair at fall registration, and delivered expectations about the instructional changes required by the CCSS shift this year.

### The Catalyst Corps: Middle and High Schoolers Team Up

Input opportunities are not the only type of student participation that motivates and cements transformational change. In 2009, students completing college, university, and scholarship applications had difficulty finding volunteer service openings that did not impede afterschool academic time or extracurricular commitments. They also needed content for letters of recommendation, the currency in the high school.

“ Matching these students with a “cool” high school mentor reduced middle school semester failures to zero.

In response to this need, I created the Catalyst Corps, a group of highly successful high school students who were paired with struggling middle school students. While meeting the high school students’ need for volunteer hours, the middle school students’ need for math and science help was also met. Remember that 62% of middle school students that did not perform their best on state tests? Matching these students with a “cool” high school mentor reduced middle school semester failures to zero. The

*Continued on page 14*



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Continued from page 13

program received a Washington STEM award in 2011, as well as a dedicated webpage on the STEM website.

Three years later, the program has become a staple for both high school and middle school students. The management of this program has shifted to the National Honor Society.

## Career Mentorship

Another student-driven component in our high school is the connection of talented students with adult mentors who work in fields of interest to the student. Since we have a small teaching staff, students wanted a mechanism to explore subjects of interest that were not available in traditional classrooms.



National Honor Society adviser Sharon Kanichy supervises two students involved in Neah Bay's Catalyst Corps program.



A middle school student meets with a high school student for extra math and science help after school.

VICTORIA STREUTNER

Students can apply to receive high school credit for working with the mentor, or can use the hours and experience to help complete the required Culminating Project.

Two students provide outstanding examples of this type of programming.

Josh Monette, a junior, is absorbed in learning the ancestral Makah language in his high school Makah III class, so he spends one additional hour each day helping the Makah language teachers who work in elementary school classrooms. Not only is Josh increasing his own language skills, he is able to access professional development through the Makah Tribe's Cultural and Research Center and is going to Hawaii for training with the Makah Language Program staff in January.

### More on the STEM Website

View Ann Renker's student survey and read more about her Catalyst Corps program on the STEM website at [www.washingtonstem.org](http://www.washingtonstem.org).

Alex Wise, a senior, is working with the Makah Tribe's marine mammal biologist after school. The pair track and identify whales and seals, and are conducting an experiment with traditional halibut hooks made from contemporary materials. While Alex plans to use his research for his Culminating Project,

his mentor also requires that he write a scientific paper for submission to a research journal. Alex is accumulating valuable

experience as both a biologist and a college-level writer, and both young men are receiving unique letters of recommendation for college admission and their scholarship portfolio.

## We've Come a Long Way

Eight years later, our data demonstrates that concerted efforts to improve a school can produce amazing results when students, staff, and

community work together. Becoming a GEAR UP school in 2007 was one critical factor in our story; we were able to teach college readiness skills in classrooms, increase our secondary rigor, and take students to post-high school campuses all over the state.

As of June 2013, 100% of the seniors in the Class of 2013 met the new state math requirement for graduation, 68% of the 10th graders in 2013 passed the Biology EOC, and 93% of this same class passed the writing HSPE. By all accounts, we certainly provide evidence of significant change. ■

### More from Ann Renker

Renker, Ann (2012) *Growing a Growth Mindset to Boost Student Achievement*. Mindset Works, February 2012. <http://community.mindsetworks.com/growing-a-growth-mindset-to-boost-students-achievement>

# How will you lead?



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# Success!

## AWSP/WASA Summer Conference

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If there was a recipe for student, teacher and administrator success, what would it be?

At this year's **AWSP/WASA Summer Conference**, let us help you with the ingredients needed to make your school successful: Smarter Balanced, TPEP, Common Core and everything in between.

Spice up your leadership skills with this year's concurrent session offerings, keynote speakers and special events. You'll leave well-stocked for the 2014-15 school year.

Learn more at [wcm.awsp.org/summerconference](http://wcm.awsp.org/summerconference)

### Save the Date

June 29-July 1, 2014

### Speaker Highlights

**Dr. Shane Lopez**, Clifton Strengths Institute, Senior Scientist, Gallup

**Donalyn Miller**, author of *The Book Whisperer*

### Registration

Registration is coming in March. Watch for details!

# Improving Leadership Practice

*With the AWSP Leadership Framework User's Guide*

**By Dr. Gene Sharratt**

*AWSP User's Guide Project Manager*



Pictured: Anitra Pinchback-Jones, principal at Rainier View Elementary (Seattle PS), and Phil Brockman, Superintendent, Sedro-Woolley SD.

**AWSP** has collaborated with Framework Specialists and educators in the field to put together a User's Guide for the AWSP Leadership Framework. The Guide is a resource for principals and supervisors seeking to improve leadership practice, and is designed to be a practical, easy-to-follow reference to help principals and supervisors implement the Framework in their schools and districts. The Guide provides principals with clear ideas to prepare for meaningful conversations with their supervisors that are applicable in any school context.

### A Common Structure for Ease of Use

To make the Guide easy-to-follow, a common organizational structure is used for each chapter and leadership criterion. Each section begins with a discussion of the criterion and a brief but informative explanation of the practices associated with it. Each criterion is then discussed in relation to:

- **Preparing for the Evaluation:** Provides principals and their supervisors with a broad introduction to leadership practice associated with each of the criterion. The section prepares principals by highlighting specific actions, approaches and strategies that are described in the Leadership Framework, and gives concrete examples that principals can relate to.
- **Considering the Degree of Authority and Support:** Frames how principals and their supervisors might think about (or think differently about) the principal's authority (opportunity to act) and the district's support (opportunity to enact leadership) in relation to each of the eight criteria. This section draws directly from the authority



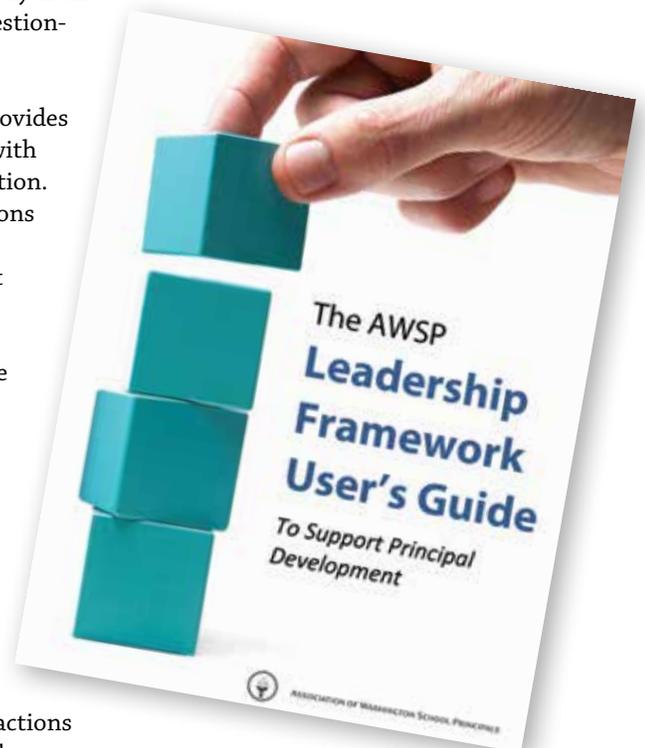
The Guide provides principals with clear ideas to prepare for meaningful conversations with their supervisors that are applicable in any school context.

and support section presented in the larger Framework but is tailored to each criterion. It reminds principals and supervisors that the scope of action in each school and district varies — thus, the evaluation process must vary as well.

- **Preparing for Conversations:** Provides the principal and supervisor with a series of reflective questions designed to help them focus on meaningful actions and leadership practices. This section also provides principals with types of evidence they might collect in order to inform the evaluation process, including samples of student and teacher work, artifacts from specific activities, and data collected directly from staff through surveys or questionnaires.
- **Having Conversations:** Provides principals and supervisors with a road map for the conversation. This section presents questions that are designed to prompt supervisors to inquire about the principal's practice and help principals identify salient actions that illustrate their work in relation to the criterion.
- **Reflecting on Conversations & Identifying Next Steps:** The final two sections help principals and supervisors identify the most meaningful points of the conversation and establish specific follow-up actions that help them move toward a continuous improvement model.

### A Focus on Action Planning and Follow-through

The User's Guide stresses the importance of continuous improvement by providing principals and their supervisors with reflective questions designed to promote follow-up after the evaluation conversations. For principals, a series of reflective questions help them identify what matters most in the evaluation conversation and what they need to communicate to their staff and the larger school community. For supervisors, the Guide provides resources to follow up with principals after the evaluation conversation and strategies to identify and provide support. ■



Access the AWSP Leadership Framework User's Guide at [www.awsp.org/usersguide](http://www.awsp.org/usersguide).

# Get Real!

When Leading a Turnaround,  
There's No "Quick Fix"

**By Ron Banner**

*Principal, Mann Middle School  
Clover Park SD*

**IVA ALICE MANN  
MIDDLE SCHOOL  
11509**



**W**hen contemplating steps to turning around a struggling school, my thoughts immediately jumped to which interventions to provide in reading and math, and which teachers should teach them. It's all about the "quick fix," the first order change...right? Wrong!

I spent three years looking for that "quick fix," jumping from one program to another. All were good programs, but none had the commitment of the staff, students or parents. This meant that some would engage, but most would not. We needed a foundation to build on, not a quick fix.

## A Culture of Universal Achievement

The foundation we needed was a culture of universal achievement. A culture where everyone — yes, everyone — believes that every student can achieve. When we started our turnaround process, we needed a researched-based objective, a "starter." For our team, that starter was King

and Lopez's book *TurnAround Schools: Creating Cultures of Universal*



Principal Ron Banner jokes with students in the hallways on their way to class.

*Achievement.* The memorable piece of this literature for my team and me was the chart that shows a staircase to turning a school around (See page 21.) On that staircase, the first stair is a Culture of Universal Achievement. When we all believe in every one of our students — regardless of race, social economic status, and discipline record — we can then move upward towards making real change.

As the principal, I had to get real. What I mean is, my feedback and conversations with staff could not be filled with "fluffy" recommendations anymore.

I had to have real conversations with honest feedback. I made the decision to have the tough conversations around both instructional practice and professional behaviors. By having these conversations, I was challenging belief systems and the status quo.

### Knights of the Naysayers

This drew criticism and in some cases passive-aggressive hostility. For example, "Knights of the Naysayers"

signs popped up in some teachers' classrooms, depicting a school bus with me as the driver, eyes darkened and horns on my head, driving over all of the staff who have been displaced (per contract language) or had chosen to be transferred.

Despite these hurdles, there was a critical mass of staff members who were

crippled by this group of self-proclaimed Naysayers. My goal was to support this critical mass by freeing them from the clutches of the Naysayers. In doing so, we needed to address the

“The foundation we needed was a culture of universal achievement. A culture where everyone — yes, everyone — believes that every student can achieve.”

culture and climate of our building. I contracted with Ignite for Schools, whom we had already worked with in regards to our student mentoring and leadership program. We then embarked on a journey to address the school climate in its entirety. This started with a staff compact for excellence, a staff set of community agreements, and ultimately what is now our "Mustang Way."

*Continued on page 20*

## It's About the Data

The key to all of this work is data. We focused our work around student achievement and community perceptual data. By doing so, we were able to engage in objective conversations. As tough as the work became at times, it was not personal. When challenging belief systems, it was not personal. When I had to have a less-than-flattering conversation about instructional practice or professional behavior, it was not personal. It was simply observation and based in data.

## Laying Out the Plan

So what did we do? We built a School Improvement Plan (SIP) that encompassed our new belief systems:

- **Culture of Universal Achievement:** Commitment to believing that every student at Mann can be successful in academics and behavior.
- **Difficult/Crucial Conversations:** Commitment by the principal to using a difficult conversation protocol and to “get real” with data in both instructional practices and professional behaviors of staff.
- **Staff Compact for Excellence:** Agreement to do our best work to support the culture of universal achievement at Mann (the academic and behavioral success of our students).
- **Staff Community Agreements:** Agreement about how we treat each other as adults in a professional community.

- **The Mustang Way:** Oath to engage in positive performance and moral character behavior.
- **Celebrations:** We celebrate our successes as adults, as students, and as Mustangs!

Change requires a constant cycle of “care-frontation,” reflection, planning and implementation. Change is never-ending. Like an instructional lesson, we have to reflect and plan for next steps to make it better, no matter how good or bad it went.

## Evidence in the Numbers

The data from year five (2011-2012) is clear. We have improved in some areas and we have a lot of work to do in others. We will thrive and we will hit “barriers.” The key component in all of this is that we have built a foundation from which to launch our work.



Principal Ron Banner engages with eighth grade math teachers during a data team meeting.

### MAP RIT Score Growth: Continuously Enrolled Students Fall 2011 - Spring 2012

	Mann M.S.	CP Dist.	National Norm
<b>6th grade</b>			
Reading	8.7	4.4	4.1
Math	6.1	7.3	6.0
<b>7th grade</b>			
Reading	4.8	4.6	3.4
Math	8.0	7.7	4.9
<b>8th grade</b>			
Reading	4.4	3.4	3.1
Math	6.8	5.5	4.3

### Mann Discipline Data

	2009-10	2010-11	2011-12
Short Term Suspensions	151	179	116
Long Term Suspensions	9	5	4
Expulsions	1	0	0

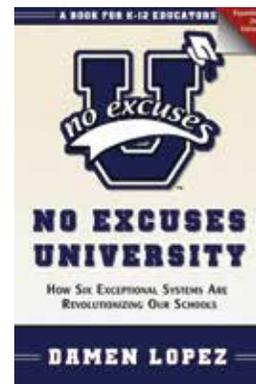
### MSP Changes in Student Performance 2010-11 to 2011-12

	Reading	Math	Writing	Science
6th Grade	-4.3	-1.3	NA	NA
7th Grade	+10.4	+7.0	-1.5	NA
8th Grade	+5.8	+32.2	NA	+9.4

CHRISTUMBUSCH



The first step on King and Lopez's Exceptional Systems Staircase is a Culture of Universal Achievement.



King and Lopez's book *TurnAround Schools*, credited with helping Mann begin its turnaround process, is now called *No Excuses University* and incorporates a variety of other topics. For ordering information and related trainings, go to <http://noexcusesu.com>.

This year (2012-2013) we have incorporated the following into our SIP practice as a school:

- Data Planning Teams/PLC for math and ELA core teachers (twice per month.)
- Students setting smart goals for learning.
- Teachers setting smart goals for instruction.
- Student Led Conferencing, which increased parent (significant adult) attendance from 82% to 92% attendance.
- Tier 2 and Tier 3 interventions in reading and math during our school day.
- ASP (Advanced Studies Program) and CTE learning strategies classes.

really start the work until year four of my tenure at Mann. Upon reflecting with colleagues, many have consoled me with the idea that if I had not gone through the first three years of struggle, and in some cases failure, I would not have been prepared to engage in the work during year four. I cannot help but ask myself, how many students who passed through the halls

of Mann Middle School during those first three years could have been better prepared for high school if not for the delay in “getting real?”

My suggestion: Don't wait to get started — get real with a culture of universal achievement, and let the data be your guide! ■

“ Don't wait to get started — get real with a culture of universal achievement, and let the data be your guide!

### Don't Wait to Get Real

My biggest regret in this process is that I wasted three years. I didn't

# Crisis Planning

## Leading a School through Tragedy: Mary Lyon Elementary's Experience

**By Anita Roth**

*Principal, Mary Lyon Elementary  
Tacoma PS*

**O**n a sleepy Sunday afternoon, the last thing I expected to see was the face of one of my students flashing across the news. Regretfully, Donovan Best, third grader at Mary Lyon Elementary, died in a car accident.

We can never plan for tragedy but having a plan to respond to the needs of our students, staff and families is essential. I was fortunate that my school counselor had a copy of the Battle Ground School Mobilization Plan. This document allowed the space away from my heartache to plan support for my school community. The swirl of needs began to settle and I started to prioritize my actions into immediate, short-term and long-term.

### First Things First

The number one priority was — and continues to be — to support the student's family. The media had already been reporting on the accident but I needed to know what the family wished to have shared. While I was able to reference the news media, I knew that direct information from the family should be the main source for staff and student notifications.

While local media was ready to sensationalize the accident, our focus remained on the grief, not on any of the actions of others involved in the incident. I was very explicit with our staff that any actions leading up to the accident would not be the focus of our

conversations with students or families.

### Practical Considerations

In these types of events, there are many practical considerations to keep in mind. Our student messaging system did not allow us to easily omit Donovan's family in messaging the school community about his death. We needed to find a room for the Crisis Team to work from on the first day back to school. We also had to plan for a location for the flowers, cards and memorials to be left on school grounds, and review the cards students made for the family before sending them on. In addition, it was important to meet with our staff at the start and close of the day to process our needs and how best to support the students.

### Feelings are Natural

Speaking with students about death is never easy. Because of the age of our students, I focused on the fact that feelings are natural. We all have feelings, sadness, anger, happiness — and grief is another feeling. The unhealthy thing to do when grieving is to push it down inside and not let it out. We talked openly about the accident, what happened to Donovan, what the



A drawing of Donovan Best by artist Michael G. Reagan of the Fallen Heroes Project was gifted to Donovan's family. Learn more about the Fallen Heroes Project at [www.fallenheroesproject.org](http://www.fallenheroesproject.org)

students worried about, what they remembered about him and how they wanted to share those memories with his family.

We worked hard that first day and week to keep our routine normal. We also openly spoke about how having a routine reminds us that feelings are part of our day but that we can keep moving forward. Our language was clear and simple: We used word like death, accident and tragedy. It was important to the class, to Donovan's mom and to Donovan's younger sister,

a second grader in our school, that he not just disappear from our lives. Donovan's name is still on his locker, his desk now sits to the side of the room with a class-made memorial and his picture is on our Terrific Kid bulletin board.

When Donovan's sister returned to school, we made a safety plan with her. This included how she would like to have students talk to her about the event, a spot where she could go if she felt sad, and a schedule of return. We started with having her attend during only very structured times of the day, and then worked up to lunch and recess. The media coverage surrounding the death of her brother had given her a celebrity-like status to other students. Giving time for her to transition slowly back to a full school day helped diminish this problem.

### Cautions

There have been several cautionary lessons from this experience, such as having a plan of when to dismantle the public memorial and what to do with the cards, candles and flowers. The family may want the objects, so it's important to be sensitive to their

needs. Set aside time to educate staff about how children handle grief. Girls are more likely to talk and cry openly. Boys may act out with aggression or off-task behavior. Young children will be silly to distract from the grief or ask questions that are very blunt. None of these are meant to disrespect the child or family; children don't have a road map to grief and are just trying to find their way.

Be thoughtful about having a school-sponsored memorial plaque, tree, sign or even candlelight vigil. Remember, too, that the actions taken

for one tragedy may not be appropriate for another tragic event. A local church that runs a tutoring program for my school sponsored the candlelight vigil and collected community donations for the family. This gave the family another group that could be a long-term support to them through this crisis.

Be prepared for the parents of the deceased child to change their minds about their wants and needs. They are moving through the murk of loss and some days they may have clarity about their needs and other days they

In a tragedy, be sure you know the answers to these key questions:

- What happened?
- How did you find out?
- Who have you called?
- Who needs to know?
- What details can be shared?

Check with the family to obtain information and receive consent to share.



Class memorial for Donovan Best.

may not. My door was open and ready whenever the parents came to school; investing time with them helped all of us move forward.

### Lessons Learned

The same week that Donovan died, my Deputy Superintendent, Joshua Garcia, posted a question via email to all district leadership: "What have I learned about leadership?" The many replies were inspiring, creative and thoughtful. My reply summed up for me what I had learned that week and holds true about our work every day:

"Some days, leadership is like being the rudder guiding the direction, others it is being the wind that fills the sails, and on occasion it is being the bow that breaks the waves to take others to safe harbor."

When tragedies occur in our schools we are called to be that bow, breaking the waves for our school community. Having a plan ready helps you as the leader to withstand the waves. ■

# Improving Student Learning at Scale

## New Collaborative to Include Washington State

### By Noreen Light

Associate Director, Academic Affairs and Policy  
Washington Student Achievement Council

### Randy Spaulding

Director, Academic Affairs and Policy  
Washington Student Achievement Council

### Aaron Wyatt

Communications Director  
Washington Student Achievement Council

The Common Core State Standards (CCSS) present a great opportunity for students in Washington and across the nation. However, the success of these rigorous new standards in English language arts and mathematics depends on a level of collaboration and coordination across education sectors that we have not seen in the past. To meet the promise of the new career and college ready standards, we need to rethink how assessments are used to inform curriculum, provide new curricular pathways, and support targeted intervention and advising for students. Doing this requires that educators at all levels understand and support the CCSS.

The Washington Student Achievement Council (WSAC) has identified improvements to career and college readiness, including implementation of the CCSS, as a priority for the state. To that end the Council has convened a group of educators and policy leaders through the new **Improving Student Learning at Scale (ISLS) Collaborative**. Washington is one of six states (Arizona, California, New Hampshire, Washington, West Virginia and Wyoming) selected to establish this collaborative, which is supported

by the National Governors Association (NGA), National Conference of State Legislatures (NCSL), Council of Chief State School Officers (CCSSO), and State Higher Education Executive Officers (SHEEO).

The ISLS collaborative will identify and connect these efforts (and others) to ensure efficient and successful implementation of the CCSS.

Aligned with the WSAC Roadmap — Washington's ten-year plan for

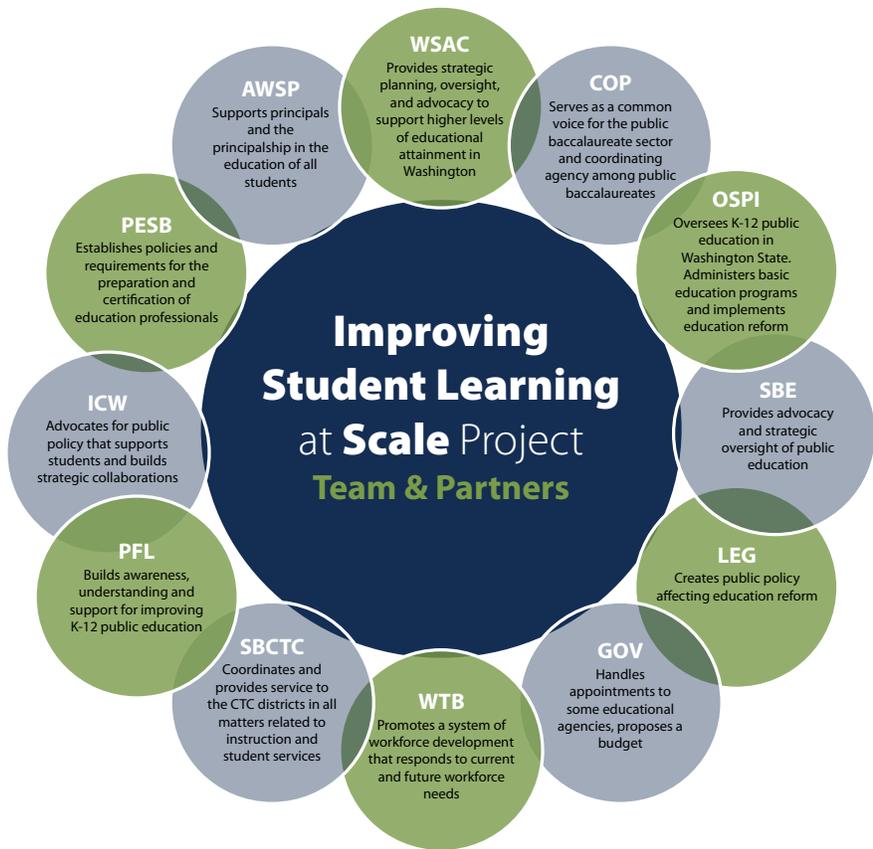
“To meet the promise of the new career and college ready standards, we need to rethink how assessments are used to inform curriculum, provide new curricular pathways, and support targeted intervention and advising for students.”

Much of the work necessary to make progress on Common Core State Standards implementation is already underway in Washington state, including:

- The OSPI-led State Network of Educators, who are creating a digital library of resources, and professional development for teachers at all levels; and
- The State Board for Community and Technical Colleges (SBCTC)-led Core to College Initiative, which links secondary and postsecondary faculty in designing means of smoothing the transition from high school to college.

educational attainment — the ISLS collaborative has identified three areas of priority for policy development:

- Strengthen the High School and Beyond Plans.
- Create 12th grade transition courses for students not quite prepared for college-level work, as evidenced by scores on the Smarter Balanced 11th grade assessment.
- Streamline dual enrollment to ensure equitable opportunities for all high school students who are prepared for college-level coursework.



Acronym Legend	
WSAC	Washington Student Achievement Council
COP	Council of Presidents
OSPI	Office of Superintendent of Public Instruction
SBE	State Board of Education
LEG	Legislature
GOV	Governor's Office
WTECB	Workforce Training & Education Coordinating Board
SBCTC	State Board for Community & Technical Colleges
P4L	Partnership for Learning
ICW	Independent Colleges of Washington
PESB	Professional Educator Standards Board
AWSP	Association of Washington School Principals
STEM	Washington STEM (Science, Technology, Engineering, Mathematics)

Coordinating efforts, aligning and implementing policies, and communicating the critical need to implement the CCSS are significant challenges. To address these challenges, a wide range of leaders, including Marcie Maxwell (Governor's Office); Gene Sharratt (WSAC); Paul Francis (Council of Presidents); Representative Larry Seaquist (Washington State Legislature); Randy Dorn (OSPI); Marty Brown (State Board for Community and Technical Colleges); and Ben Rarick (State Board of Education), stepped up to form the core of the Washington State ISLS team.

"The Association of Washington School Principals is an essential partner in leading building-level CCSS implementation. Without building-level support, the CCSS will not gain the necessary foundation for continuous improvements in student learning," commented Gene Sharratt, WSAC Executive Director.

The ISLS collaborative will continue to meet through June of 2015. ■

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UNIVERSITY

Enhancing Communications and Engagement:

# Where Do I Start?

The answer may be closer than you think.

## Jayme Taylor

Director of Communications, Lake Stevens SD  
Past President, Washington School Public Relations Association (WSPRA)

### Connect with Your Communications Professional

While titles and duties may differ, many school districts have someone in charge of communications. It's likely this person's job to help with internal and external communications—both positive and negative.

Ideally, the communications professional will act as a liaison between the school district and its schools to ensure that district policies and procedures are being followed and that schools are getting the positive attention they deserve.

If your district has a communications professional, it's important to familiarize yourself with him or her before you need assistance. Set up a time to visit the communications office to better understand how you can work with this person to benefit your students, staff and families. They can help with the creation of a school communications plan to make internal and external communications more proactive and engaging.

### What If We Don't Have a Communications Professional?

Not every district has a staff member dedicated to communications. Often-times, several staff members share these duties, or they fall on the superintendent or his or her assistant. In the smallest districts, communications are often handled at each individual school.



Steve Burleigh, principal of Hillcrest Elementary, interacts with a student during a school tour of a kindergarten classroom.

There are several resources available to districts without communications professionals:

- Educational Service Districts (ESD):** Most ESDs have communications staff available to offer guidance and complete projects on a contracted basis. Some districts contract out all of their communications work, including website design and maintenance, to their local ESD. Contact yours at <http://www.k12.wa.us/maps/esdmap.aspx>
- Washington School Public Relations Association (WSPRA):** WSPRA is made up of K-12 communications professionals from around the state. In addition to providing professional development, the board often works with districts to provide communications advice to superintendents, district administrators and support staff. Learn more at [www.wspra.org](http://www.wspra.org).

- **AWSP:** AWSP also offers communications advice to districts, which includes pairing principals statewide to share best practices. Contact AWSP for help at any time!

## Engaging the Community: School Tours

### Lake Stevens School District

Looking to engage the community as part of your communications plan?

One effective and easy way to engage with your community is to invite them into your school. In Lake Stevens School

District, Superintendent Dr. Amy Beth Cook hosts two community tours of our schools each year. A different elementary school and a secondary school are visited with each tour, which take place from 9 a.m. to 1 p.m.

Parents and community members are invited to attend the tour through parent emails; emails to key communicators; social media posts; school and district newsletter articles; school and district Web articles and an invitation in the local newspaper.

The tour begins at the district office with a continental breakfast and welcome from Dr. Cook. This is informal and includes district updates and allows time for questions. From there, guests board a school bus to the elementary school. While at the school, they are greeted by the principal and given a tour, which includes going into classrooms. This is especially important, because guests are able to see teaching and learning in action and can engage with the students. During the tour, principals also have the opportunity to highlight school celebrations and discuss current programs and initiatives.

After visiting the first school, guests get back on the bus and are taken to

a secondary school. The same itinerary applies; followed by lunch in the cafeteria—you can guess how long it's been since some of the guests rode a school bus and ate school lunch in a school cafeteria. This gives guests a time to mingle and allows the food and nutrition department time to provide information about the student food program and explain their offerings.

Attending a daytime tour doesn't work with everyone's schedule, but is the most authentic way for guests to see how schools operate. After the first tour, you'll likely

find that you have repeat attendees.

If possible, have someone take pictures during the tour. These can be posted to your school website or social media page after the event. Pictures can also

“ One effective and easy way to engage with your community is to invite them into your school.



Eric Cahan, principal of Lake Stevens High, greets a tour guest as she gets off the school bus at the high school.

be used in publications and when promoting the next tour.

The tours do take some initial planning and a small budget (for meals and transportation) but the outcome is priceless. In Lake Stevens, our tours have created advocates amongst our parents, business owners and retired citizens. They have also led to an increase in volunteers, greater support for school funding measures and better attendance at school events. ■



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# Principal Kelli Doherty

Retired principal and educational consultant Cathie West interviews principal Kelli Doherty on teacher engagement and leading school change.

**By Cathie West**

*Educational Consultant and Author*

## Leading change is tough work. What has been the biggest challenge?

Motivating teachers despite dwindling resources, staff cuts, and budget reductions coupled with a significant increase in job responsibilities and performance expectations. Educators are constantly required to do more with less.

## To do “more with less” principals need solid teachers—what attributes do you look for?

Good teachers possess a wide range of characteristics that they draw from at different times. They essentially need to be a “mixed bag” in order to adapt to the individual needs of students. For instance, a good teacher can nurture an emotionally fragile student but then turn around and provide clear structure and boundaries for another.

## Good teachers are also instructionally effective. What do you see them doing that sets them apart?

Teachers must be “kid effective.” These teachers are easy to spot. They are the ones you see out on the playground at recess and at sporting events. Instructionally, these teachers spend more time interacting with students than simply presenting information. They ask questions to pique curiosity and invite students to share and demonstrate what they have learned with others. My most effective teachers engage students in meaningful dialogue, adjust lesson content based on student feedback, provide opportunities for applied learning projects, and differentiate like crazy.

## Sounds like you are after best practice teaching. What does “best practice” mean to you?

Best practices are those that get results. They provide targeted knowledge and skills, maintain student interest, motivate children to learn, and meet the needs of a diverse population. For instance, what might be deemed best practice in a classroom full of native English speakers may be very different from what best practice looks like in a classroom with an English Language Learner population.

### Kelli Doherty

Principal, Icicle River Middle School,  
Cascade SD

### Degrees

B.A. Education  
M. Ed Curriculum and Instruction

### Assignments

Osborn Elementary School — 2004-2012  
Icicle River Middle School — Since August 2012

### Osborn Elementary School Awards

2010 Washington Achievement Award  
2009 Great Schools Award  
2008 School of Distinction Award  
2004-2006 Academic Improvement Awards



## The kind of instructional practices you describe require teacher buy in—how do you get it?

Nothing contributes to teacher buy in more than shared decision-making. Before teachers buy into a new practice they must believe in it and be convinced of its effectiveness. Teachers are among the most skeptical I know. Most have been in the teaching profession for quite a while and they know what students will and will not respond to—they are too smart to fall for every new fad that comes our way. However when teachers identify a need, they are very willing to find a solution. If teachers are part of the process of researching solutions—and find ones they think will work—they will sell it to their colleagues.

## You are currently leading change at a middle school. How does this compare to nurturing innovations at the elementary level?

The basic principles apply at both levels. A clear vision must be articulated, objectives identified, and the necessary resources provided to implement and sustain change. The challenge however, comes in convincing those most



Icicle River Middle School, Cascade SD

impacted by change to get and remain on board. In my personal experience, more nurturing has been required at the middle level than the elementary.

### How does this nurturing apply to students?

Elementary students are at a stage in their lives when their faith in teachers and administrators is infallible. In their world, teachers are always right (well almost!), administrators have the final say, and school is a place where anything is possible. Elementary students want to please and can be quite flexible when it comes to change. At the middle level it's a whole different ball game. Middle schoolers care deeply about change and the impact it will have on them both as individuals and as a school. Middle school students want to be heard and have a say in changes that take place so they ask challenging questions, formulate arguments for and against proposed changes, and need to be convinced that changes are necessary, fair, and beneficial.

“ The *best* reward is walking down the hallways and seeing students who are happy, motivated to learn, and confident.

### What's the best response?

Encouragement, opportunities for students to provide input and feedback, data demonstrating the effects of change over time, and appreciation for the role student's play are crucial components to ensuring positive and sustainable change.

### What's it like working with middle school teachers?

While staff at the elementary level may require some convincing when it comes to change, they are often willing to give things a try. At the middle school level, however, teachers raise questions, ask to review data, and take some convincing that a proposed change is valuable.

### Perhaps that's because many teachers find the change process overwhelming. What approach should principals take?

It's easy to get caught up in wanting to do everything better all at the same time! First, use data to target a subject for improvement. Next, look at what is getting in the way of your success. Is too much time being spent on discipline? How much time are teachers spending on this particular subject each day? Are teachers familiar with grade level targets and what they mean? Also, which students are struggling? Boys? Girls? Low income? It's important to be specific—then you can implement targeted interventions. I have found that in the end, both elementary and middle school teachers will do whatever it takes to help students succeed.

### Sound advice from a principal whose leadership has helped students and teachers make impressive gains. Is that your best reward?

The *best* reward is walking down the hallways and seeing students who are happy, motivated to learn, and confident. I have tremendous pride in my staff, the relationships we build with students, and the gains students make each and every day.” ■

This article was adapted and excerpted with permission from West, Cathie, *The 6 Keys to Teacher Engagement: Unlocking the Doors to Top Teacher Performance*. Copyright © 2013 Routledge. New York, NY. All rights reserved.

# Experiential Learning by Way of ADVENTURE

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

Cispus Fitness and Health Course Continues to Teach Students Outdoor Skills



Led by camp director Meri Benedict, Fitness and Health Course students follow the well-marked but heavily-wooded trail to the campsite.

Students living in the Northwest have a unique opportunity to gain lifelong health and fitness knowledge by tapping into Washington state’s great outdoors. To help facilitate and enable that prospect, our accredited AWSP Principals’ Student Learning Center staff developed an Outdoor Recreation Fitness and Health course for the Cispus Learning Center.

is designed to teach skills necessary for a lifetime of healthy living, and — through directed experience — shows how to safely and respectfully enjoy the outdoors with minimal impact on the environment.

### Developed with Standards in Mind

Two experienced teachers from Auburn Riverside High School



VINCENT PEREZ

Setting up tents is easy once students arrive at the campsite, since they practice the technique many times beforehand.

“Worth one semester of high school credit, the course focuses on backpacking and hiking, activities that can become a lifelong sport.

Worth one semester of high school credit, the course focuses on backpacking and hiking, activities that can become a lifelong sport. The course

developed this intensive field-based course: Julie Moberg, a national board certified physical education teacher, and Meri Benedict, a national board

certified health teacher and one of our summer leadership camp directors. Both teachers looked to align the activities to state standards and assessments. Their goal was to follow the Washington Essential Academic Learning Requirements and Grade Level Expectations for physical education and Classroom Based Assessments in order for the students to gain confidence and skills in pursuit of outdoor adventures.

## Five Elements

The course design includes five elements:

**Leadership.** Students examine personal and group goal setting and situational leadership through experiential activities. Using the extensive Cispus challenge course, the students learn skills that foster listening, trust, communication, conflict resolution, and group process.

“ The final project for the course is an overnight backpacking trip to Packwood Lake where they set up camp, cook dinner, spend the night in tents, wake and prepare breakfast, and finally break camp to hike back to the trail head.

### Strategic and Tactical Planning.

Students learn how to approach outdoor activities while staying safe and comfortable. Topics include: analyzing the need for permits, access to water, distance to recreational sites, assessing one's fitness for an excursion, and food and equipment needs.

**Wilderness First Aid.** The course addresses prevention, establishing a risk management plan, patient assessment systems, shock, wound management, burns, musculoskeletal injuries, splinting, dislocations, frostbite, non-freezing cold injuries, heat exhaustion, dehydration, heat stroke, hyponatremia, altitude illness, lightning, altered mental status, anaphylaxis, abdominal illness and injury.



Students learn to filter lake water for safety.

**Experiential Learning.** The course covers topics such as selecting and setting up a camp site, building a fire, setting up a tent, leaving no trace, using the outdoors as a restroom, filtering water, keep hydrated, packing a backpack, cooking on a camping stove and a campfire, nutritional needs, and preventative measures to ensure a positive experience.

### Assessing Fitness.

Students are challenged to meet the physical demands of hiking and backpacking in the wilderness with a focus on flexibility, muscular endurance and strength, cardiovascular endurance, weight and body composition.

## Taking the Adventure Home

The final project for the course is an overnight backpacking trip to Packwood Lake where they set up camp, cook dinner, spend the night in tents, wake and prepare breakfast, and finally break camp to hike back to the trail head.

After 60+ hours of contact time, they are

still not done. In order to receive full credit, the students are required to plan an adventure back home, preferably with family and friends. They are directed to apply their newfound skills and report the results to their instructors.

Twenty students successfully completed the most recent Fitness and Health Course experience in the summer of 2013, most of whom were from Raisbeck Aviation High School in Highline School District. Their counselor told us that the students want to know how they can take the class again. We accept that challenge and are preparing another summer of Outdoor Recreational Fitness and Health adventures for 2014. ■

Leadership and communication skills become essential as campers prepare dinners together.





# RACE: Are We So Different?

Exhibit Helps Address Race Issues at Seattle’s Washington Middle School

**By Sharon Green**

*Director of Diversity Initiatives and Services, AWSP*

*This past fall, the Seattle Pacific Science Center hosted the “RACE: Are We So Different?” exhibit. The RACE Project was developed by the American Anthropological Association and the Science Museum of Minnesota. It ran in Seattle from September 28 through January 5.*

*Seattle’s Washington Middle School was one school that visited the RACE exhibit while it was in the area. In fact, the*

*entire school attended. A lot of planning and discussion had to take place in order to pull off this school-wide field trip. Below is some background information about the exhibit followed by Washington Middle School’s story, including a summary of my interview with the school’s interim principal, Patricia Guenther.*

## What Is the RACE Project All About?

The following information is taken from the RACE Project website, [www.understandingrace.org](http://www.understandingrace.org):

The goal of the RACE exhibit (which travels around the United States) is to help individuals of all ages better understand the origins and manifes-

tations of race and racism in everyday life by investigating race and human variation through the framework of science. RACE explores three primary themes:

**The science of human variation/ challenging misconceptions about race.** This area investigates what current science and scholar-

ship tells us about human variation and its connection to ideas about race, and includes components about human migration, gene flow, genetic drift, and the continuous distribution of human traits across the globe.

**The history of the idea of race.** No story of race and human vari-

ation in this country is complete without an understanding of how race evolved in the United States.

### The contemporary experience of race and racism in the United States.

Three areas highlight different aspects of race and racism in contemporary life: housing, land, and wealth; health and medicine; and education, schools, and young people.



The Washington Middle School leadership team feels that the multiple, ongoing activities — built upon the shared RACE exhibit experience and spearheaded by dedicated staff — are paying off for the entire school.

Schools can use the exhibit's website as a resource in planning professional development and student activities around race year round.

### Washington Middle School: New Plan Involves School-wide Fieldtrip

Washington Middle School, located in central Seattle, has over 1,000 students. It houses the district's program for academically gifted middle school students and also claims the highest percentage of homeless middle school students in the Seattle district.

When Washington Middle School's leadership team reviewed their 2013 student climate survey, they noted a decline in positive responses. Although the school had participated for several years in the "We All Belong" program, the program did not entirely address concerns and issues around race.

A team consisting of administrative intern Genisha Wea, language arts and social studies teacher Amy Arvidson, eighth-grade team leader Laura Lehni, and parent Jasmine Campbell decided to explore the RACE Exhibit through the pre-exhibit training to see if it

would help fill in the gaps around race and climate issues at their school.

The team liked what they saw. After the training, they approached Principal Jon Halfaker with a plan to look at climate — race issues, specifically — as part of their overall school building plan. The plan would include taking the entire school, over three days, to view the RACE exhibit.

Principal Halfaker supported the plan, which was then presented to the staff for discussion and consensus. Part of the overall plan included involving the PAWS group (Positive and Welcoming Students — their mascot is a Husky) to do some peer teaching sessions with students. Students attended four peer teaching sessions during their lunch periods.

### A Change in Leadership: Will the Plan Be Affected?

Before the field trip took place, there was a change in leadership at Washington Middle School. Principal Halfaker was promoted to a Central Office position and Patricia Guenther, the school's assistant principal, was promoted to interim principal.

The planning team wondered if Principal Guenther would continue to support the school-wide field trip to the RACE Exhibit, which would take one grade level per day out of the building. They recognized that, with the change in leadership, she would now be responsible for the success of the plan and making sure the experience was brought full-circle for the students once they were back in the classroom.

### Principal Patricia Guenther's Perspective

Principal Guenther, having been the assistant principal at the time of the decision, knew that this had been a grassroots initiative on the part of staff based on the previous year's observations and the survey results regarding the building climate.

Going to the exhibit would not be an isolated event. The trip would be well-planned with ancillary lessons and activities to be used throughout the school year to reinforce it. The experience would be shared by students and staff alike, and many parents would attend as chaperones, so the entire school community was involved.

Principal Guenther realized it was imperative that staff and students develop a deeper understanding of other humans and how to live and interact with them on an everyday basis. She trusted that the staff had done its homework to make the field trip to the RACE Exhibit the best possible experience for the entire Washington Middle School community.

### And So They Went!

Staff and parents accompanied the students to the exhibit. Students completed a worksheet assignment while they were there and follow-up continues in classrooms and with the PAWS group, even after the exhibit. The school-wide field trip was a success.

The Washington Middle School leadership team feels that the multiple, ongoing activities — built upon the shared RACE exhibit experience and spearheaded by dedicated staff — are paying off for the entire school. The staff is excited to study the results of the 2014 climate surveys later this summer. ■

Want to Lead School Change?

# Create Conversations with Kids

**By Joe Fenbert**

*Communications and Curriculum  
Washington Student Leadership*

**Susan Fortin**

*Director  
Washington Student Leadership*

**H**ow can we create a stronger sense of community at our school? What can we do to reduce bullying behaviors?

These are just two examples of the many issues school leaders are faced with.

Whatever the question, leading change requires a strategy that will lead to solutions. Consider the following two approaches. The first has a long (sometimes futile) history in public education. The second might be a new way of thinking.

## TRADITIONAL

**Form a committee** of adults including principal, counselor, teachers and the appropriate specialists. The committee meets to look for solutions. The latest program to improve school climate is reviewed. A bullying prevention model is discussed. Time runs out. The committee tries to find an open window to meet again soon.

## NEW

**Pose the questions to your student leaders.** Utilize AWSP Leadership Framework Criteria 1 (Creating a Culture) and 2 (Ensuring School Safety) as the backdrop for your discussion. Let students roll around with the questions as they consider possible solutions, projects or activities. Then, listen.

AWSP's Washington Student Leadership is here to steer you toward the new approach. In working with over 10,000 of your students each year we have noticed something—some of the best ideas and strategies for change come from kids. Two new curriculum pieces for our programs have



COREY KRZAN

Counselor David Rodman works with Coweeman Middle School students (Kelso SD) at January's La Chispa workshop.

their origins rooted in ideas that came from talking with (and listening to) students. Consider these two student generated responses to the questions that were posed.

## Q. How can we create a stronger sense of community at our school?

### A. Friend-a-Thon

Vincent Perez, our Latino Outreach Coordinator, was facilitating a leadership workshop at Odle Middle School (Bellevue SD) when this idea surfaced. Students were discussing ways to build community and the concept of



“Walking and talking is such a comfortable, casual way to build a relationship. Walking side-by-side allows for a more natural conversation than when you ask kids to stand face-to-face with someone they don't know well.



Teacher Sonny Bakko works with Monticello Middle School students (Longview PS) at January's La Chispa workshop.

Friend-a-Thon was born. The idea is simple: While taking a lap around the school track or other designated route, students pair up and have a conversation. The goal of the one-lap conversation is for the pair to exchange names, birthdays and find three things they share in common. They start with a handshake and end with a handshake. Then, it is off to find another new friend.

Vince tested Friend-a-Thon at our La Chispa workshop series in November. He noted, "Walking and talking is such a comfortable, casual way to build a relationship. Walking side-by-side allows for a more natural conversation than when you ask kids to stand face-to-face with someone they don't know well. It was a great wrap-up to the day." With that feedback, Friend-a-Thon has been woven into our Middle Level Regional curriculum for this year. We suspect Friend-a-Thon will find its way back to many schools as participants work to implement ideas they learned to help create a culture of belonging.

The Friend-a-Thon idea is flexible enough to use as an icebreaker, a fundraiser, a spirit activity or a mentor/mentee relationship builder. The focus of the Friend-a-Thon can be changed based on what you ask participants to talk about during their lap. The Odle students are so excited about their idea coming to life, they are working to create a support website for schools deciding to utilize the Friend-a-Thon concept.

## Q. What can we do to reduce bullying behaviors?

### A. Student-Developed Anti-Bullying Protocol: Name, Redirect, Involve Adults

Johnny Herber, teacher at Evergreen Middle School (Everett SD) and staff member for the Cascade session of our middle level summer leadership camps, has had a two-year, ongoing conversation with students that is

## Confronting Bullying Behavior

### Step 1: Name the Problem

#### *Be a referee and blow the whistle!*

Bullying behavior often continues simply because nobody says anything.

- "Stop!"
- "That is hurtful!"
- "What you are saying is not true!"

If Step 1 does not stop the behavior, the behavior sometimes gets turned toward you in the form of a verbal attack. So, go to Step 2.

### Step 2: Redirect to Kindness

#### *Calmly go to the "Golden Rule"*

Direct back to the original bullying behavior, which ultimately was an unkind action done to someone else. Don't go off-script, argue, defend, or judge. Simply state the fact that what happened was not kind.

- "Everyone deserves kindness."
- "No one likes to get hurt."
- "Being mean is not the answer."

If Step 2 does not work, the person will sometimes resort to a physical threat or violence. This is called an assault and is against the law, so you need to go to Step 3.

### Step 3: Involve Adults

#### *Call for back up!*

When nothing else works, the person using bullying behavior may pull out their most effective weapon: the threat of physical violence. At this point, it's time to invoke authority. Calmly say:

- "Assaulting someone is against the law. I will need to tell an adult."
- "Our principal has told us if we ever feel threatened, we need to tell her."
- "My parents are not going to be happy when I tell them what you are saying."

### Additional Resources

For additional resources on Friend-a-Thon or the student-developed anti-bullying Protocol, go to [www.awsp.org/studentleadership](http://www.awsp.org/studentleadership) and choose "Ideas and Activities" in the sidebar.

leading to an anti-bullying technique. The idea is based on the concept that bullying behavior operates on a limited script: If you can throw a person off the bullying script

*Continued on page 36*

through a counter-script — or protocol — you can disrupt the bullying behavior. Johnny told us, “The protocol grew out of a conversation with students about being sensitive to others. A student made this perfect passive aggressive defensive statement: ‘I just want people to be nice.’ It reminded me of a situation when I was in middle school. Someone was trying to call a kid out to fight after school, and the kid said in the same way, ‘I’ll miss my bus.’ The simple statement totally ended it.”

“ One kid went home and trained his friends, and then they all successfully confronted a bully that had been ‘owning him’ for the previous two years.

Using Herber’s classroom and leadership camp as living laboratories, students are practicing the protocol through role play, tweaking the wording in the protocol and testing the technique in real life situations. Herber shared real results: “One kid went home and trained his friends, and then they all successfully confronted a bully that had been



COREY KRZAN

Teacher Nate Nielsen works with Cascade Middle School students (Longview PS) at January’s La Chispa workshop.

‘owning him’ for the previous two years. Another group has been patrolling the social networks and leaving benevolent footprints.”

Listening to students and allowing them to create the protocol in language that works for them has made this

## Look to Horace Mann for knowledge

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Wonder if that’s what Sir Francis Bacon had in mind centuries ago when he coined the phrase “Knowledge is power?”

*For more information, contact your local representative or visit [horacemann.com](http://horacemann.com).*



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a powerful tool— so powerful that we are adding it to the Washington Student Leadership workshop curriculum this year. A student involved in developing the protocol said, “Everybody deserves kindness. At the bottom of all bullying behavior is unkind behavior. Stating the truth behind the Golden Rule that everyone wants to be treated with respect, dignity and compassion, usually stops the behavior. Nobody can argue with kindness.”

“ Pose a question you are wrestling with and open the door for creative, thoughtful student engagement. Good things can happen.

We are always learning from students. They can be the catalysts for many positive changes in a school system. Pose a question you are wrestling with and open the door for creative, thoughtful student engagement. Good things can happen. ■

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# American **INGENUITY**

Stories of Smithsonian Winners Inspire Wonderings about Student Achievement

**By Gary Kipp**

*AWSP Executive Director*

**I was both inspired and curious** as I read an article in the December issue of the Smithsonian Magazine. The article highlights nine winners of the Smithsonian 2013 American Ingenuity Awards. I was inspired by the wonderful stories of these creative individuals, and curious about the lessons these stories might have for the world of education.

The stories of these award winners exemplify what has distinguished Americans as the world’s innovators. I hope that in all the discourse about student achievement today that we do not sacrifice what America has been known for — ingenuity. ■



Winner	Article Excerpt	My Wonderings
<p><b>Adam Steltzner</b>  <b>The Mars Rover Team</b>  <i>A nine-year project to land the \$2.5 billion Curiosity Rover on Mars came down to seven nail-biting minutes.</i></p>	<p>“That is one of the beautiful things about engineering. It is a collaborative art.” He says. “We are only the product of what we do as a group.”</p>	<p>I wonder if we value the work of the group enough in classrooms today.</p>
<p><b>St. Vincent</b>  <b>Performing Arts</b>  <i>She brings new sophistication to pop composition, conjuring ethereal dreamscapes from her suburban roots.</i></p>	<p>“I approach my work as a day job,” she told me. “If you’re a writer, you have to write. If you’re a musician, you have to make music.”</p>	<p>I wonder how we can get students to take more responsibility for their own learning. If you’re a student, you have to study.</p>
<p><b>Dave Eggers and Mimi Lok</b>  <b>Social Progress</b>  <i>By capturing the stories of those who’ve survived crises, Voice of Witness is changing the way we record history.</i></p>	<p>“Organizers know from experience that the act of interviewing a subject has a remarkable impact on students... To this end, there is a maxim that Lok and the rest of the VoW staff repeat as a mantra. Empathy, they like to say, is the highest form of critical thinking.”</p>	<p>I wonder how many ways there are to define critical thinking. If this definition is the right one, I wonder what adult behaviors might develop students’ empathy.</p>

Winner	Article Excerpt	My Wonderings
<p><b>Saamil Bandyopadhyay</b>  <b>Youth</b>  <i>A teenager harnesses cutting-edge physics and nanotechnology for a new kind of radiation detector with possible applications ranging from automobile to astronomy.</i></p>	<p>“He developed in fits and starts,’ said his father. Saamil could add by age 2, but he didn’t speak until 3 ½. Then he went from mute to fluent, chatting away in the Bengali his parents spoke at home.”</p>	<p>I wonder if our state policies are sensitive enough to the vast differences in development of the students they apply to.</p>
<p><b>John Rogers</b>  <b>Physical Sciences</b>  <i>A revolutionary materials scientist pushes the boundaries of medicine with electronics that melt in your body.</i></p>	<p>“Rogers told me that childhood dinner conversations ‘would range from physics and hard science with my dad, and more inspirational aspects of science through my mom. It instilled the notion that creativity and the arts are kind of a natural part of science.”</p>	<p>I wonder how, in our traditionally departmentalized schools, we can think more of creativity and the arts as a natural part of science.</p>
<p><b>Caroline Winterer</b>  <b>Performing Arts</b>  <i>How one historian is harnessing big data to map Ben Franklin’s world of enlightenment ideas.</i></p>	<p>“The experience of ‘pondering the past in a fleshed-out way...’ Winterer adds, ‘struck me then, as it does now, as an awesome exercise in the imagination.”</p>	<p>I wonder what role our state believes the subject of history plays in students’ education.</p>
<p><b>Caroline Hoxby</b>  <b>Education</b>  <i>New research is revolutionizing the way the best colleges reach out to talented low-income students.</i></p>	<p>“‘Caroline,’ says Harvard’s Fitzsimmons, ‘has a great heart as well as a great intellect. And like every economist, she hates waste, especially a waste of human capital.”</p>	<p>I wonder how often we educators stop to consider students as human capital.</p>
<p><b>Doug Aitken</b>  <b>Visual Arts</b>  <i>He uses video, music, mirrors, railroad cars, even entire buildings to create works that make every viewer a participant.</i></p>	<p>“‘Failure,’ he shrugs, ‘is something you kind of grow off of.”</p>	<p>I wonder how we can get students to value failure, rather than avoid it at all costs.</p>
<p><b>Michael Skinner</b>  <b>Natural Sciences</b>  <i>He enraged the chemical community and shocked his peers by discovering that DNA changes aren’t the only way the environment can affect future generations.</i></p>	<p>“Michael Skinner’s biggest discovery began, as often happens in science stories like this one, with a brilliant failure.”</p>	<p>I wonder again the same thing I was wondering when reading the article on Doug Aitken.</p>



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.

## ESD 101

**Deena Allen:** Sunrise Elementary, Central Valley SD  
**Samantha Anderson:** Joel E Ferris High, Spokane PS  
**Wendy Bromley:** North Central High, Spokane PS  
**Lori Burke:** Otis Orchards School, East Valley SD #361  
**Timothy Coles:** Garfield-Palouse High, Palouse SD  
**Lesley Crowfoot:** Deer Park High, Deer Park SD  
**Mariano DeOro:** Garry Middle, Spokane PS  
**Janet Didsbury:** Joel E Ferris High, Spokane PS  
**Jessica Everman:** North Central High, Spokane PS  
**Kelsey Hoppe:** Creston School, Creston SD  
**Shellye Horowitz:** Madison Elementary, Spokane PS  
**Camille Huff:** Central Valley SD  
**Troy Hughes:** Lakeside High, Nine Mile Falls SD  
**Michael Jones:** LaCrosse Jr/Sr High, Lacrosse SD  
**Melinda Kenney:** Jefferson Elementary, Spokane PS  
**Melanie Kilgore:** Michael Anderson Elementary, Medical Lake SD  
**Kristin Kuster:** Willard Elementary, Spokane PS  
**Teena McDonald:** Washington State University—Spokane  
**Jamie Mikelson:** Summit School, Central Valley SD  
**William Ressel:** Sprague High, Sprague SD  
**Marybeth Smith:** North Central High, Spokane PS  
**Guy Strot:** Lind Elementary, Lind SD  
**Michael Suhling:** St John-Endicott High, St John SD  
**Bradley Van Dyne:** Loon Lake Elementary, Loon Lake SD  
**Alison Walton:** University High, Central Valley SD

## ESD 105

**Linda Achondo:** Red Rock Elementary, Royal SD  
**Maria Fe Victorine Batarao:** Camas Elementary, Wapato SD  
**Beverly Beierle:** Sunnyside High, Sunnyside SD  
**Colleen Crowston:** East Valley Elementary, East Valley SD #90  
**Gabriel Darbyson:** Outlook Elementary, Sunnyside SD  
**Robert Darling:** Robert Lince Elementary, Selah SD  
**Lance Den Boer:** Goldendale High, Goldendale SD  
**Lydia Garcia:** Sun Valley Elementary, Sunnyside SD  
**Everardo Garza:** Wapato High, Wapato SD  
**Lee Grams:** West Valley Junior High, West Valley SD #208  
**Kimberly Gregory:** Compass High School, Grandview SD  
**Linda Hall:** Toppenish High, Toppenish SD  
**Heather Hastie-Ulery:** Davis High, Yakima PS  
**Sheila Holter:** Wapato High, Wapato SD  
**Travis Howard:** Martin Luther King Elementary, Yakima PS  
**Vance Jennings:** Naches Valley High, Naches Valley SD  
**Robert McCracken:** Chief Kamiakin Elementary, Sunnyside SD  
**Ben McMurry:** West Valley High, West Valley SD #208  
**Colton Monti:** Selah Intermediate, Selah SD  
**Christopher Nesmith:** West Valley High, West Valley SD #208  
**Kimberlee Newell:** Gilbert Elementary, Yakima PS  
**Sandra Ortiz:** Chief Kamiakin Elementary, Sunnyside SD  
**Caleb Oten:** Mabton High, Mabton SD  
**Julio Sanchez:** McKinley Elementary, Yakima PS  
**Donald Strother:** Highland High, Highland SD  
**Ty Thornock:** Sunnyside High, Sunnyside SD  
**Russel Tuman:** West Valley Middle, West Valley SD #208  
**Tami Turner:** Robert Lince Elementary, Selah SD  
**Kevin Van De Brake:** West Valley High, West Valley SD #208  
**Maria Villalobos:** Martin Luther King Elementary, Yakima PS  
**James West:** Granger High, Granger SD  
**Joe West:** Artz-Fox Elementary, Mabton SD  
**James Wise:** Sunnyside High, Sunnyside SD  
**Stephanie Wood:** Toppenish Middle, Toppenish SD

## ESD 112

**Michael Anderson:** Wy' East Middle, Evergreen PS  
**Shauna Bilyeu:** Washington School for the Deaf  
**Holly Budge:** Catlin Elementary, Kelso SD  
**Stephanie Casillas:** Columbia Heights Elementary, Longview SD  
**Matt Cooke:** La Center High, La Center SD

**Susan Crill:** Captain Strong Primary, Battle Ground PS  
**Abby Davis:** Skyview High, Vancouver PS  
**Matthew Fechter:** Sarah Anderson Elementary, Vancouver PS  
**Gunnar Guttormsen:** Coweeman Middle, Kelso SD  
**Allison Harding:** Heritage High, Evergreen PS  
**Brooke Henley:** Mill Plain Elementary, Evergreen PS  
**Jennifer Holm:** Vancouver I-Tech Preparatory, Vancouver PS  
**Amy Huntley:** Ilwaco Middle and High, Ocean Beach SD  
**Christopher Jones:** Alki Middle, Vancouver PS  
**Matthew Kauffman:** Sarah Anderson Elementary, Vancouver PS  
**Jennifer Kerr:** Captain Strong Primary, Battle Ground PS  
**Matthew Kesler:** Mount Solo Middle, Longview SD  
**Angela Knight:** Tukles Valley Primary, Battle Ground PS  
**Luke LeCount:** Jason Lee Middle, Vancouver PS  
**Kala Loughheed:** Cascade Middle, Longview SD  
**Kelly Macdonald:** Hockinson Heights Elementary, Hockinson SD  
**Sarah Marino:** Stevenson High & Wind River Middle, Stevenson-Carson SD  
**Todd McCauley:** Whitson Elementary, White Salmon SD  
**Craig McKeel:** Stevenson High & Wind River Middle, Stevenson-Carson SD  
**Jean Merritt:** Mint Valley Elementary, Longview SD  
**Gary Moller:** Liberty Middle, Camas SD  
**Brian Morris:** Stevenson High & Wind River Middle, Stevenson-Carson SD  
**Marshall Pendleton:** Frontier Middle, Evergreen PS  
**Griffin Peyton:** Frontier Middle, Evergreen PS  
**Justin Pierce:** Daybreak Middle, Battle Ground PS  
**Kenneth Roberts:** Vancouver PS  
**Lori Schilling:** Laurin Middle, Battle Ground PS  
**Carla Sosanya:** Northlake Elementary, Longview SD  
**Matt Stanfill:** Battle Ground High, Battle Ground PS  
**Elizabeth Swift:** Chief Umtuch Middle, Battle Ground PS  
**Lisa Washburn:** Sunset and Image Elementaries, Evergreen PS  
**Eric Webb:** Hearthwood Elementary, Evergreen PS  
**Amy Zenger-Neiman:** La Center High, La Center SD

## ESD 113

**Jane Al-Tamimi:** Garfield Elementary, Olympia SD  
**Susan Anderson:** A.G. West Black Hills High, Tumwater SD  
**John Beckman:** Rainier High, Rainier SD  
**Wendy Beldin:** Elma High, Elma SD  
**Nick Birkliid:** Komachin Middle, North Thurston PS  
**Sharon Connally:** Tenino Middle, Tenino SD  
**Angela DeAguiar:** Meadows Elementary, North Thurston PS  
**Jennifer Deyette:** Oakland Bay Junior High, Shelton SD  
**Lindsey Drake:** Emerson Elementary, Hoquiam SD  
**Gina Franchini:** Elma Middle, Elma SD  
**Jennifer Hewitt:** Capital High, Olympia SD  
**Crystal Leigh:** Montesano Jr/Sr High, Montesano SD  
**Linda Maier:** St Martin's University  
**Wendy McCoy:** North Beach Jr/Sr High, North Beach SD  
**Geoff Parks:** Olympia High, Olympia SD  
**Jason Prather:** Napavine Jr/Sr High, Napavine SD  
**Keith Rhodes:** Peter G Schmidt Elementary, Tumwater SD  
**C. Joe Riley:** Pioneer Intermediate/Middle, Pioneer SD  
**Jami Roberts:** Lakes Elementary, North Thurston PS  
**Andrew Rondeau:** Michael T Simmons Elementary, Tumwater SD  
**Amy Roney:** Rochester Primary, Rochester SD  
**Sean Shaughnessy:** Roosevelt Elementary, Olympia SD  
**Libby Thompson:** Nisqually Middle, North Thurston PS  
**Celeste Waltermeyer:** Yelm High, Yelm Community Schools  
**Doreen Wildson:** Lincoln Elementary, Hoquiam SD  
**Brandon Winkelman:** McDermoth Elementary, Aberdeen SD

## ESD 114

**Amy Archuleta:** West Hills Elementary STEM Academy, Bremerton SD  
**Josephine Bean:** Fairview Junior High, Central Kitsap SD  
**Korene Calderwood:** View Ridge Elementary, Bremerton SD  
**Annette Farrington:** Mountain View Middle, Bremerton SD

**Heather Fowler:** Union High, Evergreen PS  
**Christopher Franklin:** North Kitsap High, North Kitsap SD  
**Rex Green:** Mountain View Middle, Bremerton SD  
**Alexys Haun:** Central Kitsap Junior High, Central Kitsap SD  
**Mark Herndon:** Clallam Bay School, Cape Flattery SD  
**Monica Hunsaker:** North Kitsap SD  
**Gwen Lyon:** Kingston High, North Kitsap SD  
**Teneka Morley-Short:** Crownhill Elementary, Bremerton SD  
**Patrick Olsen:** North Kitsap SD  
**Stuart Prince:** Chumacum Middle, Chumacum SD  
**Cassandra Rosenbloom:** Chumacum Elementary, Chumacum SD  
**Julie Russell:** Blue Heron School, Port Townsend SD  
**Helen Selgren-Lyman:** Naval Avenue Early Learning Center, Bremerton SD  
**Peggy Templeton:** Central Kitsap Junior High, Central Kitsap SD  
**Rustin Willson:** Ridgetop Junior High, Central Kitsap SD

## ESD 121

**Constance Aleman:** Gatewood Elementary, Seattle PS  
**Kristi Amrine:** Helen B Stafford Elementary, Tacoma PS  
**Elizabeth Anderson:** Queen Anne Elementary, Seattle PS  
**Jolene Anderson:** Eckstein Middle, Seattle PS  
**Mary Anderson:** i-Grad Academy, Kent SD  
**Bethany Aoki:** Cougar Mountain Middle, Bethel SD  
**Alene Arakawa:** Millennium Elementary, Kent SD  
**Jeremy Argo:** White River High, White River SD  
**Susie Askew:** Lincoln High, Tacoma PS  
**Ronel Balatbat:** Mann Elementary, Tacoma PS  
**LaShawnda Baldwin:** Kalles Junior High, Puyallup SD  
**Brenda Ball Cuthbertson:** Olympic View Elementary, Seattle PS  
**Charles Barnes:** Stevens Elementary, Seattle PS  
**Gary Barone:** Islander Middle, Mercer Island SD  
**Brianne Barrett:** Puyallup SD  
**Renee Barut-del Fierro:** Fred Nelsen Middle, Renton SD  
**Aimee Batliner-Gillet:** Mercer Island SD  
**Timothy Baynes:** Issaquah High, Issaquah SD  
**Mark Beddes:** Endeavour Intermediate, Fife PS  
**Aaron Bellessa:** Todd Beamer High, Federal Way PS  
**Andre Berkgigler:** Shorecrest High, Shoreline SD  
**Tonni Best:** Kent-Meridian High, Kent SD  
**Tipton Blish:** Hamilton International Middle, Seattle PS  
**Barbara Bolanos:** Holy Family School, Archdiocese of Seattle  
**Susan Boyer:** Gregory Heights Elementary, Highline PS  
**Michael Braun:** Rainier Beach High, Seattle PS  
**Maria Breuder:** McGilvra Elementary, Seattle PS  
**Ivory Brooks:** Rainier Beach High, Seattle PS  
**Jan Brown:** Seattle Pacific University  
**James Buckwalter:** Kimball Elementary, Seattle PS  
**Rosemarie Burke:** Lincoln High, Tacoma PS  
**Douglas Burt:** Auburn High, Auburn SD  
**Sena Camarata:** Skyline High, Issaquah SD  
**Eric Canan:** Saghalie Middle, Federal Way PS  
**Amy Cantrell:** Enumclaw High, Enumclaw SD  
**Maile Carr:** Curtis Junior High, University Place SD  
**Jeffrey Case:** Leschi Elementary, Seattle PS  
**Tino Castaneda:** Eckstein Middle, Seattle PS  
**Laurie Clark:** Foster High, Tukwila SD  
**Kindra Clayton:** Lake Hills Elementary, Bellevue SD  
**LySander Collins:** Mill Creek Middle, Kent SD  
**Kim Conroy:** St Mark Parish School, Archdiocese of Seattle  
**Frances Coppa:** Roxhill Elementary, Seattle PS  
**Lisa Couch:** Daniel Elementary, Kent SD  
**Adam Cox:** Liberty Middle, Bethel SD  
**Stacy Crum:** Olympic Hills Elementary, Seattle PS  
**Frances Culclasure:** Hazel Valley Elementary, Highline PS  
**Chad Davidson:** Thunder Mountain Middle, Enumclaw SD  
**Alfred DeBlasio:** Highlands Elementary, Renton SD  
**Kathleen Delpino:** Madrona Elementary, Highline PS  
**Alisa DeSart:** Sherwood Forest Elementary, Federal Way PS  
**Ted Dezember:** Firgrove Elementary, Puyallup SD  
**Tricia Diamond:** Madrona Elementary, Highline PS

**Melissa DiSpaltro:** Liberty Middle, Bethel SD  
**Amanda Dorey:** Mark Twain Elementary, Lake Washington SD  
**Erika DuBois:** Aki Kurose Middle, Seattle PS  
**James Eaton:** Elizabeth Blackwell Elementary, Lake Washington SD  
**Joshua Eidson:** Kent Phoenix Academy, Kent SD  
**Nancy Elder:** Shorewood High, Shoreline SD  
**Philip Engebretsen:** Enumclaw High, Enumclaw SD  
**Deirdre Fauntleroy:** John Stanford International School, Seattle PS  
**Sondra Fosness:** Sierra Heights Elementary, Renton SD  
**Jennifer Fox:** Ballou Junior High, Puyallup SD  
**Michelle Frank:** Sequoyah Middle, Federal Way PS  
**Julie Frederiksen:** Kentlake High, Kent SD  
**Alyse Fritz:** Eatonville High, Eatonville SD  
**Michael Fuerte:** St Louise School, Archdiocese of Seattle  
**Megan Funes:** Bow Lake Elementary, Highline PS  
**Kathryn Galeana:** Madrona Elementary, Highline PS  
**Tracy Garza:** Foster High, Tukwila SD  
**Laura Gelinas:** Foothills Elementary, White River SD  
**Pamela Gendreau:** Thompson and Frederickson Elementaries, Bethel SD  
**Jill Geyen:** Kentridge High, Kent SD  
**Gerri Lynn Goss:** Talbot Hill Elementary, Renton SD  
**Cynthia Green:** Meadow Ridge Elementary, Kent SD  
**Jason Greer:** Sunset Primary, University Place SD  
**Susan Greer:** Cherrydale Primary, Steilacoom SD  
**Audrey Gregor:** Timbercrest Junior High, Northshore SD  
**Rachel Hart:** Scenic Hill Elementary, Kent SD  
**Shannon Hasiak:** White River High, White River SD  
**Ryan Hawkins:** Liberty Ridge Elementary, Sumner SD  
**Karen Hay:** Washington Network for Innovative Careers, Lake Washington SD  
**Kellie Hernandez:** Midway Elementary, Highline PS  
**Lorraine Hirakawa:** Gig Harbor High, Peninsula SD  
**Jay Hirst:** Kentwood High, Kent SD  
**Emrie Hollander:** Neely-O'Brien Elementary, Kent SD  
**Terry Holtgraves:** Lake Dolloff Elementary, Federal Way PS  
**Heather Hontz:** Camas Prairie Elementary, Bethel SD  
**Karl Hoeseth:** Washington High, Franklin Pierce SD  
**Ngoma Howard:** Waller Road Elementary, Puyallup SD  
**Meghan Hoyer:** St Philomena Catholic School  
**Christine Hunstiger:** Jane Addams K-8, Seattle PS  
**Justin Isbell:** Kennedydale Elementary, Renton SD  
**Sara Izzard:** Graham-Kapowsin High, Bethel SD  
**Jennifer Jarta:** Margaret Mead Elementary, Lake Washington SD  
**Joey Johnson:** Eatonville High, Eatonville SD  
**Adriana Julian:** McCarver Elementary, Tacoma PS  
**Jacqueline Kamm:** Highline High, Highline PS  
**Amie Karkainen:** Skyline High, Issaquah SD  
**William Keith:** University Place Primary, University Place SD  
**Kaaren Kim:** East Hill Elementary, Kent SD  
**Stephanie Knipp:** Kent Mountain View Academy, Kent SD  
**Chad Kodama:** Dearborn Park Elementary, Seattle PS  
**Kimberly Kosa:** Frontier Middle, Bethel SD  
**Bart Kryger:** Narrows View Intermediate, University Place SD  
**Andrew Labadie:** Lakeridge Elementary, Mercer Island SD  
**Paul Lagerstedt:** Thomas Jefferson High, Federal Way PS  
**Huyen Lam:** Gatzert Elementary, Seattle PS  
**Steven Lewis:** Mount Baker Middle, Auburn SD  
**Byron Lillie:** Kentridge High, Kent SD  
**DeWayne Lindh:** Mattson Middle, Kent SD  
**Stephen Liu:** Fernwood Elementary, Northshore SD  
**Cathryn Lolley Leaver:** Ordway Elementary, Bainbridge Island SD  
**Clinton Long:** Foster High, Tukwila SD  
**Mary Mahoney:** Discovery Primary, Fife PS  
**Justin Maier:** Cedar Heights Middle, Kent SD  
**Monique Manuel:** Mount Rainier High, Highline PS  
**Jennifer Martyn:** Twin Lakes Elementary, Federal Way PS  
**Karen Mataya:** Renton SD  
**Hugh Maxwell:** Evergreen Elementary, Peninsula SD  
**Thomas McDermott:** Auburn High, Auburn SD  
**Tristen McGavick:** Saghalie Middle, Federal Way PS  
**Erin McKee:** Kent-Meridian High, Kent SD

**Romana McManus:** Muir Elementary, Seattle PS  
**Stephanie McPhail:** Kapowsin Elementary, Bethel SD  
**Andrew Means:** Enumclaw Middle, Enumclaw SD  
**Kim Messersmith:** Sheridan Elementary, Tacoma PS  
**Scott Meyer:** Orting Primary, Orting SD  
**Doreen Milburn:** Sorenson Early Childhood Center, Northshore SD  
**Angelo Mills:** Zeiger Elementary, Puyallup SD  
**Elizabeth Minks:** Renton High, Renton SD  
**Leif Moe-Lobeda:** Chinook Middle, Bellevue SD  
**Kyle Mohagen:** Manitou Park Elementary, Tacoma PS  
**Lisa Moland:** Dunlap Elementary, Seattle PS  
**Heidi Morris:** Rainier Middle, Auburn SD  
**Thomas Mosby:** Puget Sound Skills Center, Highline PS  
**Brandy Nelson:** James Sales Elementary, Franklin Pierce SD  
**Kimberly Nelson:** Lea Hill Elementary, Auburn SD  
**Courtney Nichols:** Cascade Elementary, Renton SD  
**Michele Nishioka:** Beacon Hill International, Seattle PS  
**Sharon Norton:** Sequoyah Middle, Federal Way PS  
**Bernadette O'Leary:** St John School, Archdiocese of Seattle  
**Francine Oishi:** Federal Way PS  
**Ashley Ortenzo:** Saghalie Middle, Federal Way PS  
**William Osborn:** Enumclaw Middle, Enumclaw SD  
**Karrie Osborne:** Emerald Ridge High, Puyallup SD  
**Brixy Painter:** Kentlake High, Kent SD  
**Shannon Palermi:** Rachel Carson Elementary, Lake Washington SD  
**Katherine Pence:** Woodmoor Elementary, Northshore SD  
**Michelle Peterson:** West Seattle High, Seattle PS  
**Monica Phillips:** Twin Falls Middle, Snoqualmie Valley SD  
**Michelle Pickard:** Hamilton International Middle, Seattle PS  
**Cherlyn Pijanowski:** Twin Lakes Elementary, Federal Way PS  
**Theresa Prather:** Chautauqua Elementary, Vashon Island SD  
**Amii Pratt:** Captain Johnston Blakely Elementary, Bainbridge Island SD  
**Ryan Preis:** Technology Access Foundation Academy, Federal Way PS  
**Kenneth Quehrn:** McMurray Middle, Vashon Island SD  
**Erin Rasmussen:** Broadview-Thomson K-8, Seattle PS  
**Bernadette Ray:** Wilson High, Tacoma PS  
**Alexandra Red:** Todd Beamer High, Federal Way PS  
**Darrel Reed:** Kent-Meridian High, Kent SD  
**Kristina Rennie:** Star Lake Elementary, Federal Way PS  
**Russell Rice:** Drum Intermediate, University Place SD  
**Craig Richardson:** Nathan Hale High, Seattle PS  
**James Riley:** Alpac Elementary, Auburn SD  
**Melissa Riley:** Leota Junior High, Northshore SD  
**Melissa Ritter:** Whittier Elementary, Seattle PS  
**Kathryn Robinson:** Chambers Primary, University Place SD  
**Xanasha Rose:** Gatzert Elementary, Seattle PS  
**Kara Runge:** Curtis High, University Place SD  
**Melissa Rysemus:** Interagency Programs, Seattle PS  
**Clint Sallee:** Chief Sealth International High, Seattle PS  
**Dan Sanger:** Bryant Elementary, Seattle PS  
**Scott Sartorius:** Inglewood Middle, Lake Washington SD  
**Martina Scheerer:** Lakeridge Middle, Sumner SD  
**Rhonda Schmidt:** Mount Si High, Snoqualmie Valley SD  
**Sharon Schmitt:** Mount Rainier High, Highline PS  
**Pamela Schwartz:** St Brendan Parish School, Archdiocese of Seattle  
**Julie Shultz-Bartlett:** Bethel Middle, Bethel SD  
**Shawn Simmons:** Martin Luther King, Jr. Elementary, Seattle PS  
**Donald Sims:** Spanaway Middle, Bethel SD  
**Korey Sites:** Decatur High, Federal Way PS  
**Abby Sloan:** Relife School, Puget Sound ESD  
**Andrea Smith:** Hilltop Elementary, Highline PS  
**Travis Smith:** Crestwood Elementary, Kent SD  
**Douglas Sohn:** Adams Elementary, Seattle PS  
**Kamrica Spencer:** Graham-Kapowsin High, Bethel SD  
**James St George:** Pope Elementary, Puyallup SD  
**Lindsey Stein:** Bethel High, Bethel SD  
**Jonathan Stern:** Inglemoor High, Northshore SD  
**Makela Steward:** South Lake Alternative High, Seattle PS  
**Sarah Stoddard:** Panther Lake Elementary, Kent SD  
**Cheryl Sullivan:** Chief Sealth International High, Seattle PS  
**Ann Swiftney:** Madison Middle, Seattle PS

**Shaun Takenouchi:** Peninsula Internet Academy, Peninsula SD  
**Vivian Tam:** Jing Mei Elementary, Bellevue SD  
**Maija Thiel:** Puyallup High, Puyallup SD  
**Melissa Thienes:** Bow Lake Elementary, Highline PS  
**David Thrush:** Park Orchard Elementary, Kent SD  
**JoAnn Todd:** Fernwood Elementary, Northshore SD  
**Katherine Torres:** Benson Hill Elementary, Renton SD  
**Marycarol Treleven:** Manitou Park Elementary, Tacoma PS  
**Craig Tutt:** Lakota Middle, Federal Way PS  
**Holly Urness:** Kamiakin Middle, Lake Washington SD  
**Deborah Wagner:** Kent SD  
**Paige Wakamatsu:** South Lake Alternative High, Seattle PS  
**James Walker:** O'Dea High  
**Brianna Ward:** Decatur High, Federal Way PS  
**Shana Watkins:** Daffodill Valley Elementary, Sumner SD  
**Susan Webster:** Spiritridge Elementary, Bellevue SD  
**Stephanie Weinheimer:** Cedarcrest Middle, Bethel SD  
**Jennifer Welch:** Frank Love Elementary, Northshore SD  
**DeeAnn Wells:** Lakeridge Elementary, Renton SD  
**Dana Whitehurst:** Canyon Creek Elementary, Northshore SD  
**Emily Whitten:** Spiritridge Elementary, Bellevue SD  
**Casey Wyatt:** Chloe Clark Elementary, Steilacoom SD  
**Valerie Yob:** Lake Washington High, Lake Washington SD

## ESD 123

**Jamie Bacon:** Longfellow Elementary, Pasco SD  
**Julianne Barquist:** Edwin Markham Elementary, Pasco SD  
**Catherine Bolson:** Pasco High, Pasco SD  
**Brandon Bouge:** Chief Joseph Middle, Richland SD  
**Gary Bradley:** Hanford High and Enterprise Middle, Richland SD  
**Sharon Bradley:** Hanford High, Richland SD  
**Eric Davis:** Hanford High, Richland SD  
**Michael Denny:** Housel Middle, Prosser SD  
**Shawnta DiFallo:** Kiona-Benton City High, Kiona-Benton City SD  
**Waylon Duncan:** Rowena Chess Elementary, Pasco SD  
**Jennifer Garza:** Scootney Springs Elementary, Othello SD  
**Kristen Graber:** Garrison Middle, Walla Walla PS  
**Delbert Heistand:** Lutacaga Elementary, Othello SD  
**Kristine Jaquins:** Chiawana High, Pasco SD  
**April Knight:** Prosser Heights Elementary, Prosser SD  
**Russell Kovalenko:** Desert Oasis High, Othello SD  
**Pamela Lindsley:** Dayton Elementary, Dayton SD  
**Shannon Lockard:** Ellen Ochoa Middle, Pasco SD  
**Lisa McKinney:** Tri-Tech Skills Center, Kennewick SD  
**Alisha Miller:** Chiawana High, Pasco SD  
**Cara Morrill:** Basin City Elementary, North Franklin SD  
**Derek O'Konel:** Badger Mountain Elementary, Richland SD  
**Jenny Rodriguez:** Delta High, Pasco SD  
**Nathan Schmutz:** Connell Elementary, North Franklin SD  
**Brooke Schuldheisz:** Robert Frost Elementary, Pasco SD  
**Jamie Silva:** Captain Gray Early Learning Center, Pasco SD  
**Victor Silva:** Whittier Elementary, Pasco SD  
**Kylee Sixkiller-Bossert:** Pasco High, Pasco SD  
**Brian Wood:** Othello High, Othello SD  
**Timothy Wood:** Southridge High, Kennewick SD

## ESD 171

**Greg Austin:** Brewster Middle, Brewster SD  
**Staci Bain:** Peshastin-Dryden Elementary, Cascade SD  
**Kim Browning:** Cascade Elementary, Eastmont SD  
**Brandon Byers:** Lake Roosevelt High, Grand Coulee Dam SD  
**Robert Celebrezze:** Wenatchee High, Wenatchee SD  
**Kristy Daley:** Wenatchee SD  
**Amy Dorey:** Grant Elementary, Eastmont SD  
**Debra Knox:** Monument Elementary, Quincy SD  
**Ronanda Liberty:** Grand Coulee Dam Middle, Grand Coulee Dam SD  
**Sally Nelson:** Wilson Creek SD  
**Todd Smith:** Manson Middle, Manson SD

*Continued on page 42*

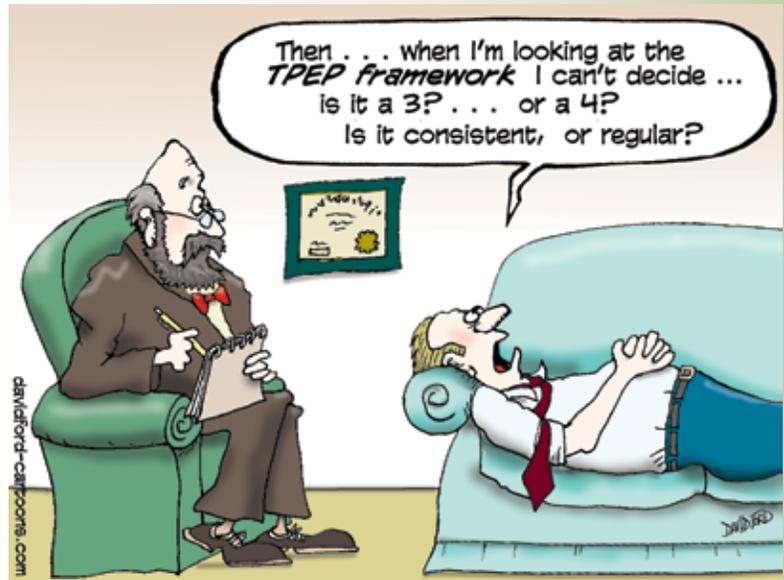
- Robert Aguilar:** Cascade High, Everett PS  
**Mylo Allen:** Cordata Elementary, Bellingham PS  
**Deann Anguiano:** Pathways of Choice, Marysville SD  
**Julie Batten:** Columbia Elementary, Bellingham PS  
**James Bauckman:** Bellingham PS  
**Beverly Bowen:** La Conner Elementary, La Conner SD  
**Anne Carnell:** Penny Creek Elementary, Everett PS  
**Crosby Carpenter:** Granite Falls High, Granite Falls SD  
**Jennifer Chambers:** Everett High, Everett PS  
**Michael Clark:** Voyager Middle, Mukilteo SD  
**Lara Cole:** Monroe PS  
**Michael Couto:** Nooksack Valley High, Nooksack Valley SD  
**Christopher Crane:** Anacortes Middle, Anacortes SD  
**Jeff Demorest:** Burlington-Edison High, Burlington-Edison SD  
**Andrew Donahue:** LaVenture Middle, Mount Vernon SD  
**Joseph Doucette:** Meridian Middle, Meridian SD  
**Nathan DuChesne:** Mariner High, Mukilteo SD  
**Matthew Durand:** Mount Baker Jr/Sr High, Mount Baker SD  
**Kimberly Erickson:** Eisenhower Middle, Everett PS  
**Daniel Falk:** Mountlake Terrace High, Edmonds SD  
**Dina Fox:** Clear Lake Elementary, Sedro-Woolley SD  
**Jeanette Grisham:** Bellingham High, Bellingham PS  
**Lawrence Groesbeck:** Emerson Elementary, Everett PS  
**Milicent Hanna:** Olivia Park Elementary, Mukilteo SD  
**Lynn Heimsoth:** Shoultes Elementary, Marysville SD  
**Kerri Helgeson:** Pioneer Elementary, Arlington PS  
**Kristie Hilson:** Park Place Middle, Monroe SD  
**Hkwauaquejol Hollins:** Squalicum High, Bellingham PS  
**Joseph Hunter:** Western Washington University  
**Stephanie Johnson:** Wade King Elementary, Bellingham PS  
**Kelly Kirk:** South Whidbey High, South Whidbey SD  
**Darren Larama:** Whittier Elementary, Everett PS  
**Jennifer Lawler:** Silver Lake Elementary, Everett PS  
**Lori Lincoln:** Horizon Middle, Ferndale SD  
**Sara Lowes:** Lynnwood High, Edmonds SD  
**Sonja Machovina:** Totem Middle, Marysville SD  
**Todd Mathews:** Cougar Creek Elementary, Lakewood SD  
**Mary McGregor:** Terrace Park School, Edmonds SD  
**Nancy McPeak:** Evergreen Middle, Everett PS  
**Shaun Monaghan:** Henry M Jackson High, Everett PS  
**Daniel Natividad:** North Middle, Everett PS  
**William Nelson:** Arlington High, Arlington PS  
**Ryan Ovenell:** Stanwood High, Stanwood-Camano SD  
**Amanda Overley:** Everett High, Everett PS  
**Michael Piper:** Lynnwood High, Edmonds SD  
**Joan Robertson-Landi:** Mount Vernon High, Mount Vernon SD  
**Jake Rodgers:** Gold Bar Elementary, Sultan SD  
**Jenifer Rolie:** Centennial Elementary, Mount Vernon SD  
**Courtney Ross:** Fisher Elementary, Lynden SD  
**Jana Sanchez:** Everett PS  
**Dave Sather:** Lopez Island Schools, Lopez Island SD  
**Julie Schroeder:** Vista Middle, Ferndale SD  
**Joyce Scott:** Meadowdale High, Edmonds SD  
**Michelle Siadal:** Meridian Parent Partnership Program, Meridian SD  
**Duane Sisto:** Oak Harbor Middle, Oak Harbor SD  
**Johnna Stewart:** Lynndale Elementary, Edmonds SD  
**Carolyn Sytsma:** Irene Reither Elementary, Meridian SD  
**William Tipton:** Skyline Elementary, Ferndale SD  
**David Updike:** Brier Elementary, Edmonds SD  
**Kimberly Verver:** Alderwood Middle, Edmonds SD  
**Scott Wilson:** Squalicum High, Bellingham PS  
**Troy Wright:** Mount Vernon High, Mount Vernon SD  
**Blythe Young:** Henry M Jackson High, Everett PS

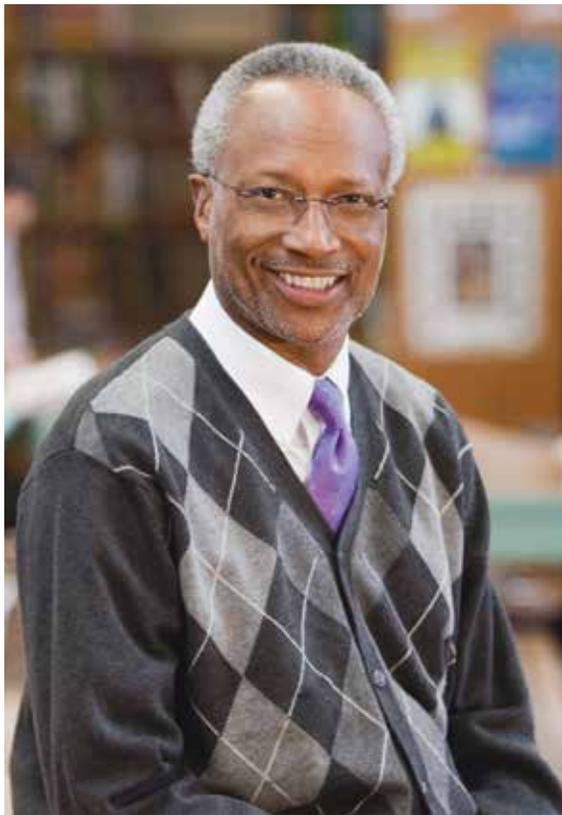
### No ESD Affiliation

- Edith Harding:** Bill and Melinda Gates Foundation  
**Rourke O'Brien:** Children's Music Foundation  
**Milton Snyder:** GreenBridge Computing

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Created by **David Ford**, Principal, Tenino Elementary, Tenino SD.  
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