

Washington Principal

Association of Washington School Principals

WINTER 2013



Trevor Greene

*2013 National High School
Principal of the Year*

INSIDE
Student Leadership



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WashingtonPrincipal

Association of Washington
School Principals

Winter 2013

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Student Leadership

Student leaders impact your school climate either negatively or positively. Our job is to help you channel their energy into positive actions. That's why we've devoted our feature section to the power of student leadership.

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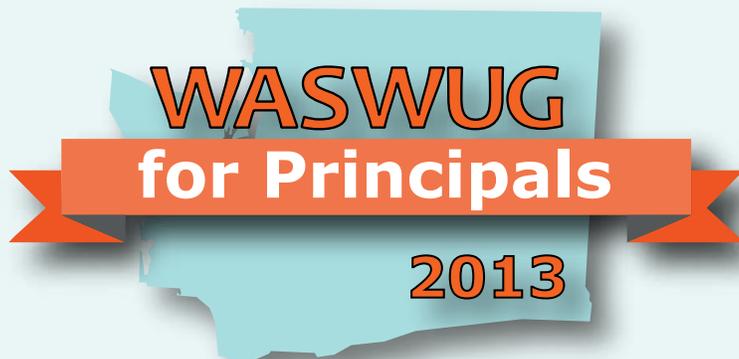
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2013 National Principal of the Year



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Stuart Isett

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National Association of Secondary School Principals

Washington Principal Brings You More

Redesigned magazine focuses on more of what you want

By Linda Farmer, APR

Managing Editor, Washington Principal

More than a year ago when we surveyed you about the association's communications, you said you wanted more. More of the content you've come to trust in this magazine. You also wanted it bigger and better. And shorter-quicker-faster. Life is busy. The principalship is harried. Your budget is being cut. Again. How will you make it all work?

We've got you covered. We formed an advisory committee of principals. We studied best practices in communications. We snagged every education publication within reach. We focused on what you wanted more of, and a whole new magazine took shape.

It started with a new name. "Principal News" began in the early '70s as a paper newsletter. It was the organization's only method of communication, so it was snail-mailed frequently. Over time, AWSP added electronic communication and re-created "Principal News" as a newspaper, a journal and then a magazine.

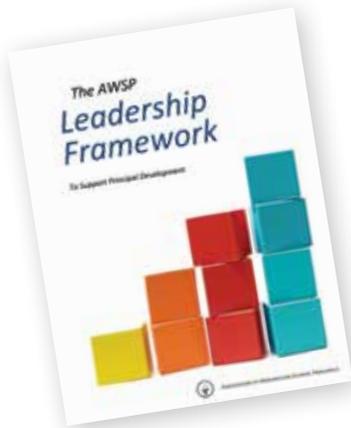
This magazine with its new name is simply the next step in the evolution. This newly redesigned publication gives you:

- **More Washington.** More content focused on the principalship in Washington state.
- **More readability.** A different typeface, additional subheads, bigger photographs, and a heavier emphasis on graphics make articles easier to read.
- **More coverage.** Expanded content and new perspectives for student leadership, outdoor learning and diversity.
- **More stuff.** In the next issue, watch for a re-imagined book review and a new legal column.

More. We hope you find it in the new "Washington Principal." We look forward to your feedback. ■



Linda Farmer, APR is the Director of Communications and Business Partnerships for AWSP. She serves as Managing Editor for "Washington Principal."



AWSP Leadership Framework Takes a Leap Forward

AWSP secured a substantial Gates Foundation grant and is moving its Leadership Framework to the next level. The framework, which was started more than two years ago, was approved by Washington State this summer as one of two frameworks that will be used for leadership training connected with the new principal evaluation process. The framework, which is directly linked to the eight principal evaluation criteria, provides for meaningful discussions around the professional growth of school leaders in the improvement of their performance and practice.

WSU's Gene Sharratt Will Manage the Framework.

Gene Sharratt is managing the AWSP Leadership Framework. He is guiding the work of enhancing the framework with new rubrics, adding more resources and developing training materials. Sharratt is well-known in the education community. He runs the WSU superintendent preparation program and teaches educational administration classes at WSU's Spokane/Wenatchee campus. He has 30 years of public and private school experience including 21 years in school administration.



COURTESY WSU



Charlene Milota (left) and Vinh Lan Nguyen (right) of the AWSP Legislative Committee present Rep. Santos with the Torch of Leadership Award.

AWSP Torch of Leadership Award Goes To Rep. Santos

Rep. Sharon Tomiko Santos is the 2012 Torch of Leadership Award Winner. Santos, a Democrat representing the 37th district, was chosen for her commitment to K-12 education during the 2012 legislative session. As chair of the House Education Committee, Santos' passion for student success is evident. She has continually sponsored bills to address the education opportunity gap. For example, in the 2012 session she was the prime sponsor of HB 1669 which changed the focus from achievement to opportunity of the different ethnic groups, and HB 1470 which delays the passage of science exams as a graduation requirement from 2013 to 2015. And, she was a co-sponsor of bills addressing harassment, intimidation and bullying.

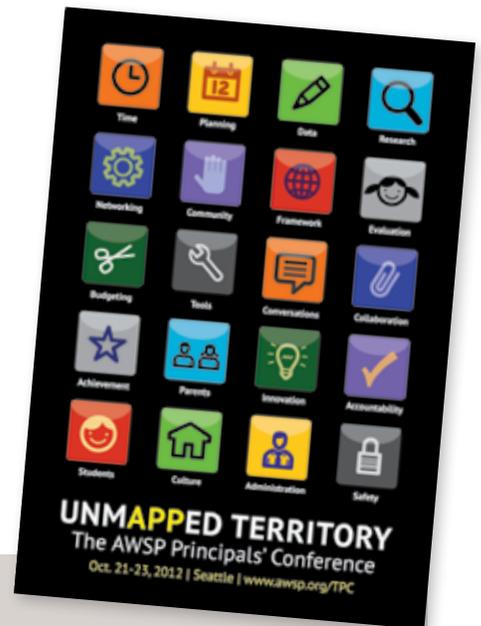
LINDA FARMER

OSPI's Michaela Miller Earns AWSP's President's Award



LINDA FARMER

2011-12 AWSP President Jim Rudsit honored Michaela Miller with the 2012 AWSP President's Award. Miller manages the Teacher/Principal Evaluation Program for the Office of the Superintendent of Public Instruction. Miller has almost single-handedly grown the revolutionary new evaluation process for principals and teachers. The President's Award is given to a person outside the association who has advocated on behalf of principals and the principalship in Washington state.



AWSP Communications Earn Awards

AWSP's marketing and communications work earned top marks in December from the national Association TRENDS 2012 All-Media Contest. The 2012 Principals' Conference Postcard (pictured) took a Gold in the Marketing category. The 2012 Principals' Conference Program and AWSP's "Principal Matters" e-Newsletter both took Bronze in the Convention Program and Monthly Communication categories respectively. The Association TRENDS All-Media Contest is the oldest competition for associations to showcase their communications efforts. This year's competition included more than 420 entries in 22 categories. Winners can be found at www.associationtrends.com/salute.



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

WSU Names Gary Kipp Advocate for Education

The Washington State University College of Education named AWSP Executive Director Gary Kipp its 2012 Advocate for Education. Kipp accepted the award during WSU's homecoming celebration on Sept. 22, 2012. Kipp, a 1970 graduate of WSU, began his career as a teacher in Tacoma and White Salmon. He served as assistant middle school principal and high school principal in Longview before becoming assistant superintendent of the Evergreen School District in 2001. He has directed the 3,500-member principals' association since 2003. In addition to his B.A. in liberal arts from WSU, he earned a master of education degree from the University of Washington. He and his wife, Sue ('70), live in Olympia. Other Cougar alumni in the family include daughter Kristen Lang ('94) and son Travis Kipp ('98). The Kipp's five grandchildren are projected to graduate from WSU between 2022 and 2029. See pictures from the ceremony at the AWSP Facebook page.

COURTESY AWSP

Larry Lashway AWSP's First Honorary Principal



COURTESY AWSP

AWSP bestowed the title of Honorary Principal on Larry Lashway at its September 2012 meeting. Lashway has spent more than 10 years working with principal certification programs for the Professional Educators Standards Board (PESB). He has never actually been a principal. "But you'd never know it," said Don Rash, AWSP's Director of Intern, Certification and Principal Support programs. "Larry has a deep understanding of the work principals do in leading their schools." Lashway is now working with Gene Sharratt on the AWSP Leadership Framework. This is the first time AWSP has honored anyone with an Honorary Principalship.

Principal Evaluation, All-Day Kinders and Testing Top AWSP's 2013 Legislative Platform

Funding the training, staffing and time necessary to implement the Teacher/Principal Evaluation Program is the lead item on AWSP's 2012-13 Legislative Platform. Including restoring funding and/or programming for leadership, interns and mentors. In addition to fully funding basic education per McCleary, of course!

Also getting the nod on AWSP's platform are funding for:

- All-day kindergarten
- Technology, staff and training for state and federal testing
- STEM and outdoor education

Learn more at
www.awsp.org/advocacy



Principals discuss legislation with Rep. Sam Hunt (D-22) during their trip to The Hill in February 2012.

LINDA FARMER

AWSP's Leadership Framework

East Valley High School is using the framework as a model for strategic planning and school improvement.

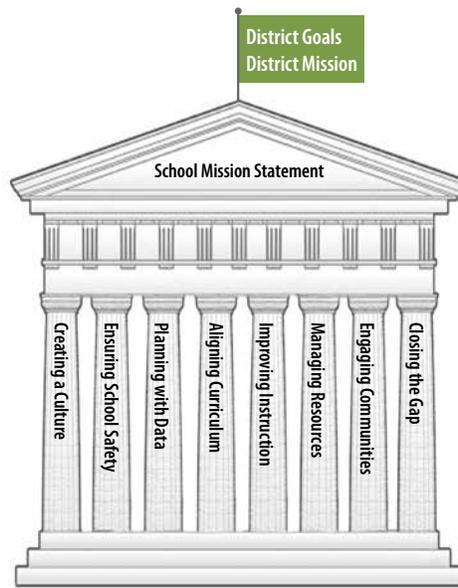
By Jeff Miller

*Principal, East Valley High School
East Valley School District #361*

This summer I sat down with my building leadership team to study the eight new principal evaluation criteria found in the AWSP Leadership Framework.

According to state law, these eight criteria would soon become the evaluation “measuring stick” against which our leadership skills and job performance would be judged. We wanted to see what we could do now, ahead of the official implementation date.

As our conversation deepened, we began to see a model developing, looking something like a Greek Temple with eight supporting pillars. We see the pillars as the eight criteria found in the AWSP Leadership Framework.



School Improvement Plan Model

Next, we had a big “ah-ha” moment and asked ourselves if this framework should also be the organizational framework for our School Improvement Plan. We use

the Nine Characteristics of High-Performing Schools as the basis of our School Improvement Plan. The framework connects the two seamlessly, covering building culture, safety, data collection, curriculum alignment, instructional practices, effective use of resources, community engagement and eliminating achievement gaps and more.

We chose to fly a flag over the building in our model. This flag has our district mission statement and three broad district goals that we use to guide our work. Atop the building facade is our building mission statement which, by design, is closely aligned to our district mission statement.

In the first half of the school year, we’ve taken steps to make sure each of the pillars are strong and well developed, with collaborative planning and deliberate actions on our part. We’re collecting tangible evidence and measures of our work in our School Improvement Plan, and tweaking things as we go.

We’ve found the AWSP Leadership Framework to be a multi-faceted tool. This tool has helped guide our strategic planning efforts, ensure our professional growth as school leaders and put structure around our daily efforts.

Find the AWSP Leadership Framework at www.awsp.org/evaluation. ■

We wanted to see what we could do now, ahead of the official implementation date.

The stones which create each pillar represent the work we do and the programs we create and run every day in our jobs as building leaders. We gave this model the litmus test to see if we could name anything in our daily jobs that would not fit solidly, as a stone, into one of these pillars. We found none; but if we had, we would need to ask ourselves “Why are we doing it?”



Longtime principal Jeff Miller has been active on AWSP boards and committees since 1997. This year he is serving as AWSP president.

Artifacts vs.

PRINCIPAL EVALUATION

By Lisa A. Pacheco

Principal, Ridgeview Elementary
Spokane PS

Evidence

In the new evaluation system, principals must increasingly use evidence—not artifacts—to prove competency.

The new principal evaluation system has the potential of improving education and encouraging reflective practice.

However, it will require more time and effort on the part of school administrators to prove competency.

Principals will now be rated on a four-tiered scale: Unsatisfactory, Basic, Proficient or Distinguished. To earn ratings higher than Basic, principals must present artifacts as evidence of their aptitude. The question becomes, what constitutes an artifact of evidence that is significant enough to increase their ratings?

A more poignant question was posed during a meeting of elementary principals convened by AWSP in October. The question centered on the notion that the terms “artifact” and “evidence” may not be synonymous. Is an artifact itself evidence of improved practice or do the two terms function independently of each other? An artifact is something you create, do or gather, (PowerPoint, notes from a book study, parent newsletter, baseline data), but an artifact in and of itself does not show evidence of impact. The outcome of the artifact would be considered the evidence.

For example, a principal may collect

baseline data which indicates that few of the teachers in her building are posting and referencing instructional targets throughout their lessons. The principal collaborates with teachers and explains the importance of posting and referencing targets, and demonstrates how to do so with the clear expectation that teachers will implement the practice.

During the principal’s subsequent classroom visits, the increase in posting and referencing

of instructional targets should be evident. If so, the increase of the practice serves as the evidence.

Conversely, in some cases, the artifact is indeed the evidence. Let’s say the intended goal is to improve communication between school and home. Demonstrating an increase in communication (flyers, email messages, etc.) would serve as both the artifact and evidence of an improved practice.

However, if the purpose was to increase parent participation, then the communication would be considered an artifact to inform parents of upcoming events but would not

serve as evidence of impact. Improved attendance counts from previous to current parent events, as a result of the new communications (artifacts), is the evidence in this situation.

Determining if an artifact can be used as evidence depends on which evaluation criterion is being addressed and how the information may be applied

In most instances it will be the evidence, not the artifacts themselves, that will be used to substantiate an advance in practice or to prove proficiency in a specific goal area.

to signify growth. It is important to reiterate that in most instances it will be the evidence, not the artifacts themselves that will be used to substantiate an advance in practice or to prove proficiency in a specific goal area.

As we begin to implement the new evaluation system, administrators must understand the requirements needed to demonstrate progress along the continuum. Clarity regarding the differences between an artifact and evidence and how they might be used to substantiate principals’ work will prove to be an important insight as we move forward. ■

2013 MetLife/NASSP National High School Principal of the Year

Trevor LeMont Tatanka Greene is Washington State's first National Principal of the Year. Greene was nominated by his peers for the amazing turnaround he's orchestrated at Toppenish High School, a high-poverty, low-achieving school. In just a few short years, he increased expectations, put an extra emphasis on relationships, and blasted student achievement off the charts. Greene routinely shares credit for the school's success with his staff, superintendent, students, parents and community. The rest of the country is just now finding out what we've known for a long time: that Washington state is home to innovative, creative and humble leaders who put kids at the center of all they do.

There's Joy in Toppenish as Principal Named #1 in Nation

By Phil Ferolito

Reporter, Yakima Herald Republic

Toppenish High School principal Trevor Greene had no idea why he had been summoned to the school's gymnasium Thursday morning.

When he arrived, Greene was greeted by flashing cameras, hundreds of cheering students, school and city officials, his eyes widening and a smile of surprise brightening his face.

School band members rolled out a bass beat as students chanted "We're No. 1, we're No. 1." A few students held a large banner naming Greene the 2013 National Principal of the Year. He knew he had been nominated for the national award, but this was the first word that he was chosen.

"I didn't understand why all the cameras were here, but everyone was smiling so that seemed like a good thing," he said after the gathering.

"Usually when there are a bunch of cameras at a school, it isn't a good thing."

Greene, 43, is the first high school principal in the Northwest to receive the award from MetLife Resources and the National Association of Secondary School Principals. Only two awards are given each year by the organizations, one to a high school principal and the other to a middle school principal.

Greene, a Muscogee-Creek tribal member, was noted for turning this school nestled on the Yakama reservation - where poverty is high and opportunity slim - into a high-performing institution offering 27 high-profile engineering and

biomedical classes. The effort saw state science scores improve by 67 percent over three years. Greene, who became principal of the high school in 2008, was selected from a large pool of principals,

Greene is a local boy who brought his skills back to the reservation after college to help students excel.

one from each state across the country. He was nominated for the national award by the state's principals association. His school will receive a \$5,000 school-improvement grant as part of the award.



LINDA FARMER

Greene is a local boy who brought his skills back to the reservation after college to help students excel. He attended Mount Adams School District in White Swan from fifth grade to ninth grade before moving to Yakima and graduating from Davis High School.

“We have one of the most imaginative, enthusiastic principals in the country right here,” said NASSP President Denise Greene-Wilkinson of Anchorage, Alaska. “You have created a culture in which your teachers feel encouraged and challenged. Congratulations, Mr. Greene, for allowing people to become part of something greater than themselves.”

State Superintendent of Public Instruction Randy Dorn even made the drive from Olympia to personally congratulate Greene.

“Your principal is No. 1, the best high school principal there is,” he told the crowd. “Saying that this school can compete with any high school in the nation is a big accomplishment.” Turning to Greene, he said, “Thank you.”

State lawmakers Sen. Jim Honeyford, R-Sunnyside, and Rep. Bruce Chandler, R-Granger, also attended.

But Greene is quick not to take full credit for the prestigious award. Standing in front of the crowd, which included the entire student body and Toppenish City Council members, he said he had help.

Continued on page 12

STUART ISETT

Continued from page 11

"I know that this is not something that's an 'I' thing," he told the crowd. "It's a 'we' thing."

He told newspaper and television reporters to put their cameras behind him, and had the students stand up so they would be the focus.

"When I came here, I saw the future in your faces," he told students. "I saw a little mischief at times, but more than anything I saw the possibilities."

Senior Valentina Sanchez said she was happy Greene received the award because he's a thorough administrator who cares about students. She's known him since seventh grade. "When he wants to get to the bottom of things, he gets to the bottom of it."

Students were uniformly ecstatic, calling the award "a big deal."

But Greene credited staff and called assistant principal Brenda Mallonee (pictured top right) to the podium to share the spotlight.

"She has a tremendous vision alone and I want all of us to recognize our assistant principal," he said.

Greene, a Brigham Young University graduate who studied in Pueblo, Mexico, and taught in Spain, also credited school district superintendent John Cerna's risk-taker attitude for creating an environment that allowed innovation.

"Without having him saying things like, 'Do it. Make things happen. Just get it done,'" it wouldn't have happened," Greene said.

His mother, Lynne Greene, director of Davis High School's library media center, said she's proud that her son is following the family philosophy: "Anybody can do anything if they're given the tools. Poverty can't stand in the way of it. Race can't stand in the way of it."

She wished his late father, Frank Gilbert Greene, a former industrial arts instructor at Fort Simcoe Job Corps in White Swan, could have seen his son receive the award. He died in 2000.

The National Association of Secondary School Principals advocates for school administrators, supports professional development and has members across the United States and in more than 45 coun-



LIFETOUCH

"When I came here, I saw the future in your faces. I saw a little mischief at times, but more than anything I saw the possibilities."

— Trevor Greene
Principal, Toppenish High School

tries. The organization also runs the National Honor Society, National Junior Honor Society, National Elementary Honor Society and the National Association of Student Councils.

MetLife provides insurance, annuities and employee benefit programs in dozens of countries around the world and financial support to many nonprofit organizations. ■

Editor's Note: This story appeared in the September 7, 2012, edition of the Yakima Herald-Republic. It is reprinted here with permission.



Greene with his mother, Lynne Greene (far right), wife, Melanie (far left), and kids from left: Morgan, Hayden, Payton and Easton (front).

LIFETOUCH



“Washington has one of the finest student leadership programs in the country. Hands down. I’d be willing to bet that somewhere in each and every state there’s a leadership workshop, camp or class using a lesson or idea that originated in or was inspired by Washington Student Leadership.”

— Ann Postlewaite, Director of Student Programs
National Association of Secondary School Principals

Why Student Leadership?

Student leaders impact your school climate either positively or negatively. Our job is to help you channel their energy into positive actions. Positive student leaders will tamp down on bullying and intimidation. They’re naturals at engaging with parents and the adult decision makers in your community. They care about graduating with their friends. They can help you gather critical data for your school and manage your resources. Believe it or not, this can happen as early as kindergarten.

At AWSP, we believe in student leadership. Our involvement in kid-led activities dates back to 1956 with a single summer camp. Now our associates at the national level tell us we have the largest, most diverse summer leadership program in the country.

It’s also one of the best. Many of you know that already. Nearly 3,500 students, advisers and coaches attend our

camps and workshops, and that’s just during the summer. During the school year, we directly train hundreds more students, teachers, advisers, coaches and principals like yourselves in the tools needed to increase student participation and engagement. Why do we do this? It links directly back to our mission to “support principals and the principalship in the education of all students.” Student leaders are resources you can draw on to fulfill most of the criteria in the state’s new principal evaluation system.

We dedicated this issue to student leadership because it matters. It matters to you, it matters to your students and it matters to your school’s success. We would love to hear how student leadership is transforming your school or your community.

— Gary Kipp, Executive Director
Association of Washington School Principals



Developing young leaders is a **Win-Win-Win** at the elementary level

Story by **Cathy Sork**

Photography by **Chris Tumbusch**

AWSP's new Student Leadership Guide for primary schools can help shape a positive school climate.

Student leadership has no age limit. I discovered this after a career working with active middle level and high school ASB groups. Now as an elementary school principal, I've found that student leadership is a strong fit with even the youngest school kids in the system. Maybe especially with these elementary learners.

Student leaders at Dorothy Fox Elementary have helped to make our school a better place. My meetings before school with fourth- and fifth-grade student representatives are the best meetings I attend as a principal every month. Sponsored by and in partnership with our PTA, the Student Leadership Team (SLT) at my school keeps a focus on service, teamwork and school improvement. It is a Win-Win-Win scenario.

Students win

Students who get the opportunity to be SLT leaders benefit. Meetings begin with a team-building activity that hones communication, group roles and/or goal setting. Students get a chance to practice how to make group decisions and work as a productive member of a group. Through this experience, they understand that being a leader means being of service

to others and they are capable of taking on responsibilities.

Each leader gains perspective as they learn to represent the thoughts and opinions of other students, not just themselves. As a room representative, these students learn to speak in front of their class, survey others, and bring ideas back to the SLT. Many students from the elementary school leave with higher self-esteem and often seek out leadership opportunities in middle school when they might not otherwise have done so.

Elementary schools win

Elementary schools that provide student leadership opportunities benefit. Without a doubt, including student voices into our elementary school has supported our School-wide Positive Behavior Support System. It has impacted everything from helping to communicate expectations to giving feedback on reward systems. Our young leaders have helped us to identify and solve problems on our playground and in our lunchroom. They spread a commitment of inclusion, anti-bullying and pride in our school. Empowering young leaders to help make school decisions about assemblies, spirit activities and student events create a feeling of ownership that can be felt around the school.



ABOVE: Students at Dorothy Fox Elementary collected hundreds of pounds of food for a “Stuff the Bus” holiday food drive.

OPPOSITE: Principal Cathy Sork and her Student Leadership Team.

They serve as student ambassadors and tour guides to visiting school board members, new parents on Kindergarten Orientation Day, and other guests. It says a lot about our school to the community when we let students do the talking about what our school is like and why students think, “Fox Rocks!” (our school motto).

Principals win

Principals who involve young leaders in the culture of the school benefit. As a principal working to meet the new principal evaluation criteria in the state of Washington, it is clear to me how our student leadership program supports “profi-

cient” to “distinguished” practice in many criteria areas including creating a culture, ensuring school safety, planning with data, and engaging communities. While my elementary-aged leaders still operate with a lot of guidance, I benefit from their ideas and concerns in my work as building leader. Adding student voices helps me to keep a pulse on what is happening in the halls, classrooms and playground of my school. While not all principals need to serve as the adviser of the leadership group, I love the time I get to be their teacher and greatly enjoy the opportunity to interact with students at this hands-on level.

It’s okay to be different

Elementary school leadership does not have to look like ASB programs at higher levels. In fact, fundraising and ASB accounting do not have to be a part of the program in order to give young students a chance to practice leadership skills. At my school, I keep the group size manageable and meet with the group every other week because that is what works for me. We

focus on elements that don’t involve fundraising. We look to our PTA to provide materials and supplies when needed. Programs can be tailored many different ways and involve students for an entire school year or for shorter periods on a rotating basis.

Get started with AWSP’s new leadership guide

I encourage other elementary principals to start a student leadership experience in their elementary school. A new curriculum produced by AWSP for elementary level leadership is an excellent resource for an advisor to establish a new program.

A new curriculum produced by AWSP for elementary level leadership is an excellent resource for an advisor to establish a new program.

It’s called, **“Inspiring Student Leadership: A Guide for Elementary Schools.”** The guide outlines five models for a student leadership group that can work at the elementary level. It makes suggestions for the Student Leadership Team, which mirrors what we have at Dorothy Fox, as well as a principal’s cabinet model, project-based leadership model, a classroom-centered model, and/or an afterschool leadership model.

This curriculum outlines ways to get started, provides teaching resources appropriate for elementary age students, and includes handouts that can support the work. While the scope and size of a program can be small, it can still have a large impact on students, the elementary school, and the principal. Good luck!

Find it at www.awsp.org/elementarycurriculum ■

Cathy Sork is the principal of Dorothy Fox Elementary in the Camas School District.



Seventh grader Alex Nguyen leads an RSVP Summit at Meeker Middle School.

RSVP Process Raises

Student Voices

at Meeker Middle School in Tacoma

Student-led teams uncovered discontent with two issues. A student-led solution was right around the corner.

Story by **Ruth Anderson**

Photography by **Ingrid Barrentine**

The fall of 2011 at Meeker Middle School was just like any other. Students were back in the building. They were excited to see their friends and meet their new teachers. The atmosphere was calm. Class-

rooms were orderly. Instruction was engaging and relevant. Staff members worked hard to include all students and respect their differences and ideas. The general assumption among the adults in the building was that students accepted and valued each other. It was a typical September.

No one was aware of the changes brewing.

The Tacoma School District's Strategic Plan that year called for increased student involvement. AWSP's Washington Student Leadership staff was called in to train student teams from

each of Tacoma's middle schools in the Raising Student Voice and Participation process. This process, commonly known as RSVP, seeks to empower students to identify issues in their schools, look for solutions, then take steps to make positive changes.

So, in October, Susan Fortin, Director of AWSP's Student Leadership program, began walking a seven-member Lead Team from Meeker through the process. The Lead Team was comprised of students who represented the many faces and interests of our population. Armed with facilitation techniques and a host of other skills, the team headed back to Meeker to train class reps (one from each sixth-period class) on how to run an RSVP summit. Before the process was complete, we would have two summits and develop action plans to address our top concerns.

Summit 1: Voice

Equipped with lesson plans, butcher paper and sticky dots for voting, the class reps convened Summit 1 and recorded things the students liked about Meeker, things they would change and issues outside of school that concerned them. The discussions were lively, the lists were long and the Lead Team spent hours tabulating the results. Fortunately, there were many things the students liked about the school. The top two concerns were the

AWSP's Washington Student Leadership staff launched the RSVP program in 2006. As of November 2012, AWSP has trained 149 high schools and 11 middle schools in the RSVP process, which was developed by the National Association of Student Councils (NASC). Washington was one of the first states to pilot the program and is still considered a national leader in the RSVP process and other student leadership training programs.



From left, Meeker seventh graders Kat McMullen, Blake Messmer and Sam Smolinski participate in an RSVP Summit in Marilyn Harrelson's first period Social Studies class.

uniform policy and the way people treated each other—in school, in the community and beyond.

Here's the backstory on the top two issues:

- **Uniforms.** Tacoma implemented uniform policies in middle schools in the early 1990s, long before our current students were born. Over time, the uniform of each school may have changed slightly. At Meeker students were allowed to wear khaki pants, polo shirts and school sweatshirts. Students were looking for a little more flexibility—especially the opportunity to wear jeans.
- **How people are treated.** Students identified that they really aren't that nice to each other. This actually came as a surprise to the Meeker staff. We felt we valued students and worked hard to include everyone. We also felt they respected each other's differences and ideas.

Summit 2: Recommendations

In December, the second student-facilitated RSVP Summit focused

on possible solutions for the top issues. In the minds of middle school students, the top solutions were to:

- Do away with the uniform policy,
- Have teachers police the halls for student misbehavior.

The RSVP Lead Team convened to consider the solutions. The team was pretty sure the administration and staff would not agree to drop the uniform policy. And, they felt that students needed to have more of a role in how people treat each other. They brainstormed recommendations including Free Dress Fridays and a Sensitivity to Others assembly some had experienced at AWSP leadership camp during the summer.

Taking recommendations to staff

Now it was time to take the students' recommendations to the staff. What a discussion! There were strong opinions expressed on all sides of the students' ideas. We finally determined that a team of teachers would negotiate with the Lead Team to

Continued on page 18



Meeker Principal Christy Brandt listens to a discussion in Ruth Anderson's first period Student Leadership class.

Continued from page 17

reach a compromise on the proposed solutions.

By this time in early 2012, the Lead Team had developed sophisticated communication strategies. Team members presented their plans skillfully and thoroughly and listened thoughtfully to the staff team. Their negotiations ended with a compromise:

Uniforms. Students would be allowed to wear either blue jeans or khaki bottoms every day. The student council and student leadership team would designate four theme days each year where uniforms would not be required, and four days would be designated by the administration as non-uniform days. Additionally, the last Friday of each month would be College Day, where students and staff were encouraged to wear shirts sporting college logos.

How people are treated. The issue of how people treat each other was addressed with the assembly from the AWSP leadership camp. And, the student leadership class took the lead by being more intentional about how people treat each other through its activities and announcements.

Rolling out the changes

In late winter, the Lead Team held an assembly during which it presented the new uniform policy and a fashion show of clothing dos and don'ts. The staff met at the same time to hear the new policy from the teacher negotiation team.

Everyone was a little nervous on the official first day of the new policy, but it went smoothly, and even some of the nay-sayers on the staff admitted that the kids looked sharp in their jeans. After a two-week trial period, we officially adopted blue jeans and college days as permanent additions to the Meeker uniform policy.

FAQs for Principals

What is RSVP?

RSVP is a student engagement program sponsored by the National Association of Student Councils and implemented by AWSP's Washington Student Leadership and the Washington Association of Student Councils (WASC).

How does it work?

RSVP is easily integrated into existing student council programs. Student leaders plan and facilitate a series of summits that engage the entire student body in dialogues about school improvement. The summits take about four weeks to complete. Then, student action teams carry out plans for resolving identified concerns.

What topics are included?

RSVP asks students what they care about, what proposals they have for community and school improvement, and what actions can be taken—in cooperation with adults—to implement their ideas for positive change.

Can we link RSVP to learning?

RSVP can meet government, civics and social studies curriculum; service learning and community service initiatives; leadership classes, public speaking and presentation; organizational management and other

curricular objectives. It also ties to the eight principal evaluation criteria.

Tell me about the training

AWSP tailors the training for your school, or a group of schools in your region can get trained together. It's really up to you. The initial training is about three hours.

How much does the program cost?

Pricing varies depending on how many schools are being trained and what outcomes you're looking for. An average cost is about \$500.

Should the principal really be involved?

Yes! Your involvement and support is crucial to RSVP's success in your school. You won't be directing the project, but you'll help influence and guide it in a way that is consistent with your school's mission. Your participation demonstrates your willingness to engage in the school improvement process. Another benefit of your involvement is that the RSVP program uses student engagement, data and many of the other criteria mandated through the teacher/principal evaluation process.

How do I sign up?

Visit www.awsp.org/rsvp or contact Susan Fortin at 360.497.5323 or susan@awsp.org.

It's working

It is interesting to note that our 2012 MSP scores are up by double digits. Although hard work on the part of students and staff is clearly the paramount cause of this, one cannot help but wonder if the RSVP process played some part. Seventh-grader Cami Colglazier put it this way, "I cannot believe that we actually made a change! Now the school seems a whole lot happier that our voices were heard and that we made a big difference."

Meeker Principal **Christy Brandt** couldn't agree more. "The RSVP summits have been instrumental in shaping the culture and climate here," she said. "It has given our students the ability to voice the appreciation and concerns of their school. It has been an awesome experience to watch and will only continue to grow as students know their voice makes a difference in their school."



Brandt saw as I did how Meeker students felt validated because they were able to work together as a collective student body with the teachers and staff to implement change in the uniform policy and also to bring focus to our school regarding how students treat one another.

Thanks to the RSVP process, we know now that students can be agents of change in our school. Both staff and students learned that compromise makes for win-win situations and that a successful school is a place where everyone has a voice. ■

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Developing young Hispanic leaders through innovative

Bilingual Programs

Washington Student Leadership launched its first bilingual leadership camp at Chewelah Peak Learning Center in the summer of 2004. There were only 14 students that year. Rebranded as La Cima (The Summit) in 2006, the program now serves more than 100 emerging Latino high school leaders each year. La Cima is conducted in a dual-language format. Delivering content in both English and Spanish allows the program to integrate critical attributes of both cultures—and ensures that students can competently navigate between the two.

The program works: La Cima graduates have improved their self-perception, have set higher goals for their future and have increased their overall self-esteem and self-efficacy. As we approach our 10th anniversary, we checked in with two graduates, **Laura Mónica Bohórquez García** and **Dulce Georgina Sigüenza Tenorio**, to see how they're doing. La Cima Senior Staff Member **Jair Juarez** conducted the interviews.

— **Vince Perez**, *Latino Outreach Coordinator*



Laura Mónica Bohórquez García

Laura Mónica Bohórquez García grew up in the small town of Brewster, Wash., near Chelan. She first attended La Cima in 2005 as a junior. She graduated in 2006 from Brewster High School and then served as a junior counselor at La Cima that summer and in 2007. She graduated from Western Washington University in 2011, and is now a graduate student at Loyola University in Chicago where she serves as a graduate assistant for social justice education initiatives. In 2011, Bohórquez helped pilot La Cima's first year with a new staff role called "El Corazón" (The Heart). El Corazón staff members are recent college graduates too old to serve as junior counselors and just beginning their careers or graduate studies. The name reflects the spirit of a servant's heart within the volunteers who take on the role.

We're interested in hearing about your experience, before, during and after La Cima. First, how did your parents react?

Bohórquez: My parents at the beginning were very uncomfortable with the idea of me being away from home for a whole week. They told me, "I don't think you should go." It would be my first time away from home, and I think they were worried I wouldn't be able to handle it. It was also the summer and I had responsibilities. I had to take care of my sister, work part-time and start planning for college. In addition, we were struggling financially so they didn't want to pay for a babysitter and they didn't really know what kind of camp it was. They thought it would be like the ones you see on TV, all pools and campfires. They thought it would be a distraction. My senior year was coming up and they wanted me to focus on going to college. Luckily one of my high school counselors, Lupe Ledesma, suggested that I go, and because she was a good family friend, that changed things for me.

What was camp actually like?

Bohórquez: It was really cool to see a lot of Latinos from different areas of Washington; to see how much they all wanted to achieve in life was inspiring. I thought to myself everybody has aspirations, everybody has goals. It was eye opening because the town that I come from, not everyone is willing to talk about their goals because they don't want to be seen as sell-outs or not sticking to the Cultura. Therefore, La Cima made me think about the support we can have for each other just by voicing our opinions and goals. From La Cima I'm always going to remember the time that we got to write a letter to ourselves. It could be about anything, but one of the prompts was, "what do you want to tell yourself in the future?" I still have that letter and I look back at it. That letter made my whole experience because it concluded with what I thought—sharing my own experience with myself.

What were valuable or useful leadership skills that you learned at La Cima?

Bohórquez: The main leadership skill I learned was that everyone has a different definition and approach to leadership. I may not be loud or outspoken, but that doesn't mean I'm not a leader. La Cima showed me that a leader doesn't have a specific trait that everyone falls into. La Cima also encouraged me to feel more confident in myself and to take more chances. To step up. Overall, I learned that being a leader means you're going to have to be in a position where you're not comfortable. But that the places where you're most uncomfortable are the places where you learn the most.

What was the result of your learning at La Cima?

Bohórquez: I wanted to start a lot of things. I came to my senior year with more refreshed ideas about what I wanted to contribute. I wanted to be more involved in the clubs we had and help migrant students within Washington state. The school needed to know what our needs as Latinos are. This change was big because in high school I had never really talked about leadership or anything related to Spanish. When I was at school, it was mostly English and at home it was mostly Spanish. My [Mexican] identity was never really brought out at school so that was one of the main things that I wanted to contribute after La Cima. As a result, I ran for ASB. La Cima pushed me to run for office. It really made me feel like I could do things. Everywhere I went and everything I did was with more confidence.

Now, seven years later, do you still reflect on your experience at La Cima?

Bohórquez: Yes, I have a strong belief in La Cima. It changes people. The La Cima experience comes down to this: It's really powerful because we're often socialized to believe that we as Latinos can't be leaders; you don't see Latino leaders in many places, especially in the media, so we usually think that we can't. But, La Cima ignites at least a little bit of courage in everybody. That's why I went back as a JC twice after I went as a delegate. We as Latinos struggle a lot because we don't talk about our struggles and many times we don't ask for help. Because of that, I've been more involved in issues that involve Latinos. I strongly believe that identity is important when it comes to leadership.

What advice would you give to future students?

Bohórquez: It's ok to be uncomfortable because La Cima does a good job of meeting the needs of students. Although, at La Cima we're going to push you hard! Because that's when you're going to learn the most. It's not a bad thing, because we're also going to have high support for you.



CHRIS TUMBUSCH

Dulce Georgina Sigüenza Tenorio

Dulce Georgina Sigüenza Tenorio was born in Mexico and came to the United States with her parents when she was 11. She attended the Secondary Bilingual Orientation Center in Seattle where she spent a year in intensive English training. She transferred to Madison Middle School and went on to West Seattle High School where she graduated in June 2012. She credits her family as her primary inspiration and looks up to her two older brothers who graduated from college in Mexico. Sigüenza is now a freshman at the University of Washington. She attended La Cima in 2010.

Let's talk about La Cima, your life before, during and after. The first question I have is this: What did you think La Cima was going to be like?

Sigüenza: Definitely not what I expected. I thought it was going to be just a camping experience for leadership but I didn't know how much of an impact it was going to have on my life.

What was La Cima actually like?

Sigüenza: It was really helpful because I felt that every single little thing we did, every activity, even breakfast and lunch, was like a little community. Like a little family. It made a lot of students realize that they are capable of reaching all their dreams and achieving all their goals. La Cima made that very clear to all of the students who went there. It taught us how to be kind and how to deal with other people and work as a family, as a group. Everything helped, every single little thing helped to change our mentality of what really working with others is, what leadership is really, to not be shy. You know, I think one

Continued on page 22

of the goals was to make us all feel very comfortable with each other. It naturally happened as La Cima kept going each day.

What specific memories do you still have from camp?

Sigüenza: I remember every task we did was with a purpose. I remember very clearly that in the mornings when we went to eat breakfast, every day we had a duty including bringing the breakfast, clean up, or to just help out. I also remember the little skits you guys [JC's] did. They were really fun and funny. I have a lot of memories.

I've always had my own goals, I've always been a good student, I've always tried to exceed my expectations and my parent's expectations. But what La Cima did for me, is it really changed the way I felt. I thought, well I want to get to this point, let's say go to the UW, and I know I can do it, but I kind of don't know how to do it, even though I feel like I can, I don't really know if I can. La Cima changed me. It put something in my mind, and it changed it to say, "I'm going to do it. I'm going to do it. I'm set to do it." I did not think about anything else but to really achieve my goals.

What were some of the most useful or valuable leadership skills that you learned at La Cima?

Sigüenza: Working as groups to figure out a way to get to the top, but all together not just individually. Another thing is waking up at a certain time, because that's leadership too. You have to be responsible. If I would have slept in one of the days I would have felt really shy. Leadership is about all of that—responsibility, being helpful, about working with each other. We experienced all of those things.

Based on those leadership skills that you learned, did you do anything that was directly influenced by La Cima?

Sigüenza: Yes, in high school I did a lot of volunteering. I was in ASB, I was in cheerleading for four years, I was really involved in my high school. A lot of it has to do with La Cima. Even though I already knew I met all the requirements to go to the UW, I did not know how my experience would be. After La Cima, I kept in touch with Luis Ortega [La Cima Senior Staff] and met with him several times before I started college. He has been very supportive and has made my experience at the UW way more comfortable and enjoyable. He has been a great support to me!

My first fall college quarter just ended and I did very well in all my courses. I've made my parents, family and friends very proud. And myself. Throughout the years, I've learned that everything is possible. No matter how many barriers I have been faced with, I've figured ways to overcome those barriers and succeed. It is very important that as you reach your goals, try to stay humble and kind. My parents have always taught me the importance of learning about new cultures—as long as I always remember my own—and that's what I've always done.

Do you have any advice that you'd like to give to students interested in going to La Cima?

Sigüenza: I think La Cima is one of those opportunities that you don't get every day; that you don't get every year. And it's such a helpful camp that I recommend everybody that can go to go. To not miss that opportunity. It did change my way of thinking, not only about going to college, but about leadership skills and everything else, and I know that it did the same thing for many, many kids. Opportunities like this don't come along often. It's one of those chances that you have to take. ■

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The Dog Days of Summer

Your buildings are quiet during the break. Ours are oh-so-loud. In a good way!

By Susan Fortin

Director of Washington Student Leadership

Every summer they come. Thousands of student leaders from around the state attend AWSP camps. They stay up late. They form lifelong friendships. They take risks. And, they learn an amazing array of skills that principals can put to good use. We thought it might be fun to show you a glimpse of the controlled (mostly) chaos that is the AWSP Washington Student Leadership Program during the peak summer months.



Monday, June 25

La Cima Leadership Camp

I can almost see the thought processes in their brains: “I’m doing what? Boarding a bus at 5:50 a.m. for a trip across the state, to a place with no cell service, to huddle in a sleeping bag in a cabin with people I don’t know?” For most kids heading to camp there are mixed emotions—fear, apprehension, excitement and anticipation. Maybe even more so for this group of Latino student leaders. This trip marks the start of our ninth annual La Cima Leadership Camp, our high school program for emerging Latino leaders. When we started, we had 18 students. This year 116 students will gather at AWSP’s Chewelah Peak Learning Center near Spokane for this

week-long experience. Our staff had the privilege of watching them go from apprehensive to confident, especially during a college fair they put on as part of the activities.

Friday, July 6
High School Leadership Camps

Traditional high school leadership camps begin! These are the camps principals in our state have been sponsoring since 1956. Each session will train 275 delegates from every size school in the state. Every sixth day a session adjourns, sending

Continued on page 24



Sunday, June 24

Deaf Teen Leadership Camp

We will start small but powerful with 26 students at our Deaf Teen Leadership camp at AWSP’s Cispus Learning Center in Randle. At this week-long camp, the energy doesn’t stop as kids build crucial skills and friendships.



6.82 miles of butcher paper used by our 16 camp programs for signs, brainstorming lists and backdrops.

Continued from page 23

kids and staff home. The next day a new batch of 275 arrive. This summer, Cispus will host five leadership camp sessions at Cispus and one at Chewelah Peak.

high school Leadership Camp delegates to their homes. Another nine buses are delivering more than 500 cheerleaders and coaches to CWU for CheerLeadership Camp. Heading to me at Chewelah Peak for the Western Leaders Summit are two buses (one routed from Western Washington picking up kids along I-90 and one originating at the Spokane airport picking up our visiting delegates from six western states).



Monday, July 16 CheerLeadership Camp

We've got spirit...and leadership, too! Imagine the electricity when more than 500 cheerleaders and coaches arrive at Central Washington University to kick off the 51st summer of principal-sponsored CheerLeadership Camp. Technical skills provided by the National Cheerleading Association and a rock-solid leadership staff support kids as they focus on sportsmanship, communication, squad unity and the cheerleaders' role in creating a positive school climate.

Monday, July 23 Crazy Bus Day

It's 6 a.m. and I am stationed by the phone at Chewelah Peak to troubleshoot any glitches that might arise from what I affectionately call Crazy Bus Day. Seventeen charter buses will be rolling this day as we move 922 students to and from programs. Six buses are leaving Cispus to return



Monday, July 23 Western Leaders Summit

It's still Monday. Bus duty over, I turn my attention to our second annual Western Leaders Summit. The majority of the seven visiting states don't offer leadership training, so we've invited them here. On deck are 73 students and advisers from Alaska, California, Idaho, Montana, Nevada, Utah and Washington. We are known for our forward-thinking curriculum and our solid delivery. Chewelah Peak is the perfect location for this multi-state program. The

2.46 miles of shoelaces used as lanyards for nametags.
That's 4,056 shoelaces!



Western Leaders Summit takes a regional approach to leadership training. The goal is for students to run "Campaigns for Change" back at their schools.

Sunday, August 5 Middle Level Leadership Camps—Begin

Let the middle level madness begin! In 12 days we will reach 709 students and 56 advisers, representing 106 middle schools in Washington. This is our 20th year of middle-level leadership camps and we are so proud of the students and the change they effect back at their schools. Longtime school advisers like Ruth Anderson (Tacoma Public Schools) bring consistency and passion to this program.



Thursday, August 16
Middle Level Leadership
Camps—End

It's the last day of middle level camp, and this year it's the last day of summer activities for Washington Student Leadership. I am amazed that the middle school delegates and staff fill the Cispus auditorium with the same energy we saw on June 24 when the season started. We lower the flag for the last time and watch the final bus pull away. The sudden quiet engulfs us. We store the sound systems, inventory the remaining camp shirts, scan the evaluation forms and study the results. We set director's meetings and establish camp dates for 2013. I can even get to some of those phone calls and emails that have been stacking up.

Does it ever end? I hope not. Your support of student leaders ties directly to the success of your school. Now roaming your halls are 3,461 students and 156 advisers and coaches who are passionate about what they learned this summer.

Those who rolled out their sleeping bags on our bunks want to make their schools better. They want to create a climate of caring. They will work for inclusion and to eliminate bullying. They have the skills to put on awesome assemblies that unite and energize students and staff. They want their class to graduate together and are eager to collaborate with you to make your school a safe and healthy place where all students belong and can be successful. Principals, please use their energy and skills to make this the best year ever. ■



19,916 miles via charter bus transporting delegates to Cispus, Chewelah Peak and Central Washington University for Leadership and CheerLeadership camps.

What does Cispus have to do with science and leadership?



EVERYTHING!

This year I have invited school practitioners to write about their experiences leading an outdoor school program at one of AWSP's sites. First up: Whitney Meissner, Ed.D., talks about the Chimacum Camp Cispus experience. This program has a long tradition as an outstanding example of science content presented alongside student leadership development.

— **Marty Fortin**
AWSP Director of Outdoor Learning Centers

By Whitney Meissner, Ed.D.
*Principal, Chimacum Middle & High Schools
Chimacum SD*

Chimacum Middle School Sixth Graders collect bug larva in Yellow Jacket Creek at the confluence of the Cispus River.

As every principal knows, it's sometimes hard to make a classroom lesson seem vibrant and alive. That's not the case with outdoor education.

Al Gonzalez, a science teacher at Chimacum Middle School, shares many science and leadership lessons that our students would be hard-pressed to understand without the first-hand experience of visiting Camp Cispus and Mt. St. Helens. "When kids visit Mt. St. Helens, they are seeing first-hand proof that while a volcano can be a destructive force, it also lays the groundwork for life," said Gonzalez.

Chimacum sixth-grade students, along with their teachers and high school student counselors, have been venturing to Camp Cispus for more years than we can remember. Students explore Meta Lake, Windy Ridge and Spirit Lake. From Windy Ridge on a clear day students are able to gaze directly into the crater. At the lakes, students observe wildlife, particularly fish. The mind-boggling aspect of the fish-life is that it was completely destroyed during the 1980 eruption. Or was it? Fish are now plentiful again, showing exactly how strong nature is. "It isn't like someone went and planted fish eggs in those lakes," Gonzalez noted, amazed. "Those eggs survived the blast."

When possible I try to attend camp with our sixth-graders. I love reminiscing about climbing on the mountain prior to its eruption, as well as the day it blew. Like the landscape right in front of their eyes, hearing about personal experiences from someone they know can literally bring a lesson to life.

Not too many years ago on one of the Cispus trips, a clear, visible mark on the mountain delineated the separation between life and destruction. Now, the mountain has recovered to a point that no such distinction is

noticeable, and our teachers are actually disappointed by this. Such lessons now are part of "history" rather than personal experience.

Our students used to visit Yellow Jacket Pond, a water hole that is now dried up, the path overgrown with nettles. Students instead visit Yellow Jacket Creek and collect bug data. The kids earn "points" by collecting evidence of "pollution-very-intolerant bugs." Why? If bugs that cannot survive pollution are present, then logic dictates that the environment must be near pollution free.

Kids scour the areas looking for the larva of mayflies, stone flies and cadis flies. The kids score the creek based on their bug data, then come home and score our own Chimacum Creek,

comparing the scores. Students publish their data on their sixth-grade science blogs, and Gonzalez collects the data on a spreadsheet, now representing 10 years of work. Our students also attend an annual Hood Canal Youth Science Summit in Belfair, Wash., to share data with students from other schools bordering the Hood Canal.

"I still use some of what I learned in Mr. Gonzalez's class today," Kristina Cotant, a 2010 Chimacum grad shared recently.

Gonzalez added with a grin, "This type of hands-on science is what kids remember the most and the longest. Anytime you can get a kid outdoors to do science, it's fantastic."

Student leadership is so seamlessly integrated into our Cispus work, it

This type of hands-on science is what kids remember the most and the longest.

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is sometimes hard to isolate. "On the challenge course, natural leaders have a chance to shine and quiet kids get a voice," Gonzalez noted. The adult facilitators work to ensure all kids participate, by asking the shy kids such questions as, "What's the plan?" or "Do you have a different idea?" before the group attempts an element. When the quiet kids' ideas are used, and they are successful, the status of those kids is immediately elevated.

High school counselors make a difference at Cispus for the middle-school outdoor education program. They stay in the cabins, share meals and participate in all the activities. The high school kids get first-hand experience working with youth and often are able to decide if a career working with kids is for them or not. When students apply to be a Cispus counselor multiple years, there is a clear message that they love kids, they follow through, and they are responsible.

The key to the Chimacum Cispus Experience? We try to take every kid. We have the gamut of the experience, from longtime campers to those who have never been away from home. While encouraging nervous sixth-graders to attend, one eighth-grader shared, "Cispus is the best middle school experience I've had. I love staying overnight and camping."

Chimacum funds the camp fee for those unable to afford the expense. We support those who are fearful of becoming homesick. We make it work because powerful learning experiences happen with outdoor and experiential educational opportunities. Science. Leadership. Outdoor and experiential education. We couldn't do Chimacum Middle School without it. ■

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INTERNATIONAL *Schools*

Preparing Students for Global Competency—Differently

By Jesely Alvarez

*Principal, John Stanford International School
Seattle PS*

International schools help students engage in intellectually rigorous schoolwork and prepare them for college, career and life. International schools help close both the academic achievement gap as well as the “global achievement gap,” which author Tony Wagner refers to as “what all students will need to succeed as learners, workers and citizens in today’s global knowledge economy.”

But how do international schools prepare students for global competency, differently?

A decade in the making

The creation of international schools began over a decade ago. Seattle Public Schools Superintendent John Stanford (1995-1998) envisioned a world-class public school system with a focus on language and culture that would prepare students for success in a global village. He launched the school that now bears his name, the John Stanford International School. This K-5 program was Seattle’s first step toward comprehensive, K-12 international education.

The journey has been a collaborative, innovative and research-based process that is rooted and sustained by the Seven Components of International Education with specific goals aligned to each. The seven components are: academic excellence, global perspective, world languages, technology, innovative teaching, cultural competency, and partnerships. Of these, one of the most visible has been world languages, offering students immersion language learning in Japanese, Mandarin Chinese or Spanish.

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As international school principals, we highlight all of the components in a manner that authentically prepares students for global competency. According to the Asia Society Partnership for Global Learning and the Council of Chief State School Officers, a globally competent student can:

- Investigate the world
- Recognize perspectives
- Communicate ideas
- Take action

Preparing students for global citizenship is one of the most important things we can do, said **Karen Kodama**, International Education Administrator for Seattle Public Schools (and the first international school principal). “International school students in Seattle are learning to be global citizens. They’re preparing to be our future leaders. Students need to be aware of world issues, to know that they have responsibilities as world citizens. In order to have this mindset, students need to feel empowered to make decisions, and to work collaboratively as well as have opportunities for leadership.”

A key component in the development of international schools has been its partnerships. Since the beginning, an International Education Advisory Board, comprised of city, state and district members, has focused on developing relationships with local, national and international partners. These partnerships have allowed us to sustain our goals. We also realize the importance of connecting globally with learners from schools around the world. As such we value our partnerships with sister schools in other countries such as Mexico, Nicaragua, Japan and China.

Beacon Hill International School

In discussion of the seven components, Beacon Hill International School Principal **Kelly Aramaki**

shared, “Our mission is to grow global citizens. To us, as represented on our school logo, this means that our ‘world of learners’ strive for the 21st century ABCs. A for academic excellence where all students reach the highest levels of academic excellence in all subject areas. B for bilingualism, where all students have the opportunity to learn to speak, read and write in more than one language. C is for cultural and global competence, where students learn about the world, recognize and appreciate diverse perspectives, can communicate effectively across cultures, and are action-oriented in making our world a better place for all. This mission is part of the greater mission of international schools in the Seattle Public Schools.”

It is just as pertinent for our teachers to have globally relevant skills in order to provide students with teaching and learning that reflects the real world.

Chief Sealth International High School

Chris Kinsey, principal at Chief Sealth International High School, believes, “... for us to develop the next generation of global citizens we need to move beyond the traditional content-driven curriculum and help inspire a generation of critical thinkers and risk takers. Critical thinking leads to problem solving. Risk-taking leads to innovation. And both skills are crucial for the next generation of global citizens.”

Walking the walk

It is just as pertinent for our teachers to have globally relevant skills in order to provide students with teaching and learning that reflects the real world. In March 2012, staff from more than eight international schools came

together for the first International School Symposium. The day was led by author Veronica Boix Mansilla who focused on the “how” of how to educate for global competence. Boix Mansilla’s book, “Educating for Global Competence: Preparing our Youth to Engage,” is a framework for how to create and teach more globally competent lessons/units. Spending the day collaborating with other international school colleagues showed us the importance of professional development outside the district.

Watching it all come together

The impressive student achievement comparison data, innovative nature of international schools, and high demand for more international schools from our community and families inspires our district to make sure international schools thrive. Current district initiatives include expansion of the international school pathways and professional development for principals and staff.

This past June, Karen Kodama and I celebrated the first graduating class of international school high school seniors (John Stanford International School’s first elementary cohort). I stood alongside Karen and honored the admirable commitment that each student and their families had made to international schools. We listened to students share their post-graduation plans which ranged from studying abroad in Cuba to majoring in international relations, to entering a nursing program with an emphasis on children’s health.

As we listened to students share the contributions they will make to our world, I stood there thinking about our late Superintendent John Stanford’s dream being affirmed. I know that he would be proud of what international schools have grown to be and the possibilities they will continue to provide all students in becoming globally competent citizens. ■

Our quarterly profile of educational leadership in Washington state.

Matthew Spencer

Senior at Woodinville High School

Mathew Spencer is one of two students serving on the Washington State Board of Education. Spencer is a senior at Woodinville High School. Along with acting as an ASB representative to his local interhigh, the KingCo Association of Student Councils, he plays both basketball and baseball for Woodinville. Outside of school, Spencer enjoys skiing and attending sporting events. He plans to major in either political science or pre-law at a university in Washington, Oregon or California.



What is it like to be on the State Board of Education?

Being on the State Board continues to be an amazing experience. I'm learning about government structure and how policy boards are run. I've heard the stories of students, teachers and administrators from across the state as well as learned about the innovative educational strategies being used. It has sparked my interest in political science.

What are the most significant issues in front of the board right now?

Assessments. Smarter Balanced Assessment Consortium tests are coming quickly. Also, the Next Generation Science Standards have a test that will join our system within the next five or so years. Our job is to set graduation requirements and to decide how we will address these tests.

What lies ahead for the board?

Charter schools. The State Board will have to establish approval and timeline processes. Because there can only be 40 total charter schools across Washington, we will have to thoroughly review all applications to assure the quality of each charter.

What practices have you seen modeled by principals that support your own leadership development?

Communication. Our principals will come to our ASB class and reflect on what's going well or what they would like to see happen. A good example is when they asked that ASB students help them and other volunteers pick up garbage on the bleachers after athletic events. It made a difference at school. They've also done a good job of communicating for me personally, particularly around integrating my Board work into my studies. My principal worked with my teachers early on to help provide flexibility with my classwork.

Please complete this sentence: The graduating class of 2013 will...be known for persistence in a world of rapid change and development. We will continue to adapt to new technology and systems that will require great persistence and patience.

What is the greatest challenge facing today's students?

Technology. Though technology can be used in so many positive ways, it serves as a primary distraction from

school, especially homework. On the Internet, it is so simple to hop from link to link to link in a matter of seconds. We can be easily distracted by articles, flashing hyperlinks, images, or social media that draw us away from our studies. Many teachers at Woodinville have done a good job combatting this issue while still using technology, but I see that it isn't easy.

What is the greatest challenge facing today's educators?

The lack of resources and funding. For teachers, there is very little paid time to give students extra help and get them caught up when they struggle. And on top of this, some of their materials are outdated because technology is moving so fast, or they are just plain old. The worst is when not every student has full access to a book, or a teacher is unable to put together an important lesson within the budget. I know teachers at my school spend money out of their own pockets for lab materials, school supplies and other materials. It's become the norm.

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Do you have a motto or personal philosophy?

Treat others the way you want to be treated. Everyone knows what it is like to feel left out or alone. This motto means more than just respecting others and not being mean to them. It is actually seeking out people who are having a bad day or look like they are down. If you treat others the way you would want to be treated, you end up in a better mood than if you had just ignored that lonely person.

Who or what inspires you?

Tim Tebow, quarterback for the New York Jets. Though constantly criticized for his style of play as well as his commitment to his beliefs, he remains upbeat, positive and a good role model. He isn't bitter about everyone targeting him but continues to work hard and respect those around him. Tebow also lives out my motto of treating others the way you would

want to be treated, and is well known as an individual who reaches out to the community and serves others.

What book(s) or magazine(s) are on your nightstand or e-reader?

I enjoy reading newspaper articles and following cartoons about government and current political issues in "The Seattle Times" and "The New York Times."

Tell us about a memorable experience you've had with one of your principals or assistant principals.

This dates back to my sophomore year. I was meeting with my principal at the time, **Vicki Puckett**, about applying for this State Board position. She talked to each of the applicants about what it would be like and how it would affect school for us. I remember how upbeat she was and her excitement that her students were applying. She demonstrated pride for our school and it was clear she would

support the student representative. That support and interest didn't stop when we got a new principal, **Kurt Criscione**. He has been great about ensuring I'm keeping up with my classes. It has been reassuring to have support and hospitality from both principals during my time as a representative.

What do you think principals would be surprised to learn about their students?

That their students enjoy it when principals take time to acknowledge them. It really makes students feel welcomed when someone is there at the door to greet students before school or when a principal walks down the halls and tells you to have a good day. Though you might not know the principal and though it is a very small gesture, it gives a sense of belonging to the students. And it shows that the principals have invested in our school motto; "One Falcon. One Family." ■



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Blue Ribbon Homework Center Program

By **Lorraine Cooper, APR**

Director of Communications and Public Relations

and **Sarah Del Toro**

Parent Involvement Coordinator, both of Kennewick SD

With a little planning, you can knock parent engagement out of the park

Parent engagement.

You know you should be doing it, but there are only so many hours in the day. With the new principal evaluation requirements and all of the research supporting how parent and family involvement positively influences student achievement, now is the time to make a plan.

But how can a busy principal create a genuine parent engagement program centered on student achievement in these demanding times? First let's look at what genuine engagement means. The goal is to create family-like schools and school-like families. Family-like schools feel welcoming, more like a home and less like an institution. Ask yourself, is our school a place where parents feel represented and welcome? Are our students able to identify with our school culture?

On the other hand, creating school-like families requires training parents and families in what they need to do to support their children academically. For example, parents should



COURTESY KENNEWICKSD

Amistad Elementary Principal Andy Woehler congratulates 2nd grader Jocelyn with a blue ribbon for creating a homework center at her home. Jocelyn is in Mrs. Marquez's class. She is pictured here with her sister Marilyn. As part of Amistad's Blue Ribbon Homework Center program, Woehler will visit the home of each and every student whose family signs up for the program.

Continued on page 34

be taught to set boundaries for homework and play time and create routines at home that put the focus on the importance of school.

Where to start? Let's examine the way that we interact with families—and challenge some of our assumptions. Have you ever heard a teacher say, "If the parents would just send their kids to school ready to learn, we could

Students are influenced by their school, family and community. Research shows that the more these spheres overlap in a child's life, the more success he or she will have.

teach them"? This kind of statement shows the teacher sees school and home as separate spheres of influence. Not true.

Students are influenced by their school, family and community. Research shows that the more these spheres overlap in a child's life, the more success he or she will have. Instead of looking at the home as an area that we cannot change, we begin thinking about what we can do to assist our families sending their children to school ready to learn.

Blue Ribbon Homework Center

A program at Amistad Elementary in Kennewick, Wash., successfully brings the spheres of school and home together. Amistad has a 95% free and reduced lunch population with nearly 85% English Language Learners. The school could have said the obstacles to helping families were insurmountable. Instead, it charged ahead and created a Blue Ribbon Homework Center Program.

It starts with a homework success night for parents. Amistad sets up its gym with models of areas in a home or apartment that could be set aside for homework. This could be spot on the kitchen table, a corner of a room

with a desk, or even a coffee table with the TV turned off and access to needed supplies. Parents tour the model homework centers and then learn how to set it up in their own homes, and other ways to support their children's learning.

Putting homework first

At the event, staff reinforce an important message: that parents aren't expected to teach the content, but rather support their children

At the end of the homework night, families receive a kit for each of their kids filled with supplies to stock the homework center they will establish in their own homes. A typical kit includes crayons, scissors, glue, pencils, sharpener, eraser, and paper in a plastic bin.

A visit from the principal

At home, the family works together with the students to set up a homework center. Once the space has been established, the family is scheduled for a home visit from the principal and their teacher. After touring the homework center, the principal and teacher award the children with a blue ribbon. Pictures are taken that are displayed both at school and at home.

Now, at this point you may be thinking, that's a huge time commitment! I thought this article was for busy principals. The return on the investment in time makes this practice worthwhile.

"Having an opportunity to visit students in their homes on such an

by providing time for homework and ensuring their assignments are complete. The families need to understand that their role is to encourage their kids, to make it understood that school work is a priority, and to set the expectation that finishing homework comes before other activities.

Sarah's Tips For Parent Engagement

- **National Network of Partnership Schools.** Find tons of ideas that have been successfully implemented across the nation. Consider joining NNPS, a project of the Johns Hopkins University Department of Education. www.partnershipschools.org
- **Plan your year in advance.** Set your school's family and community events for the entire year.
- **Invite early, and invite late.** This way you can catch the families that plan and the families that don't have calendars. Try labels or bracelets on the day of the event to give the last-minute invite or reminder.
- **Re-think your school's entrance.** Take a look at the entrance to your school through the eyes of a parent. Is it obvious where you should enter? Is the signage welcoming and easy to understand? Once in the school, is it easy to know where to go for help? Can you find the office? Gym? Lunchroom? Nurse's station? Library?
- **Communication vehicles.** Develop a set of clear, easy to use ways for parents to communicate with the school.
- **Make sure all parent info goes home with students.** Distribute information given at parent workshops to all families, not just those who attend.
- **Never miss an opportunity to provide parents with useful information.** Have a McTeacher night planned? Why not make your own tray liners with math games on one side and Power Standards on the other?

optimistic and upbeat occasion is a huge reward for me and their teachers,” said Amistad Principal **Andy Woehler**. “Seldom do principals get the chance to make this type of connection at such a personal and positive level. Yes, I get home a tad bit later but the visits are so rewarding, it more than makes up for the time.”

“Yes, I get home a tad bit later but the visits are so rewarding, it more than makes up for the time.”

— Andy Woehler, Principal,
Amistad Elementary

This is just one way to bring the school into the home and the home into the school. The act of principals and teachers getting out of the building and into a student’s home has a positive impact on the way the child and the family view the people at school. By the same token, principals and teachers get a whole new view of a student once they’ve been to their home and see how they live. By making that visit based on a positive interaction, a stronger connection between home and school is built.

It takes planning

With the limited time that we all have, it may seem daunting to develop a program like this. The first step is to take time to plan for parent and family engagement. It doesn’t happen on its own. Amistad found success in creating a team made up of teachers, parents and the principal to make the program happen.

For more information on this program, contact Sarah Del Toro, Parent Involvement Coordinator for the Kennewick School District at sarah.deltoro@ksd.org. See “Sarah’s Tips For Parent Engagement” in the sidebar to this article. ■

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Buddy, Can You Spare Some Time?

The time and training required to implement the state’s new evaluation system is daunting. How will we move forward?

By Gary Kipp
Executive Director

Principals in many districts this year will be implementing Washington’s new teacher and principal evaluation system early as a part of the Regional Implementation Grants (RIG) that accompanied SB 5895. As they do, it will be important for the rest of us to learn the impact of this reform.

Pre-conference/Observation/Post-conference/Write-up. Well, this is nothing new, or is it? In the old system, principals analyzed their observations against what we know about good instruction. The new expectation is that pre-conferences, observations and post-conferences will take into account up to 40 specific

year in order to provide feedback for growth. Again, evidence will be necessary for placement on a rubric. We will want to schedule another conference for that.

While the potential for growth seems high, the time commitment to do this right seems daunting.

While the potential for growth seems high, the time commitment to do this right seems daunting.

The time for training alone will be ongoing and immense in order to provide the inter-rater alignment that the system requires. Beyond that, though, the time to implement the new requirements is significant. Let’s take a quick look at a couple of the new expectations:

Student Growth Conferences.

One of the new requirements is that teachers (and principals) will be evaluated in three different criteria on the growth of students. In order to determine the most appropriate multiple measures for each teacher, the principal will need to meet with each teacher at the beginning of the school year to establish goals and determine growth measures for these three criteria.

elements of instruction, organized in a framework, each having four levels of accomplishment with evidence required for placement on a rubric.

This cycle must be done twice for all teachers, including those on a focused evaluation. This is likely to be a significantly different time commitment than we had for teachers on the Professional Growth Option. If teachers are in their third year of provisional status, this cycle must be done three times. Estimates from our pilot districts have been that each cycle can take six-to-eight hours.

As we prepare to put more time into our evaluation system, we’re not seeing a corresponding decrease in the incidence of head lice. There seems to be no reduction in the number of “She called me a bitch/but she was staring at me/did not, did too!” spats that need to be refereed. Kids continue to snort Pixy Stix on the way to school to impress their friends. And of course, kids still need to eat, so the principal still needs to supervise the lunchroom.

It bears repeating: the time and training needed to do evaluation right is daunting. What is important now is to quantify the implications so policymakers and school board members can begin to address the issue.

Thanks go out to the principals of RIG districts. We are looking forward to learning much from your experiences. ■

Gathering evidence for non-instructional criteria. The task of analyzing non-instructional criteria against their four-tiered rubrics will need to be done throughout the



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