

Washington Principal

Association of Washington School Principals

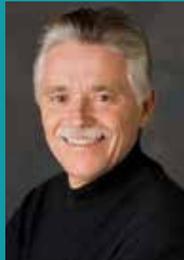
WINTER/SPRING 2017



PBIS: GETTING INVENTIVE WITH INCENTIVES

PASSION + PURPOSE = PROGRESS

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



DR. ANTHONY
MUHAMMAD

GARY
HOWARD

BENJIE HOWARD
AND WADE COLWELL-
SANDOVAL

JAMES
REDFORD

CHRIS
REYKDAL

Register by **June 2** for the discounted rate!

Preconference Workshops

SATURDAY, JUNE 24

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

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

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

SUNDAY, JUNE 25

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

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

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

SATURDAY–SUNDAY, JUNE 24–25

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

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

Get Ready for 2017-18!

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

Breakout Session Topics

Equity: District and Student
Leadership Development
District/School Culture
Meeting the Academic Needs of All Students
Meeting Social/Emotional Needs of All Students
Use of Data
Eval/TPEP
And much more!

Ready to Register?

wasa-oly.org/wasa/Summer17





COVER STORY

PBIS: GETTING INVENTIVE WITH INCENTIVES

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The popular Positive Behavioral Interventions and Supports or “PBIS” program can help schools create more compassionate cultures. But what happens when students are no longer motivated to do the right thing – because it’s the right thing?

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Dr. Julie Perron

Cover photo: A cold winter morning’s bus duty heated up the debate over PBIS for one principal.




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From the Boardroom to the Classroom | May 24, 2017 | DoubleTree SeaTac

Register Today for the Equity Conference!

When: Wednesday, May 24, 2017

Where: DoubleTree Hotel SeaTac

Time: 8:45 a.m. - 4 p.m. (*Registration/breakfast at 8 a.m.*)

Audience: Leadership teams from districts, ESDs and state agencies.

Pricing: \$250 per registrant (*Includes breakfast, lunch, and clock hours*)



Dr. Father Michael Oleksa, award-winning author, professor, village priest, storyteller, international speaker and consultant on the topic of cross-cultural communication.



Dr. Robin DiAngelo, professor, author, consultant and two-time Educator of the Year recipient (UW). Dr. DiAngelo has been a consultant and trainer for over 20 years on issues of racial and social justice.



Register at www.awsp.org/equity

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AWSP Washington School Principals' Education Foundation

State Components
 Elementary School Principals Association of Washington
 Association of Washington Middle Level Principals
 Washington Association of Secondary School Principals

National Affiliates

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

A Word about Words

David Morrill

Communications Director

No, really — let me tell you a little behind-the-scenes story about one of our regular contributors.

We started “Humor Me” with contributions from David Ford, a retired Tenino principal who, in addition to his regular job, also liked to draw cartoons. Frequent readers might have noticed the style of the cartoons changed in the last few issues. David and I fell out of touch, and we looked to another source for “Humor Me.”

This winter, while going through some online files, I was prompted to contact David about the digital work we had from him. When I reached out, I learned that his life had undergone quite a bit of change: He was in the last year of his career and recently underwent a total knee replacement. The cartoons fell off the “to do” list given other priorities.

We met over coffee to discuss how we can work together again in the future, and in doing so, revisited our past. I learned that David grew up sketching and doodling in class, which eventually led to him drawing cartoons. He even won a national cartoon contest for high school students.

The following year, David took his first formal art class. He would set up outside and start drawing the school, section by section, brick by brick. After weeks of work, he proudly submitted his project for grading. He was given an ‘F’ because, in the words of his teacher, “If I wanted an exact representation of the school, I would have asked for a photograph.” David put down his pencils and wouldn’t cartoon or draw again for decades after that class.

Every day, education, and educators, shape the lives of students, for better or worse. The fabric of our society, in terms of economy and social well-being, is driven by education. When education and passion combine, individuals gain a sense of purpose. I know I’m preaching to the choir here, but David’s story is a cautionary tale. The words we use and how we support students matter.

You and your staff have incredible influence. You might never know it, but something you say to students might change their course. It’s up to you to make sure you’re steering them the right way. ■



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

2017 WASA/AWSP Summer Conference

WASA and AWSP are gearing up for the 2017 Summer Conference, taking place June 25-27 in Spokane. The conference gathers district and school building administrators from across the state. Network, reflect on the past year, and make plans for the next! Keynote speakers will include:



- Dr. Anthony Muhammad, Best-selling Author and Educational Consultant, New Frontier 21
- Gary Howard, Author, Consultant, and Educator, Gary Howard Equity Institute
- Benjie Howard and Wade Colwell-Sandoval, Deep Equity Trainers, Performers, and Teaching Artists
- James Redford, Storyteller, Social Change Filmmaker, Co-founder & Chair, The Redford Center
- Chris Reykdal, Superintendent of Public Instruction, OSPI

Register by June 2 for the best price. Learn more and register at www.wasa-oly.org/Summer17.



From the Boardroom to the Classroom
May 24, 2017 | Doubletree SeaTac

2017 Equity Conference

AWSP, WSSDA, and WASA have partnered to offer the second annual Equity Conference May 24 in SeaTac. The overall goal of this conference is to increase organizational leadership capacity by providing systemic strategies for equity and access so all students can achieve at a high level. Leadership teams from districts, ESDs and state agencies will focus on research-based high-leverage core practices necessary for organizational growth in leadership for equity. Learn more at www.awsp.org/equity.

Marty Fortin Recognized by the WIAA



Marty Fortin

The Washington Interscholastic Activities Association has awarded Marty Fortin, our Learning Centers

Director, the Bruskland Service Award. The award is presented to those who exemplify the ultimate in service to the WIAA, either to the state association office or to the WIAA member schools. Award winners exhibit caring and kindness through their service, which was a hallmark of the award's namesakes, Curt and Chee Chee Bruskland. Please join us in congratulating Marty on his outstanding service.



Michael Meotti

Michael Meotti Appointed Executive Director of WSAC

Gov. Inslee has appointed Michael P. Meotti to serve as executive director of the Washington Student Achievement Council (WSAC). The appointment fills the vacancy resulting from the retirement of Dr. Gene Sharratt, the previous executive director. Meotti assumed his new role on Feb. 8.



AWSP's New Advocacy and Action Center

AWSP added a new feature to its website that helps members keep track of education-related bills, contact their legislators, and express support of different initiatives. Check out this new Advocacy and Action Center at www.awsp.org/advocacy/actioncenter.

The End of Pro Cert As We Know It

The Professional Educators Standards Board voted unanimously on Friday, March 24 that **principals are no longer required to complete the second-tier licensure system known as "Professional Certification" (ProCert)**. Options for what a new second-tier licensure system might look like are currently being considered on two fronts. AWSP, the PESB and other stakeholders continue to collaborate and look at new possibilities. Also, the House and Senate are debating legislation that may determine the future of second-tier certification for principals. For more details and an FAQ, visit www.awsp.org/procert.



Chewelah Peak Learning Center Adds Building

AWSP's Chewelah Peak Learning Center has a new meeting space for medium-sized groups. The facility can accommodate groups of 45 people around tables or 90 people audience-style. Acoustical curtains can be used to divide the space or be pulled across the windows to darken the room for presentations. Email Bill Barnes at bill@chewelahpeak.org to book your next meeting.

Meet Heather Muir, Student Leadership's Newest Staff Member!



Heather Muir

Heather joined the Association of Washington Student Leaders at the start of 2017 and will be taking over for Karen Johnson upon her retirement.

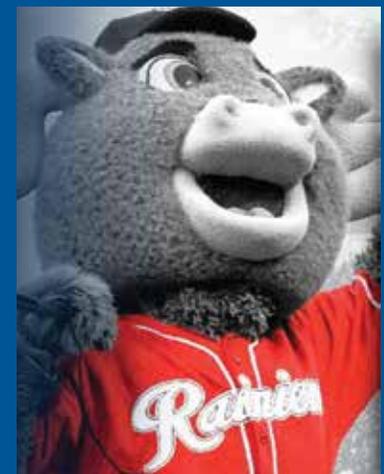
Heather is a graduate of White Pass High School (White Pass SD), and lives in the local community with her husband and three children. She is a certified Emergency Medical Responder, and previously worked as the office manager for the Glenoma Fire Department. Her service to community includes serving as den leader for a local Cub Scout troop as well as volunteering with many community organizations. Send Heather a "welcome" email at heatherm@awsp.org.

Did you know...?

Does principal retention affect student outcomes and school culture?

Research shows when schools frequently turn over principals, student achievement slows. According to a 2010 study by Seashore-Louis, et al, it takes about five years to stabilize and improve the teaching staff and fully implement policies designed to impact the school's performance.

Only 30 percent of Washington state's 1,890 principals have lead their schools for five years or more. About one-quarter of all Washington state principal and assistant principal positions have changed annually for each of the past three school years. A small number retire, some move to other educational positions, but most move from their current position to another position, school, or district.



May 7 is Principal Appreciation Night with the Tacoma Rainiers

Save the date: AWSP is hosting a special Tacoma Rainiers night for members on May 7. Watch for an email update this month or visit www.awsp.org/rainiers.

ASK A PRINCIPAL

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

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

Here's a sampling of the responses:

“ Condee Holbrook Wood inspired me to become a principal! She lived and breathed a vision for equity that I had never previously encountered as a teacher, and which today is my driving purpose in life. So grateful to learn to lead from her!



Jessica Heaton, Assistant Principal
Bellevue Big Picture & International Schools, Bellevue School District

“ My inspiration for becoming a principal was Russ Brown, principal of Medical Lake High School. He served the Medical Lake School District for 33 years. During that time, he taught kids from multiple generations to reach for their dreams and to never give up attempting to be the best they can be. He is also my DAD!



Scott Brown, Vice Principal
Cashmere High, Cashmere School District

“ Empowering families to be a partner in their child's education is my favorite part of the job! My grandmother, Georgia Malan, was a principal for over 30 years back in the day when there were few woman principals. She lead with her heart and made each child feel valued and loved. My grandmother inspired me to connect with the students in a positive way each day. Love doing this each day!



Aimee Miner, Principal
Lake Forest Park Elementary, Shoreline Public Schools

APPY HOUR

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

We've started a new category of videos called "Fast Five" with principals sharing five quick tips, tricks, ideas, or resources in five minutes or less. You might have seen Burlington-Edison Principal Todd Setterlund's video already, but here's a little more explanation with some recent tweets from Todd's @behsprincipal account. View online at <http://bit.ly/toddtwitter>.

5 Reasons Every Principal Should Be Using Twitter



As the principal of a comprehensive high school, I constantly seek out tools to make my work more engaging and efficient. Twitter — an online news and social networking

platform — is one of those tools and the school principal's new best friend. Here are five reasons why you should make Twitter part of your daily practice:

1. Share your own story as a school.

Sending out messages — or "tweets" — provides a forum to highlight student achievements and projects, celebrate successes, and promote the good work happening in teachers' classrooms. It's empowering to take control of your school's messaging and tout the accomplishments of your school community. I often send out links to additional web-based content and information (i.e. parent newsletters, online course catalog, academic resources) using Twitter as a vehicle to tell the story of our school.





2. Quickly communicate to school and community stakeholders. Brevity is key when using Twitter as each tweet is limited to 140 characters. It's essential to be succinct and direct with your message, which busy parents and staff appreciate. Because these messages are only short bursts of information, Twitter is an ideal platform for busy school principals who are already time-crunched. I use Twitter as one of several ways to communicate schedule changes, important district material, weather- or safety-related messages and other information that students, parents, and community stakeholders need to know. Parents or students don't even need to have an account to see the information that you're sharing! It's fast and easy to send a tweet from any device, complete with a photo or video.



3. Model effective social media use. Our students are inundated with information from their social media and many students experience negative behaviors throughout their online interactions. As a leader in education, I have a responsibility to model pro-social online



behavior for students – to act as a positive presence in an often-negative social media world. With every tweet that I share, I model responsible

communication to my students. Moreover, I have encouraged teachers to use Twitter as an instructional tool for in-class projects. For example, an English teacher recently used Twitter to facilitate a reader response class “discussion” on a Shakespeare play. This forum is not only relevant and engaging to students, but also incorporates a digital component within their learning.

4. Engage in professional learning. Twitter is also a great tool to engage in quick, relevant professional learning. I follow many leaders, researchers, authors, and institutions within the field of education. With little time, I can access articles and periodicals that help to keep me updated on education news, recent research, and best practices. I can also learn about policy and other local and national discussions that impact education. Twitter is a timely way for me to access news and professional learning within my busy schedule.



5. Network with colleagues. Twitter is an outstanding way to connect with local and global colleagues to build your professional learning network. Educators can engage in online discussions around educational topics, idea-share, and support each other with advice and professional connections. I follow many local principals with whom I also regularly collaborate on a face-to-face basis, as well as principals from across the country dealing with many of the same challenges and concerns. This medium is a straightforward way to develop collegial relationships and develop a system of support and encouragement. ■



Leadership Lessons from Pete

Steve Rabb

*Enumclaw Middle School
Enumclaw SD*

ANTHONY QUINTANO



Have you ever tried to sell the idea that watching football develops you as a leader?

My wife had the same look on her face you probably have on yours right now. Let me ask it a different way.

Who are the leaders you learn from? Pete Carroll is one of my favorites. I've become a student of whatever I can get ahold of, which is often limited to press conferences and talk show segments. I read his 2010 book, "Win Forever" and thought it was a decent read, but there's no doubt in my mind the next one will be better because of what he's learned about leadership since then. See for yourself if you can't make specific connections to your leadership role through the following examples.

PETE'S PLAYBOOK

I've lost count of the times I've been astonished at his ability to address high-profile issues with integrity and honesty while protecting the integrity of those he's talking about. He uses the criticism of armchair quarterbacks as an opportunity to educate, giving ground where he knows improvements needed but always putting it in the context of the good work being done. He is a master of his work and a leader of men, reciprocally using one to strengthen the other.

Despite all the practice and preparation, the result isn't always perfection. Pete realizes that humans, not machines show up on the field. He can build his system to play to the strengths of each player and by doing so, minimizes their deficiencies. What do you do in your building to put your staff and students in the best position to succeed? The goal every year is to win the Super Bowl, but it is never

the focus during the season's weekly grind. Each day is the opportunity for growth and greatness to be developed and celebrated, one step at a time. We take the same steps to get our students and staff from where they are to where they want to be, not by focusing on the desired outcome, but by focusing on the daily work and practice it's going to take to get there.

LEARNING FROM [A BIG] LOSS

Having been tested in the most difficult of situations, his optimistic outlook is tried and true. Look no further than his interview with Matt Lauer following the devastating loss in the 2015 Super Bowl as a poignant example of leadership in the face of adversity and disappointment. The outrage at not giving the ball to Marshawn Lynch on the one-yard line was public and national. Nobody from his coaching staff or team ended up "under the bus."

When asked about his feelings about the commentators calling it the "worst call ever," you could see the wheels turning in Pete's head and before Matt could complete his question he responded, "It was the worst result of a call ever... had we caught it, the call would have been just fine and nobody would have even thought twice about it."

That's the perspective of a leader who acted on the trust of how they had prepared for that play. The negative outcome didn't change who he was or what he believed about what went into that decision. He didn't wallow in being wrong or get defensive about the criticism because he knows the value and the impact of taking risks when it comes to courageous leadership.

“What do you do in your building to put your staff and students in the best position to succeed?”

FINISH THE SEASON STRONG

Pete's modeling constantly challenges me to become a better leader. How do I balance encouragement with honest evaluation? How do I respond to disappointment and frustration in a way that always has an eye on how I want things to look after the smoke clears? How do I embody, not just articulate, my core values so that they consistently show themselves true when tested?

While pushing for the end goal, how well do I appreciate and use the positive steps we are making along the way to build up my team in the face of public scrutiny? How well do I recognize the power of my words and how often do they deliver a consistent message about who I am as a leader and how I feel about those I lead?

The Seahawks season has been over for a while now and I'll miss watching and listening to Pete, but he's given me enough so far to finish my season strong. I'm already looking forward to September, when a new season starts and Pete's leadership school will be back in session. ■



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



GET THEM THE TIME THEY NEED

Extending the school year for our lowest learners closes the gap and builds confidence

Dr. David Jones

Principal, Cedar Wood Elementary,
Everett Public Schools

PRINCIPAL EVALUATION CRITERIA

Creating a Culture; Planning with Data; Improving Instruction; Managing Resources; Closing the Gap.

You know who they are: those students more than a year behind in reading and/or math who your team has worked with all year.

They make up our lowest reading groups, receive help from support staff, and are the focus of student assistance team discussions. Now, as teachers complete their winter reading assessments and compile mid-year progress reports, you can already identify those students who are not progressing rapidly enough to finish the school year at grade level or with the needed credits.

These students represent our greatest leadership challenge, but also provide each of us with the opportunity to demonstrate our commitment and skill serving those who most need our help. Element 8.1 of the AWSP Leadership Framework calls on us to identify barriers to achievement and to know how to close the resulting gaps. For many of these students, the greatest barrier has been the lack of time and differentiated instruction needed to gain the skills and

“ When provided with extended time and appropriately-leveled instruction over the summer break, these students can make significant progress toward closing learning gaps.

knowledge to advance in school at the same pace as their peers. For these students, the most effective way to close the resulting gap is by providing an extended school year program during the upcoming summer break.

A TARGETED SUMMER EXPERIENCE

If the idea of providing summer school for your lowest learners immediately brings to mind a long list of barriers and constraints, you have started on the first step. As leaders, we are expected to identify those barriers, but we are also expected to effectively manage the resources available to our schools to meet the needs of each learner. There is no more important resource for us to manage than time. When provided with extended time and appropriately-leveled instruction over the summer break, these students can make significant progress toward

closing learning gaps.

As you eliminate barriers and plan for a narrowly-targeted summer experience for your most needy learners, take heart that there are effective models to learn from. Our fellow administrators can help you address and resolve questions of focus, funding, staffing, timing and program assessment. Here are key concepts to build off of as you begin your planning:

Focus: Secondary summer school programs are almost entirely credit recovery. At other levels, the most effective summer programs accomplish three things: improve a learner's reading or math skills, teach a child the techniques of active learning, and transfigure a child's sense of capacity and investment in learning. Students identified for summer programs know they are

Continued on page 12

behind their peers. They often have learned to hide from attention in the classroom, and see school as a place where other children learn easily and receive positive attention. A summer program that only addresses basic academic skills fails to teach children the tools, responsibility and desire to engage in classroom activities. They start the coming school year no better prepared to access new information. As you design your school's summer intervention program keep all three learning goals in mind. With limited resources, you will also have to decide whether to focus on your Level 2/3 "bubble students" or your very lowest learners.

Don Lee, principal at Grantham Elementary in Clarkson, worked with his Title 1 staff to change the culture of his school's summer program from drill and kill to developing the love of reading. A local artist built a fantasy land of words and literacy assembled into work stations students explored on their own and with the guidance of adults. Success was measured through changes in student attitudes and behaviors toward reading. Teachers monitored the degree students viewed themselves as readers, gravitated toward books, talked about stories, and volunteered connections between literature and their lives.

Fostering these second order changes has had a profound, positive impact on these children.

Central Kitsap partners with the public library over the summer to bring their Bookmobile by twice a week. Students are thrilled to be issued their personal library card. Elementary students practice intensively all week in preparation for reading to the service dogs who come to their classrooms. And, staff make sure that students are grouped by skill level within each grade, to assure that every moment of instruction is applicable to each learner.

Spokane provides a variety of summer programs for students. At the elementary level, students participate in a three hour reading block in the morning, taught by general ed teachers with interventions provided by district reading specialists. Afternoons focus on STEM activities, including Code.Org and robotics programs led by college students. Many middle schools offer selected incoming sixth graders a "Get Ready for Middle School" prep program right before the start of the new school year. Throughout the district the focus and language around summer programs has changed. Summer school is not a punishment

for avoiding work during the regular school year, it is an opportunity for enrichment, acceleration and preparation.

“ Be honest with the parents of potential students, keeping them informed of the gap their child is experiencing and all the efforts being made to close it.

Funding: Decisions on focus and funding go hand in hand. Potential funding sources include Title I, LAP, EL, Special Ed, Basic Ed and tuition. The first four sources have specific qualifying criteria, but regulations permit different student groupings as long as the funding follows the qualifying students. Connect with your district's director of categorical programs to discuss your intentions and projected costs. At times categorical funds allocated to other purposes are not fully expended, and your site can make use of funds which might otherwise go unused. Talk with your district's Transportation and Food Service departments as well—

START NOW: Many resources are available as you begin planning for your summer program. This sample planning timeline will take you from January through next fall.

WINTER	SPRING	SUMMER	FALL
<ul style="list-style-type: none">• Identify those students who will benefit the most from extended time and targeted instruction. Continue providing support. Be sure parents are aware of the learning gap.• Determine your program focus. Reading? Math? STEM? EL?• Create a budget. Keep things simple. Nail down funding.	<ul style="list-style-type: none">• Establish program dates and daily schedule.• Identify teaching staff and provide planning time.• Keep parents informed of student progress and the opportunity for summer support.• Reserve facility.• Collect pre-assessment data.	<ul style="list-style-type: none">• Make the first and last days very special. Call home any time a student is absent—each day counts! Bring parents in for celebrations of milestones.• Conduct post-assessment on final days.	<ul style="list-style-type: none">• Track progress after 8 weeks of school. Share results with parents and program teachers.

they may have access to resources available to summer programs. Tuition-based programs are the most difficult to fund. Some schools offer a combination of limited scholarships, program underwriting and extended payment programs to help families afford tuition-based summer experiences.

Staffing: After identifying a clear focus and funding source, your most important decision is the selection of qualified teachers who have the skills to develop children who are active, confident thinkers who advocate for their education. Hire teachers who are skilled in creating a thinking classroom, as opposed to a teaching classroom. They teach children to monitor their learning and to say, “Can you help me with this, please?” and “Will you please repeat that — I didn’t get it.” Reach out to the very strongest teachers you know, and provide them with paid planning time early in the spring to design a program aligned to your focus. Summer programs are where struggling students can experience the power that comes from trusting a teacher enough to honestly share what they still need help with. The only way to achieve that outcome is by hiring teachers who are approachable, encouraging and know how to differentiate. Summer programs are also opportunities for teachers to receive professional development focused on the instructional strategies and/or curriculum we want them to implement — with the opportunity to practice these skills with a smaller group of students in a lower stress environment.

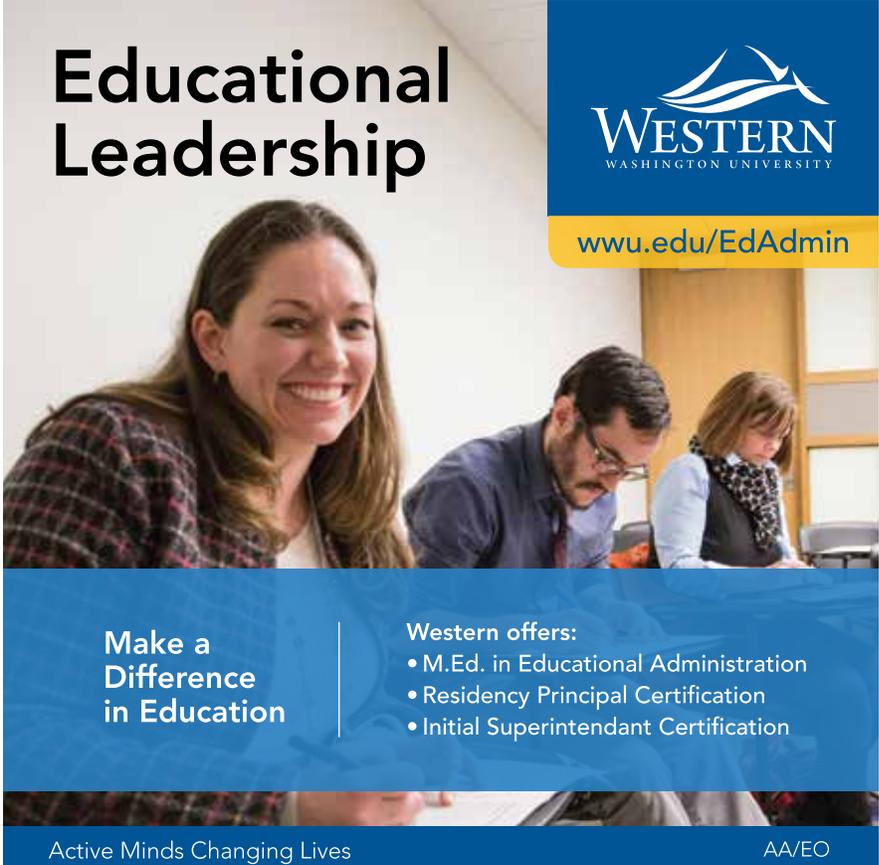
Timing: The most successful programs balance time on task with the attention span and needs of the learners. Some programs pick up right after the regular school year concludes. Others take place in late summer, designed to launch students into the coming school year. Credit recovery programs at

the secondary level may flex around a student’s available time, but usually launch right after the end of the regular school year, as a way of keeping students engaged. Some communities traditionally vacation in late summer, making July a more appropriate time for summer school. Frequently summer programs run four days a week, and often utilize mornings only, with the afternoons free for students and teachers. Other considerations include the facility’s summer maintenance schedule and the availability of your teachers. Consider your availability as well as you draft your summer program schedule.

Program Assessment: No matter what data you are using to identify students for your program, be sure that you select an instrument that not only lets you track pre and post scores, but also lets you follow up several months into the school year to determine whether the summer gains

are holding. Develop ways to include students in tracking their skill growth over the summer. Schedule time to debrief with your summer school staff as you consider ways to refine your program for future years. The very best indication of an effective summer program? In the fall, when you check on the status of a child who attended summer school to address low self-esteem, skills and engagement and the current teacher responds, “Him? He’s doing great. I don’t even know why they thought he needed summer school in the first place!”

Now is the time to begin planning for a summer program. Be honest with the parents of potential students, keeping them informed of the gap their child is experiencing and all the efforts being made to close it. If you find in late spring that a student still needs more time on task, parents will welcome the additional efforts your school is making to address their child’s needs. ■



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STATEWIDE TEACHER RECRUITMENT CAMPAIGN AIMS TO ATTRACT APPLICANTS



Robyn Chastain

*Statewide Educator
Recruitment Director,
OSPI*

Feling the crunch of the teacher shortage? You're not alone.

As a result of the current shortage, teacher recruitment is starting earlier and is more competitive than ever as districts work to find qualified educators for hard-to-fill positions.

That means that in many instances principals have to find the time to prioritize staffing their classrooms among the rest of their responsibilities. Results of a survey of principals conducted in the fall of 2016 by AWSP and the Office of Superintendent of Public Instruction (OSPI) tell us that even with more focus on recruitment, administrators are still struggling to fill positions with qualified teachers:

- Only 53 percent of the principals who responded reported that they were able to employ all their needed classroom teacher positions with fully-certificated teachers.
- Twenty-one percent indicated that in mid-October they still had teacher positions that were not filled.
- Sixty-one percent indicated that they had to cover a class in the past five school days because a substitute was not available.
- Respondents indicated that 52 percent of their new teachers are as qualified as teachers hired 3-5 years

ago. Thirty percent indicated the recent hires were “less” or “much less qualified” and 13 percent indicated that they were “more” or “much more” qualified.

Recognizing that part of the solution to the teacher shortage is to attract and retain more teachers, the Legislature passed SB 6455 in spring 2016. A key component of the bill is development and implementation of a statewide teacher recruitment marketing campaign to attract more qualified in-state and out-of-state applicants to school districts and teacher prep programs.

Research tells us that there are multiple barriers to entering the teaching profession. The credentialing process, reciprocity with other states, compensation, and a negative perception about the profession drive potential educators away. So, what messages will inspire and attract applicants to teaching?

As it turns out, the reasons that drew many of you to the profession years ago still ring true today.

The results of stakeholder interviews, representing a wide range of education-related organizations across our state, indicate the top three motivators for people to enter the profession include: a desire to make a difference by having an impact and be part of something bigger than themselves; an opportunity to have a profession that has purpose and

consequence; and an opportunity to express their love of learning and desire to be part of a community of learners.

This spring OSPI will launch a digital marketing campaign focusing on the theme “for the love of teaching” and the immediate need for teachers in Washington. It will offer testimonials from real-life teachers representing a variety of subject areas, backgrounds, ethnicities, and geographical locations in our state.

The campaign will target individuals with a teaching certificate who are not using it, college students who have undeclared majors, paraprofessionals, military personnel and their spouses, out-of-state applicants currently in teacher prep programs, and individuals with emergency substitute teacher certificates.

A website is also in the works. It will be designed to quickly connect potential applicants with open positions and information about the multiple pathways to becoming a teacher in Washington.

Will a campaign designed to attract teachers to Washington solve all of our recruitment issues?

Not necessarily. But as the Legislature grapples with how to remove obstacles to attract qualified individuals, raising awareness about the need and being proactive about recruitment is a great start for our state. ■





How Great Teacher Candidates INTERVIEW DIFFERENTLY

The following article was republished from www.connectedprincipals.com with permission from its author, Shawn Blankenship. He describes his hiring process and what he does to try and get authentic interviews that unearth the true character, passion, and potential of his teacher applicants. Shawn is the principal at Dibble Middle School in Dibble, Ohio.



Shawn Blankenship
Principal, Dibble Middle
School (Dibble, OH)

PRINCIPAL EVALUATION CRITERIA

*Creating a Culture, Planning with Data,
Improving Instruction, Managing Resources*

A If you are a candidate interviewing for a teaching position, I want to take a genuine moment to explicitly share what you are up against.

As a principal, I am looking for a candidate, who demonstrates a love for kids; who articulates a clear picture of what their classroom will look, sound, and feel like; who reveals incredible content knowledge; who takes ownership in their own professional learning. The most important obstacle you are up against is this internal question: “Would I want my own child in this teacher’s classroom?”

As a principal, my goal is to find the best of the best. It’s simply impossible to improve a school by hiring average people. Average is officially over. If you desire to make it to a final interview, then be sure to consider the following tips.

“I say luck is when an opportunity comes along and you’re prepared for it.”

– Denzel Washington, actor

Take the time to research and know the school in which you are interviewing. As a principal, I no longer begin an interview with the question, “Tell me a little about yourself professionally.” If I’ve done my homework (and believe me, I have), I will find out everything I

“ Would I want my own child in this teacher’s classroom?”

need to know from your application, Facebook, LinkedIn, and Twitter accounts. It’s important to use every minute purposefully. A better question may be, “Tell me about how you prepared for this interview? What do you now know about our school?” If a candidate can’t answer this question, then maybe they’re not enthusiastic about being a part of our school. In fact, if you were to interview for a position at my particular school, a simple

Continued on page 16

Google search would quickly pull up the following on the first page of Google:

- Over 100 short videos that provide a window into our classrooms, activities, events, and the overall feeling of our school culture can be accessed with the click of a button.
- Our school's blog, which includes student projects and even "articles worth sharing." What an excellent opportunity to learn the type of instruction that we value.

Believe it or not, you could easily come across this exact article that provides not only the type of candidate we are striving for, but also specific interview questions that may be asked. How beneficial could that be?

"Extraordinary claims require extraordinary evidence."

– Carl Sagan, astronomer

If you say it, back it up with evidence. If you say you differentiate your instruction, showing me a lesson plan is not enough. The best candidates present multiple student outcomes that represent different ability levels related to the same learning goal.

“ It's simply impossible to improve a school by hiring average people. Average is officially over.

If you say you provide specific feedback at the time of the learning, show me. The best candidates present artifacts that demonstrate feedback from the beginning to the end. The final product reflects the feedback.

If you say that your classroom is highly engaged with simultaneous interactions taking place among your students, I need to see it! The very best candidates bring a 30-45



“ The best candidates answer questions by providing a story or a real experience (or if you are a new teacher, describe the experience you will create).

second video highlighting what their classroom looks and feels like. It's important I know you are enthusiastic and passionate about your subject matter, therefore, show me by providing a digital window into your classroom.

"Nothing ever becomes real till it is experienced."

– John Keats, poet

The best candidates answer questions by providing a story or a real experience (or if you are a new teacher, describe the experience you will create). For instance, if you are asked, "How will you integrate technology?" candidates without real experiences usually respond, "I use technology to go beyond my classroom walls and tap into outside expertise to elevate the learning experience for every student."

Candidates who truly integrate technology effectively may respond, "I do not want to limit my students to what one teacher knows and is able to do. Recently, my students worked alongside engineers, facility managers, and scientists to design and create a parabolic trough to capture solar energy. I had a detailed

discussion with each expert before Skyping with them. I wanted to make sure the material and information they contributed related to the curriculum and the activities were appropriate. The students were so excited from the beginning to the end.... We donated the finished product to our local bank."

Which candidate do you think is wired, plugged in, and connected?

"Better to remain silent and be thought a fool than to speak and remove all doubt"

– Abraham Lincoln, U.S. president

It's OK if you do not know the answer. I am more interested if you know how to find the answer. If you find yourself confronted with a tough question that you are not for sure about, tell me. If you try to wing it, believe me, I will know.

The best candidates simply respond, "I'm not familiar with this (tech tool, instructional strategy, specific textbook, etc.), however, if you contact me tomorrow at 3 p.m., I will be able to tell you everything you need to know." Now, as a candidate, you better do your homework. "I haven't had time" or "I wasn't able to

find much information” is not good enough.

Great candidates are not only prepared, but demonstrate the drive and ability to find answers. There’s nothing more impressive than a follow-up phone call and the candidate shares with you how they found the answer. The best candidate spends hours researching, contacting colleagues, or even tinkering with the idea to gain firsthand knowledge. Can you imagine what they would do for a student?

“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.”

- Heidi-Hayes Jacobs,
educational leader

In this day and age, you can count on a question focused on technology integration. In this day and age, using technology to create a slideshow

or to conduct research is no longer good enough. The best schools are only interested in how you will use technology as a catalyst for learning. Great candidates describe in detail how their students have used technology to raise awareness, start conversations, change minds, drive change, or make a difference.

“The only stupid question is the one you don't ask.”

Do you have any questions for us? As a candidate, you cannot only count on this question, you better prepare for it. “I do not have any questions at this time” or “I think you answered all of my questions” sends the signal that you are not interested or enthusiastic about this position. The best candidates will many times cause YOU to think by asking questions such as, “What are YOU looking for in a candidate for this position?” I’ve found that the best candidates are interviewing us as well. They want to

make sure they are in a place to grow and reach their full potential.

My favorite advice for any candidate was stated best by former principal turned instructional technology coach and blogger Lyn Hilt:

“Passion is necessary. Don't make me request your emotions – provide them, in every word, every response, every example of why you want to teach in my school.”

Something to think about. ■

TEACHER INTERVIEW QUESTIONS THAT WORK

Are you hiring a teacher this spring? Use these questions to find out more about a candidate than how skilled they are at interviewing.

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WHEN TEACHERS LEAD, STUDENTS (AND SCHOOLS) SUCCEED



Dr. Nasue Nishida
*Executive Director,
Center for Strengthening
the Teaching Profession*



Douglas Gonzales
*Assistant Director of
Instructional Technology,
Auburn School District*

PRINCIPAL EVALUATION CRITERIA

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

For years, educators have touted the positive impacts of a strong classroom teacher on student achievement.

Now, researchers from the University of Washington have found that groups of “teacher leaders”— teachers who can serve as instructional leaders with students and with other educators — could also pay big dividends for schools and districts.

That’s the finding of a new study of the Auburn Teacher Leadership Academy or ATLA, hosted for the past six years by the Auburn School District in partnership with the Center for Strengthening the Teaching Profession (CSTP).

Since 2010, more than 400 Auburn elementary, middle and high school teachers have participated in ATLA’s specialized training, focused on developing an array of leadership



skills ranging from working with other teacher-colleagues to facilitating collaborative work with their peers, principals and district administrators. Each ATLA group

begins with a two-day summer academy to develop teacher leadership skills and a deep focus on CSTP Teacher Leadership Framework. Then throughout the year, teachers meet for additional training and support.

“ Now, researchers from the University of Washington have found that groups of “teacher leaders” — teachers who can serve as instructional leaders with students and with other educators — could also pay big dividends for schools and districts.

Through a series of in-depth interviews, focus groups and surveys, University of Washington researchers found strong support among teachers and principals for ATLA’s training and its effects on instruction and professional collaboration. Most telling: The vast majority of teachers (86 percent) and administrators (92 percent) indicated that ATLA helped improve the overall quality of instruction.

This matters because our schools are being asked to do more, in different ways. Balancing time for collaboration with classroom instruction remains an ongoing challenge. The notion that ATLA supported collaboration with other teachers across the district was one of the items teachers most strongly agreed with in the study. Most principals also agreed that ATLA had broadened collegial networks for teachers.

“In ATLA.... You are working with a team of teachers from across the district as well. ...You’re hearing other opinions [other than] just your math team at your school,” said one middle school teacher.

The perceived quality of ATLA training was also noteworthy. Ninety-four percent of ATLA teachers surveyed agreed strongly or somewhat that ATLA training recognized and built on individual

teachers’ knowledge and experience; 90 percent agreed it helped them communicate more effectively with colleagues. Still another 89 percent felt it was directly applicable to their work as teachers. “Every little thing seemed to have value and I could

apply it,” said one high school teacher. “I could see a way instantly of how I could either use it with my kids or use it with my colleagues.”

The real question, of course, is what is the impact on student achievement? While the study did not explicitly examine that correlation, 80 percent of teachers and 92 percent of administrators said ATLA positively

impacted the achievement of students in their classes.

While most of the research yielded positive findings, it also highlighted opportunities for improvement. Teacher and principal concerns largely focused on time away from classrooms during the school year and the shortage of teacher substitutes for ATLA teachers. The majority of ATLA teachers felt supported and were encouraged to pursue other leadership opportunities, but believed more could be done to help principals utilize their teacher leadership skills.

Auburn is evolving ATLA to address these concerns, and over the last six years, continues to change and adapt it to meet the needs of its district.

Our hope is that ATLA can serve as a model for other districts, so that all students in Washington can benefit from teacher leaders and the knowledge they bring to our schools. ■



THE PRINCIPAL PIPELINE

The Next Education Shortage? More positions, fewer candidates suggest there could be a school leadership shortage looming.



Lance Potter, Ph.D., J.D.

Assistant Professor and Director of Educational Leadership, Eastern Washington University

PRINCIPAL EVALUATION CRITERIA

Planning with Data, Managing Resources

The teacher shortage both in Washington and nationwide is well-known, but is there also a looming principal shortage? Based on a look around the state and at recent statewide statistics, it seems that we're holding our own so far but there may be trouble on the horizon.

A LOOK AT THE DATA

What we do know? There has been a gradual decline in the number of principal certificates issued from a high of 625 in 2003 to a low of 416 in 2016. In the same period, the number of principals and vice principal positions in the state has risen from 2,702 in 2003 to 3,172 in 2016. This suggests that there are more positions and fewer candidates available for them. That doesn't necessarily mean there is a shortage, however. From 2004 to 2016, 6,499 new principal certificates have been issued but there are only 3,172 jobs for them and all those who came before them who are still active in the work force.

What is alarming is the big drop in certificates issued from 2015 (486) to 2016 (416). That is 80 fewer certificates issued. Going back one more year we see that there were 100

“ There has been a gradual decline in the number of principal certificates issued from a high of 625 in 2003 to a low of 416 in 2016.

fewer certificates issued in 2016 than 2014. Should this downward trend continue, there may be a problem in the not too distant future finding an adequate pool of candidates for the existing jobs.

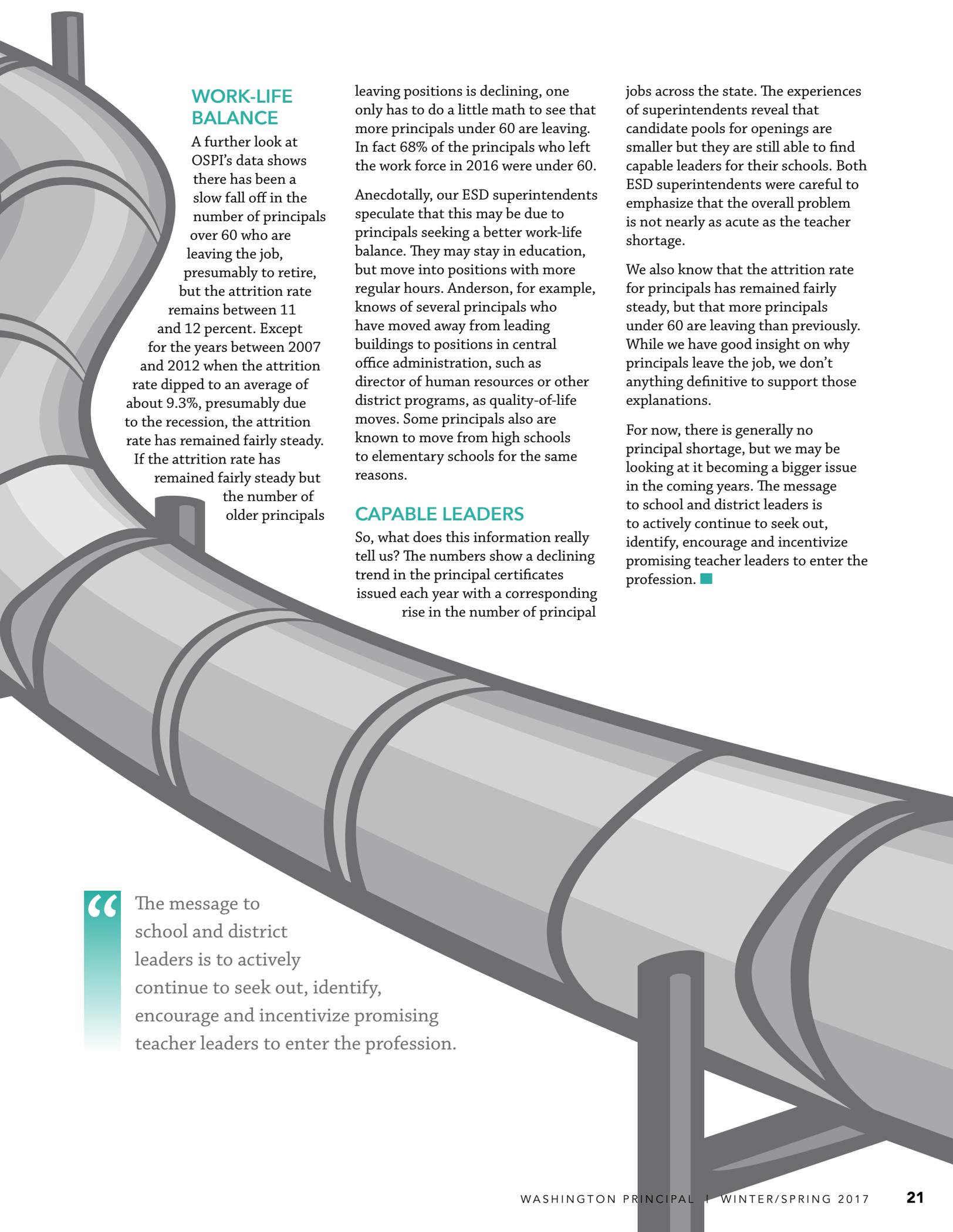
Even today, Mike Dunn, ESD 101 Superintendent in Spokane, notes that most districts are experiencing smaller candidate pools for high school principal jobs. Dana Anderson, Superintendent of ESD 113 in Olympia, concurs and notes that where candidate pools may have been 15-20 in the past, may now only be six or seven. That doesn't mean that positions are not being filled by strong leaders. In fact, Anderson notes that superintendents are generally happy with the choices and the candidates they find fit their openings.

THE UNKNOWN

What don't we know?

We don't know for sure what is contributing to the decline. Factors that may contribute to the shrinking candidate pools and declining number of certificates being issued include the extensive time demands of the job beyond the school day and TPEP implementation. Dunn also reports that rural and small schools have trouble attracting adequate candidate pools. The isolation of location added to the isolation many principals experience in their roles, along with lower compensation than their more suburban and urban peers may play a factor in the difficulty of rural schools to attract more candidates.

Anderson has noticed that on the west side, the farther districts are from the I-5 corridor the more trouble they have both attracting and retaining building principals. That problem extends to teachers and superintendents as well, so it is not an issue unique to building leadership. If educators have a connection to the community they will stay, but otherwise they often head back to more populated areas when the opportunity arises.



WORK-LIFE BALANCE

A further look at OSPI's data shows there has been a slow fall off in the number of principals over 60 who are leaving the job, presumably to retire, but the attrition rate remains between 11 and 12 percent. Except for the years between 2007 and 2012 when the attrition rate dipped to an average of about 9.3%, presumably due to the recession, the attrition rate has remained fairly steady. If the attrition rate has remained fairly steady but the number of older principals

leaving positions is declining, one only has to do a little math to see that more principals under 60 are leaving. In fact 68% of the principals who left the work force in 2016 were under 60.

Anecdotally, our ESD superintendents speculate that this may be due to principals seeking a better work-life balance. They may stay in education, but move into positions with more regular hours. Anderson, for example, knows of several principals who have moved away from leading buildings to positions in central office administration, such as director of human resources or other district programs, as quality-of-life moves. Some principals also are known to move from high schools to elementary schools for the same reasons.

CAPABLE LEADERS

So, what does this information really tell us? The numbers show a declining trend in the principal certificates issued each year with a corresponding rise in the number of principal

jobs across the state. The experiences of superintendents reveal that candidate pools for openings are smaller but they are still able to find capable leaders for their schools. Both ESD superintendents were careful to emphasize that the overall problem is not nearly as acute as the teacher shortage.

We also know that the attrition rate for principals has remained fairly steady, but that more principals under 60 are leaving than previously. While we have good insight on why principals leave the job, we don't anything definitive to support those explanations.

For now, there is generally no principal shortage, but we may be looking at it becoming a bigger issue in the coming years. The message to school and district leaders is to actively continue to seek out, identify, encourage and incentivize promising teacher leaders to enter the profession. ■



The message to school and district leaders is to actively continue to seek out, identify, encourage and incentivize promising teacher leaders to enter the profession.

SEEDS OF DEMOCRACY

Civic Learning and Student Leadership

Susan Fortin

Student Leadership Director

PRINCIPAL EVALUATION CRITERIA

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

On January 23, I had the opportunity to attend the rollout of the Washington State Civic Learning Initiative at the Temple of Justice in Olympia. The goal of the initiative is to ensure that all Washington youth have access to high-quality civic learning both in school and in out-of-school programming.

Speakers that day included Gov. Inslee, Secretary of State Kim Wyman, State Attorney General Bob Ferguson, State Superintendent Chris Reykdal, as well as various Washington Supreme Court justices, state senators and representatives. Their remarks all focused on the need for an informed citizenry, something needed now more than ever considering the division that we are currently witnessing in this country. The focus of the day-long rollout: What civic skills are necessary to participate as active responsible citizens in a democracy?

How we teach these skills will be defined at the local level, guided in part by RCW 28A.230.093, which requires a .5 credit in civics for high school graduation. At one time that credit may have included memorizing county seats in Washington. While handy if you are playing trivia on a road trip through the state, this knowledge is far less practical to the vast number of Washington students who aren't able to take a family road trip. In a relevant curriculum today, the imperative is to teach civics with a measure being an enlightened political engagement from an active informed citizenry.

The topic interested me enough to read the full report, "Guardian of Democracy: The Civic Mission of

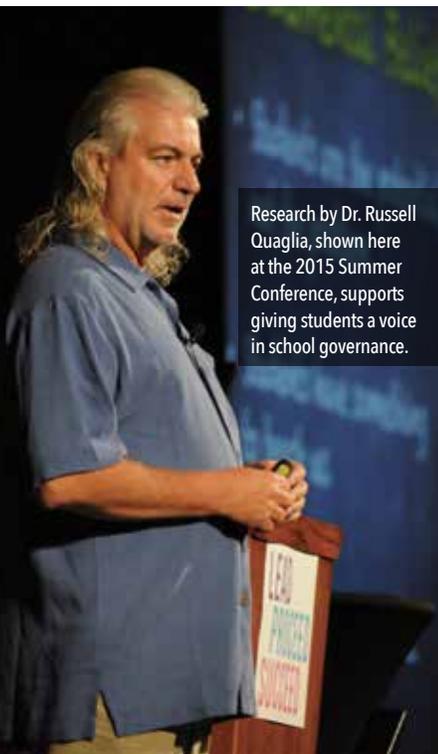
Schools," which was produced by the Campaign for the Civic Mission of Schools. With a paper copy in hand, I found my highlighter and went "old school" for a thorough read. The number of yellow highlights kept growing until I declared, "Wow! This is student leadership in action. It's what we do!" Then the pondering question for me became, "How can all students learn and practice these skills in authentic ways in our K-12 system in Washington?"

The report highlighted six proven practices in civic learning:

1. Classroom instruction on government, history, law, and democracy
2. Discussion of current events and controversial issues
3. Service learning
4. Extracurricular activities
5. School governance
6. Simulations of democratic processes

Lately I've been playing with the relationship between student voice and school climate. As a result, proven practice #5, school governance, caught my attention.

Research from the Quaglia Institute for School Voice & Aspirations states that, "Students who believe they have



Research by Dr. Russell Quaglia, shown here at the 2015 Summer Conference, supports giving students a voice in school governance.



“ Students who learn to engage in civil discourse and thoughtful problem solving will be utilizing skills that will lead to safer and more inclusive schools.

a voice in school are seven times more likely to be academically motivated than students who feel they have no voice.” Giving students a voice in school governance is a powerful, meaningful way to capture student voice and foster civic engagement.

As a matter of definition, a school with a positive climate is one that promotes norms, values and expectations that support people feeling socially, emotionally, and physically safe; supports a sense of unity and cohesion in the school as a community; promotes a culture of respect; and encourages students to consider themselves stakeholders in the school’s success.

Engaging students in conversations and solutions around school improvement will require some commitment of time, but with student leaders as the drivers the process is possible. I suggest using the RSVP (Raising Student Voice and Participation) process that is supported by NASSP. In a student facilitated setting, (home room, advisory or grade-level classrooms) student facilitators can lead a

conversation addressing two key questions:

1. What do you think is going well in our school?
2. If you could change one thing about our school what would it be?

These two questions will validate the positive things that are happening in school and will shed light on potential areas for improvement. As school improvement conversations continue, authentic dialogue around the “why” behind policy can be explored. Students become partners with administration and staff as action plans are developed for meaningful change.

High-quality civic learning teaches the importance of community, respectful dialogue about controversial issues, creative problem solving, collaboration, teamwork and the importance of diversity. In addition to being civic virtues, these values are foundational to a positive school climate. These civic virtues can be practiced through authentic engagement on real issues.

Civic education is leadership education. Students who learn to engage in civil discourse and thoughtful problem solving will be utilizing skills that will lead to safer and more inclusive schools. As these skills become habits we will move closer to the informed citizenry that we need. ■

CIVIC LEADERSHIP IN SCHOOLS

Campaign for the Civic Mission of Schools
www.civicmissionofschools.org/

Quaglia Institute:
www.quagliainstitute.org

Raising Student Voice & Participation (RSVP)
www.nasc.us/programs-and-conferences/raising-student-voice-and-participation

TW Coverage of Jan. 23 Event
<http://bit.ly/2ovAS4L>

Washington State Civic Learning Initiative
www.lawforwa.org/civics-washington/civic-learning-initiative

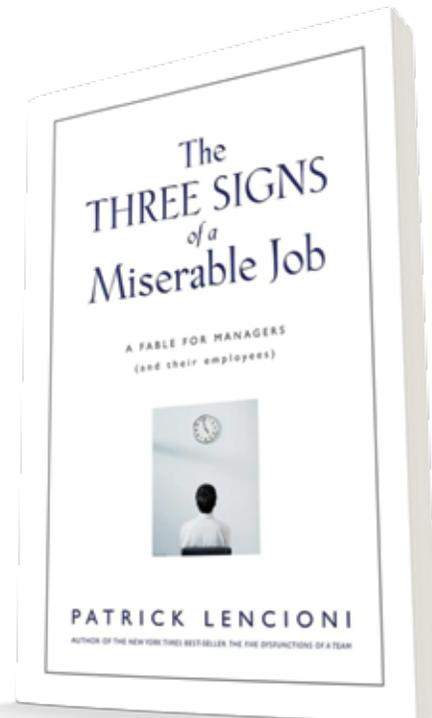
“The Three Signs of a Miserable Job”



Chris Chelin
Principal, Kamiakin High School, Kennewick School District

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Improving Instruction



One of my favorite books is, “The Three Signs of a Miserable Job,” by Patrick Lencioni. Not because my job is miserable (far from it) but because he offers pragmatic solutions and ideas to improve a system.

This has lots of extensions to teaching. He offers that a universal system challenge is the challenge in engaging all employees. Does this sound familiar? One of our most frequent challenges is engaging all of our students and staff. If you could find a way to engage, motivate and inspire your students wouldn't you choose that?

Those who are engaged in their jobs:

- Find fulfillment, enthusiasm and passion in their work (authentic engagement instead of compliance engagement);
- Show more attention to detail; and
- Develop a sense of ownership and pride in their work.

In order to get these benefits, Lencioni says we have to address three issues:

- Anonymity
- Irrelevance
- “Immeasurement”

The book has lots of extensions to teaching (not the miserable part — the impact part). He says that the single most important person in determining someone's self-worth is the feedback they get from their “boss.” If feedback is not intentional, or worse is based on the mood of the person giving it then the employee (or student) is destined to be miserable.

The feedback we give them helps develop and drive their self-image. The feedback cannot be based on how we feel at the moment, if we had coffee in the morning or if we like them.

If we want students (and, by extension, staff) to NOT be miserable, there are three specific things that we can do according to Lencioni:

- **Anonymity:** People cannot be fulfilled in their work if they are not known. All human beings need to be understood and appreciated for their unique qualities by someone in a position of authority. People who see themselves as invisible generic or anonymous cannot love their jobs, no matter what they are doing.

“ He says that the single most important person in determining someone's self-worth is the feedback they get from their “boss.”

- School extension: A basic human need is to feel that you belong to something bigger than yourself. Letting staff know that they are important and appreciated is a key element of addressing staff anonymity. It can be simple things like providing pizza for staff on a testing day to thank them for proctoring, to more challenging conversations around grading practices or passage rates on state assessments. Each staff member must know that they are important to the overall success of your school.
- Classroom extension: We talk all the time about the value of relationships and how important they are for us to develop with our students. Students need to know that we care about them and that we always have their best interest in mind. One key element

of building relationships is that common experiences are a necessity. When an elementary student sees their teacher at their game they get so excited! The same thing applies (although on a different scale) when you can talk to one of your students about how awesome they were in the marching band or about their role in the play.

- **Irrelevance:** Everyone needs to know that their job matters. Anyone, without seeing a connection between the work and satisfaction of another person or group of people, simply will not find lasting fulfillment. Even the most cynical employees need to know that their work matters to someone, even if it's just the boss.
- School extension: Staff need to know that their voice is important and that they contribute to the overall success of the school and most importantly that they are meeting the needs of students. Having activities where students thank teachers for making a difference in their lives is one way to do this.
- Classroom extension: Students need to know that the work they do is important. Think back to a task that had minimal academic engagement—something in your mind that was meaningless—how much effort did you put into that? The same applies to students: when they have work that they don't feel is important or meaningful why should they give their best effort. The flip side is think about the classroom energy when students are wholly engaged in a rigorous, meaningful task. Try and capture that energy each and every day!
- **Immeasurement:** Employees need to be able to gauge their progress and level of contribution for themselves. They cannot be

fulfilled in their work if their success depends on the opinions or whims of another person, no matter how benevolent that person may be. Without tangible means of assessing success or failure, motivation eventually deteriorates as people see themselves as unable to control their own fate.

- School extension: TPEP has driven staff to set goals and to be more self-reflective. Having tangible goals that are measurable both for short term and long term allow staff to know where they are at and gauge their success.
- Classroom extension: Education is excellent at creating “rubrics” to measure student work, but do we authentically use them daily? Danielson offers that student voice in creating the rubrics will extend student engagement and assessment and improve the process even further. The

rubric shouldn't be a binary “yes/no,” “complete/incomplete” or “turned in on time/not turned in on time” but rather offer meaningful feedback to students so they know where they are at, what they know and what they need to improve upon.

The ideas around irrelevance, immeasurement and anonymity are ones that can carry over into many facets of our jobs, whether it's working with front office staff on providing high levels of customer service to the public, keeping our campus safe or helping assistant principals manage demands for student services.

By making people feel that they are part of something bigger than themselves and by taking the time to care about them you can improve your overall school culture. This is a book that has multiple applications for today's principals. ■

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Dr. Julie Perron
Principal, Whitaker Elementary, Buena Park School District (CA)

PRINCIPAL EVALUATION CRITERIA

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

As educators, we aren't just teaching math, reading, and other subjects, but shaping students into caring and respectful adults. To do that, we must create and sustain school cultures that support the social and emotional needs of children, a topic of continual discussion in educational forums.

As a building principal and a classroom teacher, I have spent decades exploring how to best support students when we can only

truly control the seven or eight hours a day that they are in our care. How do we find ways to make a positive impact on students and our campus cultures that is self-sustaining, while keeping the learning rigorous and the programs relevant?

PBIS: IN NEED OF FRESH THINKING

One way we have seen positive impacts on school campus is through the framework of Positive Behavioral Interventions and Supports (PBIS). According to the PBIS website, PBIS is

a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (pbis.org). According to Horner, Sugai and Lewis (2010), PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success.

Clearly, PBIS receives considerable acclaim and is one of the best ways to

ensure student learning and a healthy school climate. Nevertheless, PBIS is a framework that must be implemented with fidelity. It also requires revisiting with fresh thinking and a creative approach to keep the climate positive and productive.

“ If we do not teach this important lesson, we will continue to prepare our students for a society where the reflective question continues to be, “What’s in it for me?” rather than “How can I make the world a better place?”

With PBIS, we have multiple incentives and reminders for positive behavior, and they are worthy and powerful change agents for behavior. School mottos and rules are painted vibrantly, bright banners decorate the chain-linked fences and cafeteria entries, and school entryways remind students of expectations. Even so, spirit shirts, bracelets, tickets, drawings, water bottles, lanyards, bumper stickers and banners, complete with school mascot and motto, can grow tiresome for staff and students. What was once shiny and new simply becomes part of the daily routine and we become less inspired by the well-intentioned and positive messages around us.

A CARING GESTURE?

Years ago, at a school where I was principal, I was blessed with bus duty at 7 a.m. on a cold December day in eastern Washington. The bus was late, and when it finally arrived, students scrambled to disembark and walk to class. Backpacks, coats, scarves and hats — a flurry of students passed me as I greeted, “good morning” through chattering teeth.

Suddenly, an upper grade student slipped, falling hard on her bottom in the ice and snow. Another student put down his backpack and reached out to help her up. My heart warmed to witness such an act of kindness. Not wanting to let this moment pass by

without proper principal recognition, I called him over to thank him for his caring gesture. I cheerfully recognized his helpful and responsible choice to help her up.

“Wow! That was so kind!” I said.

The student responded, “Well, can I get a PAWS award?”

Incredulously, I said, “Um, no.”

He looked shocked and responded, “Why not?”

“Well, because sometimes it’s just awesome to do the right thing,” I said.

With a frown, he turned to walk away, and then turned back, irritated, and retorted, “Well, if I had known you wouldn’t give me a PAWS award, I wouldn’t have helped her up,” and sauntered off to class, leaving me speechless.

THE REWARD IS THE ACTION

This question of “Do I get a PAWS award?” recurs throughout my tenure as a principal. Each time, I have been perplexed by incredulous faces of students looking to “get something” in return for behavior that should be expected as part of our daily routine. This mentality has forced me to reflect with an action plan in mind.

Of course, we know that teaching students to demonstrate respectful and responsible behavior is part of our daily routine. However, we must find ways of recognizing those moments of kindness, of simple courtesy, of caring, without always providing a prize, a sticker, or a PAWS award. We must teach that the reward is in the action itself, in the feeling of

care, kindness, affection we feel for our fellow human beings.

If we cannot emphasize this truth to our students, we make no real progress. If we do not teach this important lesson, we will continue to prepare our students for a society where the reflective question continues to be, “What’s in it for me?” rather than “How can I make the world a better place?”

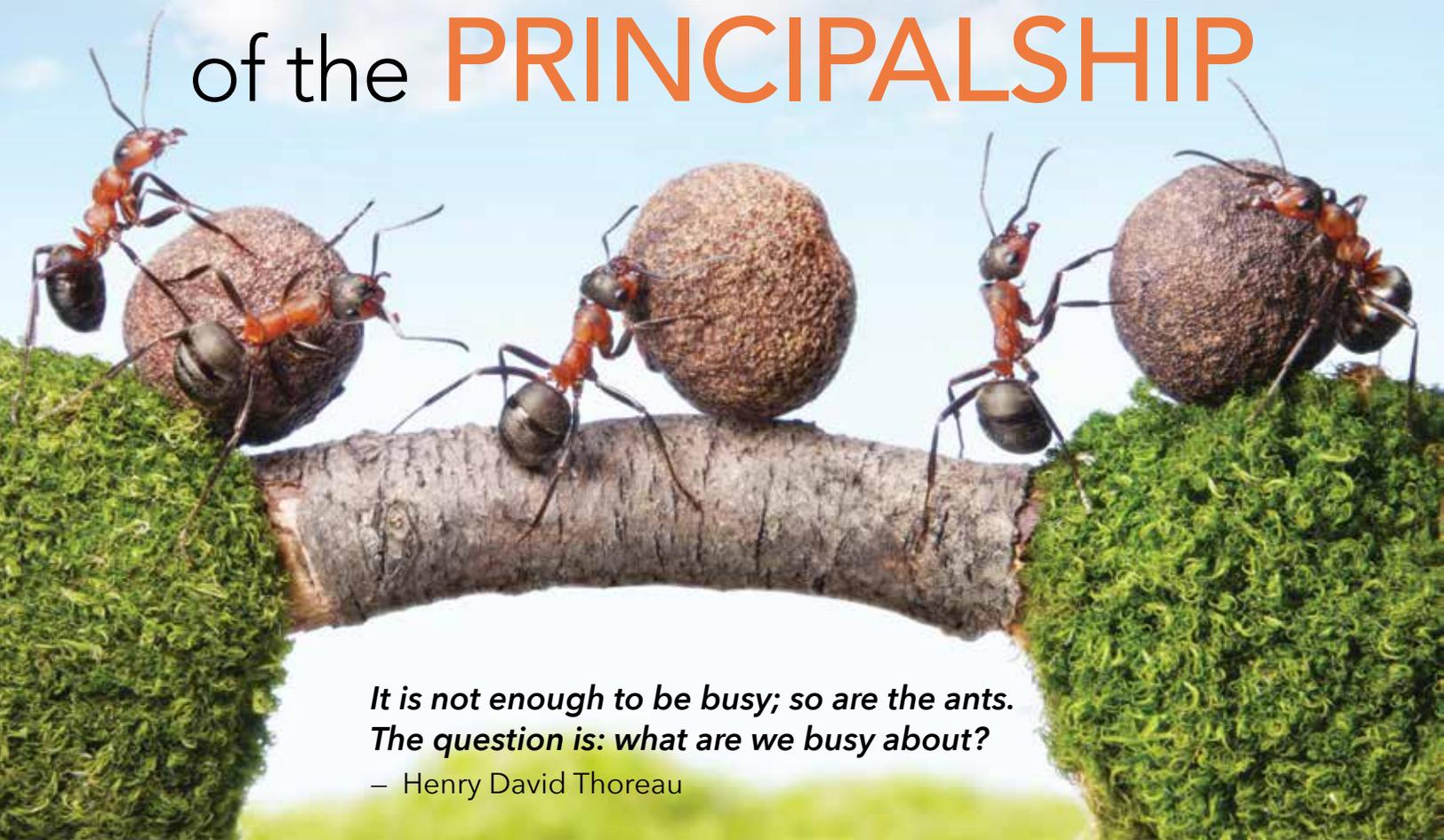
THE RIGHT THING TO DO

I wish I held the magic fairy dust to sprinkle on our playgrounds, in our classrooms, in our cafeterias and parking lots that transform our students into human beings with a natural sense of integrity. However, the real magic starts with the adults in students’ lives. If we promote, tolerate or even participate in the “What’s in it for me?” philosophy, we have a real challenge with changing students’ behavior.

We live in a society where “us vs. them,” and “not my problem” reign as the excuses the day. As educators whose moral imperative is to prepare students for successful life experiences and post-secondary pursuits, we must challenge such thinking. In taking the high road, hopefully we model for students what true respect and responsibility look like, sound like and feel like and that the real reward is in the act, not in the prize. If we can do this, then maybe the next one of us stumbles and falls getting off the school bus of life, we are helped up by a by-stander, not looking for a reward or because someone else is watching, but rather because it’s the right thing to do.

Dr. Julie Perron has served a school principal for 16 years; this is her 26th year in education. Her PhD is in Leadership Theory, and she currently works as a professor for National University, as well as a consultant in the areas of school leadership, climate, culture and reform. ■

The INTENSIFICATION of the PRINCIPALSHIP



*It is not enough to be busy; so are the ants.
The question is: what are we busy about?*
– Henry David Thoreau



Andrew Cain

*Principal, Cedar Heights
Middle School, South
Kitsap School District*

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Managing Resources

The principalship is a job that has dramatically shifted in focus over the past 15 years.

When I started, schools were expected to have happy teachers, parents, and students, and ensure that students were in class, on time and behaving appropriately. The rise of the accountability movement has forced us to consider, “What is our priority?” This expectation of pretty good is no longer good enough. Schools must also ensure that students are learning, which

has shifted the focus of our responsibilities. We must still keep parents, staff, and students happy and ensure that our schools have respectful cultures, but it is now understood that we do these things in order to ensure the classroom is increasing student learning. Management is for the purpose of instructional leadership, not for management alone.

Living this transition has caused a dramatic shift in priorities. As a new assistant principal, I repeatedly requested our district

facilitate opportunities for building administrators to conduct classroom walkthroughs as part of our professional development. There simply was not time or widespread perception that this was a valuable use of time. Transition to today and with the rise of the NCLB, TPEP and the use of instructional frameworks, and the rise of the Smarter Balanced Assessment, there is commitment to ensuring each teacher is supported in improving their instructional practice so an increasing number of students are realizing their academic potential.

As Mike Mattos asked our administrative team when he consulted in our district, “How do you know what each student needs for academic enrichment or support in your building?” This means that my current school district’s administrative professional development is focused upon building the principal’s collective capacity to use data and feedback

“ The expansion of a principal’s responsibilities has changed the administrator role from a manager of details to builder of people.

to support teacher’s instructional growth and their ability to use data to meet student’s identified learning needs. Additionally, my school administrators have committed to visiting every classroom at least every other week for at least one 10-minute observation. In speaking with colleagues from many different school districts, they are living similar stories. These new expectations expanded existing expectations, rather than replacing duties.

The question arises, “How do you make these responsibilities doable?” As an experienced principal, I am convinced that three things are necessary for principals to be intentional about building in their schools to meet the expanding expectations and make this job doable. First, build a complete leadership team; a team that has members with expertise in counseling, building school culture, and enough instructional coaches to effectively work with the number of instructors in a school.

Second, use this team to build effective systems for managing the building. Systems like attendance, student registration, positive

behavior interventions (PBIS), response to interventions (RTI), and building level professional development need to be managed efficiently and in such a way that they further the building’s mission. These two pieces are essential for creating the time and space for thoughtfulness necessary for principals to develop teacher’s professional capacity.

Finally, principals need professional development in building people. The strength of each of the members of the school team determines the strength of the collective school. The new expectations of principals require possession of the knowledge and skills necessary to build the leadership team’s ability to manage their respective systems and the teacher’s ability to use instructional strategies to meet the academic needs of each student.

The expansion of a principal’s responsibilities has changed the administrator role from a manager of details to builder of people. This

new role requires the knowledge and skills to manage building systems, but for the purpose of enabling the school team to effectively run without daily oversight from the principal. I like to use the analogy of a good sports coach, one that invests everyday in working with their players so they have the skills and the knowledge necessary to fulfill their responsibilities during a game. This allows the coach to observe during the game, and use the observations to make in-game adjustments or during the next week’s practices.

Similar to winning teams, successful schools are characterized by a principal who has such a strong team that his/her focus is not on how do I ensure that my students, staff, and families are happy, but how am I supporting and building my team so that my students, staff, and families believe that we are living our mission. ■

Andrew Cain serves as president of the Association of Washington Middle Level Principals.

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naesp National Association of Elementary School Principals
NASSP National Association of Secondary School Principals

DIVIDED GOVERNMENT: NOT WHAT YOU THINK!

Jerry Bender

Director of Government Relations, AWSP

With the 2017 legislative session underway, now is a good time to look at how the makeup of the Legislature will impact schools, their funding, and their additional responsibilities. Rather than divide the major players by political party, let's divide them by experience in their roles (veterans vs. rookies). We also need to look at those who have the same key responsibilities as last session.



Gov. Jay Inslee



Mark Schoesler



Sharon Nelson



Frank Chopp



Pat Sullivan



Dan Kristiansen



Sharon Tomiko Santos



Kristine Lytton



Cyrus Habib



Chris Reykdal



Jamila Thomas



Michaela Miller

VETERANS

Executive: **Gov. Jay Inslee (D)** was re-elected and begins his second term. As he begins his fifth year he should be willing to step forward and champion efforts to meet the McCleary mandate from the Washington Supreme Court.

Senate: The GOP has a one-seat advantage in Senate and **Mark Schoesler, R-Ritzville**, will continue as the majority leader. **Sen. Sharon Nelson, D-Seattle**, continues as the minority leader.

House: The Democrats have a slim 50-48 majority with **Frank Chopp, D-Seattle**, serving as the Speaker of the House; **Pat Sullivan, D-Covington**, as Majority Leader. **Rep. Dan Kristiansen, R-Snohomish**, is back as the leader of the Republicans. **Rep. Sharon Tomiko Santos, D-Seattle**, continues as chair of the House Education Committee and **Rep. Kristine Lytton, D-Anacortes**, will chair the House Finance Committee.

While there are at least 10 experienced leaders who have worked in their current roles before, there are more than 17 who are in new leadership positions. In effect, they are building the airplane while learning to fly it, too. They include:

ROOKIES

Executive: **Cyrus Habib (D)** served two years in the House of Representatives and then two years in the Senate prior to be sworn in as lieutenant governor where he will manage the floor action of the Senate and vote when there is a tie. Former State Rep. **Chris Reykdal** is the new Superintendent of Public Instruction, and he brought with **Jamila Thomas**, former chief of staff for the House Democratic Caucus. He has also tapped **Michaela Miller** to be deputy superintendent. Miller is a former teacher in the North Thurston Public Schools, recently served as director of the National Board for Professional Teaching Standards in Washington state, and was AWSP's 2012 President's Award winner for her previous work at OSPI.



Dave Mastin



Hans Zeiger



John Braun



Sharon Brown



Dino Rossi



Kevin Ranker



Christine Rolfes



Monica Stonier



Laurie Dolan



Paul Harris



Timm Ormsby



June Robinson

Former consultant and State Rep. **Dave Mastin** will serve as Reykdal’s director of governmental affairs. OSPI is looking hire a chief financial officer.

Senate: **Hans Zeiger, R-Puyallup**, will chair the Senate Education Committee. He served six years in the House of Representatives prior to being elected to the Senate in November 2016. This will be his first opportunity to chair a committee in the Legislature. **Sen. John Braun, R-Centralia**, will chair the Senate Ways & Means Committee after being the vice chair last session. **Sen. Sharon Brown, R-Kennewick**, and former gubernatorial candidate **Dino Rossi, R-Sammamish**, will assume the roles of vice chairs. **Sen. Kevin Ranker, D-Orcas Island**, will be the ranking minority member with **Sen. Christine Rolfes, D-Kitsap County**, will represent the Democrats in creating the operating budget.

House: The House Education Committee will have two new vice-chairs, **Reps. Monica Stonier, D-Vancouver**,

and **Laurie Dolan, D-Olympia**, as well as new ranking minority leader, **Paul Harris, R-Vancouver**. The new House Appropriations Committee Chair is **Timm Ormsby, D-Spokane**, with **June Robinson, D-Everett**, serving as vice-chair.

With nearly twice as many new players impacting a principal’s work of preparing students for their future, they need your help. Virtually all of those who serve in an elected position want to help make things better for students, but they do not have the experience you do in educating children.

If ever there was a year to reach out to government leaders, 2017 is it. Just like the BEST program provides mentors for new teachers, you can provide guidance for elected officials, especially the rookies, of what they can do to close the achievement gap and prepare all students to be career and college ready. ■



The Value of Chewelah Peak

Martin E. Fortin, Jr.

Director of Learning Centers, AWSP

In December, I asked Dr. William Wadlington, Principal/Superintendent of the Creston School District, where he gets his work/life balance. Bill is the co-director of the Chewelah Peak summer student leadership camp. I was not surprised when he answered with this essay:



Dr. William Wadlington

Chewelah Peak Learning Center is a place where leadership is learned and practiced. Whether participants come from the ranks of teacher leaders, principal leaders, or student leaders the common denominator is the incredible experience afforded by this incredible, beautiful, and

practical learning destination. Chewelah Peak Learning Center hosts a plethora of activities for a wide range of clientele. The one that I have had the most experience with are the summer student leadership camps.

Leadership development at Chewelah Peak High School Leadership Camp is focused on empowering students to make changes in their schools for

the better. Within the first hour of their arrival at camp student leaders are introduced to the leadership team approach to enhancing school climate. The Peak experience includes goal-setting, planning, and first steps towards engaging the principal at one's school as an ally and partner in the work of making school a place where all students belong.

The goal setting begins on day one with an inventory worksheet that compares the goals of student leadership and the evaluation framework for principals. At Chewelah Peak we continually ask the question, "How will you communicate and work with the principal to make this activity occur?" The inventory worksheet, goals, and a letter to the principal are mailed to the principal for arrival before school.



The primary emphasis for The Peak experience is best summarized by the instructions from the preamble for the inventory worksheet, “Student leaders are a part of a school’s leadership team. Principals foster success by working to achieve excellence in eight defined framework areas. Student leaders can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. For a school to flourish, all the leaders, both student and adult, need to be working toward and thinking about the same goals.” All aspects of the camp are vetted through the lens of partnership between principals and student leaders.

“ Within the first hour of their arrival at camp student leaders are introduced to the leadership team approach to enhancing school climate.

At Chewelah Peak High School Leadership Camp, we are preparing student leaders to become partners with the principals and other adults as a school leadership team. Student leaders must become crew members on this journey for school success. While Chewelah Peak Leadership Camp only lasts five days, The Peak experience lasts for years.

Chewelah Peak Learning Center provides for Peak learning opportunities and experiences throughout the year for a wide variety of learners. Chewelah Peak Learning Center is not only a destination, but a mindset and attitude about life and learning. ■



Students and staff can enjoy activities indoors and out at Chewelah Peak.

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BLINDSPOTS: THE SCIENCE BEHIND OUR HIDDEN BIASES



Kurt Hatch

Director of Principal Support, Middle Level Programs, and Diversity & Equity

Here at AWSP, we have spent a considerable amount of time thinking about and discussing various aspects of equity leadership. A deep-seated priority and one of two goals within our strategic plan, we are working hard to both model equity leadership through self-reflection, open conversation, in-depth questioning and infusing resources both into our own professional learning and the professional learning we deliver throughout the state. Along this journey we've encountered an excellent resource that provides relatively smooth sailing into a topic known for its rough seas.

Written by leading psychologists Mahzrin R. Banaji and Anthony G. Greenwald, "Blindspot: Hidden Biases of Good People," is a powerful, highly relevant and easy-to-read book that conveys an important message about how the brain processes information and influences our unconscious behaviors and beliefs toward others. As it turns out, unconscious biases that drive humans to behave cautiously, with a fear-based stance towards others, once served a healthy purpose. Deep-seated biases wove themselves into the fabric of our minds as a way to keep our ancestors, living in relatively small, homogenous tribes hemmed in by unremitting physical dangers, safe.

PRINCIPAL EVALUATION CRITERIA

Creating a Culture, Ensuring School Safety, Engaging Communities, Closing the Gap

“... is a powerful, highly relevant and easy-to-read book that conveys an important message about how the brain processes information and influences our unconscious behaviors and beliefs toward others.

The authors note, “In response to the pressures of that environment, they evolved mechanisms that made social choices paramount to mere survival... and shaped our social nature to be what it is today.” In short, staying away from those who were different or strange was a survival strategy likely used on a frequent basis. Our brains developed over time to become highly adept at biased-based thinking in order to survive. Unfortunately, those once critical, lifesaving habits-of-mind ingrained into the basic functioning of our brains, the social nature that serves as a mental filter for all of us, is outdated and often impedes rational thinking. The era when survival required far less discernment and fewer demands of our frontal cortex has left a cognitive residue (“cognitive residue,” yep, came up with that all by myself! 😊) that feeds what Banaji and Greenwald refer to as “mindbugs.”

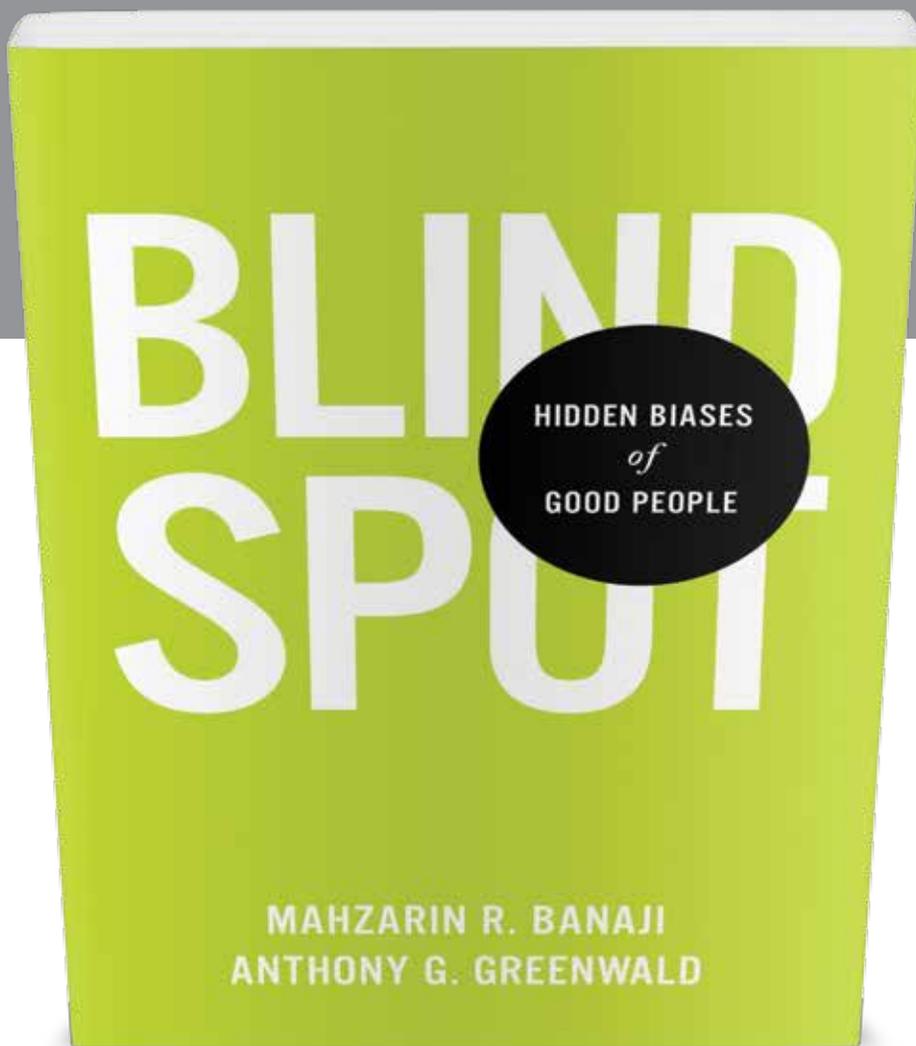
Mindbugs undermine how we see, remember, reason and judge. “Understanding how mindbugs erode the coastline of rational thought, and ultimately the very possibility of a just and productive society, requires understanding the mindbugs that are at the root of the disparity between

our inner minds and outward actions,” they write.

As hunter-gatherers this unconscious, rapid response kept us safe. However, in our modern era of complex, democratic webs of interdependence – a time unfathomable to our ancestors – the success of which relies on abstract concepts like justice, fairness and civil rights, our instinctual biases against “them” or those we perceive as “outsiders” impacts not only our personal relationships, but also our ability to ensure equitable systems.

“In short, staying away from those who were different or strange was a survival strategy likely used on a frequent basis.

In the book, science reporter Brian Resnick shares lessons from psychology that explain where our fear-based unintended biases towards “outsiders” comes from and how they function:



LESSON 1: FEARING OUTSIDERS IS ONE OF OUR OLDEST, BUILT-IN PSYCHOLOGICAL TENDENCIES.

“In prehistoric times, this is what kept us safe. In the modern age, it’s what nudges us toward bigotry.”

LESSON 2: WHEN WE BEGIN TO FEAR OUTSIDERS, WE DEHUMANIZE THEM.

Harvard psychologist Mina Cikara notes that, “When you start fearing others, your circle of who you counted as friends is going to shrink. And that means those people outside of the bounds get less empathy and fewer resources.”

LESSON 3: WHEN WE FEAR OUTSIDERS, OUR BRAINS EXAGGERATE THEIR THREAT.

“People who empathize more with their own groups tend to be more aggressive toward the out group.” (Cikara)

LESSON 4: ANECDOTES THAT INSTILL FEAR OF OUTSIDERS ARE MUCH, MUCH STICKIER THAN FACTS AND FIGURES.

“People are very sensitive to anecdotes, more than they are to abstract representations of data. Our minds have evolved to think in mental shortcuts –heuristics – but in the modern age, this can lead us astray.”

LESSON 5: NO ONE IS IMMUNE FROM FEARING THE THREAT OF OUTSIDERS.

Jennifer Richeson, a racial bias researcher says that even “people who think of themselves as not prejudiced demonstrate these threat effects.”

These five lessons and those learned from “Blindspot” have direct implications for our relationship-based profession as well as principals’ equity leadership for *improving the achievement of groups of students that share an historical disadvantage as well as the achievement of individual students who are not realizing learning potential* (AWSP Leadership Framework Criterion 8: Closing the Gap). Being aware of our own biases as leaders and, in particular, helping staff understand how the human mind is hard-wired to shade our thinking about “others” who may look and sound different, is critical.

If you’re searching for a resource to establish a foundational knowledge base for conversations about equity or a text that validates your current equity leadership, we recommend not only reading “Blindspot,” but also engaging your colleagues in a discussion about it.

If you are seeking support and guidance for thoughtfully launching a sustainable equity agenda at your school, we’re here for you. Give us a call. ■

Credits, Equity and Opportunities

Scott Seaman

Director of Professional Learning and High School Programs, AWSP

PRINCIPAL EVALUATION CRITERIA

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



As I travel the state working with principals and school/district leadership teams, I continue to encounter the same question, “Hey, Scott, what are schools doing to get ready for the new 24 Credit Graduation Requirement?”

Most often people are seeking information about innovative or new approaches to the daily bell schedule. And, although the bell schedule plays a significant role in this discussion, it’s not the silver bullet or single solution. It’s only part of the complex answer to the above question.

In our research at AWSP, we are quickly discovering that the majority of high schools in the state are still sitting on a traditional six period day. This schedule puts a lid on student access to credits at 24 and leaves no wiggle room for failure, remediation and/ or acceleration. All students are extremely limited and constricted in their journey through high school within a six period day, especially under the new 24 credit requirements. We are finding that schools with systems that provide access to 28, 30 and 32 credits based on daily operating schedule are filled with incredible opportunities for all students. And, when we say all, we mean all students.

What usually starts out as a “bell schedule” conversation quickly

transforms into a discussion about equity and opportunity. Changing a bell schedule is one of the most sacred cows we see in education, and quite often, the last frontier of systems changes. Bell schedules have been largely untouched in the education reform movement across our country. Very few schools or districts have waded courageously into redefining past historical practices to better serve ALL students in their schools.

I get asked all the time what I think about the new 24 credit graduation requirement and I always respond with a resounding shout of support. Finally, across Washington, we will expect not just students, but school systems, to be held accountable to the same high requirements for graduation. And, for the first time in state history, these high expectations are forcing us to think differently on how we support the needs of all students. Is it acceptable that one high school has a rich, full schedule of access and opportunities for students while another school, separated by just a few miles, doesn’t afford the same opportunities for kids? Can we, as a system, continue to allow such inequity for students?

I think not.

As you and your school begin to think about preparing your environment for the new and exciting 24 credit environment, don’t just think about a bell schedule change. Think about

what incredible opportunities are missing for kids in your school.

Do your struggling learners have access to timely, targeted and immediate support? Do your accelerated students have access to enrichment and extended learning opportunities? Do all of your students have access to college in the high school, dual-credit opportunities and competency-based credits?

“ Don’t think about what can’t be done in your current system, but rather what can be done in your new system.

What’s your relationship with local community colleges or universities?

These are just a few questions I’d start asking as you begin your journey of transforming your school to meet the needs of all students. Don’t think about what can’t be done in your current system, but rather what can be done in your new system. A student’s chance of being college and career ready should not be determined by how prepared his or her school is for our new 24 credit reality.

Is your school ready? ■

Educational Karma

Gary Kipp

AWSP Executive Director

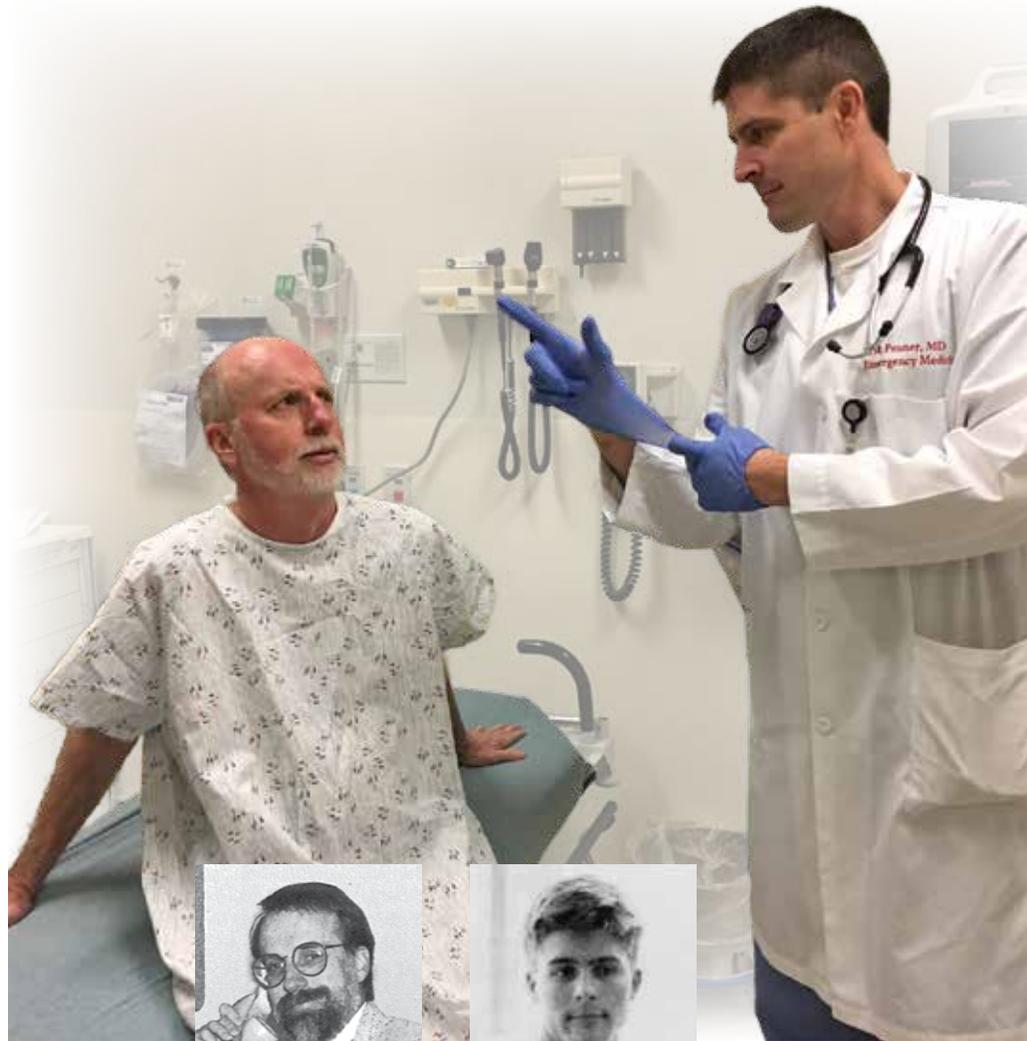
Not long ago, I was admitted to the emergency room of St. Peter Hospital here in Olympia. The why of that experience is immaterial to the purpose of this tale, and I seem to have mended just fine.

As I lay in my bed, wearing nothing but a sheet-like material that gaped in all the wrong places, I looked up to greet the doctor assigned to me. He was wearing a starched white lab coat and the standard issue stethoscope necklace. I was a bit groggy, but I knew immediately, this was no stranger. There, on his physician's jacket, in bright red embroidered letters, it read: "ERIK PENNER, MD."

My ailment suddenly became a secondary concern. You see, Erik was a former student of mine.

Back in the late '80s, I was the principal of Mark Morris High School in Longview, Erik was a fun-loving kid who hung around with other fun-loving kids, which multiplied the fun-loving exponentially. While none had a mean bone in their bodies, their love of fun occasionally intersected with the rules of the school.

Erik and I had many conversations during his tenure at Mark Morris. And now I am wondering how he felt about those conversations, because the tables of vulnerability had clearly turned 180 degrees. Did he feel that I had treated him with dignity and respect? Did he think I listened to him, to really understand what he was saying? Did he get the sense that I cared about him?



“ Erik and I had many conversations during his tenure at Mark Morris. And now I am wondering how he felt about those conversations, because the tables of vulnerability had clearly turned 180 degrees.

Now, I wanted all of these things from him. I am happy to say that I got them in spades.

Erik spoke fondly of his high school days and our conversations, bringing my blood pressure back into the normal range. Erik graduated in 1990

and went on to have a wonderful career and a wonderful family. I thank God he is a doctor in *my* hospital.

Our students go on to play many different roles in society, and our paths cross when we least expect

Continued on page 38

Humor me!

Continued from page 37

them to. How you want to be treated by your policeman, barista, fireman, chef, accountant or proctologist, is how you should treat each student in your school. Actually, it's not just your students. It's also your students' parents, your teachers and staff.

Four years after Erik graduated, I hired a young history teacher named Chris Reykdal. He had an incredible connection with kids and really got them engaged and excited about learning. Now he is our State Superintendent of Public Instruction.

“ One of the things I have learned over the many years that I have been in this education business is that the Golden Rule is golden for a reason.

During the three years he taught at Mark Morris, did Chris think I treated him with dignity and respect? Does he believe I cared about him and the path he chose for himself? Did he believe that I really listened to him in order to understand his point of view? Because now, I really want these things from him.

Fortunately again, my need has been met. He does these things well, in spades.

One of the things I have learned over the many years that I have been in this education business is that the Golden Rule is golden for a reason. ■



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.



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