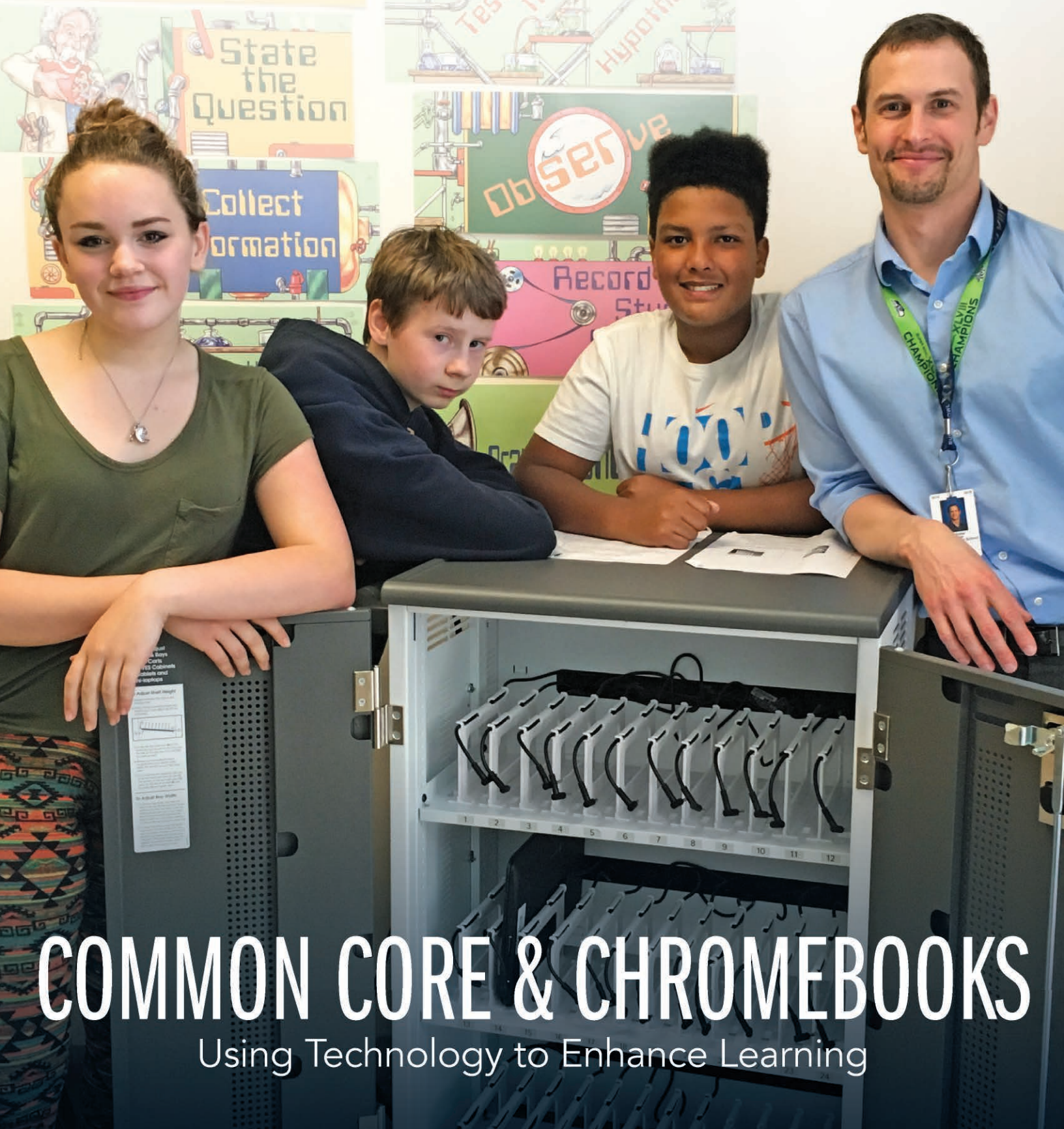


# Washington Principal

Association of Washington School Principals SPRING/SUMMER 2016



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Using Technology to Enhance Learning



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**Cover photo:** Students, teachers and staff in the Central Valley School District are using technology to enhance instruction and professional development.

Photo courtesy Central Valley School District



# AWSP's Upcoming Professional Learning Opportunities

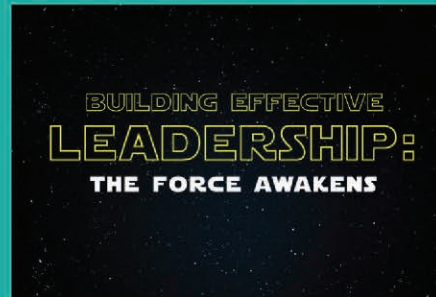
*Save the dates!*



## Launching Principal Leadership

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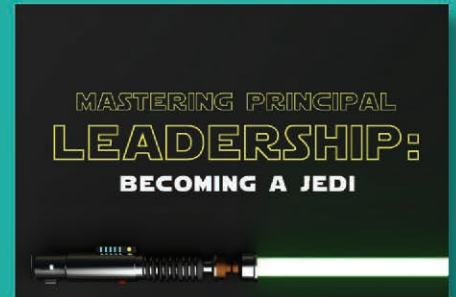
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- Nov. 29-30, 2016
- March 2-3, 2017



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- March 9-10, 2017



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- March 9-10, 2017



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**Printing**, Sundance Press • www.sundancepress.com  
**Design**, Scott Hamilton Design • www.scotthamiltondesign.com

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



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 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

# Sometimes you have to slow down to speed up

**David Morrill**

*Communications Director*

**A**WSP offers a workshop called Work Less, Produce More. With a name like that, who wouldn't want to sign up? Effective use of technology helps you do the same; slow down, set aside some time, and learn to use your tools effectively. With the advent of YouTube, technology and life-hacking blogs, podcasts, and online training services, resources to help are everywhere. The key to increasing productivity or efficiency is literally in the palm of our hand, yet many of us don't utilize the tools and services available to get more done, faster.

Often the solution to problems we didn't even know existed is right under our noses; innovation is not any different. Apple popularized the MP3 player with the iPod and iTunes Store, but they didn't invent the MP3 or online sales. Apple is one of the most innovative companies in the world, yet they actually invent very little. Uber didn't invent the car, but they're changing how people get around in cities. Tesla didn't invent the electric car either (they weren't even the first electric car). Their innovation was to make desirable electric cars, starting at the high end of the market first before heading down market to the masses.

Creative solutions to problems in schools are out there. In our article about White Center Heights in the last issue of "Washington Principal," Anne Reece described the symbiotic relationships of securing grants with non-profits. Schools have the population that many non-profits need while the non-profits have the skills and expertise needed to secure funding for programs that can benefit schools. Innovation doesn't need to be massive in scope or begin with the invention of something new or entirely unfamiliar. Sometimes it's as simple as connecting the dots.

Given that, can you afford to set aside or block out 30 minutes a week where you learn a new skill or feature with the tools you have available to you? Or take some time to brainstorm and talk through problems with your leadership team?

Maybe instead of asking if we can afford to set aside the time, we should be asking, "How can I afford not to?" Sometimes, we just need to slow down before we can speed up. ■



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

## New Middle Level Programs & Diversity and Equity Director

We're pleased to announce Kurt Hatch as our new Director of Middle Level Programs & Diversity and Equity. Kurt joins us from North Thurston Public Schools, where he spent the last six years as principal of Mountain View Elementary. Prior to that, Kurt has worked for the University Place, Kent, and Puyallup school districts, and internationally in Shanghai, China. Please join us in welcoming Kurt to the team.



Kurt Hatch

## State Rep. Lytton Receives 2016 Torch of Leadership Award

State Rep. Kristine Lytton is the winner of AWSP's 2016 Torch of Leadership Award. Lytton, a Democrat representing the 40th



State Rep. Kristine Lytton

legislative district, was chosen for her commitment to K-12 education during the 2016 legislative session.

"Representative Lytton has been a strong champion of fully funding schools throughout her public service career," said Jerry Bender, AWSP director of government relations. "She understands Washington's tax structure is badly broken, which is why she continues to explore new K-12 education solutions such as closing outdated and ineffective corporate tax loopholes."

Lytton, who chairs the House Finance Committee, is the prime sponsor of House Bill 2366, which directs the Legislature to take action by the end of the 2017 session to eliminate school district dependency on local levies for basic education funding. That policy was enacted into law when Gov. Jay Inslee approved the Senate version of the bill (Senate Bill 6195).



Ryan Maxwell

Mia Williams

Kate Frazier

## Principals of the Year

For the first time in the history of AWSP's award process, we opened up the nomination process for our Principal of the Year Award. The good news: We had a whole host of amazing principals to pick from. However, in the end, we could only select three. Please join us in congratulating this year's winners:

- **High School: Ryan Maxwell**, Sunnyside High School, Sunnyside School District
- **Middle Level: Mia Williams**, Aki Kurose Middle School, Seattle Public Schools
- **Elementary: Kate Frazier**, Lister Elementary School, Tacoma Public Schools

If you know a deserving principal, be sure to nominate them at [www.awsp.org/poy](http://www.awsp.org/poy). For more on the AWSP Principals of the Year, check out our website and stay tuned for profiles of each in our fall issue.



## TVW's Inside Olympia

Speaking of our principals of the year, Mia Williams, our middle level winner, will appear on Inside Olympia with our state Teacher of the Year (and national finalist), Nathan Gibbs-Bowling. Host Austin Jenkins will sit down with them for a one hour interview on a wide variety of topics in public education. Inside Olympia airs Thursdays at 7 & 10 p.m. and is also available to stream online. Expect to see this episode broadcast several times through the summer.

## Did you know...?

The AWSP office in Olympia currently employs 13 dedicated staff members, serving an average of eight years each. Your current team includes five staff members who have worked for AWSP for 10 years or more; two with over 20 years of service.

And, the level of extended service increases when considering longevity of employees working for AWSP through the Association of Washington School Leaders (AWSL) and AWSP's Outdoor Learning Centers (Cispus and Chewelah Peak).



# ASK A PRINCIPAL

## What innovation or technology has made your life as a principal easier?



Hootsuite!  
When it comes to social media, you likely have at least one social media account for your school. Building, creating, and maintaining an online presence for your school is almost a requirement in today's day and age (think criterion seven, engaging the community). As the building administrator, you want to "brand" your school by sharing the amazing things that happen day in and day out. The reality is, posting information and managing all these different sites is time consuming.

Luckily, Hootsuite allows you to connect multiple social media accounts within a single application. Now when you take a picture of a great student project, you can use Hootsuite to share that on Facebook, Twitter, and Instagram all with one click. By the same token, you can post a video of the school's amazing drama performance to YouTube, Facebook, Twitter, and Instagram all at once.

Hootsuite also lets you schedule posts for a later date in time, so instead of trying to remember to post about the big game, parent/teacher conferences, or the new play on a "just in time" basis, you can look at the school calendar and schedule a bunch of your posts months in advance. What a time saver! Hootsuite is one piece of technology that makes your job of connecting and communicating with your community much easier.

**Scott Friedman**  
Teaching and Learning Director, 9 Mile Falls  
(former principal and AWSP Professional Development Specialist)





# APPY HOUR


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


## Bitmoji


**Bitmoji** From text messaging to Twitter, life is difficult now for the long-winded. We have to say more with less. They say a picture is worth a thousand words, which explains the rise of memes and animated GIFs. With that, we'd like to help you say more with less by using Bitmoji (<https://bitmoji.com/>). Create your own likeness and communicate in a fun, expressive way.


Can I explain how bitmoji work by interviewing myself? 


Will your staff or students think you are cool and hip? 


Is there a free app for iOS, Android, and Google Chrome? 


What's your intended outcome for this Appy Hour? 


Isn't this a cheap ploy to garner a few laughs in a serious publication like Washington Principal? 


Answer the question! ISN'T IT?! 


Hey, I guess I can accept that. Principals are hardworking people and deserve a laugh from time to time. Do you think they have something that accurately reflect the reality of being a principal today? 

That's pretty funny. Now that you've been using bitmoji for a while, can you imagine going back to using words and GIFs to communicate? 

Should I really be using this? 

Ok, well I guess I'm sold. Anything you'd like to tell our members? 

Thanks for sharing. I'm sure someone's going to get a kick out of it. 

Man, writing is really exhausting. What's next after finishing this column? 

**Price:** Free on iOS and Android. Available as a free Chrome Extension.



# Remembering Why We're Here

**Jennifer Kindle**

*Principal, Selah High School  
Selah SD*

**"Oh, what a year  
it has been!"**

I think that is what we say at the end of every year. Even after 15 years as a high school principal, it feels like the job continues to change and grow each year with new responsibilities. But the end of this school year is bittersweet for me: My time as the AWSP president is coming to an end as well as my time as a building principal. Next year, I will move into a new role as executive director of teaching and learning in the Selah School District.

For the past 12 years, I have been involved in the AWSP organization in some form of leadership. I started as a representative on the high school component board. From there I moved through the executive positions on the WASSP board. I have spent the past two years in the executive role with the AWSP board.

Being a part of the AWSP organization has been the very best professional growth and development experience I could have ever imagined. Through AWSP I have traveled across the country developing my leadership expertise as well as sharing the principal story and advocating for programs and resources necessary to provide the best opportunities for young people. I was fortunate enough to spend time

in both Washington DC and Olympia on numerous occasions meeting with senators and representatives sharing my passion for the work all of us do for students every day.

“ I have often told people that being in principal is the greatest job in the world. There aren't many other professions that you can have daily impact on the lives of our youth.

I have often told people that being a principal is the greatest job in the world. There aren't many other professions where you can have a daily impact on the lives of our youth. I know at times the pressure and responsibilities seem overwhelming with a new evaluation system, a new assessment system and new standards. Through all of this I would like to challenge you to keep your eye on what's important and the reason that you were called to this profession — students!

I have been listening to senior presentations this week. It is one of my favorite times of the year. Often times we are unaware of the impact we have on students. When I hear them talk about the obstacles that they have overcome and the teachers

and staff in the building that have made it possible, my heart beams with pride. Without us many of them would not have the opportunities to chase their dreams.

So when the management and responsibilities of our jobs become overwhelming, walk through the halls or into a classroom and look into the eyes of your students. That's when you will remember that what you do is important and makes a difference! ■



*Jennifer Kindle is principal of Selah High School and is serving as president of AWSP for 2015-16. She has been a principal for 15 years.*



# Full STEAM ahead!



Columbia Crest A-STEM students created this up-cycle art work as part of an after school gardening club.

## Angie Ellenbecker

Principal, Columbia Crest A-STEM Academy, Eatonville School District

*EDITOR'S NOTE: In April, CCASTEM was honored as a 2016 U.S. Department of Education Green Ribbon School. The award honors schools and districts that demonstrating progress in three pillars, including 1) reducing environmental impact and costs; 2) improving the health and wellness of students and staff; and 3) providing effective sustainability education.*

### PRINCIPAL EVALUATION CRITERIA

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

**A**s Columbia Crest A-STEM Academy's (CCASTEM) middle school students clomp through the woods behind their school grounds, one boy suddenly shouts, "Where are we going?"

"To the sit spot to observe and record our data!" a girl answers.

"OK, I just thought we could go to the water?" the boy says. "Are we gonna get to be able to go to the river to record the stream flow meter today?"

As they get farther away from their school in Ashford, the sounds of the dozen-plus children shouting mingle with birds chirping and screeching. The students fall in line behind Kathy Johnstone, a middle school educator

who has been deeply connected to STEM education and an expert in everything historical. Stream studies and environmental education, such as the one these middle school students are about to embark upon at nearby Tahoma Woods, are just two components of the CCASTEM program, offered free to Eatonville school students in south Pierce County.

*Continued on page 10*



## A NATURAL LABORATORY

What is innovation and how does it relate to the educational experience that children have?

Who defines what innovations look like in schools? Parents? Community Members? Students? School Boards? As the principal at Columbia Crest, I just stand back and look at my staff in amazement. They are the driving force of innovation here at Columbia Crest A-STEM Academy. They work hard to implement two main core aspects that govern the Columbia Crest A-STEM's innovative ways at our unique location.

Our campus is in Ashford, and is uniquely placed to offer students an exceptional STEM education. The school is located in a rural area just southeast of Eatonville, and is surrounded by second growth forests. Students have easy access to a natural laboratory: Abutting the school is Tahoma Woods, headquarters of Mt. Rainier National Park and their Education Center. The education director and staff for the park have been strongly supportive of Columbia Crest. The Nisqually River is within walking distance of the school. Also nearby for older students is a

“ The school is located in a rural area just southeast of Eatonville, and is surrounded by second growth forests. Students have easy access to a natural laboratory.

freshwater stream suitable for macro-invertebrate studies and streamflow observations.

This school has a long-standing relationship with our neighboring national park rangers and GREEN (Global Rivers Environmental Education Network). Students participate in water testing, macro-invertebrate studies, salmon tossing, re-vegetation projects, and GREEN Congress.

One of the many areas that Columbia Crest excels in is Place-Based Education (PBE) and its impact on student learning. PBE immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/

or community. Research has shown that Place Based Education boosts students' engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community. It also has shown to re-energize teachers which is imperative in a rural setting.

## GREEN RIBBON SCHOOL

Another focus at Columbia Crest is Project-Based Learning. The current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions. Through an integrated approach to STEM education focused on real-world, authentic problems, students learn to constantly reflect on their problem-solving skills.

Part of our problem solving culture has been driven by how we as a school reduce our carbon footprint. Columbia Crest has worked diligently to reduce, reuse, and recycle as well as composting. We have a variety of items we have changed to become a nationally recognized Green School. Students help monitor and contribute to the building goals.

In the last two years our student population has increased from 125 students to 198, and with this growth we have not increased in the number of trash receptacles. Environmental Educators at Pierce County Public Works and Utilities work with us in the classrooms to teach students and staff how and what to recycle. Thanks to these lessons students have the opportunity to sort items and make decisions on recyclable materials and misconceptions about recycling are



ANGIE ELLENBECKER

Students in the Columbia Crest A-STEM Academy benefit from partnerships with rangers at neighboring national parks.





COURTESY ANGIE ELLENBECKER

Middle school students toss fish as they work with representatives of the Nisqually River Education Project.

cleared up for students and staff. They also work together to recycle, TerraCycle, and compost.

Columbia Crest has earned its Bronze Certification through Washington Green Schools and is a 2016 U.S. Department of Education Green Ribbon School recipient. Columbia Crest was also a recipient of the 2014 STEM Lighthouse Award from OSPI due to their STEM integration in the classroom in 2013.

## COMMUNITY AND FAMILY SUPPORT

Families and community groups are actively involved in every aspect of innovation at Columbia Crest. Our partners are an integral part of the school's transformation. Our partners include Mt. Rainier National Park, Hopkins Logging Co., Pack Forest of the University of Washington, Starry Hill Observatory, Pierce County Environmental Education and more. Each year in May students participate in a STEM Career fair.

Professionals from around the region employed in STEM careers

interact and share their experiences with students providing real-world connections between what students are learning and future career opportunities. These include health careers (doctors, nurses, etc.), logging and forestry organizations, the Nisqually River Trust, park officials, and robotics experts. Decisions are made including best practices from our partners. We keep in contact via our Twitter and Facebook accounts, which are very active.

Columbia Crest also has the ability to have a flexible schedule with our 6-8th students. We do not have them on a 6-7 period bell schedule each day. Students rotate between three classes in the morning; Math, Science, and Humanities and have a STEM block in the afternoon which is the where more of the PBL takes place. All of our K-8 teachers utilize our outdoor setting through a vast array of activities such as water testing, trail reconstruction, measuring

streamflow, working with partners, and more.

Our schedule also allows for our student to accelerate student-specific content areas, as well as allows classroom teachers to work together on cross grade-level projects.

## GO OUTSIDE THE BOX

Innovation is defined by how creative your staff is encouraged to be. In the Eatonville School District, our school board and superintendent, Krestin Bahr, value creative thinking that involves students in high levels of rigor and problem solving. With the support of our amazing school board and superintendent, Columbia Crest received a 2016 Innovative Schools Designation.

When principals, teachers, and students are encouraged to think outside the box and test scores are not the end all be all, the sky's the limit! ■

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# COLLEGE BOUND SCHOLARSHIP IS A GAME CHANGER

## A new tool for schools can increase student sign-ups



**Gene Sharratt**

*Executive Director,  
Washington Student  
Achievement Council*

### PRINCIPAL EVALUATION CRITERIA

*Planning with Data, Engaging Communities, Closing the Gap*

**T**here's a program here in Washington that is increasing the college-going rate of students from low-income families. It is giving hope and providing opportunity. And you have an important role in its success, right where you work in our schools and communities.

The College Bound Scholarship is a game changer. For the fourth year in a row, College Bound students graduated from high school at rates at least 10 points higher than their low-income peers who didn't sign up for the program. Seventy-five percent of College Bound students in the class of 2015 graduated from high school on time. By comparison, the four-year graduation rate for their low-income peers who did not sign up for the program—despite being eligible—was 62 percent.

College Bound helps low-income students realize the dream of a college education. Eligible students, typically those who qualify for free and

reduced-price lunch (FRPL), apply in seventh- or eighth-grade. To maintain eligibility, students must meet income requirements, have no felony convictions, and graduate with at least a 2.0 cumulative grade point average.

### FINANCIAL RELIEF, DEGREE COMPLETION

The program is intended to alleviate the financial barriers that may prevent low-income students from considering the possibility of a higher education. Students who sign up receive an early commitment of state funding for higher education. The scholarship, in combination with other state aid, covers tuition at public college rates, some fees, and a small book allowance. The hope is that with the assurance that college will be paid for, students will be encouraged to stay in school and do well in their classes. We believe the higher graduation rates of participating students bear that out.

As executive director of the Washington Student Achievement

Council (WSAC), I have the privilege of overseeing administration of the College Bound program. This is a program that meets so many of our goals, foremost of which is to increase educational attainment for Washingtonians. High school graduation is a foundational achievement, especially for students who face additional challenges. Getting those proud graduates from high school into postsecondary education takes a village.

College Bound works collaboratively with the K-12 system, state agencies, nonprofit organizations, and regional college access groups to help students as they move through the education pipeline. Schools are tracking and supporting students during the middle and high school years and leveraging the High School and Beyond Plan to ensure students are taking appropriate coursework.

Statewide partners such as the College Success Foundation assist students and families with the College Bound sign-up process and





COURTESY WSAC

One goal of WSAC's 12th Year Campaign is to help College Bound students meet priority deadlines for financial aid. Here, a volunteer helps students navigate the application process.

with filing a federal or state financial aid application (FAFSA or WASFA). WSAC has redoubled these efforts through initiatives such as our 12th Year Campaign. Once students get to college, they receive additional, targeted counseling and career planning that can help keep them on track toward obtaining a credential, certificate, or degree. All of this contributes to increased access and success in postsecondary education and training, another of our statewide goals for higher education in Washington.

I could go on and on about the many benefits and positive outcomes of the College Bound Scholarship program: Reduced debt. Increased parental engagement for low-income families. Increased ability to meet workforce needs in middle- and high-skill fields of employment. Creation of college-going culture within families and communities.

### HOW YOU CAN HELP

So how can you, as principals, administrators, and education communicators, help keep this important, high-impact program thriving? First and foremost, continue supporting your students and encouraging them to aim for the brightest future they can envision.

Second, we need your help getting eligible students signed up for College Bound. Recently, 110 school districts received Gold Star Awards from Gov. Inslee for signing up 92 percent or more of students who were eligible for free and reduced-price lunch. We'd like to see those impressive numbers go even higher.

“ The College Bound Scholarship offers a unique opportunity to help students reach their full potential. It is up to all of us to make sure students get the support and assistance they need to become part of successful programs like College Bound.

To this end, WSAC has developed a new College Bound tool —a system for schools to upload a file of FRPL-eligible students into a secure web-based portal. School staff are able to view and use student-level data, including for students who have transferred into their school. The portal populates students' information into the College Bound Scholarship application. The application signature page can then be provided to families, often during parent teacher conferences or other events, making it easy for eligible students to get signed up.

At any given time, you have the best information on your school's or district's population of eligible students. This tool can help you increase the likelihood that these students have the opportunity to participate in College Bound. Is yours one of the 112 districts already participating in the portal upload

process? If not, I encourage you to contact Sarah Weiss at 360.753.7630 or [sarahwe@wsac.wa.gov](mailto:sarahwe@wsac.wa.gov) for more information.

The College Bound Scholarship offers a unique opportunity to help students reach their full potential. It is up to all of us to make sure students get the support and assistance they need to become part of successful programs like College Bound. We so appreciate your partnership in making the dream of a college education come true for our students. ■

What We Know:

# Our Students' Ability to Achieve IS ONLY LIMITED BY Our Own Investment in Their Success

## Nathan Gibbs-Bowling

Teacher, Lincoln High, Tacoma Public Schools and Washington State's 2016 Teacher of the Year

### PRINCIPAL EVALUATION CRITERIA

Planning with Data, Engaging Communities, Closing the Gap

*EDITOR'S NOTE: The following article is reprinted with permission from Nathan Gibbs-Bowling, Washington's 2016 Teacher of the Year and a National Teacher of the Year Finalist. A Milken Award winner for 2013-14, Gibbs-Bowling has been spent the past few years in the spotlight. He's traveled to and taught in China, hosted the president of China in his classroom, traveled across the country to advocate and speak about education policy issues, and was invited to speak at the Harvard Graduate School of Education. While Gibbs-Bowling didn't win the National Teacher of the Year Award, that is more than okay by him. As he says in a recent blog post (find him at natebowling.com):*

**I am good where I am at.**

**My place is on the Eastside of Tacoma. My place is at Lincoln High School. My place is in room #306. My place is wearing a cardigan, rapping with my kids about Iron Triangles, federalism and the enumerated powers of Congress. My place is helping kids fill out FAFSAs and challenging them to be better people and work harder.**

**Onward.**

*In addition to all the already mentioned accolades, he's perhaps best known around the country for his blog post titled "The Conversation I'm Tired of Not Having." Originally written in January 2016, the post went viral with over one million views, was reprinted in major national papers and blogs, and has garnered Gibbs-Bowling national media attention.*

**E**ach year in Washington State the Regional Teachers of the Year are asked to contribute a piece of writing that is published in a book called "Seed to Apple." What follows is my contribution from this year. It is a story about the work we do at Lincoln High School and what quality educators do at low-income schools all over the nation. I encourage

you to check out some of the other entries by my fellow Washington state educators.

There are 10 former students of Lincoln High School currently in jail for murder or manslaughter.

This isn't their story. But their story and that number animate the work we do. It is the fuel that drives our staff. The stakes in a high-poverty

schools are life and death. We know this. The kids we don't reach will be lost to incarceration, unemployment, shortened life expectancy, and a lifetime of poverty. We know this. Vice President Joe Biden once said, "Don't tell me what you value, show me your budget, and I'll tell you what you value." I can tell you that society doesn't value our students. We know this.





HOPE TEAGUE-BOWLING

Lincoln teachers Cheryl Bockus, Hope Teague-Bowling and Nathan Gibbs-Bowling visit with 10 members of Lincoln High's class of 2014 near the campus of Central Washington University.

They live in segregated housing on tattered and pothole-filled roads. We've closed their elementary schools, local libraries, and Boys & Girls Clubs. We've cutback service hours and bus routes that serve their neighborhoods. They live in a food desert. My students are invisible. Tacoma, the City of Destiny, is infamous for its "grit" and often is mocked for its ramshackle appearance, but its future rests in the hands of my staff. We are planting seeds. We know this.

Our staff supports our students and our alumni academically, emotionally, and economically. Schools are the

**Catch Gibbs-Bowling and our Middle Level Principal of the Year, Mia Williams, discuss their perspectives in education on TVW's Inside Olympia interview show. Check out News Briefs for more details.**



NATHAN GIBBS-BOWLING

Inside the dorm room of Lincoln grads Cortez Rayford, Isaiah Conner and Elijah Boysen.

barometers of the health of our communities. Throughout my seven years at Lincoln, I have watched as families struggle and fall further behind. As a staff, we fill an ever-widening gap between what the state provides and what our families need. We stock our desk and filing cabinet drawers with food. We run food drives to collect food to feed families over winter break. We buy and collect ties and dress clothes for job interviews.

We pay for SATs when students have exhausted their fee waivers. We pool money to get people's lights turned on after being shut-off or to prevent evictions. We buy textbooks for alumni at Evergreen. We buy linen for alumni from CWU. We send winter clothes to alumni at UW. We help when the paperwork from the financial aid office appears to be written in Vulgate Latin. We hire alumni on break from college to do yard. We shed tears. We sacrifice time with our own families. We celebrate our students' successes.

“ We have sent an increasing number of kids off to higher education. But “sending them off” is not enough.

In recent years our graduation rate has risen by 22 percent. We have sent an increasing number of kids off to higher education. But “sending them off” is not enough. We tell ourselves a lie when we treat the education of a young mind as some sort of transaction that ends at the end of school day, school year, or even graduation. The role of a Lincoln teacher extends into the life and adulthood of our students. We continue to fertilize and till. Our students often don't have uncles or aunts who are college graduates. They have us.

Last fall during planning with the senior team, a few of us hatched an idea to support our graduates in college and inspire our current students. We batted around the idea of road trip; an Alumni Support Tour. The plan was to visit over two dozen recent grads in colleges east of the mountains. Nearly all these students were first generation college students and the majority were students of

*Continued on page 16*



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color. We had been getting calls and emails from students who were struggling to adjust and debating coming home. In late September, I sat on the phone for nearly an hour telling a homesick alumna that she owed it to herself to stay at Whitworth.

“You will hate yourself if you quit.”

“It doesn’t matter how they look at you, we both know you are smart enough.”

*“I know there are no other black students, we talked about this before you left. This is how it will be.”*

As I hung up the phone with her, the road trip went from an idea to a necessity.

In October, Mrs. Teague-Bowling, Ms. Bockus, and I piled into my Kia Soul and hit the road to visit the Lincoln Class of 2014 at Central Washington, Washington State University, Gonzaga, and Whitworth College. Along the way we asked why we hadn’t done this before. We wondered how the kids were holding up with the workload. Had we prepared them? We were curious about who might be struggling. But, most importantly, we questioned: why isn’t this kind of support the norm?

NATHAN GIBBS-BOWLING



Dinner in Spokane with Lincoln alumna Shaleeya Mills (Whitworth) and Trang Tran (Gonzaga).

We stayed in a Super 8 in Ellensburg and a Howard Johnsons in North Spokane. We met our charges at each of their campuses and brought them pizza or burgers. Older Lincoln Alumni showed up as well. “I am so proud of you.” Tears were shed. “We did this, together.” Hugs were exchanged. We visited dining halls, toured campuses, and heard familiar tales of adjustment. They shared their syllabi and dorm rooms with us. We shared our pride and joy with them. They thanked us and talked about how prepared they felt for college and life.

These were the three best days of my career. We drove over 650 miles, visited four campuses, and broke bread with nearly 30 alumni. Over three days we were able to see our harvest.

Teaching is more like farming than many of the other careers it gets compared to. Lincoln is a massive farm with nearly 1,500 seeds in the ground. Some have nutrient rich soil. Others are in shallow, sandy dirt and require more attention. At Lincoln 80 percent of our seeds live in poverty. That just means they need more fertilizer, more careful watering, and more attention from us, the farmers.

Too often when we talk about students in poverty, my students, we approach them from a deficit — we “awfulize” students in poverty — we talk about them as if they are incapable of learning.

They aren’t inferior, they’re poor.

They are literate, but the ways in which they are literate aren’t



NATHAN GIBBS-BOWLING



HOPE TEAGUE-BOWLING

Left: On the campus of Washington State University with 2012, 2013 and 2014 Lincoln graduates. Above: Catching up with former Lincoln AP Government & Politics students Loundyne Hare, Casey Parrott, and Devin Grenier at Washington State University.



“ My students are worth the investment that I make in them as their teacher, and they are worth the investment we ought to make in them as a society.

measurable by our assessments. There’s an academic vocabulary gap, not an intelligence gap. With love and support they’re capable of reaching the same highs as all other students. My students are worth the investment that I make in them as their teacher, and they are worth the investment we ought to make in them as a society.

*We know this.* ■



NATHAN GIBBS BOWLING

Butch the Cougar and the WSU cheer team rally tailgaters on the way to Martin Stadium.

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# WHAT WILL WASHI



**Bill Keim**

Executive Director,  
Washington Association  
of School Administrators

**PRINCIPAL EVALUATION CRITERIA**

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

**A**

series of articles published earlier this spring by The Seattle Times Education Lab did a great job

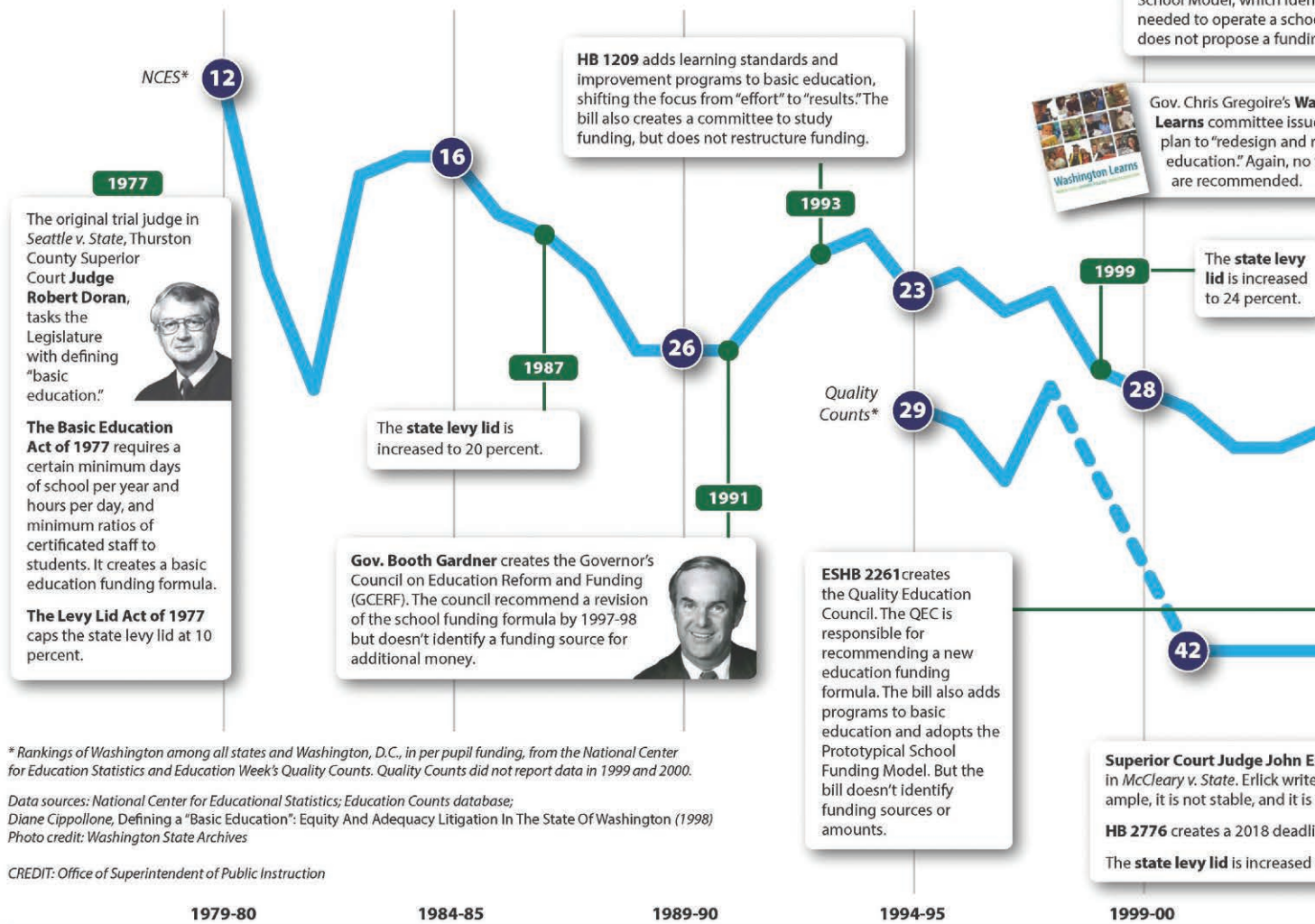
of explaining why Massachusetts' public schools do so much better than Washington's schools. It should be required reading for anyone seeking or holding legislative office. In a

follow-up column, Danny Westneat addressed the source of the problem facing our public schools: "The question going around is: Why do our schools lag behind those in the similar

**FIGURE 1**

## A brief history of education funding in Washington state

Modern education funding began in 1976, when the Seattle School District sued the state. At the time, 65 districts (representing 40 percent of the student population) each recently had levies fail twice in a row. The State Supreme Court agreed with the district, ruling that the funding system in place at the time was neither ample nor stable.



\*Rankings of Washington among all states and Washington, D.C., in per pupil funding, from the National Center for Education Statistics and Education Week's Quality Counts. Quality Counts did not report data in 1999 and 2000.

Data sources: National Center for Educational Statistics; Education Counts database; Diane Cippollone, Defining a "Basic Education": Equity And Adequacy Litigation In The State Of Washington (1998)  
Photo credit: Washington State Archives

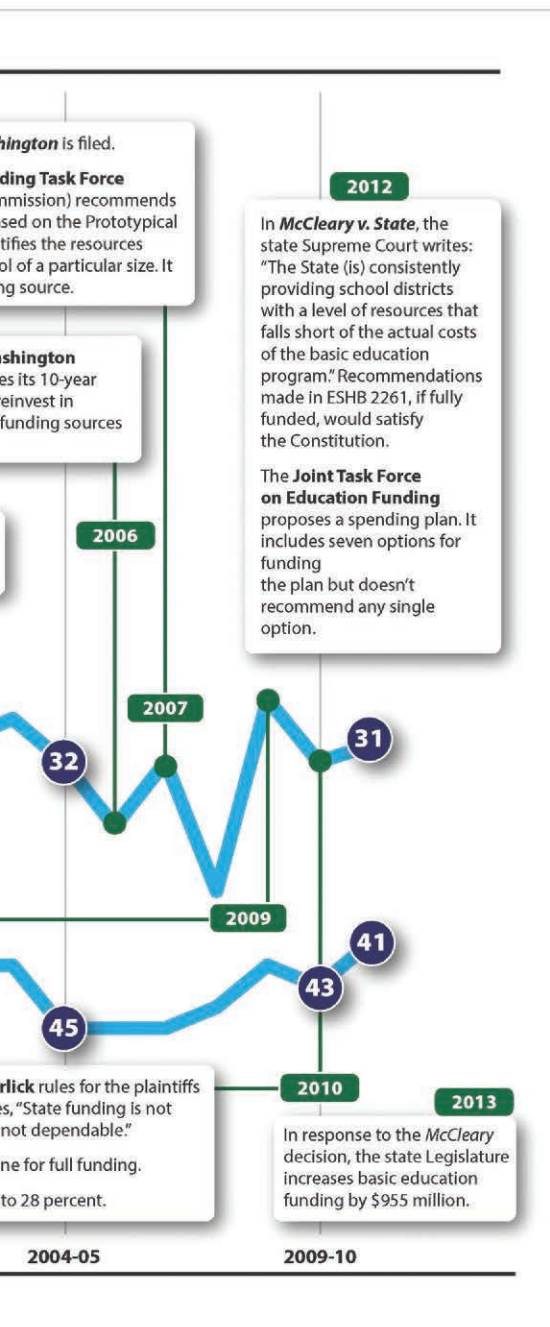
CREDIT: Office of Superintendent of Public Instruction



# WASHINGTON BECOME?

state of Massachusetts? There's a one-word answer: leadership."

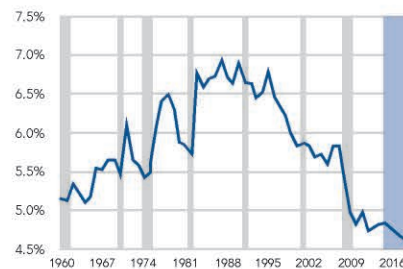
The subtext of the leadership issues Westneat identified in his column



is the apparent lack of political will related to taxes. The chart in Figure 1, produced by OSPI, shows how that has impacted Washington's standing among the states in relation to one measure, funding per student. The difference between the NCES and Quality Counts lines is that the later data from Education Week adjusts expenditures for cost of living differences between the states.

The decline in per student funding since 1980 shown in Figure 1 is mirrored by a similar drop in state revenue that's reflected in Figure 2. That data is from our state Economic and Revenue Forecasting Council. It shows that in 2009, our state revenue as a percent of personal income hit the lowest point in over fifty years, and it's still declining. This should make the anti-tax folks happy, but instead, they are trying to force an even greater decline.

**FIGURE 2**  
GF-S Revenue (Current Definition) as a Percentage of State Personal Income (Fiscal Years)



Source: ERFC, data through fiscal year 2014

In his column, Westneat cited data contained in the recently released National Report Card, produced by the Education Law Center in the Rutgers University Graduate School of Education. That report compares and ranks states on various indicators

“ It may come as little surprise that Washington is near the bottom of the barrel in most of these comparisons.

that help evaluate “the extent to which state finance systems ensure equality of educational opportunity for all children, regardless of background, family income, place of residence, or school location.”

It may come as little surprise that Washington is near the bottom of the barrel in most of these comparisons. In the summary below, I've provided the five-year trend of Washington's Report Card rankings in some of the key indicators used in the report.

## STAFFING FAIRNESS

This indicator is a highpoint for Washington in the 2016 Report Card. It compares the number of teachers per 100 students in high and low poverty districts.

Staffing Fairness	2009	2010	2011	2012	2013
WA's Rank	20	17	15	13	14

If one digs a little deeper into this data, however, the results are not so promising. The starting point of the calculation is the overall student-teacher ratio (teachers per 100 students), which is then compared to schools with high concentrations of poverty. In that starting point, Washington's overall ratio is among the worst in the nation. So the reason our staffing is relatively fairer than in

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many states, is that it is equitably bad in both high and low poverty schools.

Teacher Student Ratio	2009	2010	2011	2012	2013
WA's Rank	48	48	46	48	48

## EARLY LEARNING

This factor measures the enrollment rates of low income 3- and 4-year-olds in preschool as compared with the state's overall enrollment rate. Such early access to learning is the best way to help students living in poverty catch up with their peers before entering kindergarten. Once again, Washington is at the bottom of the barrel. Given the ranking of 51 in two of those years, it should be noted that Washington D.C. is included in this data.

Early Learning	2009	2010	2011	2012	2013
WA's Rank	38	51	45	46	51

## WAGE COMPETITIVENESS

Given the teacher shortage crisis facing our state, this is a very important indicator. It compares teachers' salaries to the salaries of other professionals in the same labor market and of similar age, degree level, and hours worked. The aggregate measure includes separate comparisons of teachers at age 25 and 45.

Wage Competitiveness	2009	2010	2011	2012	2013
WA's Rank	46	47	50	44	56

## FUNDING CAPACITY

This is an indicator that I calculated using the data provided in the report. It is based on the Per Capita Gross State Product reflected in 2009 dollars. Based on that measure, Washington has one of the top economies in the nation. Because of that capacity, one might expect relatively strong support for our public schools.

Funding Capacity	2009	2010	2011	2012	2013
WA's Rank	9	9	10	9	9

“ Will our claim to fame be quality schools or the continued strangling of government services created by a declining tax burden?

## FUNDING EFFORT


This indicator explains all of the other embarrassing rankings listed above. It measures how well the state uses its economic capacity in support of public schools. The indicator is an indirect measure of the preoccupation of our citizens and politicians over the past few decades in making lower taxes the highest priority for the state.

Funding Effort	2009	2010	2011	2012	2013
WA's Rank	45	48	41	43	43

The Legislature squandered its time this session, choosing to push the question of education funding into 2017. Next year's session will be lawmakers' last chance to address the issue before the Supreme Court's 2018 deadline. That will be a critical

year for our politicians and citizens alike to decide what kind of state Washington will be in the future.

Will our claim to fame be quality schools or the continued strangling of government services created by a declining tax burden? Will we return the state's education system to its former high ranking within the nation, or will we accept a second-class education that doesn't support students who come to school without the advantages of more affluent children? Washington's citizens face a critical historic juncture in the coming years. Regardless of the direction they choose, my hope is that it is based on the kind of solid facts provided above rather than the simplistic catch phrases that characterize much of the current political discourse. ■



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NASC is a program of NASSP



# CREDITS, EQUITY AND OPPORTUNITIES

## How an Innovative Schedule Serves All Kids

**Scott Seaman**

*AWSP Director of High School Programs and Professional Learning*

**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 here 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 how the daily operating schedule looks are filled with incredible opportunities for all students. And, when we say all, we mean all students.

So, what usually starts out as a “bell schedule” conversation quickly transforms into a discussion about

### PRINCIPAL EVALUATION CRITERIA

*Planning with Data, Aligning Curriculum, Improving Instruction, Managing Resources*

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 system changes. Bell schedules, in our research, 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.

“ So, what usually starts out as a “bell schedule” conversation quickly transforms into a discussion about equity and opportunity.

I get asked all the time what I think about the new requirements 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? 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? ■

Watch our 24 Credit Video Workshop at [www.awsp.org/24](http://www.awsp.org/24)



# SUSTAINABLE TIGERS?

**Christopher L. Daikos**

Psychological Consultant, Continua Group

**Courtney V. Daikos**

Principal, Beverly Park Elementary, Highline PS

## PRINCIPAL EVALUATION CRITERIA

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

In the compelling documentary, “Paper Tigers,” we follow the intimate story of several students at Lincoln High School (LHS) in Walla Walla. We see the students’ lives through their perspectives as they collaboratively construct the documentary via hand-held cameras. We are presented with their struggles first hand: neglect, conflict, drug addiction, domestic violence, abandonment and family illness, to name a few. We learn of these Adverse Childhood Experiences through student testimonials and conversations with adults they trust. Their stories are compelling and as viewers we are drawn in to feel alongside the students.

## BUILDING TRUST

Many of the featured students arrive at Lincoln High School, an alternative school, after experiencing some form of adversity or alienation at traditional comprehensive high schools. For whatever reasons they were unsuccessful, disengaged or potentially no longer welcomed at their previous placements. LHS staff cultivate meaningful relationships with students, some of whom have learned to distrust adults and authority figures after years of neglect and disappointment.

During key developmental phases these students likely experienced fragile or insecure attachments to adults. These insecure attachments can result in a plethora of maladaptive behaviors, e.g.

**PAPER TIGERS**  
One high school's unlikely success story.

"Absolutely riveting, profoundly important."  
-New York Times journalist and author, David Bornstein

A KPJR Films Production "PAPER TIGERS" Produced by JAMES REDFORD & KAREN PRITZKER  
Edited by JEN BRADWELL Music by TODD BOEKELHEIDE Co-Producer DANA SCHWARTZ  
Line Producer SHANNON STIRONE-NORWOOD Cinematography by TYLOR NORWOOD  
Directed by JAMES REDFORD Executive Producer KAREN PRITZKER

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OFFICIAL SELECTION  
MILL VALLEY  
FILM FESTIVAL  
2015

oppositional defiance, disproportionate emotional outbursts, chronic eloping, just to name a few. In building trust with the students, the LHS staff are supporting these adolescent brains to develop new neural pathways for how healthy, supportive relationships can work. The trust they establish could be seen as healing to their continued neurological development and senses

of selves. Teachers, counselors and administrators in the film embrace every student for who they are. Through persistence and dedication they model resilience for their students. They teach via relationship. There is a growing body of work that clearly indicates that the student-teacher relationship is a key element to student success.



## RELATIONSHIPS KEY TO STUDENT LEARNING

Due to the uniquely small class sizes and staff to student ratio, Lincoln has been able to nurture relationships that are more intimate and dynamic than the typical teacher to student rapport at a comprehensive high school where the ratio could be 1:130+. As an alternative school, their class sizes are smaller than the most traditional high schools in Washington state, the film admits. We are not suggesting that teachers in larger comprehensive schools are unable to nurture strong relationships with their students, rather we are suggesting that larger, comprehensive schools would need systematic frameworks and supports to allow educators such time to develop such relationships.

“ After thoughtful viewing, many of us wonder how we might replicate such practices in our own systems and schools?

Relationships are at the core of teaching and learning. The staff at Lincoln HS are extraordinary and they consistently demonstrate selfless work. After thoughtful viewing, many of us wonder how we might replicate such practices in our own systems and schools? We seek to understand how their work has been built behind the scenes. What about the systems and structures underlying their significant student success? Are they implementing a tiered system of interventions such as Response to Intervention or Multi-Tiered Support Systems? Viewers see a brief team meeting reviewing student academic and behavioral progress but it is not shared with the audience if there is any protocol or framework utilized

to assess the success of any evidence-based interventions.

In order to build and sustain the success of a school like Lincoln over time schools would need to address core beliefs regarding behavior, relationships, and social learning.

## AN INSPIRING STORY

“Paper Tigers” inspires viewers with stories of students’ lives being transformed. Lincoln’s success should be celebrated and our hope is that over time it is sustainable. If key staff members leave, can Lincoln’s



Lincoln High science teacher Erik Gordon connects with a student.

Professional Development in Adverse Child Experiences along with the neurological and physiological health implications should be prioritized and delivered over time. Social Emotional Learning curriculum should be interwoven into a school’s instruction. Disciplinary practices would shift towards an approach of restorative justice. The school would have a framework such as RTI or MTSS to measure and inform the interventions being provided. Ideally students would have access to mental and other health supports as they do at the LHS clinic in the film.

success can be replicated without intervention systems in place?

A recent review of 100 teacher preparation programs revealed that preservice teachers receive little to no training to address behavioral interventions and social/emotional learning isn’t yet on the radar of widely respected preservice programs. If we believe in the message of “Paper Tigers,” and in Maslow’s Hierarchy of Needs, then we must provide the structure and supports necessary to replicate and sustain the success of Lincoln High School. ■

- Facebook: <https://www.facebook.com/PaperTigersDocu>
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- <http://kpjrfilms.co/paper-tigers/>







# THE TIP OF THE ICEBERG

## Using Chromebooks to Capture Common Core and Assessment

### PRINCIPAL EVALUATION CRITERIA

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

#### **Teena McDonald**

*Clinical Assistant Professor and Program Coordinator, Washington State University*

A district in Eastern Washington has in under two years, designed and implemented a state-of-the-art wireless network that is accessible to students, staff, and guests in each of their buildings and infused over 5,000 Chromebooks into the hands of students and staff members.

#### **Brent Howard**

*Professional Development & Innovation Support Specialist, Central Valley School District*

I first became interested in this story when I visited Bowdish Middle School in the Central Valley School District (CVSD) to meet with principal Ty Larsen and intern Matt Walter. They explained to me how they were able to shorten Smarter Balanced Assessments (SBA) testing windows due to creatively developing the master schedule and having the influx of Chromebooks set up in

#### **Alison Walton**

*K-12 Cross-Content Professional Development, Central Valley School District*

Computers on Wheels (COW) carts. As I continued to research I found out this story is the tip of the iceberg. The main story is how one district decided to make technology integration a cornerstone of their strategic plan and how they enacted processes in a multi-layered approach that changed how technology is accessed by both students and staff.

*Continued on page 26*

## DISTRICT FOCUS AND FOUNDATIONAL STEPS

Table 1 shows the steps taken by the CVSD, located in the Spokane Valley, over the last several years. Prior to the focus on effective technology integration, the district had been buying computers through the Computers for Kids program and there was no wireless access or mobile devices for students.

Those important foundational steps set the district up for amazing technology advances in a short time. Once the infrastructure was in place, the district embarked on a comprehensive professional development model and computer roll-out plan that provides a good roadmap for other schools and districts to follow.

“ To infuse enthusiasm and knowledge to teachers, the professional development team along with key teacher leaders and technology instructional coaches prepared and kicked off a two-day Google Summit during the summer.

## PILOTING POSITIVE PROFESSIONAL DEVELOPMENT

Prior to the first year of CVSD’s mobile device implementation, the district adopted digital instructional materials including a home-grown open educational resource (OER) for Washington State History. Additionally, the guaranteed and viable curriculum (GVC) for these courses was written by a group of teacher leaders using Google Docs and Google Drive. This work, along with the commitment and technological knowledge of the district’s social studies coordinator, helped to develop readiness within these grade levels and courses. When the board approved additional funding for the district’s refresh cycle, the decision

**TABLE 1** Background on Technology Development at Central Valley

- External Technology Review Completed – Recommendations include re-engineering and wireless adoption (2009)
- District Technology Advisory Committee formed (2009)
- Board approves \$2M for network re-engineering project and implementation of wireless infrastructure (2013)
- District pilots Google Domain (2013-14)
- District pilots multiple devices including PC laptops, Microsoft Surface Pros, Android tablets, and Chromebooks (2013-14)
- District provides yearly technology refresh cycle (2014)
- Mobile technology (Chromebooks) infused into targeted classrooms and grade levels (2014)
- Technology Instructional Coaches hired at each school (2014)

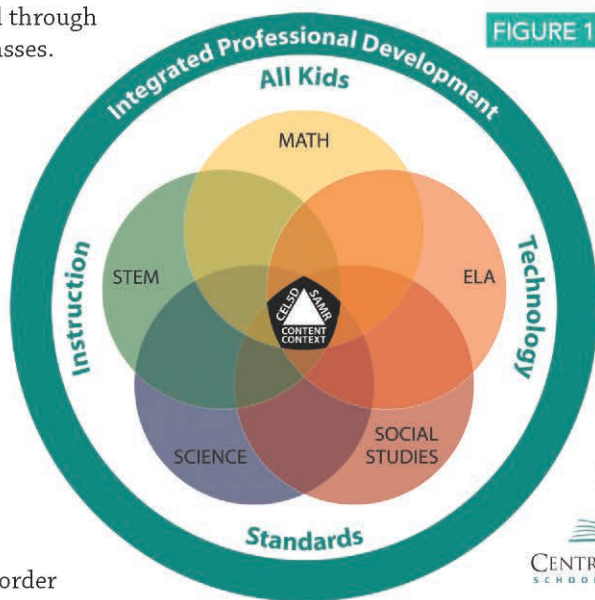
to infuse Chromebooks into these courses was an easy decision for the District Technology Advisory Committee. Professional development was offered that focused on the use

to focus on more opportunities for cross-content collaboration, the Professional Development and Innovation Support Specialist was transferred from the Technology department to the Professional Development department and the district hired a Technology Integration Specialist. The Professional Development team along with the District Technology Advisory Committee made the decision to expand the implementation of Chromebooks into additional grade-bands and content areas.

To infuse enthusiasm and knowledge to teachers, the professional

of this new technology at both the building level through the district’s Technology Instructional Coaches, as well as at the district level through after school clock hour classes.

Following this first year of mobile device implementation, the professional development team made a commitment to ensure that professional development, regardless of grade level or content area, would share the common focus of ensuring high quality instruction using thoughtful technology integration (Figure 1). In order



**FIGURE 1**





MATT WALTER

Students in Matt Walter's Science class at Bowditch Middle School use Google research tools to learn about taxonomic keys and collaboratively design their own genus and species using Google Docs and Slides.

development team along with key teacher leaders and technology instructional coaches prepared and kicked off a two-day Google Summit during the summer. Following the summit, each teacher participating took home a district provided Chromebook to practice and learn more about the use of Chromebooks. Professional development was further focused, as the technology instructional coaches continued to offer clock hour classes focusing on the integration of Google tools

and Chromebooks. Along with the in-building classes, the professional development team developed and facilitated monthly "iTeach" sessions that fill to capacity within days of advertisement. By the end of this year, CVSD will have over 100 class offerings related to technology integration, all of which can be signed up for through an easy on-line process.

To ensure professional development and implementation effectiveness, the technology instructional coaches,

the professional development team and the principles developed agreed upon teacher and student outcomes that outline what all teachers and students should know and be able to do in regards to using Chromebooks in the classroom. These outcomes became the basis for teacher and student surveys that were conducted in fall, winter and spring. Survey data has helped principals, technology coaches and the professional development team determine both teacher and student technology knowledge growth, develop future

“ What almost seems a by-product of the immense focus on district technology and the use of Chromebooks, has completely impacted and minimized the once huge spring testing windows at their school. Google Summit during the summer.

class offerings and differentiate professional development.

Teachers now have ample opportunities to grow in their integration of technology due to the professional development offerings that are both building based and district wide. Students are developing technology skills that are essential for the 21st Century workforce. The professional development team, regardless of content focus, offers the consistent message and strategies for integrating technology into the classroom. In addition to the staff and students, principals' work is being positively impacted.

*Continued on page 28*



## BACK TO THE PRINCIPAL

This brings us back to the beginning of the story, where Principal Ty and Intern Matt shared with me how they maximized the use of mobile technology to minimize SBA testing windows. What almost seems a by-product of the immense focus on district technology and the use of Chromebooks, has completely impacted and minimized the once huge spring testing windows at their school. Ty and a team of educators at Bowdish recognized the value of the new technology and took steps to ensure that testing windows would be short with minimized disruptions to the regular schedule. Bowdish has over 500 students in grades 6 through 8, who take Smarter Balanced Assessments in English/Language Arts and Math, along with the Measurements of Student Progress (MSP) for eighth-grade science.

Ty and his assistant principal, Maureen Weisbeck, planned ahead with their master schedule to develop



BRENT HOWARD

Breakout sessions during CVSD's professional development courses promote innovative thinking and discussion about effective technology integration for student learning.

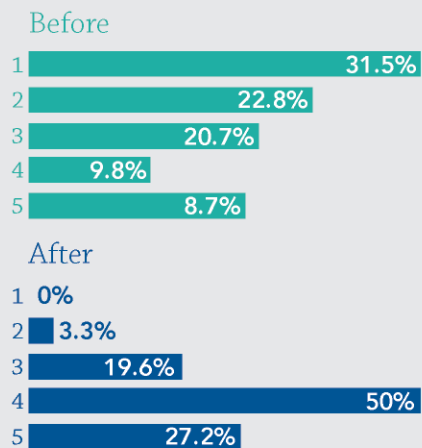
a blocked schedule to help facilitate seamless testing. Prior to having Chromebooks, the school had only desktop computers in three computer

labs. Trying to move 500 students through three labs for three tests resulted in the school having to pay more than \$2,000 for substitutes. It

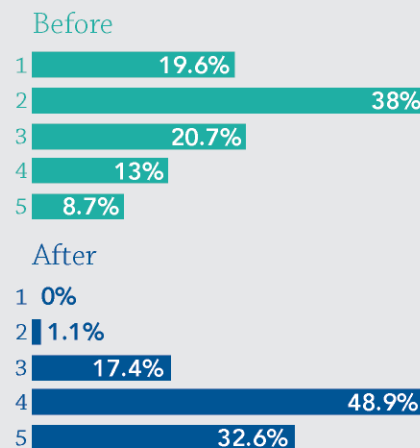
TABLE 2

Central Valley surveyed teacher participants about their Google proficiency before and after the two-day Google Summit using a 1-5 scale. A "1" meant no knowledge; a 5 meant very knowledgeable.

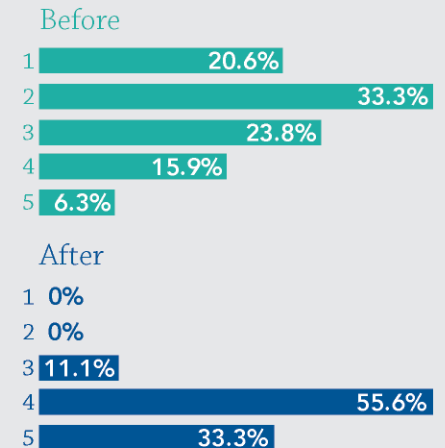
### I know how to navigate Google Drive, create folders, upload documents and share content.



### I am prepared to manage Chromebooks in my classroom.



### I can see how the integration of technology aligns to our district's instructional framework and district curriculum.





“ Districts who are still using computer labs for technology integration and testing may want to look at emulating the work done in this district to make lasting impacts for students, staff, and principals.

also interrupted school for four to six weeks, and disrupted the day’s schedule for the entire testing time.

Now, with both the carefully planned master schedule and integrating Chromebook carts at each grade level, all testing takes about two weeks and students’ schedules are minimally disrupted for the rest of the time outside of the morning testing window. With the schedule having Language Arts and History blocked in the mornings, it has allowed blocked students to flow together as a cohort, with no testing session over two hours long. This planning has allowed required testing to be a very minor disruption in their middle school.

There are many other benefits for the principals throughout the district. The district-wide changes in technology allocations have freed up building budgets as principals are no longer responsible for purchasing equipment. Communication and collaboration with staff has increased as principals effectively learn to use Google Docs and Forms in their practice. For example, principals post important announcements and documents for staff via Google Classroom, staff meeting notes can be collaboratively developed via Google Docs, and collaboration meeting notes can easily be shared with principals via Google Drive/Docs. All principals are focused on the effective use of technology and feel supported because the district-wide initiative is being modeled at all levels of the organization.



MATT WALTER

Effective technology integration supports student engagement in critical thinking, communication and collaboration.

In learning about a school solution for SBA testing, I was introduced to a robust systems approach to focus on high quality instruction, thoughtful technology integration, and staff centered professional development.

Districts who are still using computer labs for technology integration and testing may want to look at emulating the work done in this district to make lasting impacts for students, staff, and principals. ■

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# The Principals' Student Learning Center



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

Students and staff in the Outdoor Recreational Health and Fitness class gather to start the return trek to the trail head after experiencing their final exam: an overnight camping experience at Packwood Lake.

MARTIN E. FORTIN, JR.

**I**n 2013, I reported on an experimental direction for our learning centers. It has been 60 summers since Washington school principals began hosting leadership camps for high school students who were elected to lead student government in their schools. As reported by advisors and principals over the years, the intensive six-day residential retreat has yielded exemplary results. It was that success that caused us to take pause and consider expanding the retreat model to other high school disciplines. Researching the Washington statutes and administrative code, we found we could offer a rigorous curriculum and meet the requirements for granting high school credit during a weeklong retreat.

## NATURAL SCIENCE FIELD SCHOOL

After an introductory year where the White Pass School District granted credit for our Natural Science Field School at the Chewelah Peak Learning Center, we approached the Northwest Accreditation Association to serve as a supplementary program. After a site visit by the staff, we applied and were granted accreditation for the years 2011-17 as the Principals' Student Learning Center. We have expanded our offerings in these last five years. By employing certified teachers, often paired with non-formal educators who are experts in their field, we now offer Math, Lab Science, Leadership, and Physical Education coursework. Last year, more than 400 students received a half unit (semester) credit

after successfully completing one of programs.

Our smallest program — limited to 18 participants — is “Outdoor Recreational Health and Fitness.” Students living in the Northwest have the opportunity to gain lifelong fitness and outdoor knowledge by learning the appropriate skills to tap into their outdoor passions. Based out of the Cispus Learning Center, this summer program is designed to meet state standards while teaching the students about a lifetime sport — backpacking and hiking. Those interested in exploring the vast opportunities the outdoors has to offer learn how to skillfully and safely approach these adventures. These land-based activities include hiking, backpacking, camping, wilderness



first aid, meal preparation, “leave no trace” techniques and environmental etiquette. Their final “exam” includes hiking to Packwood Lake, setting up camp, cooking dinner over a campfire, spending the night, cooking breakfast, cleaning up and backpacking out of the forest.

“ As reported by advisors and principals over the years, the intensive six-day residential retreat has yielded exemplary results.

### PARTNERING WITH HIGHER ED

Our largest offering involves a partnership with OSPI’s Migrant Education Program and four universities. Working with the university staff, professors, and graduate students we have developed courses entitled “Informal Mathematics, Unified Science” and “The Hero’s Journey,” a drop-out prevention curriculum. Washington State University hosts the math and science strands twice, Eastern Washington University offers the math and Hero’s Journey, Central Washington University and the University of Washington offer the Science and Hero’s Journey coursework.



MARTIN E. FORTIN, JR.

Natural Science Field School students prep for a trip outdoors to look at the local forest conditions. Science teacher Jo Pimental, and U.S. Forest Service Forester Steve Hoecker designed the Forest Ecology lessons and field investigations.

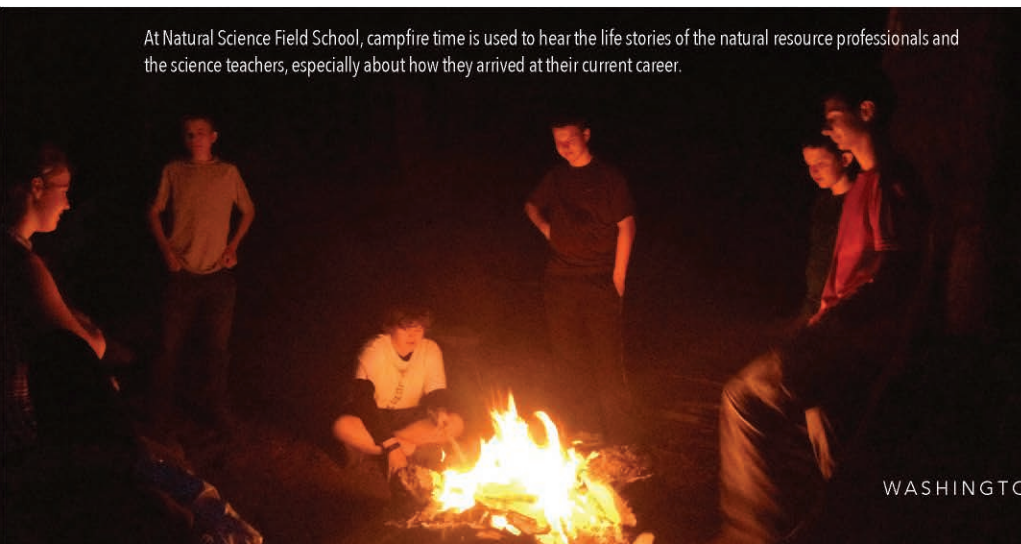
Endorsed and supported by AWSP’s Diversity and Equity committee we are looking forward to welcoming more than 600 students from 100 schools on the university campuses in June to actively participate in these classes. While the curriculum is designed to meet the standards we have developed, the direct instruction comes from the university staff. In each class a teacher, certified in that discipline, documents the coursework and verifies that the efforts are worth a semester credit.

### MEETING THE 24-CREDIT REQUIREMENT

Seeking innovative but academically rigorous options to help all Washington high school students meet the 24-credit graduation requirement has been the hallmark of this effort since its beginning. The future has many possibilities. Already we are looking at a Foreign Language immersion offering, a Pacific Northwest History course, an AgriScience strand at WSU, and have been meeting with WSU’s Health Science Institute in Spokane — a two-week course of study for Native American students. All of these courses will use the same intensive retreat learning model.

With the successes we have enjoyed since 2010, we are looking forward another cycle of this tested paradigm for learning- designed for the new millennium of learners. ■

At Natural Science Field School, campfire time is used to hear the life stories of the natural resource professionals and the science teachers, especially about how they arrived at their current career.



MARTIN E. FORTIN, JR.





TVW's Inside Olympia:  
**Mia Williams**

"EDUCATORS OF THE YEAR"

Inside  
OLYMPIA

Mia Williams  
PRINCIPAL, AKI KUROSE MIDDLE SCHOOL - SEATTLE

What are the secrets to great schools? TVW's Inside Olympia host Austin Jenkins interviews Middle School Principal of the year Mia Williams of Aki Kurose Middle School in Seattle, and Teacher of the

Year Nathan Gibbs-Bowling, an AP Government teacher at Tacoma's Lincoln High School to try and find out.

Watch the video at [www.awsp.org/TVW](http://www.awsp.org/TVW)

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# Answer to Teacher Shortage Lies in Our Own Schools

We don't need a Career Day to give students an hour to learn about the teaching profession. They have observed teachers for 12 years.

**Gary Kipp**

*AWSP Executive Director*

## Like most states

in the country, Washington is experiencing a teacher shortage.

I have attended two summits on the topic this year, and both have zeroed in on issues related to recruitment, retention, preparation and certification. Somehow, in both of these summits, I have ended up in the recruitment subgroup. So my antennae were quivering when I saw a notice from the Washington Business Alliance, a statewide business policy group, announcing shortages in the construction, aerospace, health care, manufacturing and maritime professions. The notice

was announcing a reception to shed a light on this problem and the featured speaker was Randy Dorn, Washington's superintendent of public instruction.

The problem, according to the flyer, is that "Our businesses struggle to access skilled workers because Washington's kids are losing access to career-connected learning opportunities."

I know that they might have been talking about specific training programs, but I am on the recruitment subgroup, so I read it, "Our businesses struggle because they are losing access to Washington's kids."

I am thinking that they want access to K-12 students, in part, to send a message about how cool their professions are. That actually makes a lot of sense, because students choose college majors based on their impression of the professions related to the major. What better way to influence students' perceptions of the profession than to rub shoulders with them and show students how wonderful it is to be in the health care industry, or the maritime profession?

There it is. The Teacher Shortage Recruitment Subgroup will make me

*Continued on page 34*





the chair. The best recruiting tool is right there under our noses: Access to the K-12 student population. Then the reality of this notion set in: Access to K-12 students by the teaching profession is ubiquitous. Whether we like it, or not it is ever-present. It won't help to gloss it up in a pretty PowerPoint.

By the time a student graduates from high school, they have had over 13,000 hours of interaction with more than 50 members of our profession. That means they have consciously — or subconsciously — drawn a conclusion about the match between the teaching profession and their own desires. We don't need a Career Day to give students an hour to learn about the teaching profession. They have observed teachers for 12 years.

The principal in me wonders what messages teachers sending to students every day about their profession? And what are we, as principals, doing to make it more likely that those messages are positive ones? Do students see teachers having fun? Do students see teachers enjoying helping students learn? Do students see teachers feeling supported and cared for? Do students see teachers having a sense of belonging?

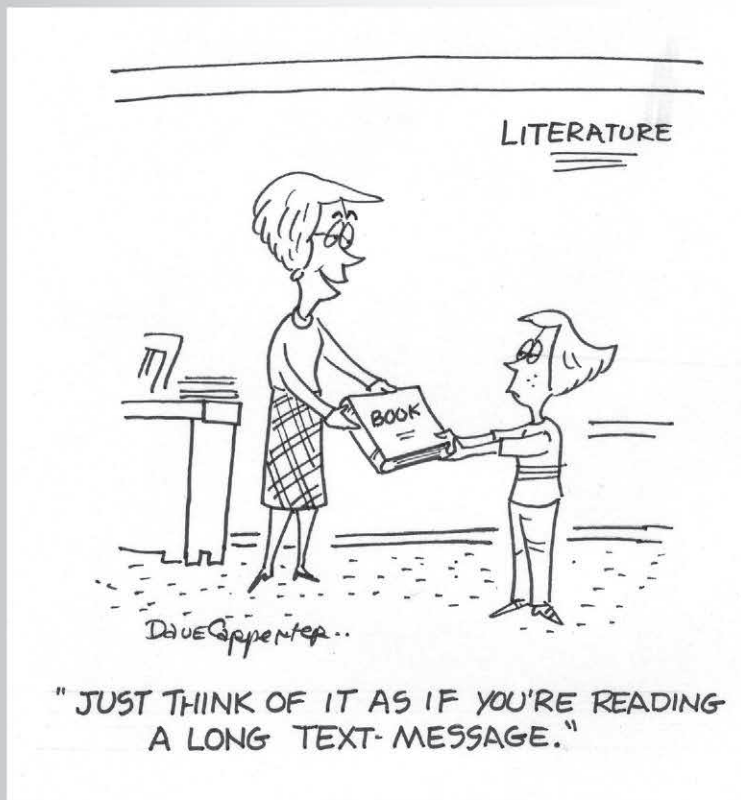
All the scholarships, loan forgiveness and other incentives in the world cannot compete with a student's own perception of the profession after examining it for 13,000 hours over the course of 12 years.

We need to look internally, as well as externally for solutions to the teacher shortage. ■



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

# Humor me!





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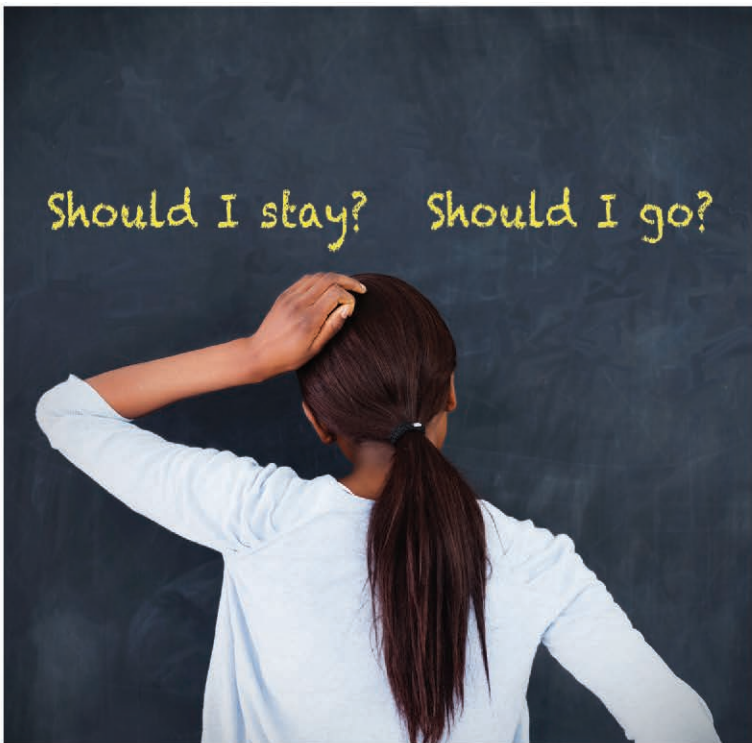
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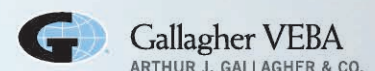
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