



# Direct

Washington State School Directors' Association

June/July 2012



Photo courtesy of OSPI

Jonelle Adams, WSSDA Executive Director, along with State Superintendent Randy Dorn, honors student artist Rachel del Vecchio and her teacher, Jan Stumph.

## WSSDA joins with OSPI to honor student artists

Fifteen young artists from across the state were honored in May as state winners in the OSPI annual art show. WSSDA, as one of the sponsors, selected the work of Rachel Del Vecchio of Mark Morris High School in Longview to add to its permanent collection. Del Vecchio's teacher, Jan Stumph, was also honored at the award show.

"Hunter," the artwork chosen by WSSDA, is done in ebony pencil and acrylic paint. The realistic portrait of a young boy painting is incredibly detailed and rich in shading and

contrast.

State Superintendent Randy Dorn hosted the 39th Annual Superintendent's High School Art Show in Olympia last month. This year's event honored 114 regional winners and their teachers from across the state who exhibited exceptional efforts in visual arts. Of the regional winners, 15 were selected as state winners.

In February, regional high school art shows were held in each of the nine Educational Service Districts (ESDs)

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### WSSDA ANNUAL CONFERENCE

## Early-bird workshops offer in-depth learning

Online registration is now open for the WSSDA Annual Conference. With an extraordinary lineup of workshops, breakout sessions and keynote sessions, you won't want to miss out.

The early bird sessions on Wednesday, November 14 offer an excellent choice of full and half-day sessions, with options for new, first term and veteran board members. Full-day workshops — or a mix and match selection of two half-day workshops — offer added value.

### Legislative Boot Camp: Sessions 1 and 2

10:00 am – 5:00 pm (*lunch included*)  
The full day option includes both *Introduction to the Legislature* and *Putting Legislative Knowledge into Practice*. (See descriptions below.)

### Legislative Boot Camp: Session 1 Introduction to the Legislature

10:00 am – 2:00 pm (*lunch included*)  
What happens in Olympia has huge policy and fiscal implications for school districts. This introduction to the Washington state legislature is for school directors who are unfamiliar with how the legislature works but want to understand the

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across the state. The winning pieces from each regional show were forwarded to the Office of Superintendent of Public Instruction (OSPI), where they competed to be a state winner.

The artwork was judged upon originality, demonstration of expressive thinking, unique solutions to artistic problems, understanding and ability to interpret the elements and principles of visual art, and competency in using the chosen medium.

Each state-level winning artwork was purchased for \$200 by organizations that will display it in their permanent collections. The organizations purchasing artwork this year are OSPI, State Board of Education, Professional Educators Standards Board, Washington Association of School Administrators, Washington State School Directors' Association, ArtsEd Washington, Association of Washington School Principals, Washington State PTA, and Washington Art Education Association (WAEA).

A Tribute Award selected each year by the Washington Art Education Association is given to outstanding arts educators, arts advocates, and businesses nominated by the WAEA membership. This year's recipient was Joye Melby, an art teacher from Cascade High School in Everett.



"Hunter" by Rachel del Vecchio of Mark Morris High School was done in ebony pencil and acrylic. The artwork, selected by WSSDA as a state winner, is now displayed at WSSDA headquarters.

## Renewing WSSDA's vision, mission and goals



About every three years, the WSSDA Board reviews the association's vision, mission and goals. These provide a focus for services to members, guide how we allocate resources, and help direct our advocacy activities. Our last review was in 2008 and the board

recognized several months ago that it was important to again undertake the task.

The board spent a major chunk of its January meeting discussing the existing language and working through possible changes. We refined the draft language at the April meeting and approved the new vision, mission and goals for the next three years.

At each of our meetings, we review one goal in-depth. We review staff's understanding of the goal to make sure it aligns with the board's intent. We also review the activities associated with the goal and the progress that has been made toward accomplishing it.

We hope this updated language and focus, and the activities they will generate, resonates with you as it has with your Board of Directors. We are excited to implement them to advance our new mission and vision.

MARY FERTAKIS, WSSDA President

### *Vision, mission and goals*

#### **Vision Statement**

All Washington School Directors effectively govern to ensure all students' success.

#### **Mission Statement**

WSSDA provides leadership and advocacy, and empowers its members with knowledge and skills to govern with excellence.

#### **Goal 1**

WSSDA's organizational culture and structure continuously improve service to school directors and their districts.

#### **Goal 2**

WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.

#### **Goal 3**

WSSDA's advocacy fosters and promotes partnerships with other education leaders

and stakeholders, and initiates or enhances legislation to advance education policy.

#### **Goal 4**

WSSDA leads in policy development to promote safe, secure and respectful learning environments for all children.

#### **Goal 5**

WSSDA expands public awareness of school district governance, provides concise, timely information, and meets the communication needs of its members.

#### **Goal 6**

WSSDA promotes innovation to address new educational trends and the future needs of school districts.



# School director role in Teacher/Principal Evaluation



Teacher and principal evaluations are about to get a lot more attention in Washington state.

A new state law has introduced requirements and added a bit of muscle to existing statutes. The law sets eight evaluation criteria and requires a four-level rating system. There are three instructional framework and two leadership framework options for districts to adopt. Overall, the new law will have wide ranging effects on school operations, including budgets, data collection and administration.

I have been serving on the TPEP (Teacher/Principal Evaluation Pilot) Steering Committee and I am committed to ensuring that all school directors receive the information they need for a clear understanding of their role in the implementation process. This will affect all 295 school districts. It will be daunting.

WSSDA has put together no-cost training for school directors to meet this need. The current training focuses on understanding TPEP requirements that will come as soon as the 2013-14 school year.

School directors will learn about:

1. Time line for implementation
2. System requirements from the new law
3. Board roles and responsibilities
4. Lessons learned from TPEP pilots during 2010-12
5. Budget impacts

I would encourage every school director to either attend one of the WSSDA sessions this June or during the Fall Regional meeting schedule. We are planning to develop a webinar for school directors who can't make it to one of our in-person

sessions. WSSDA will update and link relevant resources for school directors on our website.

I believe understanding the core principles of TPEP is fundamental to the success of this major shift for the education community. (See sidebar) These concepts and others will be addressed during the training session.

WSSDA is here to support school directors as you embark on the journey to improve teaching and leadership.

DR. JONELLE ADAMS, *Executive Director*

**Preparing your board for TPEP**  
WORKSHOP  
WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

### THE SIX CORE PRINCIPLES OF TPEP

- Teacher and leadership effectiveness are critically important.
- There is a strong professional nature to teaching and leading a school.
- There is a complex relationship between the system of teacher and principal evaluation and district system and negotiations.
- Professional learning underpins the new evaluation system.
- The career continuum must be addressed in the new evaluation system.
- The system must determine the balance of inputs/acts and outputs/results.

## Slate of officer candidates set for July

The slate of candidates for WSSDA president-elect and vice president will be published in late July. Watch for the announcement in your email.

WSSDA officers are the leaders of your association. They speak on behalf of the association before the legislature and at conferences and meetings of other organizations. They vote on your behalf at the National School Boards Association (NSBA), participate on state task forces, interpret association policy, and more. Since WSSDA represents all 1,477 school directors in the state, it

is important that you participate fully in identifying and electing effective leadership.

The slate of candidates will be forwarded by the Nominating Committee. Members will then have a final chance to get another board member's name on the ballot by submitting electronic "nominations from the floor."

All five nominations must be received between August 1 and midnight, August 15. The nominee will be contacted by the committee chair to confirm his or her willingness to run.

Voting will be done electronically beginning August 27 and ending September 28. Each WSSDA member will receive email communications with detailed instructions to access the Internet-based ballot.

If you do not currently receive emails from WSSDA, please contact Tony Gonzalez (T.Gonzalez@wssda.org or 360.252.3008) to update your email address. Or, check to ensure emails from WSSDA are not being rejected or diverted to your junk mail or SPAM folder.

# Education and the income gap

BY LINDA DARLING-HAMMOND



There is much handwringing about low educational attainment in the United States these days. We hear constantly about U.S. rankings

on assessments like the international PISA tests: The United States was 14th in reading, 21st in science, 25th in math in 2009, for example.

We hear about how young children in high-poverty areas are entering kindergarten unprepared and far behind many of their classmates. Middle school students from low-income families are scoring, on average, far below the proficient levels that would enable them to graduate high school, go to college, and get good jobs. Fewer than half of high school students manage to graduate from some urban schools. And too many poor and minority students who do go on to college require substantial remediation and drop out before gaining a degree.

There is another story we rarely hear: Our children who attend schools in low-poverty contexts are doing quite well. In fact, U.S. students in schools in which less than 10 percent of children live in poverty score first in the world in reading, out-performing even the famously excellent Finns.

In high-achieving countries like Finland and Singapore, strong social safety nets ensure that virtually all schools have fewer than 10 percent of their students living in poverty.

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**“Our challenge is to confront the reality of growing up in America today.”**

Although the poverty-test score association is similar across 14 wealthy nations (with the average scores of the poorest 5 percent of students just over half those of their wealthiest peers), our poverty rate for children is much higher than others: 22 percent of all U.S. children and 25 percent of young children live in poverty.

Furthermore, our supports to counter it are much weaker. As a result, many children lack preschool education, health care, and social supports. The proportion of children who lack even the basic support of stable housing has increased dramatically in the past few years, with 1 child in every 10 now homeless in many California school districts near my home.

These issues were vividly illustrated in the recent Capitol Hill briefing on the impact of poverty on education and what we can do about it. Sponsored jointly by the Broader Bolder Approach to Education and the Stanford Center for Opportunity Policy in Education, the panel got beyond the increasingly implausible “no excuses” rhetoric, using new evidence to examine the relationship between income and educational outcomes — as well as about strategies that have succeeded in reducing this relationship.

As panelist Sean Reardon documents in his study published in “Whither Opportunity?”, the U.S. income gap is growing, and our safety net shrinking.

The proportion of the national resources controlled by our wealthiest citizens is greater than it has been since the early 1930s, and the help available to the poor — in the form of housing, employment, and health care supports — is much less than it was 40 years ago.

Furthermore, the disparity in access between rich and poor is growing as well — in terms of both publicly provided school resources and those that parents can invest in their own children privately. As a consequence, income is a much stronger predictor of school achievement than it has ever been.

The drop in America’s relative international rankings on educational indicators as child poverty and inequality in educational funding have increased is widely cited as a sign that our entire education system is in crisis, that we cannot compete, and that drastic reform measures — centered mainly on test-based accountability and privatization of schools — are urgently needed. But these data demonstrate something different: our crisis is one grounded in what Gloria Ladson Billings has called the “aggressive neglect” of many of our children, and in our unwillingness to provide the needed supports to address it in far too many communities.

Some reforms make this worse — for example, charter and voucher strategies that can further segregate and encourage greater disparities in access to school resources and the “redlining” strategies that I recently documented, which punish under-resourced schools serving high-need students (making them even more unattractive to families and educators with other options). The

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**“The proportion of children who lack even the basic support of stable housing has increased dramatically.”**

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effects of these policies in New York City are vividly illustrated in a recent Schott Foundation report.

Other reforms could, and do, improve the situation substantially: in addition to the general anti-poverty measures promoted by panelist Peter Edelman, the Broader Bolder set of policy strategies: early childhood education and health care; wraparound services and community schools; and investments in more equitable school resources focused on essential factors such as high-quality curriculum, well-qualified teachers and leaders, and accountability systems that fairly evaluate, inform, and support schools to improve.

We've seen how this can work: A concerted effort to implement fair school funding, with high quality early childhood education, supports to strengthen teaching, and comprehensive school services led to large increases in student achievement and a substantial narrowing of the achievement gap in New Jersey over the last decade.

As panelist David Sciarra noted, New Jersey — which now ranks number 1 in the nation in writing, number 2 in 8th grade reading, and among the top 5 states in math — shows how a state with a large population of low-income students of color can support strong learning with the right investments.

We cannot pretend that multiple layers of growing inequality — in home, community, and school resources — don't matter for student learning, or that solutions to our education problems can be enforced without strategic investments in a level playing field. Our challenge is to confront the reality of growing up in America today and to design in- and out-of-school supports that will allow children a fair shot at the American Dream.

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LINDA DARLING-HAMMOND directs the Stanford University Center for Opportunity Policy in Education. She was founding director of the National Commission on Teaching and America's Future. This was originally posted on her blog at [forumforeducation.org](http://forumforeducation.org).

## WSSDA workshops aim to refresh knowledge and skills

School directors need to continually refresh their knowledge and skills to meet the challenges they face as effective leaders.

WSSDA is offering several workshops, on the topics of TPEP, board-superintendent relations and policy governance, between June and September to help meet your needs. Learn more below, or log on to [www.wssda.org](http://www.wssda.org) to register for any of these workshops.

### Preparing your board for TPEP

- Tuesday, June 19  
10:00 a.m. – 2:00 p.m.

Aberdeen High School, Aberdeen

There are major changes coming fast in how school districts will evaluate teachers and principals. Will your district be ready?

WSSDA has developed a new workshop to help bring you up to speed on how TPEP will affect your school district. This workshop provides critical information on new legislation and its impact, teacher and principal effectiveness, necessary changes for TPEP implementation in 2013-2014 school year and instructional frameworks.

The TPEP workshops are offered free of charge, thanks to a grant from the Office of Superintendent of Public Instruction. Registration is required to reserve seating and meals.

### Highly Capable Board/Superintendent Teams

- Saturday, July 14  
10:00 a.m. – 4:00 p.m.  
WSSDA Conference Center,  
Olympia

Smooth and effective school district governance is not automatic. You must focus on positive working relationships and on the work at hand.

Develop a plan and processes to improve the work of your district board. Learn how to move the work

of the board forward despite criticism or opposition. Consider models of success and create action steps to improve your team.

\$395 per workshop for board/superintendent teams of 3 or more or \$165 per workshop for individuals

### Policy Governance

- Saturday, September 15  
10:00 a.m. – 4:00 p.m.  
WSSDA Conference Center,  
Olympia

Many Washington school districts have adopted this trademark governance model. Others practice a form of modified policy governance.

Discover how your district could benefit by adopting part or all of this model and develop a plan to improve the governance in your district.

\$395 per workshop for board/superintendent teams of 3 or more or \$165 per workshop for individuals

Register online at [www.wssda.org](http://www.wssda.org). For questions about these workshops, contact Connie Lauderdale at 360-252-3009 or [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org).

#### COMING IN AUGUST

## Webinar: TPEP Training

Couldn't attend one of our TPEP workshops?

Login to a live training session from your own computer.

*More details coming soon*



## New law adds requirements on special meeting announcements



The Washington Legislature added some requirements for announcing special meetings. Individuals testifying at the legislative hearings voiced concerns over the public's lack of knowledge that local

governments were holding special meetings. These changes are designed to increase notice to the public.

As applied to school districts, the law provides that a "special meeting" may be called by the board chair or presidents or at the request of a majority of the board members. Written notice stating the purpose of the meeting must be provided to each board member as well as to each local newspaper, radio or TV station that has requested, in writing, notice of such meetings. That notice must be provided at least 24 hours before the meeting. The bill, which went through a number of amendments, added the following requirements for notice:

- The notice must also be posted on the district's website unless:
  - The district doesn't have a webpage;
  - The district employs fewer than ten full-time equivalent employees; or
  - The district does not have an employee whose job description or employment contract provides a duty to maintain or update the website.
- The district must prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters.
- All required notices must be delivered or posted not less than 24 hours prior to the meeting.

This law, which applies to all public agencies, took effect June 7, 2012 and thus applies to all special meetings held on or after that date.

STACIA HOLLAR, Director of Policy and Legal Services

## Boards of Distinction application process opens in July

WSSDA's Boards of Distinction program increased in participation the past three years, from eight boards in 2009 to sixteen in 2011. This year's application process opens in July and focuses on benchmark "C" of each of the five Washington School Board Standards.

The process is slightly revised to make it more accessible to boards. A rubric is provided as a tool to help everyone identify what it looks like to implement the standards at varying levels. This will be used by both applicants and reviewers. Also, bulleted lists will be accepted in lieu of essays. Finally, up to three boards, based on district size, will be eligible to receive the coveted Board of the Year award.

The application process is an excellent supplement to your board self-assessment, while also offering the possibility of receiving recognition for your good work.

The Washington School Board Standards reflect best practices in board work. Through review and documentation of how the board's actions align with these measures, your board can identify areas of success and communicate a commitment to continuous improvement and accountability.

Watch for the mailer to arrive in mid-July, or visit [www.wssda.org](http://www.wssda.org), Awards & Recognition, in early July for complete details and the application form.

## Seeking high-energy student entertainers for annual conference

We are seeking student entertainers from the east side of the state to perform at annual conference general sessions. Please help us showcase the artistic talents of your students at this November's Annual Conference by sending a referral.

We are looking for a high-energy drum group or step team to perform at our general session on Thursday, November 15, and a choral group of 20 or fewer students to perform Friday, November 16, at our luncheon. Each performance will last from 10-15 minutes. Other suggestions or recommendations for featured student entertainment are welcomed.

To get started, please provide the group name and contact information to Connie Lauderdale at [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org). Additional details, including the



Student entertainment from the 2011 Annual Conference included the Tukwila Islander Dance Group from Showalter Middle School.

name, size, school and district of your group along with a CD or video showcasing their talents, will be required for consideration.

School groups may also participate in the conference by submitting non-returnable table centerpieces for general session tables (about 95 of them). Contact Connie at the address above if you are interested.

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process, the people, and the politics. The session includes hands-on learning, and a little bit of homework is required. A cross-over lunch that includes participants from both morning and afternoon sessions will feature lively discussions with state legislators.

**Legislative Boot Camp:  
Session 2 - Putting Legislative  
Knowledge Into Practice**

1:00 pm – 5:00 pm, *(lunch included)*  
This session is a continuation of learning for school directors who have already taken *Introduction to the Legislature* course or who have knowledge of legislature basics. The session begins with a lunch discussion with state legislators, followed by small-group meetings with legislators, where you'll learn how to make your messages zing! We also will include tips on building relationships through a year-round advocacy program.

**New Board Member Boot Camp**  
10:00 am – 5:00 pm *(lunch included)*

Delve into essential knowledge and skills for success as a school board member. Veteran school directors share their experience as they engage you in learning and practical application. Explore topics such as: roles and responsibilities, community engagement, school finance, and legal responsibilities of your position.

**Taking it to the Next Level!**  
10:00 am – 5:00 pm *(lunch included)*

This session is for board directors with one or more years of experience. Increase your effectiveness as a board director by deepening your understanding of collective bargaining, Open Public Meetings Act, conflict of interest, public records and how to monitor district programs at the board level. After lunch, this session focuses on *The Basics of School Finance*, and attendees may be joined by other participants.

**The Basics of School Finance**  
2:00 pm – 5:00 pm *(lunch not included)*  
Are you new to school board service?

Or perhaps you need a review of basic school finance. Get a brief overview of how school districts are funded in the state of Washington. Then explore some examples of budget development policies and timelines. Finally, discover some examples of budget monitoring tools to assist board members with financial oversight.

**Communication Strategies:  
Sessions 1 and 2**

10:00 am - 5:00 pm *(lunch included)*  
This full day option includes both *Successful Bond and Levy Campaigns* and *Building Positive Relationships District-wide*.

**Communication Strategies:  
Session 1 - Successful Bond  
and Levy Campaigns**  
10:00 am - 2:00 pm *(lunch included)*  
Workshop description coming soon.

**Communication Strategies:  
Session 2 - Building Positive  
Relationships District-wide**  
2:00 pm - 5:00 pm *(lunch not included)*  
Workshop description coming soon.

## Summer reading list: Books by keynote speakers

If you are looking for some good, summertime reading, consider a book written by one of our 2012 keynote speakers. (*Book descriptions below are from Amazon.com.*)



***Catching Up or Leading the Way: American Education in the Age of Globalization*, Yong Zhao**

At a time when globalization and technology are dramatically altering the world we live in, is education reform in the United States headed down the right path? Are education systems in China and other countries really

as superior as some people claim?

These and other questions are at the heart of author Yong Zhao's thoughtful and informative book. Born and raised in China and now a distinguished professor at Michigan State University, Zhao bases many of his observations on firsthand experience as a student in China and as a parent of children attending school in the United States. His unique perspective leads him to conclude that American education is at a crossroads and we need to change course to maintain leadership in a rapidly changing world.

***Creating Innovators: The Making of Young People Who Will Change the World*, Tony Wagner**

In this groundbreaking book, education expert Tony Wagner



provides a powerful rationale for developing an innovation-driven economy. He profiles compelling young American innovators, revealing how the adults in their lives nurtured their creativity and sparked their imagination, while teaching them to learn from failure and persevere.

The result is a timely, provocative and inspiring manifesto that will change how we look at our schools and workplaces, and provide us with a roadmap to creating the change-makers of tomorrow.



***Schools Cannot Do It Alone*, Jamie Vollmer**

Tales of Jamie Vollmer's travels through the land of public education tells of his encounters with blueberries, bell curves, and smelly eighth graders which lead him to two critical discoveries.

Drawing on his work in hundreds of districts, Jamie offers teachers, administrators, board members, and their allies a practical program to secure the understanding, trust, permission, and support they need to change the system and increase student success.



WSSDA Direct is published monthly by the Washington State School Directors' Association to provide information of interest to school directors and the education community. The views expressed in opinion articles appearing in WSSDA Direct are those of the writers and do not necessarily represent WSSDA policies or positions. If you have a disability and need this publication in an alternate format, please contact the WSSDA Communications Department.

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RETURN SERVICE REQUESTED

CALENDAR OF EVENTS

- WASA Summer Conference
June 24-26
WSSDA Board of Directors Meeting
June 29-30
WSSDA Legislative Committee Meeting
July 20-21
NSBA Summer Institute for Executive Directors
July 29-August 2
Professional Educators Standards Board
July 30-July 31
WSSDA Board of Directors Meeting
August 24-August 26
WSSDA Board of Directors Meeting
September 20
WSSDA Legislative Committee Meeting
September 20
Legislative Assembly
September 21-22

WSSDA WORKSHOPS & CONFERENCES

- ENHANCING LEADERSHIP SERIES
Olympia
July 14: Highly Capable Board/Superintendent Teams
September 15: Policy Governance
ANNUAL CONFERENCE
Spokane: November 14 - 17