



The Report

Year End 2019

Washington State ASCD is an autonomous organization with its own officers and dues structure. Membership in ASCD does not automatically extend to WSASCD. Joint memberships are available through ASCD. Participation in WSASCD offers opportunities for leadership, professional development, problem solving, joint planning, research, publications and networking. [WSASCD Membership Benefits](#) | Join WSASCD, send your [membership form](#) in today!

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WSASCD ASSOCIATION NEWS

The WSASCD Board of Directors is excited for **Dr. Hannah Gbenro** to begin her two-year term as the president of the association. Dr. Gbenro is the Director of K-12 Academic Alignment & Innovation for Tacoma Public Schools. Dr. Gbenro is dedicated to building systems of supports for the Whole Child, Whole Educator, and Whole Community. WSASCD is also fortunate to continue to have the leadership of **Marie Verhaar** as she will serve as past president this year.

2019-2020 Board Members

| | | |
|-----------------------|---|-----------------------------------|
| Dr. Hannah Gbenro | President | Tacoma Public Schools |
| Marie Verhaar | Past-President | Tacoma Public Schools |
| Michael Baskette | ESD 112 | Ridgefield School District |
| Dr. Ginger Callison | ESD 121 Region Representative | Snoqualmie Valley School District |
| Angel Carrizales | ESD 105 Region Representative | Sunnyside Schools |
| Kindra Clayton | ASCD Representative | Richland School District |
| Michael Baskette | ESD 112 Region Representative | Ridgefield School District |
| Alicen Gaytley | ESD 171 Region Representative | Quincy School District |
| Kasana Funk | Student Intern | Seattle Pacific University |
| Andra Kelley-Batstone | ESD 113 Region Representative | Olympia School District |
| Mike Lollar | ESD 101 Region Representative | West Valley School District |
| Dr. Shannon Thompson | ESD 114 Region Representative | South Kitsap School District |
| Pam Schaff | ESD 121 -North Region Representative | OSPI |
| Todd Setterlund | ESD 189 Region Representative | Burlington Edison School District |
| | OSPI Representative | OSPI |
| Dr. Jill Heiney-Smith | Higher Education Representative & Managing Editor | Seattle Pacific University |
| Erica Walters | Teacher Representative | Central Valley School District |

We are seeking a region representative for **ESD 123**. Review [WSASCD Board Member Q&A](#) expectations and responsibilities. Please send inquires for the board position to executive coordinator Carrie Lam at CarrieLamASCD@gmail.com.

Thank You Departing Board Members

Washington State ASCD exists because of the time and commitment of the educators who serve three-year terms to promote the mission of our Association. Several board members will be completing their terms in June. These board members will be honored at a special board dinner in June. The contributions of our entire Board of Directors have been centered on supporting you, as educators, so you can best serve the children of our state. Thank you to these outstanding board members!

Departing Members of the Board of Directors:

- **Sheree Clark**, Associate Principal, Washougal High School, Washougal School District, representing ESD 112
- **Heidi Hellner-Gomez**, Assistant Superintendent, Sunnyside School District, representing ESD 105
- **Dave Myers**, Principal, AG West Black Hills High School, Tumwater School District, representing ESD 113
- **Dr. Marci Shepard**, Superintendent, Orting School District, representing ESD 121 -south region

New members of the Board of Directors with terms of service beginning in July are:

- **Michael Baskette**, Ridgefield School District, representing ESD 112
- **Dr. Ginger Callison**, Snoqualmie Valley School District, representing ESD 121
- **Angel Carrizales**, Sunnyside Schools, representing ESD 105
- **Andra Kelley-Batstone**, Olympia School District, representing ESD 113
- **Todd Setterlund**, Burlington Edison School District, representing ESD 189
- **Co-editors: Dr. Pete Renn & Emily Huff**, Seattle Pacific University

PUBLICATION REVIEWS from Washington State ASCD board members

Washington State ASCD is excited to bring to you this episode from ASCD BAM! radio!



ASCD LEARN • TEACH • LEAD • RADIO

Are you looking for a little inspiration this summer so you can start your school year rejuvenated with fresh ideas? Check out [ASCD Learn Teach Lead Radio](#) to hear short interviews (10-12 minutes) with top authors sharing their passions and ideas from their latest books. You can pick and choose from a variety of relevant educational topics, such as job-embedded PD, backward design with a Neuroscience focus, real-time formative assessment techniques, reflecting on your own leadership effectiveness, and curving teacher burnout through self care. Listening to Learn Teach Lead Radio has me feeling excited about educator professional learning for myself and others, and ready to create a new summer reading list.

-Alicen Gaytley, WSASCD board members & Director of Teaching & Learning, Quincy School District



The Teens Are Not Alright: Pushed, Pressured, Perfectionists

Anthony Reborra with Cathy Vatterott

Our guest sees a growing pandemic of students who are being pushed and pressured to achieve academically at the expense of the overall well being. Have we lost our way?

Follow: [@ASCD](#) [@a_reborra](#) [@realhomeworkldy](#)

Article: [The Teens Are Not Alright](#) [Play Episode](#)

WSASCD board member and Executive Director of Learning & Communications in the Burlington-Edison School District, **Todd Setterlund** shares a review of the above episode from BAM! Radio Network.

Non-traditional media peak my interest. So does a whole child approach to education. As I transition from a school-based leadership role to a district-wide position responsible for communications and outreach, ASCD and BAM! Radio Network's new collaboration podcast, "ASCD Learn Teach Lead Radio," certainly drew my intrigue. In a thoughtful conversation, Educational Leadership's Editor in Chief, Anthony Rebora, interviews homework expert, Cathy Vatterott, on the effect that schoolwork and academic overemphasis has on student stress. The discussion, entitled, "The Teens Are Not Alright: Pushed, Pressured, Perfectionists," centers around the academic pressure felt by students in highly competitive school communities. Vatterott highlights the trend of schools requiring exorbitant homework loads to instill the illusion of rigor. Continue [here](#) to read the full review.



ASCD ED Advantage publishes and shares original content on practical, high-interest topics with members of ASCD's Affiliate, Connected Community, Professional Interest Community, Student Chapter and Emerging Leader programs. If you have not explored this resource maybe the reviews from the following WSASCD board members will spark your interest to dive in!

The following reviews are from the issue of [ASCD ED Advantage School Safety](#)

[The Teacher's Role in Building a Safe Classroom](#) by Lori Brown, Ed.D. and Gretchen Oltman, J.D., Ph.D

The authors offer a checklist of 8 relationship-building classroom practices relevant to all grade levels and disciplines. This is an article that reiterates the importance of having strong relationships and being able to recognize when a student's behavior or way of thinking shifts.

-Pam Schaff, WSASCD board member, Seeing Beyond & OSSI Collaborative Support Partner for ELA & EL

[The Whole Child Approach to School Safety](#) by Mathew A. Mingle

I've often wondered if the new normal described by Mathew Mingle may cause trauma among students rather than the intended goal of making them feel safe and secure. Every effort should be made, of course, to make our physical facilities as secure as possible, but if that's all we do, or if that is where most of our efforts lie, then it's likely that features such as secure buzz-in entries, armed security and active shooter drills will create enough fear in students that learning becomes difficult. I find Mingle's suggestion that indicators within the Safe whole child tenet will provide a necessarily broader approach to school safety not only sensible, but foundational to discussions of school safety. Assigning oversight of school safety to security experts should be done whenever possible, but it would be a mistake to overlook indicators associated with the Safe tenet, or any of the other Whole Child Initiative Tenets when planning and providing for a secure environment that promotes learning.

-Mike Lollar, WSASCD board member & Principal, Seth Woodward Elementary School, West Valley School District

The following reviews are from the issue of [ASCD ED Advantage Trauma Informed Schools](#)

[Little Steps Toward a Larger Change: Starting a Trauma-Informed Practice](#) by Alissa Farias

This article presents three ready-to-use strategies to support students impacted by trauma. Each strategy is inexpensive and designed for immediate implementation. The first strategy is called Mindfulness activities-and one example is to print

inexpensive cards at Teachers Pay Teachers. The second strategy is to install “Reset Tables” in your classroom. The kits are designed to allow students with anxiety or other needs to remain in the classroom with “sensory support or mind re-shifting” activities at the reset table. A list of items can be found at the author’s website: laprofefarias.wixsite.com/inspire. The final strategy is simply to practice intentional and systematic listening with students experiencing trauma. Remember that students may have “hidden icebergs” that trigger negative behaviors, and consistent kindness goes a long way.

-Jill Heiney-Smith EdD, WSASCD board member & Director of Graduate of Teacher Education, Assistant Professor of Teacher Education, Seattle Pacific University

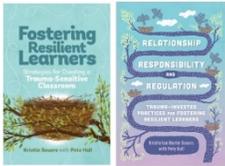
UPCOMING PROFESSIONAL LEARNING OPPORTUNITIES



In partnership with



Saturday and Sunday, August 17-18, 2019 for a [Two-Day CharacterStrong Training](#), the training will be offered at two locations: SPOKANE or TACOMA. Please mention WSASCD when you [register](#) and to save 20% register by 8/2 with the discount code: *CSWASHINGTON*



Monday, November 18, 2019 with Kristin Souers for *Fostering Trauma Sensitive Learning Environment: A Team Approach*. This training bridges information from Trauma Informed Practice Summit Part 1 with Part 2 ([training description](#)) not intended for those who have attended Part 2. Location: Tukwila Community Center, Tukwila, WA. [Register now!](#)

Below are two more professional learning opportunities in the making...

October 29, 2019—Ensuring Equity and Access to Complex Tasks and Rigorous Learning, Location TBD

January 22, 2020—Learning, Teaching, and Leading Mathematics. Location: Tukwila Community Center

Details and registration for each training will be posted on the website at wsascd.org as they become available.

Curriculum in Context

This journal addresses current issues and offers diverse articles that will challenge all readers to consider the many ways in which our educational system can support and enrich student learning. Read past e-journals [here](#).

Click Cover to Look Inside



[\(e-journal format\)](#) [\(pdf\)](#)

Spring/Summer 2019 – [Challenging All Students \(Complete Issue\)](#)

Individual Articles

01- [A Message from the Editor](#) – Picanco

02- [A Message from the President](#) – Verhaar

03- [Realizing Equity: Standards-Based Unit Planning as a Critical Foundation](#)– Gaytley & St. Laurant Butler

04 – [Core Instruction: The Foundation to Learning](#) – Farias

05 – [The Contextual Model of Learning and Montessori](#) – Wyld

06 – [Universal Design for Learning: Rigorous and Personalized Instruction for All Learners](#)– Caniglia

07 – [Challenging All Students: Rigorous Tasks and Assessments](#) – Blackburn, Armstrong & Miles

08 – [Personalize Instruction? Differentiate Curriculum? But How?](#) – Heyer

09 – [Multiple Exceptionalities in a Culture of Single Exceptionalities](#) – Benson

10 – [Developing High Expectations and Educational Opportunities: Inclusive Higher Education Options for Students with Intellectual Disabilities](#)– Griffin & Papay

11 – [The Call-and-Response Tradition from Ghana as Engaging Pedagogy for Oral Production and English Learners](#) – Atisu & Wilcox

12- [Brave Learning: Project Based Learning for Highly Capable Students](#) – Castilleja

13- [Community Connections to Challenge and Inspire](#) – Karsh, Monteville & Dotinga

14- [Executive Directions](#) – Lam

A Call for Manuscript Submissions for the Fall/Winter 2019 Issue of Curriculum In Context

Next Edition Deadline **EXTENDED** to **OCTOBER 1, 2019**

The Curriculum in Context Fall/Winter 2019 issue's theme is Innovative Approaches to Access and Equity for All Learners. Some related topics under this theme that may contribute to the conversation include:

- » Innovative building or district initiatives regarding equitable assessment and instructional models
- » Student-led projects or activism designed to build an equitable learning environment
- » Professional development on culturally responsive teaching
- » New programs or models of community or family and school partnerships

Submission Guidelines

Potential articles submitted for the Learn section should be a current book review between 500 and 750 words and should include the APA reference for the book.

Manuscripts for the Teach and Lead section should be between 850 and 2500 words, focus on either the classroom (i.e., teacher) perspective or the leadership perspective, and include citations written in APA format.

Please submit questions or articles for consideration by **OCTOBER 1, 2019** to:

- » Dr. Jill Heiney-Smith, Managing Editor heineysmithj@spu.edu
- » Dr. Pete Renn, Co-editor rennp@spu.edu
- » Emily Huff, Co-editor huffe@spu.edu

Articles should be submitted via an email attachment in Microsoft Word format to the editor. Authors of accepted articles will be asked to provide a digitized photograph and a 2-3 sentence biographical introduction, including where they are presently employed.

CRITICAL QUESTION SERIES

Thank you to ALL our Critical Question Series Contributors!

Each year, WSASCD provides a forum for educators in our state to write about topics of interest to our members. You can find a full collection of our [Critical Question Series](#) articles on the WSASCD website www.wsascd.org

- Tenet: Supported & Engaged: [How Can We Understand Students' STEM Experiences Using Empathy Interviews?](#) (June 2019)
- Tenet: Supported: [How does a district systemically support teacher leadership?](#) (May 2019)
- Tenet: Engaged & Supported [What strategies can school districts use to engage their community in developing Life-Ready students?](#) (April 2019)
- Tenet: Supported: [How do schools use an MTSS Framework to support the whole child?](#) (March 2019)
- Tenet: Healthy & Supported: [How should P-12 schools, districts and teacher preparation programs work together to build on the momentum of "wellness"?](#) (February 2019)
- Tenet: Safe & Supported: [How can we expect students to learn if their very basic needs aren't met?](#) (January 2019)

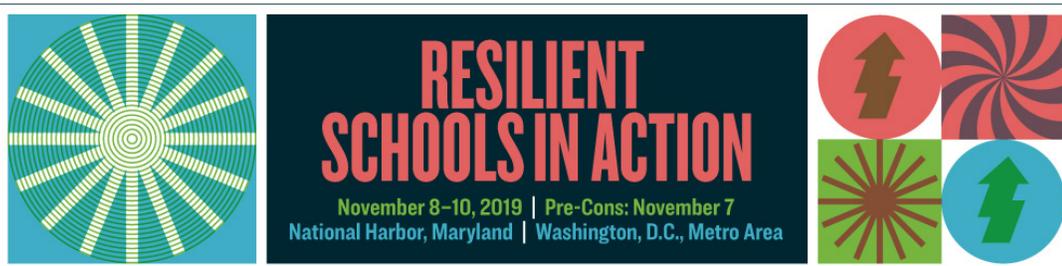
ASCD INTERNATIONAL

ASCD EDADVANTAGE

The educator resource for ASCD Constituent Communities

ASCD EDAdvantage, offering original resources on practical, high-interest topics to members of ASCD Constituent Services groups, is calling for submissions on the topic of The Whole Teacher with a deadline of midnight, eastern time, on Friday, August 2, 2019. Interested educators and wellness support professionals are welcome to submit original content, to help build a greater understanding of teacher wellness for education practitioners. Check out the submission details and guidelines [here](#).

ASCD Conference on Educational Leadership



REGISTER

The **ASCD Conference on Educational Leadership** is a prominent professional learning conference for education leaders and teachers who seek to improve school climate. This year, the conference will be held **November 8–10** at The Gaylord National Resort & Convention Center in National Harbor, Maryland, just outside Washington, D.C.

The conference theme, Resilient Schools in Action, examines emerging strategies and tested solutions to pressing problems faced by schools and educators at every level. The conference format includes both pre-conference institutes and a main conference with general session speakers, concurrent sessions, and optional keynote luncheons. ASCD conferences are known for high-quality, interactive learning opportunities. By attending, I will be able to build personal capacity and strengths for higher student performance through essential training in key areas.

- Countering a “culture of hate”
- Building understanding of implicit bias and multicultural competency
- Furthering our school as a center of trauma-sensitivity
- Fostering a resilient, safe, and equitable learning environment where trust is strong

WSASCD SPONSORSHIP SPOTLIGHT



Many thanks to **SHAPE Washington**, for their continued support of Washington State ASCD's Whole Child School Award. The Whole Child School Award seeks to identify a Washington State School that has created a school culture with programs that exemplify two or more of the 5 tenets of the Whole Child. The recipient of the 2018 and 2019 Whole Child School Award received \$500 sponsored by SHAPE Washington.

About SHAPE Washington

Mission SHAPE Washington supports coordinated efforts to foster healthy, active, educated, youth in Washington State through professional development, advocacy, community outreach, and partnerships.

The Society of Health and Physical Educators - Washington (SHAPE Washington), formerly known as the Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD).

SHAPE Washington is one of the oldest professional associations in Washington which is dedicated to the advancement and promotion of its allied fields of Health, Physical Education, Recreation, Dance, and Adapted Physical Education.



Washington State ASCD wishes to thank Kaplan for their sponsorship of the Outstanding Young Educator Award for the past two years. The OYEA highlights the accomplishments and commitment of an exceptional educational leader. The 2019 OYEA received a \$500 gift card for Kaplan Early Learning Company.

A rich history...In 1951, Leon and Renee Kaplan opened their first toy store in downtown Greensboro, NC. The store, Tiny Town, later moved to West Fifth Street in Winston-Salem, NC, where they continued to offer unique toys and gifts that promoted learning through play. In 1968, Leon founded Kaplan School Supply, which embodied his vision of providing developmentally appropriate resources that help foster the growth of the whole child—cognitively, physically, socially, and emotionally. Kaplan School Supply eventually became Kaplan Early Learning Company, which quickly developed into a leading international provider in the field of early care and education.

To a bright future...Today, Kaplan Early Learning Company continues to embody Leon's vision by providing quality early childhood resources to school systems, childcare centers, and federally supported programs. The company's corporate headquarters is located in Lewisville, NC, and the site houses office space, a warehouse, a state-of-the-art distribution center, and the [Kaplan Education Megastore](#). Thanks to the dedication, loyalty, and hard work of Kaplan employees, the company has tripled in size since 1990 and continues to be a leading international provider of products that enhance children's learning.

Regional Representative, **Kathryn Gauthier** | kgauthier@kaplanco.com | [\(253\) 985-1369](tel:(253)985-1369)

DID YOU KNOW?



When you are purchasing books and resources from ASCD please use the promotional code **WAAFF** A portion of your purchase will go directly to our Washington State ASCD affiliate.



When you take online courses through ASCD or attend International ASCD professional development events, you can receive clock hours through Washington State ASCD.

[Clock Hour Request Forms](#)

WASHINGTON STATE



LEARN. TEACH. LEAD.

Washington State ASCD

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