A Walk through WACA Workshops and the AWSP/AWSL Leadership Framework

When reviewing our notes from the recent annual conference of the Washington Activity Coordinators Conference, the AWSL team realized many of the workshops we attended presented ideas, activities and concepts that tie directly to the AWSP/AWSL Leadership Framework. These examples serve as great reminders of the power of collective impact work. When student leaders and principals steer toward the same goals through the Leadership Framework, schools are changed.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Examples of ideas, activities and concepts from workshops at WACA</th>
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</table>
| 1 Creating a Culture | **Embracing Avid into your School Culture**, Tim Turner, Richland HS  
AVID programs are becoming integrated into the fabric of schools. Challenges are still faced by the students in the AVID elective (and their teachers) as they struggle to feel included while they navigate the traditional practices and rituals of their school's culture. Consider creating AVID representative positions for student council as well as sending AVID students to summer leadership camp. AVID can become another avenue to get leadership opportunities and trainings to all students. |
| 2 Ensuring School Safety | **Restorative Practices 101**: Jeannette Siemers, Monroe HS  
The **International Institute of Restorative Practices** has a framework that ties into a school setting. Getting to the why of what fuels student misbehavior can be a step toward healing rather than punishing. Restorative practices develop social skills, self-discipline, emotional wellbeing and civic participation. Their **SaferSanerSchools™** program promotes engaging students to be active participants in their school community. |
| 3 Planning with Data | **40 Developmental Assets: A Semi-Scientific Approach**, Emily Wickman, Tacoma Science and Math Institute  
The **40 Developmental Assets** developed by the **Search Institute** offer a great tool for planning projects around data. **Developmental Assets Profiles** can be ordered to measure a student's internal strengths and external supports, and their growth in these key areas over time. With a demographic breakdown and analysis, student leaders can gain an understanding of where students in their schools feel they need more support. With this insight, projects can be planned with the goal of boosting one or more of the developmental assets for the entire student body or for a specific group of students. |
| 4 Aligning Curriculum | **CTE Certification (Project Management) for Leadership Courses**, Jaime Johnson, Monroe HS, Johanna Phillips and Britt Harris, Shoreline SD  
To root a leadership class firmly in the curriculum of a school, consider using the framework of **Career and Technical Education** (CTE). CTE courses offer a certificate in Project Management, which dovetails easily into the work of student leaders. This approach offers pros (funding resource, Core 24 compatibility, documented job skills) and cons (**certification process** is time consuming, more out of class requirements, expense of new course materials). It could be one of the many options a school uses to expose students to leadership concepts. |
| 5 Improving Instruction | **Webbing Loops in the Classroom**, John Bittinger, Richland HS  
We all learn a wealth of fun, engaging activities using webbing loops, noodles, pit balls and props. But what about applying these kinesthetic activities to classroom instruction? Ask students to talk about their research topic during the time it takes for the knot in a webbing loop to get passed around the circle; Use the blocks in the game Jenga for a test review; Chant the steps to the Scientific Method each time a pit ball is hit in the air; Play the name game Wamp ’em to establish the order of giving presentations. First one to miss a name is presenter one, then two, then three... |
| 6 Managing Resources | **Making Leadership/ASB Work in a Low-Income School**,  
Sarah LeDuc, Chiawana HS  
Student leadership programs can make strategic moves to help engage students in low income schools. From low ASB card prices to buying every kid in the school a spirit wear t-shirt with the yearly theme to sending students to AWSL camps, retreats and conferences, creativity is a key for providing opportunities to all students. Organizations that can help with resources are **InvestED**, [Washington Kids in Transition](https://www.washteachers.org) and **Communities in Schools**. |
| 7 Engaging the Community | **#I Can Help Make a Difference Online**, Kim Karr, Co-Founder **#ICANHELP**  
Schools have social media issues. The #ICANHELP organization takes a community approach by promoting the idea that together- students, staff, community members and parents - can help delete online negativity. They have developed resources for parents as well as resources that challenge students to be the best versions of themselves both on and offline. |
| 8 Closing the Gap | **I Care About Equity—Now What?** Johanna Phillips, Shorecrest HS  
As educators, we hold the belief that all students can and should be able to participate in student leadership and attend activities. But, do our leadership programs and event attendance represent the demographics of our student body? Utilizing the [OSPI Washington State Report Card](https://www.k12.wa.us) can give us a glimpse into the gaps between our beliefs and the reality of our programs. Authentic student voice representative of all student groups is the goal. Striving for equality (all students get the same opportunities) is relatively easy. Striving for equity (all students get what they need to take advantage of the opportunities) is a challenge. To begin the equity journey is to openly and honestly analyze where you are then implement changes that help to engage all students in leading and participating. |
## Student Leaders and The AWSP Leadership Framework

Student leaders are a part of a school's leadership team. Principals foster success by working to achieve excellence in eight defined areas in the Leadership Framework. Student leaders can also be doing positive work in these areas. Though the approaches might be different, the goals are the same: all students in the school achieve academic and social success. With student leaders actively involved, the Leadership Framework becomes the foundation for everything that happens in a school.

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<th>Criterion</th>
<th>What Principals are asked to do...</th>
<th>Belief Statements AWSL Executive Committee</th>
<th>What student leaders can be doing...</th>
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<tbody>
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<td>1 Creating a Culture</td>
<td>Influence, establish and sustain a school culture conducive to continuous improvement.</td>
<td><em>We believe that students and staff thrive in a culture where they feel valued and supported.</em></td>
<td>Create a place where kids want to come to school instead of have to come to school. Help your principal establish a school climate where kids feel supported, included and are able to develop to their full potential.</td>
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<td>2 Ensuring School Safety</td>
<td>Lead the development of a comprehensive safe schools plan that includes prevention, intervention, crisis response and recovery.</td>
<td><em>We believe that every student deserves to experience not only physical but emotional safety; this condition, in turn, precipitates belongingness and success.</em></td>
<td>Stop bullying in its tracks. Stand up for what is right, kind and fair. Help your principal establish a school environment where kids are physically, socially and emotionally safe.</td>
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<td>3 Planning with Data</td>
<td>Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.</td>
<td><em>We believe that principals are informed best with data collected by student leaders who can articulate the voice of their fellow students.</em></td>
<td>Become the eyes and ears and heart and soul of your school. Listen, watch, observe and talk to your principal! Help your principal collect and analyze data to improve the effectiveness of the school system.</td>
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<td>4 Aligning Curriculum</td>
<td>Help align curricula to state and local district learning goals and align assessment practices to best instructional practices.</td>
<td><em>We believe in making it a priority to increase student learning by developing new study strategies and leading by example in the classroom environment.</em></td>
<td>Make the job of being a teacher easier by being a role model for others in class. Organize meaningful teacher appreciation events.</td>
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<td>5 Improving Instruction</td>
<td>Evaluate staff in effective instruction and assessment practices and assist staff in identifying valid, reliable sources of evidence of effectiveness.</td>
<td><em>We believe that classroom instruction can be improved through providing feedback for teachers and actively participating in class.</em></td>
<td>Learn what you are taught. Be kind to the guest teachers. Help your principal establish a school with a positive academic identity.</td>
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<td>6 Managing Resources</td>
<td>Manage human and fiscal resources to accomplish student achievement goals.</td>
<td><em>We believe that student leaders must establish a relationship with principals in order to properly use ASB funds and to manage resources within the school.</em></td>
<td>Be responsible with your Associated Student Body funds. Help your principal utilize the scarce human and fiscal resources available to the school to their fullest.</td>
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<td>7 Engaging the Community</td>
<td>Communicate and partner with school community members to promote student learning.</td>
<td><em>We believe that as student leaders, we have a duty to make our schools active members in their communities.</em></td>
<td>Don't frighten the adults! Make the community feel proud that you are the future. Help your principal create opportunities for positive interaction between the school and members of the community.</td>
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<td>8 Closing the Gap</td>
<td>Demonstrate a commitment to closing the achievement gap.</td>
<td><em>We believe that student leaders need to advocate for equitable opportunities to promote the success of all students regardless of circumstance.</em></td>
<td>Leave no one behind! Graduate with all of your peers. Be a mentor to younger students. Help your principal close the achievement gap between the kids who are graduating and meeting standard and the kids who are not.</td>
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**CONTRIBUTING to the LEADERSHIP FRAMEWORK**

Project/Event Name: ____________________________________________________________

Dates, Time: ________________________________________________________________

Location: ________________________________________________________________

Organizing Body: ____________________________________________________________

Student Contact: ____________________________________________________________

Adviser Contact: ____________________________________________________________

Description:
________________________________________________________________________
________________________________________________________________________

This project/event contributes to the following criteria of the Leadership Framework:

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