

THE Leader


American Federation of
School Administrators
AFSA, AFL-CIO

Volume 94, Fall 2018

A NEWSLETTER OF THE AMERICAN FEDERATION OF SCHOOL ADMINISTRATORS

Daggett: Fundamental Changes Necessary in Education

America's schools are ill-equipped for the emerging, technology-driven economy of the current age, and public education needs school leaders to act as mentors for the changes necessary for better preparing students for the challenges of work life, an impassioned Dr. Bill Daggett told delegates during his keynote address at the AFSA's Fifteenth Triennial Convention.

Daggett, founder and chairman of the International Center for Leadership in Education, drew on his extensive research of innovative practices in place at the nation's most rapidly improving schools, practices that range from addressing students' social and emotional and mental health as a first priority to focusing on the future needs

of students to succeed in the changing workplace.

Daggett proudly declared from the outset of his presentation that he is "never politically correct," but asserted nonetheless that the U.S. public education system is "the finest in the

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Logan Calls for Citizenship and History

As our nation continues to be divided and government continues to be unresponsive, AFSA President Ernest Logan proposed to delegates during his presidential address at the triennial convention that it is time to change our curriculum to save our democracy.

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High-Tech Help For Modern Educators

Seven years after IBM's Watson beat out two formidable human contestants on "Jeopardy!," the supercomputer has a new life helping health care professionals and educators do their jobs more efficiently.

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Legislative Update: Federal Education Budget Passes

For the first time in 11 years, Congress completed most of its annual funding work, including appropriating money for the Department of Education and its programs for fiscal year 2019, before fiscal year 2018 ended on Sept. 30.

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Dr. Bill Daggett



We Must Engage: The Future is at Stake

By Ernest Logan

Being elected your president is a humbling honor. Today we stand together facing many challenges, and that is why belonging to AFSA couldn't be more urgent and meaningful.

We are in a bad environment for public education. We are school leaders, a great thing to be, but now we can be even more. We can be the leaders of public education itself—the spokespeople, the advocates, the saviors who say, “No, you're not going to deny our children the right to a free quality public education.”

And we should be the saviors. Each and every one of us standing together can become one of the dominant forces in defense of public education. AFSA and our locals can dedicate ourselves to reminding America that every child has the right to a quality education, and that the survival of our democracy depends on this. That's right: the survival of democracy depends on this.

Are you ready to become that voice for our children and our democracy?

It won't be easy. If you've been listening to the president, his secretary of education and the Supreme Court, you know our public schools are in peril. With their words, they hint that public schools might really not be so important. Maybe public schools aren't so good for the country. Maybe there shouldn't be such a thing as “separation of church and state,” and maybe religious schools should be supported by our taxes at least as much as public schools. And maybe, just maybe, getting a quality public education isn't even a constitutional right.

The president has said, “Our public schools have grown up in a competition-free zone, surrounded by a very high union wall. Why aren't we shocked at the results?” He suggests that all public schools are failures and proposes to shift funding from public schools to private schools through voucher programs.

Of course, voucher schools directly take money from public schools and do not improve opportunities for children at a disadvantage—and largely are unaccountable to the public.

President Trump vowed to pick his education secretary from a roster of pro-privatization candidates, and he sure delivered on that promise when he picked Betsy DeVos to carry out his vision. It's no exaggeration to say that every AFSA member is more qualified to be the U.S. secretary of education than Betsy DeVos. DeVos has zero experience in the classroom or in any area of public education.

She's qualified for only one thing: to be a privatizer. She spent millions of dollars of personal wealth to try to dismantle public education in her home state of Michigan. Her stated goal is to do the same on the national level—divert funding from public schools to charter and private schools. She has declared public schools to be a “dead end.”



AFSA President Ernest Logan

It's no exaggeration to say that every AFSA member is more qualified to be the U.S. secretary of education than Betsy DeVos. DeVos has zero experience in the classroom or in any area of public education.

Now, we also have a Supreme Court whose vested interest is in de-unionizing teachers and school leaders and the rest of the American workforce. In the *Janus vs. AFSCME* case, the court recently capitulated to a well-funded corporate attack by groups with names like “The Right to Work Foundation.”

These are extreme right-wing groups that mean to silence the collective voice of unions. And that's not because they love the little guy and gal.

You already know that this disastrous *Janus* ruling means nonunion workers can't be compelled to pay their “fair share” of union dues, but they still can reap the benefits of collective bargaining and union representation. This kind of court-approved freeloading is meant to empty union coffers until we have to shut our doors. The hope is that we will lose our ability to improve working conditions and wages for our people. This way, the very few at the top can get even richer than they already are.

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The Leader is a quarterly publication of the

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Administrators (AFSA), AFL-CIO**

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Jeffries Electrifies Delegates with Speech on Power of Unity

It's time to stand up for what you believe, a fiery Rep. Hakeem Jeffries (D-N.Y.) chanted in the Political Action Committee luncheon during the convention.

"We're trying to bring the country forward, and the Trump administration is turning the clock back. We want to bring people together, but they're tearing us apart. We're fighting for the working families and middle class, and they're fighting for the wealthy. We're fighting for the public interest, they're fighting for the special interests."

Jeffries stressed the importance of organized labor for working families. He shared his personal story of how his family was able to help him gain higher education with assistance from their union.

"My mother borrowed against her union-negotiated pension to make sure I was able to come out of college debt-free," said Jeffries. "You never have to worry about whether Hakeem Jeffries is going to stand up for you, because organized labor has always stood up for me."

Jeffries talked about how his community has repeatedly asked him whether he misses former President Obama. "I pause and respond with 'Is that a trick question?'," said Jeffries.

"During the eight years of Obama, we gained more than 14 million private-sector jobs. When he came into office, the unemployment rate was at 10 percent; when he left, it was 5 percent," Jeffries noted. "More than 20 million uninsured individuals now have affordable health care because of



Rep. Hakeem Jeffries

Obama. And Americans didn't have to worry about being discriminated against. So, of course I miss Barack Obama."

Unlike those in the White House, "we're trying to stand up for the people," he said, and he vowed to continue to work on lowering health care costs—including prescription drug costs—cleaning up corruption, and improving roads and public transportation. He also focused on improving public education.

"We're going to fight to make sure that every single child has access to a first-rate public education, and that we treat every educator and principal with the dignity and respect that you deserve."

Jeffries stressed the importance of unity, highlighting recent victories in the process.

"We stuck together and stopped them for repealing the Affordable Care Act. We stuck together and Trump Care was defeated. We stuck together and stopped him from building a ridiculous border wall. We stuck together and Michael Flynn was forced to resign in disgrace. We stuck together and sanctuary cities are alive and well. We stuck together and Doug Jones is the senator of Alabama," said Jeffries.

"If we continue to stick together over the next few months," he concluded, "we're going to restore some sanity in our democracy and take back the House of Representatives in November." ■

Activism by School Leaders Needed to Save Public Education

Math literacy, in our data-driven society, is an essential part of what makes up our citizenship today—and because it is so vital to survive, we need to raise our voices and make sure every child is educated to full citizenship, urged actor and social activist Danny Glover in a panel during AFSA's Fifteenth Triennial Convention.

Educators are curators for artifacts of a 20th century learning system that focused on literacy and writing, whereas computers in the current age raise the significance of quantitative literacy, said Algebra Project leader Bob Moses, who joined Glover in the discussion.

Moses cited the project, which uses mathematics as an organizing tool for quality education, as one way to reach all forms of literacy—but Moses also noted that changing the system is complicated by a federal judge's ruling in Detroit asserting there is no constitutional right to literacy.

Glover, who serves on the Algebra Project's board, had ties to education issues before becoming noteworthy as an actor, "so education has always been in my scope of interests and advocacy," he said.

Glover is currently working with the Sanders Institute in Vermont on education issues and the lack of social spending.

Sharecropper Education

"What kids in many communities are getting today is a sharecropper education and sharecropper work is pre-assigned," said David Dennis, also from the Algebra Project.

"What we have is an education system that pre-assigns you to certain jobs."

Dennis, who grew up in a sharecropper family, explained that the Algebra Project is an outgrowth of the civil rights movement and a continuation of that movement.

"So, sharecropper education is alive and well," he declared, "and the question is: what are we going to do about it? This is a political issue, so you [school leaders] need to go home and mobilize. It's about saving public education."

Dennis asserted that the overriding issue is: "What kind of America do we want to live in? Talk to parents. Go to school board meetings. Because we have to say, 'America can't be how it is right now.'"

Glover said often those with the fewest advantages come up with the most innovative changes. "Collective bargaining," he said, "was something that was unthought of at one time. The same with universal health care."

Figure out in your own profession what can be done, he urged the delegates. "We're not just about saving this city or this community, We're about saving this country and what it's all about."

"The civil rights movement opened up an arena of the 'rights of citizens' of the country to have a say in the nation's affairs," Dennis added. "We don't have that force around education today."

Use Constitution as a Guide

He recommended using the Preamble to the Constitution as a tool to organize around the idea of what it means to be a citizen of the country, since in matters of education we currently only are citizens of our respective states, rather than the nation.

"We need help with this from school leaders," Dennis said. "The teachers we can reach, but we have very little access to people like you. So we need to figure out how we as educators open the door so the voices of the unheard can be heard, because if we move the bottom quartile [of society], we move the entire country forward."

"The children who don't have a voice are the sharecroppers of today. They say 'It takes a village to raise a child.' For these kids, there is no village," he said. "They're living in places where there's no community. They don't even have access to their own history because it's not taught in their schools. This is war against all of us. And when you think about it, that war is being controlled by the 1 percent at the top!"

Moses noted that when former U.S. Sen. Lamar Alexander (R-Tenn.) was working in the Bush administration, he asked the National Academy of Science to research the nation's essential education needs. A report titled "The Gathering Storm" cited 10 top priorities, among them that the country should provide 10,000 more STEM teachers annually and more funding should be directed toward the underserved.



Danny Glover

Both George W. Bush and Barack Obama rhetorically asserted the need for 10,000 and 100,000 more STEM teachers in their State of the Union addresses. Neither dedicated any money to these proposals in their budgets.

'These Kids are Being Locked Out'

When the floor was opened for questions, a delegate who has worked in the Washington, D.C., school system for 44 years rose to proclaim that she has worked for four different chancellors in the past nine years, all of whom she believes have been systematically punishing the students with testing, noting that "there's a clear correlation between testing, curriculum and privatization."

"What I am seeing—especially for the black students in our system," she said, "is a curriculum that does not comport with critical thinking. It eliminates anything that prepares students for anything happening in the 21st century."

"These kids are being locked out," Dennis said.

Glover agreed. "Privatization, in and of itself, undermines the public domain, same as in the privatization of the prisons. All in all, they're attempts to redistribute income.

"Whether the question is health care or education," Glover added, "the issue has to be that they're human rights. If we have 85 percent of our kids going on to college—[those advocating privatization] don't want that, because they know that's going to create all kinds of problems for them. They want privatization, because they really don't want you having control over what's said to kids in that public domain of education." ■

Logan Calls for Citizenship and History to be Front and Center

As our nation continues to be divided and government continues to be unresponsive, AFSA President Ernest Logan proposed to delegates during his presidential address at the triennial convention that it is time to change our curriculum to save our democracy.

"We put citizenship and history on the back burner in our schools," he said. "It is past time that everyone in this room, and AFSA as a whole, calls upon each and every school in the nation to restore history and citizenship—or call it government—to the top of the curriculum.

"Students have to understand the Constitution and how it establishes our basic rights. They must be taught the rights they are guaranteed under the Bill of Rights and what the Declaration of Independence says about despots and tyrants," said Logan.

He said students should know what the electoral college is and how a candidate can become president without winning the popular vote, and also understand what separation of powers means and how each branch functions.

Logan decried the ignorance of students—and most Americans—concerning the Holocaust, Soviet Communism, slavery and Jim Crow. And the many accomplishments of the labor movement.

"When these historical realities fade from the public mind, the crazies come

creeping out: the Holocaust deniers and the slavery revisionists," he said. "Without a grasp of even our recent history, young Americans don't know that there are deadly precedents for proposing that Muslim Americans carry identity cards and the reality that Latino children are torn from their parents and incarcerated in far-flung detention centers. But they should know there are precedents. They should know about the Native American genocide, and the 1940s and what happened to Japanese Americans in this country and to Jews around the world. They would be more vigilant if they knew."

Logan said modern times have shown how much we have failed our children by not teaching them these things.

"Dr. Martin Luther King in 1947 said, 'To' save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.'"

The AFSA president called on union members to join in efforts to restore a civic education curriculum in schools.

"The next generation of voters—and leaders—is sitting in our classrooms. It's up to us to prepare them to want to vote and to vote from a place of knowledge. They have that right no matter what their religion, race or ethnicity," urged Logan. ■

AFSA President Ernest Logan



Janus Decision Poses Challenges—and Opportunities

Every AFSA member has a role to play and every local leader must listen and activate to engage union members in a post-*Janus* world. These words came from leading labor activists during the convention discussion on the significant challenges facing the labor movement in the face of the extreme right-wing assault on members' rights.

AFSA Secretary-Treasurer Dr. Leonard Pugliese initiated the talk by asserting that collective action really comes down to “each one of us, and our willingness to stand up and go beyond for working people all across the country.” He said that “unless we take the *Janus* decision seriously, there’s a chance we could become extinct.”

Bruce Bryant, AFSA general counsel, outlined the specifics of the Supreme Court’s decision in *Janus vs. AFSCME Council 31*, which was based on the First Amendment, asserting that requiring workers to pay a fee for representation by a union they do not support violates their right to free speech.

“The Supreme Court’s decision reversed a 40-year precedent,” Bryant explained. “The only way this decision can be reversed is by legislation in your states or in Congress.” The decision only affects public employees, and there are 23 states in which agency fees have existed.

Despite the fact that some members do not choose to pay union dues, unions

nonetheless have a duty under *Janus*—as they did before the decision—to represent all employees fairly in the bargaining unit, treating a nonmember like a member in matters covered by the collective bargaining agreement.

Since the *Janus* decision, any agency fee money received was “illegally collected and subject to be returned,” Bryant said, and he counseled delegates and their locals to escrow money that now may be deemed returnable. Nonmembers, however, have no right to vote in union matters as a result of the decision.

Totally ignoring nonmembers, he counseled, is not advisable, as unions should be working to recruit new full members and to hold on to the current members.

Unions Will Stay Strong

AFT Secretary-Treasurer Lorretta Johnson said unions would remain strong in the aftermath of *Janus*, citing the West Virginia teachers’ victory and the considerable strength reflected in

other venues, such as Oklahoma. She cited a situation in New York where 238 new members signed up in their local the day after the *Janus* decision.

“You have to engage membership; *Janus* forced us to do what we stopped doing long ago: engage members!,” Johnson said. “And we certainly have the issues now with Betsy DeVos.” As an example of re-engagement, she cited Baltimore, where teachers are going door to door to talk with parents and encourage them to enroll their children in public schools.

“Our members are fired up,” she said. “And they’re fired up to vote in November.” She noted that AFT has nearly 300 members who are running for public offices in the upcoming elections, and concluded that “being a member-engaged union is the way to go.”

AFT-West Virginia President Christine Campbell, a leader in the Mountaineer State teachers’ strike, was given a standing ovation by delegates for what the teachers accomplished in changing the face of education in the state.

She said her union is doing well even without collective bargaining, by building a supermajority of teachers who are united and showcase power. Their benefits, she further explained, are legislated at the state level.

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From left: David Dzidzienyo, Bruce Bryant, Dr. Leonard Pugliese, Lorretta Johnson and Christine Campbell

Social Justice Role in Improving Learning Environments

“Use your defined points of privilege in life to make change,” said Dr. Nia Woods Haydel, assistant professor of urban studies and public policy at Dillard University.

“Sometimes feeling guilty about having privilege can hinder your work.”

Instead, she urged, “you can use your privilege to advance the cause of social justice.”

Haydel, and Dr. Kijua Sanders-McMurtry, vice president for equity and inclusion and chief diversity officer at Mount Holyoke College, are accomplished educators experienced in creating positive environments for social justice. They addressed a pre-convention presentation on equality and justice in our increasingly diversified schools.

Sanders-McMurtry revealed during her presentation she had been a high

school dropout—and she challenged the school leaders to think about diversity in a different way.

“Diversity,” she said, “is about inclusive excellence.” She asked the participants to consider the question “What does it mean to develop a welcoming community?”

“Start thinking about what you can do to create more equitable environments by examining such critical factors as implicit/unconscious bias, ethnocentrism, microaggressions, power, privilege, intersectionality and emotional labor,” urged Sanders-McMurtry.

To help expand the discussion, delegates examined the following questions:

- What are your schools’ distinct issues?
- Has the landscape of your school changed and how has it impacted your work?
- How does your school define social justice?
- Are there clear goals around diversity and inclusion?

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Convention Elects AFSA Leadership Team

Vow to Raise AFSA's Voice on Public Education



From left: Dr. Leonard Pugliese, Ernest Logan and Lauran Waters-Cherry

Ernest Logan was elected by convention delegates, by acclamation, to a three-year term as AFSA president. Logan, former president of Council of School Supervisors & Administrators (CSA), AFSA Local 1, also served as the union's executive vice president and secretary-treasurer. He assumed the AFSA presidency this year after the May death of Diann Woodard.

In his convention address, Logan said, "Thank you for putting your faith in me to lead this great organization for the next three years. Together, we can take AFSA to the forefront in being the national voice for public education and the workers we represent, and the families and children we educate."

Joining Logan on the executive team is Dr. Leonard Pugliese as AFSA executive vice president and Lauran Waters-Cherry as AFSA secretary-treasurer. Both also were elected by acclamation.

Pugliese recently held the position of AFSA secretary-treasurer and before that was a general vice president. At the local level, he served as president of the City Association of Supervisors and Administrators (CASA), AFSA Local 20 in Newark, New Jersey, from 1997 to 2012; he currently serves as CASA's executive director.

Waters-Cherry is a 20-year-plus educator and currently serves as the program manager for Attendance and Discipline Support Services in the Oakland Unified School District. She is also the president of United Administrators of Oakland Schools (UAOS), AFSA Local 83.

Convention delegates also elected 13 vice presidents to three-year terms. They include:

- Crystal Boling-Barton
- Mark Cannizzaro
- Wendi Caporicci
- James Dierke
- Carver Farrow
- Jimmy Gittings
- Sandra Inga
- Dwayne Jones
- Gary Maynard
- Luis Orenge
- Dominic Sacchetti
- Cynthia Warren
- Jane Wermuth

For additional background information on the new leadership team, visit the About Us section on our website, www.AFSAadmin.org. ■

16 Policy Positions Adopted by Delegates

Focused on representing all AFSA members, delegates to the Fifteenth Triennial Convention discussed and debated a host of issues, ultimately approving 16 policy positions. All of the resolutions (published in the summer newsletter) can be found in the Action Center on the AFSA website, www.AFSAadmin.org.

Approved resolutions include:

- Grow Your Own Administrators Programs and Our Profession
- Develop a Public Charter School Administrative Recruitment Program
- Opposing Privatization of Puerto Rico's Public Schools
- Retired Administrators Chapter for Each Local
- School Leader Specific Professional Development
- Support for Grieving Students Resolution
- Encouraging Union Members to Run for Local Public Office
- Continuing National Administrative Partnerships for Educational Action
- Engaging Members for Political Action
- Empowering Greater School Safety
- Empowering Membership Engagement
- I AM 2018
- Support for High-Quality Public Education
- Committing to Retirement Security for All
- Deferred Action for Childhood Arrivals and DREAMers Resolution
- March for Our Lives Resolution ■

AFL-CIO's Trumka Pays Tribute to Diann Woodard; Urges Convention Delegates to Keep Her Legacy Alive with Actions

Top: Richard Trumka;
Bottom: Diann Woodard

"Fifty years after Martin Luther King lost his life, we lost another champion of social justice in Diann Woodard," an emotional Richard Trumka, president of the AFL-CIO, told delegates in a moving tribute to AFSA's past president.

"Diann is best described as quiet, determined and full of dignity," Trumka said. "Underneath her peaceful exterior was fire and passion for education, economic justice and the labor movement. Diann was an iron fist in a velvet glove.

"Make no mistake, Diann lives on in AFSA. We have to build on her legacy by continuing the fight. We must take this moment to speak up for public education, workers' rights and pay equity," advocated Trumka. "The 2018 mid-term election is the perfect place for us to start; it is our opportunity to change the future." ■



Invest in AFSA PAC to Build Legislative and Political Power

Creating and investing in a local union's political action committee provides a pathway for school leaders to engage in greater community involvement and have a voice in politics, explained Herman Merritt, who since 2010 has served as director of governmental and political affairs for the Council of School Supervisors and Administrators (CSA), AFSA Local 1.

Merritt, a former assistant principal, principal and coordinator of supervisory support, said the most important thing for all of us is to get all members to understand the return on investment a PAC contribution offers, and to let them know the money they may contribute is dedicated solely to candidates that support issues that align with the union's key objectives.

"Members' PAC money has elevated us (in New York) to a level of credibility at the city and state level," said Gabriel Galucci, who was the political and legislative director at New York Communities for Change before joining CSA in 2015.

During the convention, delegates were asked to role play with the formation of two groups—one serving as union PAC members and the second as politicians. The members were told to seek \$1 million for their school and school district to support a set of familiar policies and/or programs.

Each member had three minutes to make their case to the other side. When their three-minute conversations were completed, feedback was invited about the experience and any challenges they encountered.

After working as an advocate for 50 years, one person said, playing the role of a politician gave him an entirely new perspective on how to approach elected officials.

Yet another participant suggested that the experience of lobbying is a bit like speed dating, because of the brief time members are likely to have while lobbying an elected official.

Participants generally agreed there was value in communicating to the elected official that the money would be dedicated to meaningful purposes. An experienced PAC activist suggested that with time, lobbying politicians becomes easier. A third participant suggested there is a need to explain to an elected official what the school experience is, and how providing the funds would serve the politician's interests.

Over the years the PAC has built great relationships with elected officials, Merritt and Galucci said, because of the possibility of campaign contributions, and the fact that many elected officials share the members' concerns because they may have children in public schools.

The PAC money proved valuable in New York, for instance, when former Mayor Michael Bloomberg tried to decertify principals as union members. Due to CSA's relationship with legislators, CSA was able to prevent the bill for decertification from even coming up for a vote in the state legislature. ■

AFSA 15TH TRIENNIAL CONSTITUTIONAL CONVENTION



Exploring the Changing Landscape of Public Education



High-Tech Help for Modern Educators

Seven years after IBM's Watson beat out two formidable human contestants on "Jeopardy!," the supercomputer has a new life helping health care professionals and educators do their jobs more efficiently.

At AFSA's 2018 convention in July, Hari Raghavan—an education program manager with IBM Corporate Citizenship in New York City—walked school leaders through the AI platform "Teacher Advisor With Watson," demonstrating how the tool is helping elementary school math teachers and soon will help middle school math teachers save time planning effective, aligned lessons. At the outset, Raghavan defined AI from IBM's point of view.

"We call AI augmented intelligence, not artificial intelligence," he said. "Teacher Advisor is not meant to replace anything. It's meant to complement the important work that teachers do. It could never replace teachers' distinctly human skills, but it can free up their time to teach."

Teacher Advisor With Watson offers instant help with lesson plans and other elements of classroom instruction. It can be tailored to precise needs based on student ability and constantly is being refined, both through its artificial intelligence capability and through old-fashioned human input from teacher users.

Every day, teachers spend an average of 95 minutes finding resources, planning lessons and the like. But with Teacher Advisor, standards, lessons, activities and strategies from 8,000 open instructional resources are at a teacher's fingertips almost immediately.

Unlike traditional search engines, Teacher Advisor doesn't scan the entire universe of available resources in response to teacher queries; only prevetted materials that have been added to the website are included in the list of results. IBM's technologists also have worked directly with education experts to train Watson in the language of elementary school



math. Watson ends up providing fewer but more relevant recommendations out of thousands of possibilities, and ranks them by usefulness.

These high-quality, targeted materials can be saved and organized by teachers in their "My Library" section within Teacher Advisor, and also downloaded prior to teacher customization and lesson delivery.

In response to a question from one session participant, Raghavan said the team is "exploring ways to make our resources more editable." ■

JANUS DECISION POSES CHALLENGES—AND OPPORTUNITIES

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Relationships, Social Media Keys to Success

"A major factor was the social media piece, which was huge because we could get information out there," Campbell said. "But our structure in a state where relationships are very intimate was what really made the difference."

Because of this intimacy, she said, the state legislators understand that if they treat us like "servants to the peasants,

we will take you out!" As evidence, she noted, "Our superintendants and principals were on the picket line with us."

"You know that when you work with your teachers and with your communities," Campbell told the delegates, "you know your schools thrive."

Another panel member, David Dzidzienyo, touched upon his many facets of community work, and said

what he noticed most was how many union members are not registered to vote. He implored delegates to look at themselves and figure out what to do to change that statistic.

"We need to put out there things that we do on behalf of the community to bridge the gap between labor and the community," said Dzidzienyo, legislative/political director of the Metropolitan Washington AFL-CIO. "People understand that it's just not all about labor. It gives the residents better insights into how labor is benefiting them.

"With *Janus*," he continued, "we have a prime opportunity to do the grunt work of communicating more effectively with members to make [being a member] a more inclusive process." ■

"You know that when you work with your teachers and with your communities," Campbell told the delegates, "you know your schools thrive."

Lack of Gun Language in New Federal Budget Concerning

The recently enacted Department of Education budget for FY 2019 does not include language that would prohibit school districts from using Every Student Succeeds Act funds for the purchase of firearms and firearms training.

AFSA, joined by the National Association of Elementary School Principals and the National Association of Secondary School Principals, urged Congress in a letter prior to the final passage to include bipartisan language that would clarify that no funds under ESSA could be used for those purposes.

“The intended purpose of this (ESSA) funding is to help schools provide students with important educational resources and ongoing direct services—such as comprehensive mental health programs—as well as drug, violence and bullying prevention programs, not the one-time purchase of firearms,” the three principals’ groups wrote.

After reportedly intense debate about this issue in final negotiations on the bill, though, Congress opted to include no language on this subject, prioritizing moving a clean bill devoid of controversial

riders over resolving this issue. The final funding bill, enacted by President Trump, failed to address the use of federal education funds to purchase firearms.

The issue of using federal education funds for gun purchases rose to the top in late August when U.S. Secretary of Education Betsy DeVos announced she was considering allowing schools and districts to use Student Support and Academic Enrichment grant funds to purchase firearms and arm teachers.

In response, AFSA President Ernest Logan immediately called for the secretary’s resignation, citing her reckless leadership of the Department of Education and her failure to adequately implement basic education programs, which is now becoming a serious threat to student safety.

“Using student and academic enrichment funds to purchase firearms and arm teachers is outright dangerous and runs contrary to AFSA’s policy strongly opposing the arming of educators,” said Logan. “All of AFSA and its affiliates have vast experience with addressing school safety issues and have already developed commonsense solutions to ensure safety in their schools.”

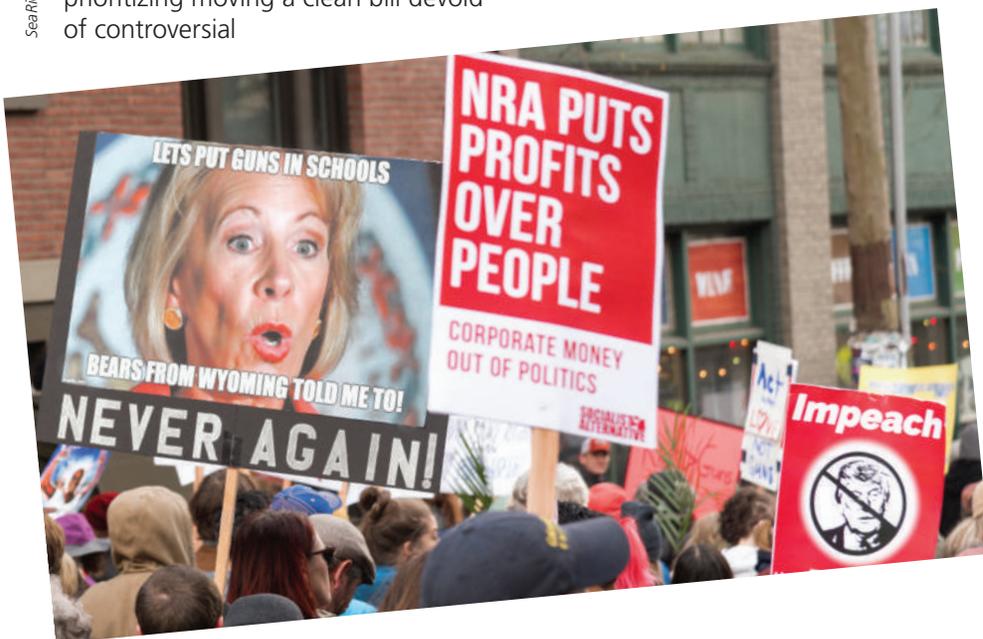
The letter from AFSA, NAESP and NASSP stated, “We believe that student safety is at issue here, and Congress must make clear that federal funds cannot be used to arm educators.”

All three organizations noted support of evidence-based policies that foster safe schools—and cited the lack of evidence that arming educators makes schools safer.

“Given that the bipartisan Stop School Violence Prevention and Mental Health Training Program, enacted by the FY 2018 omnibus, included language that ensures ‘no amounts provided as a grant under this part may be used for provision to any person of a firearm or training in the use of a firearm,’” the letter notes, “Congress has made clear that federal funds should not be used for this purpose.”

With this Congress failing to use the fiscal year 2019 education spending bill as a vehicle to prevent school districts from using federal education dollars to purchase firearms, it will be up to the next Congress to resolve this issue. ■

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AFSA Legislative Update

For the first time in recent memory, Congress appears to be on track to finish its annual funding work on or before the end of the fiscal year, Sept. 30.

For the first time in 11 years, Congress completed most of its annual funding work, including appropriating money for the Department of Education and its programs for fiscal year 2019, before fiscal year 2018 ended on Sept. 30.

Intensive advocacy from AFSA members—who sent emails and made calls to their members of Congress throughout this year’s funding process—combined with a bit of legislative sleight of hand in the Senate—where leaders agreed to combine the funding bill containing education, labor and health and human services programs with the funding bill for defense—helped create an easy-to-pass, hard-to-veto bill.

Furthermore, the bill included a temporary spending measure that funded until well after the mid-term elections the federal agencies and programs that Congress could not quite finish before it recessed, making the package more appealing to legislators. When all was said and done, the Senate and the House passed the combination Labor/HHS/Education/Defense spending bill by wide margins and President Trump—despite a few grumbling tweets about the lack of money for his proposed southern border wall—signed it.

Education Funding Appears Imminent

The enacted bill funds the Department of Education at \$70.8 billion and provides a few small increases for programs, with level funding for most programs. For instance, it provides a \$70 million increase, bringing the total to \$1.17 billion, for the Student Support and Academic Enrichment (SSAE) flexible block grant program that supports a well-rounded curriculum, safe and healthy schools, and the effective use of technology. However, in order to keep the bill free of poison pills and controversial riders, the bill does not include a provision that would prohibit the use of SSAE funds to purchase firearms, which AFSA and other education groups had sought (see story, page 13). Other increases include a small \$100 million bump for Title I, an additional \$87 million for IDEA state grants and a \$70 million raise for CTE grants.

AFSA enjoyed another major win with Congress’ decision to level fund the Title II-A professional development formula grant program after President Trump proposed to eliminate it in his budget. Schools will receive the same amount from this \$2.055 billion program in the 2019–20 school year as they did in the previous year and, most significantly, will have ample time to plan how to use these dollars effectively with the on-time passage of this spending bill.

FEDERAL EDUCATION APPROPRIATIONS BY KEY PROGRAM FY17–FY19

Program Name	FY17 Omnibus	FY18 Omnibus	FY19 Omnibus
Title I	\$15.460B	\$15.760B	\$15.860B
Title II-A (Teacher Effectiveness)	\$2.0558B	\$2.055B	\$2.05B
Title IV-A (SSAE Block Grant)	\$400M	\$1.1B	\$1.17B
Charter Schools	\$342.2M	\$400M	\$440M
CTE Grants	\$1.25B	\$1.2B	\$1.263B
English Language	\$737.4M	737.4M	\$737M
Education, Innovation and Research	\$100M	\$120M	\$130M
IDEA, Part B	\$12.002B	\$12.277B	\$12.3B
Promise Neighborhoods	\$73.2M	\$78.254M	\$78.2M
School Leadership	\$14.5M	\$0	\$0
State Assessments	\$369.1M	\$378M	\$378M

B = billion M = million

On the higher education front, the bill increases the maximum award for Pell Grants to \$6,195 (which translates to an additional \$100 per student) per year and provides modest funding increases for TRIO (+\$50 million) and GEAR Up (+\$10 million). The bill also extends last year's boosts for campus-based aid programs, and provides another \$350 million for Public Service Loan Forgiveness servicing errors and slight increases to other higher education programs.

Another Fight Next Year

While AFSA and its members can feel good about the victories contained in the fiscal year 2019 education spending bill, it is important to bear in mind that another big spending fight will arrive with the new year and the new Congress. When fiscal year 2019 comes to an end on Sept. 30, 2019, the higher spending caps that Congress and the president agreed to last year also will sunset. Without a new spending caps deal, the lower spending caps memorialized in the Budget Control Act again will become operational and across-the-board spending cuts for education programs again will be on the table. So, AFSA members should celebrate now but gird themselves for the spending caps battle to come. ■

AFSA enjoyed another major win with Congress' decision to level fund the Title II-A professional development formula grant program after President Trump proposed to eliminate it in his budget.

FUNDAMENTAL CHANGES NEEDED IN EDUCATION

continued from page 1

world” because “no country balances equity and excellence better than we do in the U.S.”

Critical Need for Future-Focused Schools

He reflected on the experience of having reared five children with a wide range of skills and who have faced significantly different challenges, including one daughter who has severe epilepsy and one son who, when he was 11, was critically injured when a drunk driver ran him over as he stepped off a school bus. His son survived and has thrived as a college graduate in part because of developments in medicine and technology.

Daggett expressed frustration, though, with the approach to teaching that has led to college graduates being unable to find financially rewarding work—“well-educated and broke,” in Daggett’s words.

He cited the major findings of three national commissions he has led dedicated to determining the most successful and productive learning practices:

- Future-focused rather than forward-focused learning, which he explained as “poking a stake in the ground five years out and determining what our students will need then to be successful.”
- Focus more on students than content, such as designing tests to the middle third of students rather than the top third, so that two-thirds don’t effectively fail as they currently do as a result of the design of today’s tests.
- Focus on growth rather than proficiency.
- Fundamentally change instructional practices.

To dramatize why future-focused schools are essential, Daggett showed many commonplaces of life in 2018 that

For today’s kindergarteners, he asserted, there would be equally radical changes by the time they graduate, owing to the communications and digital revolutions—especially developments in bio and nanotechnologies that will take place over the next five years.

did not exist when the most recent high school graduates entered kindergarten, such as iPhones, Facebook, Twitter, Instagram and Amazon’s Alexa, among others.

For today’s kindergarteners, he asserted, there would be equally radical changes by the time they graduate, owing to the communications and digital revolutions—especially developments in bio and nanotechnologies that will take place over the next five years.

Today’s 5-year-olds, he said, will be challenged to know how to behave in relation to this changing world, as microprocessors now are being built that are more powerful than early mainframe computers. These developments in nanotechnology will lead to products that will be stronger than steel, though with the texture of Jell-O.

He cited the development of laundry-less clothing and bulletproof shirts, as well as tires already being developed for market that cannot be punctured, and building trades technologies that will greatly reduce construction time—not to mention driverless cars being developed by an industry that already understands such cars are first and foremost being developed for those who are older and want to remain independent.

Do Something for Less-Skilled Students

Even given all those achievements, Daggett said the biggest changes will come in health care, which already represents 18 percent of the nation’s Gross Domestic Product. He said over

the next five years in dentistry alone, there will be a 50 percent decline in employment due to developments in biotechnology.

In short, he concluded, “The availability of jobs for the unskilled means that we’ve got to do something for our less-skilled children,” because low-end jobs are going to be totally decimated by technology. He noted that “almost all technology training programs currently are training people for jobs that will not exist.”

The question school leaders have to ask themselves, he suggested, is: “Have we as an industry tried to cause our schools to be curators of a 20th century museum when the 21st is dominated by totally new technologies?”

Evolutionary Change Recommended

The overarching problem, he said, is that “we as an industry” are regulated, certified and contracted to test the kids on a mode of knowledge that is unrelated to the challenges and capacities of the age in which we live, an age that already is being outdated by the speed of change in emerging technologies.

While “what happened to 2018 graduates is child’s play compared to what today’s children [entering school] are going to face,” Daggett suggested that the changes needed to improve schools “need to be evolutionary, not revolutionary,” wryly cautioning administrators that “revolutionaries get killed.”

School leaders, he said, need to give teachers help in how to make the changes. He suggested initiating a discussion with staff, “but don’t try to force it as administrators.”

His experience has been that their staffs’ attitudes likely will break into three different categories: a top third excited by every new idea; a middle third that asks: “how does it relate to the tests;” and a bottom third that says “over my dead body.”

“If you go too fast,” Daggett counseled, “the bottom third is going to chew you alive.”

He suggested starting by engaging in an evolutionary process with the third that is most attracted to the prospect of making changes.

“Nurture that top one-third that’s interested,” Daggett urged, by using a coaching model, “by having those who have successfully made these changes mentor those who are predisposed to the necessity of change.

“This is not simply about tweaking a curriculum,” he said. “This is about changing what administrators do, because I don’t want my grandchildren prepared for the test; I want my grandchildren prepared for the future.

“Let’s love our kids and prepare them for the future, rather than worrying about making adults comfortable,” he concluded. ■

PRESIDENT’S MESSAGE

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With the Supreme Court about to swing even further right, it is not impossible that the constitutional right to a quality education for all will be challenged and declared unconstitutional. I’m not exaggerating.

On June 29, we saw a Michigan federal district court judge rule that a “minimally adequate education” was not a fundamental American right. What do we think will happen if this case makes it all the way to the Trump Supreme Court? What are the odds that the “Supremes” will recognize a “minimally adequate education” as a fundamental right?

Under a court like this one, as educators you might eventually lose your means of livelihood. But if public schools deteriorate and disappear, no one will suffer more than ordinary children—the

ones who aren’t wealthy, and especially African American and Latino children.

We’re in the battle of our lives!

Because of the power of their office, the president, secretary of education and the Supreme Court have all the odds in their favor when it comes to an anti-public school agenda. But we can beat the odds. We’re strong people with strong personalities and loud voices; we wouldn’t be principals, assistant principals, school supervisors and central office administrators unless we weren’t so loud and strong-willed. We are fierce warriors.

We are warriors and that’s why we’re here in Washington.

That’s why we belong to AFSA.

That’s why we belong to our locals.

That’s why we have such strong bonds with NAESP and NASSP.

And that’s why we also will stand with the teachers’ unions, trade unions and the entire AFL-CIO as a united front.

AFSA and all these groups have to speak up and speak out with one voice. Let’s use our united voice here in the nation’s capital and in our towns and districts and speak out against every local effort to privatize our community’s schools, siphon funding to private schools and undermine educational equity.

Let’s win friends in our communities and get them to do battle with us.

The next big round is Election Day 2018.

It is time to talk with your colleagues, friends, family and parents of your students and let them know what is at stake. We can’t sit on the sidelines; we must engage and get people to vote. Our future and the future of our children hangs in the balance. Let’s go out and fight. We can and will change the world. ■

We are warriors and that’s why we’re here in Washington.

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And that’s why we also will stand with the teachers’ unions, trade unions and the entire AFL-CIO as a united front.

Differentiating Equity from Diversity and Inclusion

Equity, inclusion, diversity: words we hear daily in schools and our communities, yet do we truly understand how they relate to our work?

We are each very different, yet we are driven by the same thing, an unbending pursuit to unlock human potential. Embracing the values, heritage, voice, world view and lifestyle of everyone is the key to a thriving community, explained Dr. Marsha Foster Boyd, a principle of the Bridge Collective, a group that works with organizations to help better understand the value of creating a culture where every team member feels encouraged to bring their full selves to the work.

Boyd, a proven thought leader in the field of higher education, and Matthew

Abrams, a facilitator, teacher and coach, used this concept during the convention as they encouraged delegates to review numerous approaches to discuss the topics: “listening to understand,” “sharing the air,” “own your story,” “no screens” and “be curious.” Agreement on these principles, they explained, would foster an equitable environment for the ensuing discussion.

According to Boyd, in order for your school or union to have a courageous culture, you must build and facilitate experiences that showcase empathy, insight, vulnerability, self-awareness and cohesion. “Equity involves power,” said one delegate. “Whereas inclusion and diversity do not necessarily,” Boyd said. “Equity is on a continuum.”

Another delegate observed that too often people “tell you” what equity is, rather than discussing with you what it is. He further added that, at times, achieving equity is perceived as taking away power from one person in order to achieve it for another.

Boyd and Abrams shared three different definitions of diversity, inclusion and equity they have gleaned in the course of their work. Diversity was defined as “the presence of difference within a given setting”; inclusion as “folks with different identities feeling and/or being valued, leveraged and welcomed within a given setting”; and equity as “an approach that ensures everyone the same opportunities.” ■

SOCIAL JUSTICE ROLE IN IMPROVING LEARNING ENVIRONMENTS

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After the groups reported out, Haydel asked them to consider individual acts relating to social justice, such as cultural injustice, institutional levels of oppression and marginalization. Sanders-McMurtry raised the importance of determining the sites of change—where change can be imposed—especially with regard to issues of justice.

“Consider what actually could happen if you act audaciously,” she prodded. “What would justice in our schools actually look like?”

The following exercise sought to develop three key tenets for social justice. The groups suggested:

- All children can and want to learn
- Know who our students are

- Work with community-based organizations
- Determine the level of leadership/commitment
- Ensure equitable funding
- Create innovative ways to get funding (to which Woods quipped, “People *will* treat you differently when you have money”)
- Employ restorative practices
- Create schoolwide discussion of concerns
- Develop a strong social justice culture among staff and faculty
- Develop and stick with a structure to deal with inequities

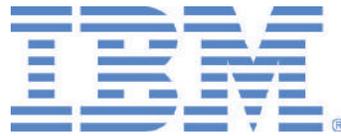
Sanders-McMurtry strongly recommended that school leaders make a climate assessment, “because none of us sees what others see.” Such an assessment should include demographics and the results of any previous assessments. She also urged utilizing capacity building, and consideration of necessary infrastructure changes.

Above all, though, she urged identifying an achievable level of possible change.

“Then think strategically and myopically and develop a plan,” Sanders-McMurtry said. “Explore your issues; unpack them; and think strategically about effecting change.” ■

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