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Report Shows Principals Are Being Excluded from Education Reform Discussions

New Framework for Principal Evaluation Challenges National Model

Principal evaluation systems should not be based solely on student achievement gains, but rather on the quality of a principal's school-level leadership and performance, according to a new report being released by the American Institutes for Research (AIR). Additionally, principals and other school-based leaders are being left out of education reform discussions, the report found.

"Principals' voices, at times, have been lost in efforts to define effective school leadership and rapidly improve educational quality," the report states.

Education issues are major focal points in today's economic and political debates, pushing school leadership roles into center stage. Nationally, policy makers and practitioners are recognizing the importance of administrator leadership through their attempts to redesign principal performance assessment approaches. They are keen on establishing innovative and accurate ways in which to best measure principal effectiveness. From teacher evaluations to student achievement, it seems that all members of schools are being summoned to actively engage in principal evaluation—all members except principals.

"Principals have voiced concerns that educators are being evaluated on effectiveness measures that they do not fully

understand, and therefore cannot hope to address through changes in practice," notes the report.

If students are the highest priority of our education system, and principals are pivotal to their success and the success of their institutions, doesn't it seem obvious that principals should be driving these reform debates?

"The research presented by the American Institutes for Research on principal evaluation systems only confirms what school leaders have experienced firsthand for years," said AFSA President Diann Woodard. "When principal evaluations are based solely on student achievement, namely test scores, our leadership abilities and years of classroom experience are suddenly diminished to a number that reflects what a student faces each day at school and at home; a number that lacks the integrity to define what our jobs truly demand of us."

The report states that for evaluation systems to accurately reflect a principal's effectiveness, evaluations should focus on principals' work and school-level leadership. In many ways, the report says, policy efforts have outpaced research on principal effectiveness and evaluation design. As a result, teacher

A Safe Haven and Support System for Students and Communities

In 2005, The First Tee of San Francisco, a nonprofit organization that aims to bring the game of golf to inner-city children, began to utilize TPC Harding Park as a student golf facility. Four years later, the group opened its first learning center at Visitacion Valley Middle School, and has continued to play a significant role in improving the lives and futures of students through the game of golf.

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LGBT Bullying and Harassment in Schools: An Ongoing Battle

Students who are lesbian, gay, bisexual or transgender often are bullied and targeted because of their sexual orientation. The bullying comes in many forms, from students who hurl derogatory comments such as "that's gay" to even physical harm.

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Reports Suggest Public Schools Maintained in Unhealthy, Unsafe Buildings

There is a solid reason behind the Obama administration's proposal to invest \$25 billion to modernize and renovate public schools throughout the United States—the physical infrastructures of our nation's schools are deteriorating at an unprecedented and unacceptable level, impeding the health and learning abilities of our students.

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New Videos Show AFSA in Action

Two videos on the AFSA YouTube channel can be used by locals and AFSA members to recruit and engage school leaders.

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America's Impoverished Education Policies

The 2012 State of the Union address and budget submission have come and gone without offering much hope of greater understanding among policymakers of the crushing impact of poverty on student performance. As public school leaders, we now find ourselves in the unenviable position of choosing between two likely presidential candidates, one of whom dismisses poverty as a concern and another who appears clueless about its implications for school performance.

The differences between No Child Left Behind and Race To The Top are without distinction, obsessed as both are with testing as the decisive measure of childhood learning. As education historian Diane Ravitch wrote recently:

"To argue, as many corporate reformers blithely do, that poverty is used as 'an excuse' [for underperforming schools] may be a way of avoiding the politically difficult subjects of poverty and income inequality, both of which are rising and threaten the well-being of our society."

The fact that Ms. Ravitch served as assistant secretary of education in the first Bush administration and became known for her push to establish national standards for K–12 education as a member of the National Assessment Governing Board makes her condemnation of the corporate model of reform all the more powerful.

When used as a diagnostic tool to determine children's educational needs, the testing that corporate reformers are obsessed with can prove valuable. But, under current policies, the persistent demand for repeated testing as the primary determinant of performance literally leaves educators no time for addressing children's identified needs between one test and the next.

The education policymakers in the current administration, like their predecessors, are neither irrational nor blind to the reality of the damage being done to public education by their pass-fail obsession with test results. They quite simply are united in advancing a movement that radically re-envisioned schooling as a private rather than a public enterprise, with no debate over whether the ideology of the free market belongs in American schools in the first place.

Restructuring a system so it inevitably treats a large number of children as disposable is reprehensible. Invoking mandates, such as demanding that all children remain in school until age 18, exacerbates the betrayal. What the mandate says to children affected by it is clear. It effectively tells them, "You're worthless. You have no hope of being productive citizens, so we demand that you be warehoused," with school leaders and teachers effectively being indentured as wardens and security guards.

As we already have seen in what Linda Darling-Hammond calls "the warm-up exercises offered by the Obama administration's Race To The Top," the troubled neighborhoods that are unquestionably the target of the new mandate "represent a growing number of apartheid schools populated almost entirely by low-income African American and Latino students," a form of educational redlining.

Meanwhile, the most important solutions for these children go begging in the "vision" being offered by the new ESEA. Neither the ESEA nor any other federal policies address the rapid descent of a growing number of families into poverty. They offer no funding to improve learning conditions,



AFSA President Diann Woodard

and no equitable forms of evaluation for school leaders being forced to cope with the pathologies of impoverished communities, let alone supportive child health care.

The scope of the poverty burdening our profession is staggering. One in four children is living in poverty today, and one in 50 children is homeless and living in a shelter, motel, car, shared housing, abandoned building, park or orphanage. In some school districts, the number of children living in these abysmal conditions is one in 10.

The callous indifference at the national level to the needs of the children we serve living in these intolerable conditions is exacerbated by the cuts in funding at the state level that have resulted from the economic crisis. It is not a pretty picture, but one that compels us to become stronger advocates for our profession, especially during a critical election year.

We owe it to our profession, if not to ourselves—for, as Ms. Ravitch wrote recently, "No profession worthy of being considered a profession would allow legislatures to determine how to assess the quality of its practitioners."

And there is growing evidence to aid us in raising our voices as leaders of our profession. A new report initiated by AFSA through the American Institutes for Research (AIR) concluded that principal evaluation systems should not be based on student achievement gains. Equally important, the AIR report found

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The First Tee of San Francisco: A Safe Haven and Support System for Students and Communities

Local Golf Program Helps Teach Students Important Life Lessons



In 2005, The First Tee of San Francisco, a nonprofit organization that aims to bring the game of golf to inner-city children, began to utilize TPC Harding Park as a student golf facility. Four years later, the group opened its first learning center at Visitacion Valley Middle School, and has continued to play a significant role in improving the lives and futures of students through the game of golf.

The First Tee is an international youth development program with a dual curriculum—one focused on golf and one on life skills and values. The local program is a collaborative effort between TPC Harding Park, the San Francisco Recreation & Parks Department and The First Tee of San Francisco. It is also a World Golf Foundation initiative.

In Southeast San Francisco, 78 percent of students live below the poverty level. Visitacion Valley Middle School, dubbed an "island in a sea of trouble" by the *San Francisco Chronicle*, is surrounded by multiple housing projects that are home to many of the school's students who come from challenging circumstances. The First Tee program seeks to support these children and channel their energies toward constructive personal achievement.

The First Tee of San Francisco is one of 200 First Tee chapters in the United States and abroad that utilizes the sport of golf as a means of shaping passionate students and compassionate leaders in society. The core values The First Tee promotes are skills fundamental to the game of golf, and completion of the program involves showing mastery of the dual curriculum. The First Tee's nine

core values are honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy and judgment. Members of the program meet Mondays through Saturdays, both in classrooms and on the golf course.

Frank "Sandy" Tatum, chairman of the board of directors of The First Tee of San Francisco and one of the group's founders, believes in providing public access to golf. Tatum played an instrumental role in the renovation of Harding Park and helped convince the PGA Tour to host several tournaments there, maintaining they would serve as economic stimulants for the Bay Area. Tatum's advice for young people is to "go for it," and that's exactly what his dedication to The First Tee is helping students do.

Student participants of The First Tee of San Francisco are the program's best advertisements. Anthony Esplana, a 12-year-old former self-proclaimed troublemaker and student at Visitacion Valley Middle School, says his participation in

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The school's suspension rate has decreased, test scores have increased and daily school attendance has jumped to 98 percent.



The First Tee has turned his life around and given him "a chance in life."

Esplana is not the only one who has been positively affected by The First Tee. According to James Dierke, principal of Visitacion Valley Middle School and President of the United Administrators of San Francisco, AFSA Local 3, the school's suspension rate has decreased, test scores have increased and daily school attendance has jumped to 98 percent. The positive effects of the program are not only academic and golf-oriented. The First Tee sparks enthusiasm in kids that can be transferred to other walks of life, providing them with a support system they might not have otherwise.

Dr. Tony Anderson, retired school administrator and The First Tee site director at Visitacion Valley Middle School, echoes this positive sentiment. Anderson, who initially became involved in The First Tee of San

Francisco because of his passion for golf and his desire to continue working with students, says the strength of the program is the lessons it teaches kids to apply to their lives.

"Golf is hard," he explains. "If kids can learn how to persevere, they will carry over that skill in school, in their homes and in their communities."

The First Tee of San Francisco now provides services to roughly 600 Visitacion Valley Middle School students as well as 1,500 kids in the greater San Francisco area. The group is working hard to help achieve the national First Tee goal to reach 10 million students by extending lessons to other elementary schools in the San Francisco area, transporting students to the Visitacion Valley Middle School facility and helping schools incorporate golf into their physical education programs. The Visitacion Valley First Tee facility, program, equipment, transportation and lessons are all free;

students and community members are invited through community outreach programs.

Teachers are fond of the program, and are invited to bring their students for group classes. But like Esplana, the real success of the program is manifested through the students who participate in the program, all of whom Anderson is gushingly proud of, citing participants who have continued playing golf for their high school teams as examples of how the program has successfully managed to spark long-term commitment to the program's principles.

Anderson thinks passionate leadership and passionate participation in the program are the critical elements that contribute to the program's success. He urges other school leaders and administrators to bring The First Tee to their schools. "If you do something good for kids," he says, "good will always come of it." ■

AFSA Baltimore Local Fights for Competitive Pay and Better Investigations into Cheating Allegations

President Jimmy Gittings Hard at Work to Make Baltimore Schools Stronger

Baltimore city principals are behind most of their colleagues in pay in the metropolitan area and just above rural counties on the Eastern Shore, according to a February article in *The Baltimore Sun*.

The article also makes clear these schools have some of the greatest numbers of the most academically challenged students in the state, meaning school leaders have the double duty of dealing with poor wages in difficult school settings.

"I was determined as president of this union to stop the exit of the expertise that has been leaving the

system because of unfair pay, and not being compensated fairly for the responsibilities that have been put on our principals in this city," said Jimmy Gittings, president of the Public School Administrators and Supervisors Association (PSASA), AFSA Local 25 in Baltimore.

Gittings negotiated a new contract with the district that could help principals earn higher salaries if certain results are achieved. However, as principals' pay still is tied to student achievement, Gittings now has taken on the district to overhaul the process used to investigate allegations of cheating on state tests.

The Sun recently published an article on allegations of cheating in the Baltimore city school system, and Gittings took a stand against the process used to investigate the allegations, saying the investigations are flawed and reveal underlying issues with the district's emphasis on test scores.

As Local 25 continues to fight for the rights and livelihoods of Baltimore principals, AFSA will continue to provide support and assistance, and encourages all locals to speak out against injustices prevalent in their districts. ■

LGBT Bullying and Harassment in Schools: An Ongoing Battle

NY Principal Says Supportive Environment, Professional Training are Key

Students who are lesbian, gay, bisexual or transgender often are bullied and targeted because of their sexual orientation. The bullying comes in many forms, from students who hurl derogatory comments such as “that’s gay” to even physical harm.

New reports show that students who are bullied for being lesbian, gay, bisexual or transgender (LGBT) have a harder time at school and suffer the effects of the bullying for a long time after. Resources and information are available for school leaders to help combat this specific type of bullying.

A report by GLSEN, the Gay, Lesbian and Straight Education Network (www.GLSen.org), shows 85 percent of LGBT students have been verbally harassed and 40 percent have been physically harassed because of their sexual orientation. The report, titled *The 2009 National School Climate Survey*, also found nearly two-thirds of all students felt unsafe in school because of their sexual orientation.

Another report by GLSEN, *Year One Evaluation of the New York City Department of Education Respect for All Training Program*, evaluated the effectiveness of educator training programs that focused on reducing anti-LGBT bias and behavior in schools. The report found that six weeks after training, educators had increased their access to LGBT resources, increased their communication with students and staff about LGBT issues and had increased engagement in activities to create safer schools for LGBT students.

A third GLSEN report, *The Principal’s Perspective: School Safety, Bullying and Harassment*, found that 92 percent of secondary school principals have reported students have been harassed

because of their sexual orientation, but only 9 percent of these principals think this happens frequently. Even more worrisome is that while 96 percent of the schools in the report have some sort of anti-bullying policy, less than half specifically mention sexual orientation in the policy.

What does all this indicate?

“This report illustrates that school leaders must show a commitment to all students to truly make their schools safe for everyone,” said Kevin Jennings, the executive director of GLSEN. “As principals are critical players in ensuring a safe learning environment for all students, it is imperative that they understand the hostile climate oftentimes faced by LGBT students.”

While school leaders are not always aware of these situations taking place in their schools, the school district or other officials may not have provided the resources necessary to specifically handle LGBT bullying. The lack of resources and training for school staff and administrators may make a school ripe for LGBT bullying, but there are outside resources available to help administrators combat this issue.

The 2009 National School Climate Survey suggested having a school-based gay-straight alliance group can help change the climate. Starting a school-based local chapter of a national organization, such as Parents, Families and Friends of Lesbians and Gays (PFLAG), or encouraging a student-run LGBT organization, have shown to significantly help LGBT students feel more secure and have a safe place to express their feelings openly.

Changing the definition of bullying to include sexual orientation in the school

or district’s discipline policy is a second method. A strict discipline policy that includes measures to protect LGBT students tells potential bullies their actions will have serious consequences. In fact, *The 2009 National School Climate Survey* mentions that LGBT students who attend schools with a discipline policy that includes protections based on sexual orientation experience lower levels of victimization.

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Staff and teachers at schools with such policies also were more likely to intervene when hearing homophobic remarks and to report incidents of bullying and harassment. A recent *New York Times* article reported the Anoka-Hennepin School District in Minnesota just implemented a policy that recognizes the self-worth of students, regardless of their sexual orientation, race, religion or other factors. The school district also plans to put into place stronger measures to prevent, detect and punish bullying based on sexual orientation or gender.

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Studies also show supportive school leaders and teachers can greatly improve the quality of LGBT students' educations. According to *The 2009 National School Climate Survey*, "The presence of supportive staff contributed to a range of positive indicators, including fewer reports of missing school, fewer reports of feeling unsafe, greater academic achievement, higher educational aspirations and a greater sense of school belonging."

David Cohen, member of the Council of School Supervisors and Administrators (CSA), AFSA Local 1, said leadership in school requires a multitier approach.

"School leaders need to be modeling the positive behaviors they see in their staff and teachers," said Cohen. "You should be transparent and open about the message you want to send and the vision you want to see in schools."

Midwood High, a school of 4,000 students in Brooklyn, NY, is led by Cohen, who said the staff motto of "Our diversity is what unites us" reminds students, staff and administrators of the importance of respect in school.

Cohen said his school is accepting of LGBT students and has a large gay/straight alliance club. Each year, the school has "Allied Week," where any student can pledge to not bully LGBT students. The school also has a Day of Silence where students sign up to not speak for a day and experience what it is like to be silenced. Cohen said the school newspaper openly writes about LGBT issues, and "safe zones" in the school allow students to feel safe to be themselves.

"It's really important for school leaders to be focused on how they support students socially, and not just academically," Cohen said.

Cohen said the school's discipline policy is unique in that it is much more about the learning experience and personal growth, such as writing reflection essays as punishment. Cohen also said

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student-led peer mediation and conflict resolution programs teach lessons on how to manage conflict and anger, and address the importance of acceptance of all students, including LGBT students.

Because many students have become comfortable coming out, more classmates know friends who are LGBT and have become more aware of the issues facing the LGBT community.

"The amount of students who are now comfortable coming out is remarkable," Cohen said. "We need to do a better job of professional development for faculty and staff so that it becomes a learning experience for them."

Many resources are available to school leaders to help prevent LGBT bullying and foster more accepting school environments. One such resource is the PFLAG website (www.pflag.org), where such postings as the "Top 10 Ways to Make Schools Safer...For All Students" and "Safe Schools for All" provide materials on understanding the language, training and education, and learning the facts.

Another resource is the Gay & Lesbian Alliance Against Defamation (GLAAD) website (www.glaad.org). Among other materials, the website provides a whole section on bullying resources, including a link to stopbullying.gov, a website managed by the U.S. Department of Health and Human Services, that provides detailed information, tips and resources on all forms of bullying. An

entire section of stopbullying.gov is dedicated to LGBT bullying, with information on warning signs and how to get help.

Finally, The Trevor Project, a national organization focused on suicide prevention among LGBT youth, and the It Gets Better project, a grassroots campaign launched in 2010 by Dan Savage, are two more resources that can help provide LGBT students with support and school leaders with more information. To learn more about The Trevor Project or the It Gets Better project, visit their websites: www.thetrevorproject.org and www.itgetsbetter.org.

All of the resources and information available on LGBT bullying isn't worth anything if action isn't taken at the school level. Students who are bullied are less focused on schoolwork, less focused on joining clubs and sports and less focused on making new friends, all problems AFSA and other school leaders work to prevent. By better understanding the obstacles and challenges LGBT students face, school leaders can provide a safer, healthier and more peaceful school climate that encourages achievement and ultimately sets all of our nation's children up for success.

"It is one thing to have a gay/straight alliance club; it's another if they are pushed to the side as an afterthought," said Cohen. "The message needs to be supportive." ■

Connecticut Teacher and Principal Tenure Plan Under Scrutiny

Governor's Plan Ties Evaluations to Student Test Scores

In an effort to close the achievement gap in Connecticut public schools, Gov. Dannel Malloy has proposed a bill that would completely rework teacher and principal tenure, compensation and evaluation.

S.B. 24, An Act Concerning Educational Competitiveness, is a 163-page monstrosity full of unexplained processes that has the education establishment asking a lot of questions.

"The devil is in the details, and there are too many unclear issues in this bill," wrote Roch Girard, president of the Connecticut Federation of School Administrators (CFSA).

The legislation would require a new evaluation model to be enacted that would be based on student performance; peer, parent and student reviews; overall performance; and other unspecified indicators. The bill, which is part of the governor's budget recommendations, also has changes to educator certification and tenure laws, something CFSA strongly opposes.

Among other concerns Connecticut school leaders have with the bill, the amount of time an educator has to challenge a poor review will be reduced from 75 days to 30 days, and the number of arbiters present for the dismissal process will be pared down from three to one.

Additionally, the governor is proposing that teachers and administrators seek recertification every three to five years to secure tenure—meaning tenure only can be received if an educator is evaluated as proficient or exemplary every three to five years.

The bill also greatly increases appropriations for charter schools, funding them at equal amounts to that of public schools, an unprecedented move in Connecticut. The bill encourages teachers and administrators to volunteer to work in the "Commissioner's Network," created

for the 25 lowest-performing schools, in which the working conditions, salary and representation for these educators will be determined by the commissioner.

The governor is hoping to pass the bill into law by July 1, 2012. With all of the unanswered questions and holes in the bill, school leaders are worried for the future of Connecticut schools and educator jobs. This bill would bring about the most dramatic changes in the conditions of employment for educators in Connecticut since the 1976 Teacher Negotiations Act. ■

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Report Suggests Income Creates Education Gap Between Rich and Poor Students

Principal Says School Programs and More Support are Needed

For many years, the federal government has worked to provide equal opportunity in education. Race and ethnicity were predominantly large factors in determining achievement gaps among students. To Adam Taylor, principal of Brookfield Village Elementary School in Oakland, Calif., and member of the United Administrators of Oakland Schools, AFSA Local 83, the achievement gap still is divided by race, but a recent study shows achievement in education may depend more on income level.

According to a February *New York Times* article, a study by Stanford professor Sean F. Reardon found the achievement gap between rich and poor students has grown tremendously over the last few decades while the gap between white and black students has narrowed.

Reardon's study was based on an analysis of 12 sets of standardized test scores from the period between 1960 and 2007. Reardon compared children from families in the 90th percentile of income with those from the 10th percentile, and by the end of 2007, the gap in achievement had grown by 40 percent. This study, published last fall, recently has gained national attention as education has catapulted to the top of today's political discussions.

Researchers think one of the reasons for the growing achievement gap is the amount of time and money parents invest in their children. Sabino Kornrich, a researcher at the Center for Advanced Studies at Juan March Institute in Madrid, and Frank Furstentburg, a professor of sociology at the University

of Pennsylvania, published a study that showed between the years of 1972 and 2007, the spending of high-income families had doubled, while spending by low-income families had grown by only 20 percent.

Meredith Phillips, an associate professor of public policy and sociology at the University of California, Los Angeles, thinks time and money invested in children at an early age contributes to educational achievement. Phillips' survey

to impoverished schools makes it hard to provide effective resources that can introduce students to new opportunities.

"Impoverished schools cannot provide opportunities for these students to broaden their horizons without enough funding," Taylor said. "We do not have buses for field trips, and I believe our government needs to work on making public transportation for students free."

By the time they entered school, children in high-income families had spent more than 400 hours in literacy activities than had children in low-income families.

data showed that before the age of 6, children in high-income families spent 1,300 more hours in places other than their homes and day care centers than did children in low-income families. By the time they entered school, children in high-income families had spent more than 400 hours in literacy activities than had children in low-income families.

"Wealthy families are able to have one working parent and another parent at home. They are introduced to travel and new cultures. These are opportunities many of my students in financially challenged families cannot experience without the resources provided by the school," said Taylor.

Taylor also said the lack of funding from state and local governments

Researchers agree that many factors come into consideration when determining how the achievement gap has widened between rich and poor students, and many are concerned there is no clear way to bridge the gap. Taylor thinks the way to bridge the gap is to understand the issues that surround poverty and the impact it has on students.

"We need to deal with the trauma poverty brings and the baggage students bring to school," Taylor said. "We also need more volunteers to act as mentors and provide students with the extra push for success."

Richard D. Kahlenberg, a senior fellow at the nonprofit public policy research organization The Century Foundation,



Brookfield Village Elementary School students listen to a volunteer read one of Dr. Suess' works.

'We need to deal with the trauma poverty brings and the baggage students bring to school....We also need more volunteers to act as mentors and provide students with the extra push for success.'

said there are many highly effective strategies that can help address this gap in education. These can range from having well-designed early childhood programs to encouraging socioeconomic school integration.

Taylor said Brookfield Village Elementary School helps close the achievement gap by providing summer and after-school programs and by fostering partnerships with such community organizations as The Ann Martin Center, a nonprofit community clinic that provides educational therapy to students. Through the center's partnership, Brookfield students are offered one-on-one therapy to help deal with issues outside of school and to help assess their learning capabilities. Taylor said Brookfield kindergarten students also participate in a program called SuperStar that involves them in literacy activities.

"We are trying to expose students to new opportunities that can help them think about their future," Taylor said. "Extended learning is needed to help enrich students, and the use of after-school and summer programs provides us the opportunity to do so."

A focus on literacy programs, such as the one provided by Brookfield Village Elementary, can help bridge the achievement gap.

As the gap continues to widen, the leveling effects of education could start to weaken. Taylor said the need to bridge the gap is critical, because high-quality education is needed to make the United States a leader in the world, and all schools need to find resources other than government funds to help to improve student achievement.

"Until the state and local government works to fix this situation, relationships

with people and organizations are the way to get resources needed to bridge the gap," Taylor said.

Taylor said the use of community organizations like the Ann Martin Center can provide more opportunities and resources to students.

"Every school has greater resources, they just need relationships to have them." ■



'Time for Us to Take Back Our Schools'

CSA, AFSA Local 1, Stands Up Against Mayor Bloomberg

by *Yuridia Peña and Anne Silverstein*

In a new tack, Ernest Logan, the president of the Council of School Supervisors and Administrators (CSA) in New York City, AFSA Local 1, is encouraging members to speak about the failures of the school system, which he thinks has been hijacked by the Bloomberg administration for the past 10 years.

"It is now time for us to take back our system," Logan said in a speech to more than 660 guests at the New York City Elementary School Principals' Association 79th Annual Leadership Conference on Jan. 28.

The speech echoed the tone and directives he has communicated to the local's executive board and district chairs during meetings at union headquarters since December. Logan said it is time to stop being afraid to tell the truth about central support.

"If you sit back and keep saying how wonderful your network is when it's lousy, silence will kill you," he said.

In those earlier talks, Logan cited as an example SESIS, the special education data system. According to dozens of CSA members, it has been an almost unmitigated disaster. Phase 2 is set for implementation next fall, and it's unclear how implementation is warranted when so many problems remain unresolved, Logan and others have said.

At NYCESPA's meeting, as in talks at other venues, Logan spoke about the inequities between how students are placed in schools via the "enrollment pipeline." For example, he said, some



Ernest Logan, the president of the Council of School Supervisors and Administrators (CSA) in New York City, AFSA Local 1

schools have all English Language Learners, while others have few or none.

Other problems he cited included the lack of resources to help low-performing schools, which appear to be set up for failure, Logan said.

Parents, Logan said, have been removed entirely from the conversation.

"Do they help you work with your parents?" he asked rhetorically. Audience members shook their heads to indicate "no."

He also exhorted members to understand that no one is immune from Central's punitive methods if CSA members fail to comply with their strategies.

"You could be silent because they haven't come for you yet, but understand: They are coming for you eventually," he warned. ■

An Update on the Reauthorization of the Elementary and Secondary Education Act (ESEA)

Written March 2012

House Action

On Tuesday, Feb. 28, 2012, the House Education and the Workforce Committee approved its final two pieces of legislation related to the reauthorization of the Elementary and Secondary Education Act (ESEA). The Student Success Act (H.R. 3989) and the Encouraging Innovation and Effective Teachers Act (H.R. 3990) were reported favorably to the full House by a vote of 23–16, without a single Democrat supporting either bill.

The Student Success Act would eliminate the No Child Left Behind Act (NCLB) accountability system known as Adequate Yearly Progress (AYP), which requires all students to be proficient in reading and math by 2014. In place of AYP, the legislation would require that states develop their own academic standards and measure student performance in at least reading and math.

The bill also would eliminate the current federal intervention requirements for low-performing schools, as well as the four turnaround models under the School Improvement Grant (SIG) program. Instead, states would be required to develop their own school improvement strategies and rewards.

Democrats on the committee voiced concern that the measure removes critical funding currently set aside specifically for low-income families. And Rep. George Miller (D-Calif.), ranking minority member on the committee, criticized the “highly partisan process.” Rep. Miller offered an amendment, which the committee rejected, to eliminate the funding flexibility provisions in the bill that will allow funds dedicated for certain student populations to be allocated to other areas.

The Encouraging Innovation and Effective Teachers Act would require states and school districts to develop and implement evaluation systems designed to increase the number of effective teachers and school leaders. School districts must abide by the following parameters in developing their evaluation systems:

- Make student achievement data a significant part of the evaluation;
- Use multiple measures of evaluation in assessing teacher performance;
- Have more than two rating categories for the performance of teachers;
- Make personnel decisions based on the evaluations, as determined by the school district; and
- Seek input from parents, teachers, school leaders and other staff in the school in the development of the evaluation system.

Although AFSA remains concerned the evaluations would be based largely on test scores, we were pleased to offer our recommendations to improve the construct of the evaluation from the original bill draft. Specifically, the bill approved by the committee “uses student achievement data derived from a variety of sources as a significant factor in determining a teacher’s evaluation, with the weight given to such data defined by the local educational agency.”

The measure also provides funds to states to train school leaders in using the evaluation systems. AFSA long has advocated for meaningful, ongoing, professional development and training, which is essential for principals, assistant principals and other school leaders to continue learning and improving their profession.

The bill alarmingly consolidates formula grants currently applied toward teacher quality programs in order for states to reform teacher and school leader certification, recertification, licensing, and tenure systems, among other uses.

The bill would allow states to set aside up to 3 percent of funds to award grants to support teacher or school leader preparation academies.

Finally, the original draft of the Encouraging Innovation and Effective Teachers Act included a provision designed to fund and provide incentives for the future implementation of private school voucher programs. AFSA thinks vouchers run counter to the very purpose of the ESEA. Instead of providing equal access to high-quality education or setting high standards and accountability, voucher programs have proved to be ineffective, lack accountability to the taxpayers, deprive students of rights provided to public school students and funnel taxpayer funds away from public schools that are in desperate need of increased funding.

In response to the pro-voucher provision, AFSA signed on to a letter sent to Committee Chairman Rep. John Kline (R-Minn.) by the National Coalition for Public Education opposing the language and urging it to be removed. We were very pleased the language was amended to ensure funds only can benefit students who remain in the public school system.

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Private Foundations Make School Reform a Business Transaction

Yet Private Money Rarely Helps to Improve Struggling Schools

Since the publication of the 1983 report “A Nation at Risk,” school reform has been atop our nation’s agenda. Government officials take on the task of improving schools through the implementation of school reform plans and yet some have proven to be ineffective. As a result, business and foundation leaders have taken school reform in their own hands through donations and the creation of charter school organizations, making school reform look more and more like an industry of think tanks and nonprofits.

From President Bush’s No Child Left Behind Act to President Obama’s Race To The Top initiative, school reform has been a continuous movement with industry leaders and government officials claiming they have the answer to improve our nation’s schools. Many business entities have taken the initiative to make school improvements through the introduction of school reform projects and organizations.

A *Berkeley Review of Education* article published in 2011 titled “The Politics of School Reform” by Pedro Noguera and Laura Wells explains how business entities give huge contributions toward school reform projects and organizations to help aid the task of school improvement.

According to the article, one of the first privately funded school reform projects came in 1993, when former Ambassador Walter Annenberg made a donation of \$500 million to reform the nation’s public schools. Annenberg’s initiative provided funding for 24,000 public schools during the course of 10 years, and opened 18 “Challenge Projects” that involved 35 states. Each Challenge Project assessed the conditions of schools and created planning groups consisting of educators, foundation officers, community and business

leaders and an independent nonprofit, which supervised the allocation of grants to the schools.

The Bill and Melinda Gates Foundation joined the school reform movement in 2002 with its push for high school reform through the “Transforming the High School Experience” project. The foundation invested \$2 billion to make large high schools into smaller learning communities.

The Milwaukee school district is one of those districts. The Gates Foundation had given the Milwaukee-based

the foundation failed to provide ample opportunity for advanced classes, electives and extracurricular activities. At times, the initiative did more harm than good. For example, when the Gates Foundation worked with a Denver high school to split it into three smaller programs, the school lost many students and ended up shutting down in 2006. In 2008, the Gates Foundation ended the “Transforming the High School Experience,” leaving many of the districts it worked with struggling.

The Gates Foundation continues to invest in school reform efforts with

... business entities and foundations create ‘corporate school reform,’ where they aim to transform public schools into a private industry by replacing public schools with privately managed charter schools.

school reform organization, Technical Assistance and Leadership Center (TALC), a \$17.5 million grant to create 60 small high schools and seven multiplex schools in the area. The organization controlled nearly 42 small high schools in the Milwaukee area during the duration of the project and oversaw the planning of key factors in student academic achievement. When the project ended, the school district struggled to keep the charter schools open. This resulted in 12 schools closing down, and the district still is struggling to keep the rest open.

The Gates Foundation is a prime example of how experimenting with education can fail due to lack of understanding and research. According to an MSNBC article published in 2010, the foundation failed to look at the influence small schools can have on overall student performance. Furthermore,

its latest project, called the “District-Charter Collaboration Compact.” An *American Prospect* article published in March showcased this \$40 million project and how it involves a pledge signed by leaders of district schools, charter schools and local communities to share practices aimed at helping to improve college preparation and teacher effectiveness. To receive funding, districts must abide by the strategies set by the foundation to improve the quality of schools. The Austin school district in Texas is among many school districts that participate in this project; it was awarded \$100,000 from the Gates Foundation after the school board made the decision to let private charter operators take over an elementary school and a high school.

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Reports Suggest Public Schools Maintained in Unhealthy, Unsafe Buildings

Lack of Funding Affecting School Infrastructure

There is a solid reason behind the Obama administration's proposal to invest \$25 billion to modernize and renovate public schools throughout the United States—the physical infrastructures of our nation's schools are deteriorating at an unprecedented and unacceptable level, impeding the health and learning abilities of our students.

In January, a CNN report revealed the air quality in one Connecticut school was so poor students were becoming ill. One middle school student featured in the report even had been pulled out of his school to be home-schooled because the poor air quality had affected his health so significantly. An additional report released by CNN estimates one-third of our public schools have air quality that can cause significant respiratory problems in children. But air quality is just one of the many infrastructure problems plaguing our schools and harming students, teachers and administrators.

Last February, the 21st Century School Fund (21CSF), an organization

dedicated to modernizing public school facilities, and Building Educational Success Together (BEST), a 21CSF initiative, released a simple fact sheet addressing public school facility infrastructure. According to the researchers, no national database of information on public school facilities exists. The

and grounds maintenance totals a whopping \$271 billion.

For example, an article published in the *Las Vegas Review-Journal* last December regarding Nevada's Clark County School District cited the district's lack of funding and its reliance on leftover bond

A basic lack of funding for school building maintenance and repair exists for the public schools serving 90 percent of the 55.5 million school-aged children in the United States.

information revealed by their research is alarming.

The organizations' work in 2011 provides a basic overview of conditions in our nation's public schools, and concludes that a basic lack of funding for school building maintenance and repair exists for the public schools serving 90 percent of the 55.5 million school-aged children in the United States. School districts estimate that deferred building

money for repairs. The district apparently has no money to address fundamental restorations.

The 21CSF/BEST fact sheet also affirms dramatic health situations that have emerged as a result of poor building conditions. Teachers in Chicago and Washington, D.C., reported missing four days annually due to health problems caused by poor facility conditions. Even more alarming, a national survey of school nurses concluded that 40 percent of nurses knew children and staff members impacted by avoidable indoor pollutants.

The visual evidence of dilapidated school facilities serves as further proof of the deteriorating condition of our public institutions. For the past several years, 21CSF also has partnered with the Healthy Schools Campaign (HSC) and Critical Exposure to host Through Your Lens, a photo contest with the intention of exposing the reality of our nation's school building conditions. The annual photography competition has



This photo, titled "When it Rains, it Pours," was taken by Samantha, a student in Washington, for the Through Your Lens photo competition. The photo was intended to publicize the poor roof conditions at her school. Photo from Through Your Lens, www.throughyourlens.org

continued on next page

exposed a multitude of physical infrastructure problems, including decrepit columns, moldy walls, leaky roofs and broken windows, offering one definitive message—many schools are in need of many basic repairs.

Students and parents are among the many voicing their frustrations with the dismal state of school facilities. In October, a group of parents in Haverhill, Boston, formed a group called Haverhill Parents Saving our Schools. According to a CBS report, these parents raised concerns about cracked foundations, deteriorating columns and floors, mold on walls, ventilation problems and roofs on the verge of collapse. In November, similar sentiment resounded when groups from 30 Baltimore schools came together to call upon state officials to raise the quality of their schools. Students, teachers and parents raised maintenance concerns ranging from overflowing toilets and flooding problems to faulty heating systems, causing students at one point to chant indignantly, “No justice! No peace! No air! No heat!”

Safety and health factors aren’t the only consideration for updating schools. Troy Patterson, technology and media coordinator of Dearborn (Mich.) Public Schools (DPS) and an executive member



Liza, a student from San Diego, submitted this photo to the Through Your Lens photo competition. She titled her work “Broken” to expose her school’s dilapidated lockers. Photo from Through Your Lens www.throughyourlens.org

Patterson says schools within DPS have been fortunate because their building facilities have been well maintained. He thinks the upkeep of the schools has been instrumental in providing safe and comfortable environments for students, teachers and administrators and for having positive effects on staff retention rates. However, when it comes to technology, he thinks schools are lagging behind, noting many of his students have access to more advanced technology in their homes than in their classrooms.

Technology, like well-maintained school facilities, needs to be equally accessible to all students so all kids have adequate opportunities to succeed. “Schools should

needs to be a more significant commitment to funding from society at large in order to make these basic technological upgrades.

One proposed solution for addressing public school infrastructure is government-provided funding through Title 1 of the Elementary and Secondary Education Act. The Fixing America’s Schools Today (FAST) Act of 2011 (H.R. 2948/S. 1597) would provide assistance in a national infrastructure project formulated to upgrade and maintain public school facilities. Introduced by Rep. Rosa DeLauro (D-Conn.) and Sen. Sherrod Brown (D-Ohio), the measure also gained the support of President Obama in his American Jobs Act.

Teachers in Chicago and Washington, D.C., reported missing four days annually due to health problems caused by poor facility conditions.

of the Association of Dearborn School Administrators (ADSA), AFSA Local 58, considers school infrastructure from a more technological standpoint. Before beginning his current role, Patterson was principal at Woodworth Middle School in the district, responsible for integrating 21st century technology into early 20th century buildings. Now, he strives to inject technology into the classroom, making it accessible to students of all financial backgrounds.

be leveling the playing field,” Patterson says. “They should be providing the training and support so that kids living in poverty can be on par with kids who have access to technology at home.”

But funding for technology has been challenging. Although DPS received a bond roughly 10 years ago to implement necessary technology infrastructure maintenance and equipment in schools, the technology now needs to be updated. Patterson thinks there

FAST would allow much-needed facility maintenance while simultaneously creating incentives for good teachers and administrators to stay in the profession. FAST also would provide an estimated 2 million jobs for construction workers and skilled laborers. If passed, FAST would create safer, healthier and more environmentally sustainable school facilities, enabling students to excel in secure and advantageous environments.

AFSA is working to let members of Congress know how important safe and well-maintained schools are to a student’s education, and AFSA maintains high hopes for the passage of FAST to improve our nation’s schools while boosting our nation’s economy. ■

DC Public Schools Eliminates the Special Education Coordinator in SY 2013

News from Council of School Officers (CSO), AFSA Local 4

D.C. Public Schools (DCPS) eliminated the special education coordinator position for school year 2013 and transferred these duties to the psychologist position. DCPS claims this policy change is intended to bring the school system in alignment with national best practices by utilizing the National Association of School Psychologists Model for Comprehensive and Integrated School Psychological Services 2010.

Special education coordinators who will not be reassigned in the local school budget will be released by June 14, 2012. This is a very significant shift that has the potential to impact hundreds

of special education students and their families. DCPS has yet to directly communicate its plan to any of the special education coordinators, nor has provided any kind of notice to the families of special education students who will be most affected by this decision.

DCPS even tried to bypass the union and underhandedly make these decisions. The Council of School Officers is vehemently protesting this decision.

"We have been meeting with DCPS weekly in an attempt to avert this action," said CSO President Aona Jefferson. "We feel combining the SEC

and psychologist positions is not in the best interest of the students nor our members. These decisions could result in DCPS being in violation of the federal mandate in the Blackman-Jones Decree and other possible litigation."

DCPS and the CSO have been negotiating since 2009.

"Currently, we are in arbitration," said Jefferson. "Our members deserve better. They continuously provide invaluable service to the children of DCPS while enduring furloughs, wage and step increase freezes and no pay increase for six years! This is criminal!" ■

PRIVATE FOUNDATIONS MAKE SCHOOL REFORM A BUSINESS TRANSACTION *continued from page 12*

Another key investor in the school reform effort is the Walton Family Foundation. According to a CNN article published in March, the Walton Family Foundation gave \$159 million to improve 16 lower-income communities that did not have school choice programs. Walton has made most of its contributions to the Charter School Growth Fund and has invested in charter school advocacy groups to push state government officials to remove the limit on charter schools. Walton is a huge contributor to the implementation of school reform efforts in Washington, D.C., schools. According to the D.C. Public Education Fund, the Walton Family Foundation has invested more than \$12 million in D.C. public schools already, with a commitment of \$7 million in the future.

A *Truthout* article published in December 2011 explained that business entities and foundations create "corporate school reform," where they aim to transform public schools into a private industry by replacing public schools

with privately managed charter schools. The article said school reform organizations seek to solve problems with public schools through private-sector ways, and their methods involve replacing current administration and teachers with members in their own organization, claiming their own staff will be able to improve students' test scores and the quality of school academics.

The Academy for Urban School Leadership (AUSL) is an example of how a school reform organization with strong political ties slowly takes over the existing public school system. The strategy of this nonprofit teaching academy to rebuild Chicago's worst-performing schools involves replacing teachers and administrators with AUSL staff to create an environment with more discipline and academic excellence. So far, the organization's involvement with 19 of Chicago's public schools for more than 10 years has shown no improvement. AUSL has yet to take these worst-performing schools off academic probation.

With many businesses and foundations putting funds toward school reform, many still question the tactics being used. The *American Prospect* article states that critics are worried the voices of parents and educators will be lost because businesses and foundations are investing significantly in school reform. Kevin Welner, a University of Colorado education professor, commented within the *American Prospect* article about how funding by foundations can lead to their input in educational policy. This could lead to the less wealthy being shut out of such discussions and decisions.

Although foundations' investments in education are helpful in providing needed resources for struggling urban and rural public schools, the strategies and tactics that must be met in order to receive funding has made schools into a business. Today, we cannot see how school reform strategies made by foundations, such as Gates, have been effective in making changes within our nation's public schools. ■

Remembering Jack Zuckerman

CSA and AFSA Founder and Historian Lived Life Dedicated to Labor

The following biography is adapted from Anne Silverstein's 2009 speech in which she awarded Jack Zuckerman the Peter S. O'Brien Award:

In 2009, Jack Zuckerman was awarded the Council of School Supervisors and Administrators Peter S. O'Brien Award for making a difference in the course and evolution of the union. Zuckerman, a former CSA president and historian, also helped establish the American Federation of School Administrators and served as AFSA's historian for more than 18 years.

Upon Zuckerman's passing in February, AFSA President Diann Woodard wrote, "I cannot overstate Jack's dedication,

He soon became the chairman of the junior high school committee for the Teachers Guild, the precursor to the United Federation of Teachers. In 1959, he became an assistant principal and turned his sights on organizing school supervisors. At that time, CSA was a loose group of professional organizations called the Council of Supervisory Associations, and Zuckerman was the delegate from the association of assistant principals.

A brief review of the union's early newsletters reveals that pulling this assortment of supervisory associations into a unified voice took determination and a vision. Zuckerman was among those visionaries, many of them assis-



After his retirement as principal of Manhattan's PS 6 in 1987, Zuckerman did not rest, but rather, under CSA President Donald Singer, became CSA's official historian. It was a job he was well suited for because he had collected every document, flier, newspaper clipping, envelope and napkin that had anything to do with CSA, decentralization and schools since the time of the flood.

The Tamiment Library and Robert F. Wagner Labor Archives at NYU were arranged as the repository of Zuckerman's records. Because of his incredibly diligent work, CSA and AFSA's history is safe and available to labor students for decades to come.

"And as our historian, he always helped us to remember where we came from, and why the union movement is so very important," President Woodard said. "It is because of this that we must remember him and his life's work as inspiration, as we continue the fight on behalf of school administrators across the nation.

"We at AFSA are all deeply saddened by Jack's passing, and we will always remember and be thankful for his contributions to the labor movement." ■

AFSA President Diann Woodard wrote, "I cannot overstate Jack's dedication, commitment and tremendous effort in forming this union of school administrators. We know it was his vision, determination and character that planted the seeds needed to grow our union."

commitment and tremendous effort in forming this union of school administrators. We know it was his vision, determination and character that planted the seeds needed to grow our union."

Zuckerman's father was a loyal member of Local 3, the International Brotherhood of Electrical Workers, so Zuckerman's early days were grounded in the importance of unionism. Later, with both a B.A. and an M.A. in history from NYU, courtesy of the G.I. Bill, Zuckerman was filled with ideas and beliefs, especially about organized labor, when he began teaching in 1948.

tant principals, who fought for full-fledged unionization.

In 1967, he coordinated the AAP strike in support of the UFT strike. Throughout the remainder of the 1960s and well into the 1970s, he and others worked to get a charter from the AFL-CIO to form a national union, which today is AFSA. As executive vice president of CSA in 1977, he helped save 303 supervisory jobs during the city's fiscal crisis. And during the summer of that year, he stood next to N.Y. Gov. Hugh Carey as he signed legislation making CSA a union shop.

AN UPDATE ON THE REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

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Senate Action

The Senate last acted on ESEA in October 2011, when the Health, Education, Labor and Pensions (HELP) Committee approved legislation to overhaul NCLB on a bipartisan vote. Senate HELP Committee Chairman Sen. Tom Harkin (D-Iowa) expressed dismay with the House's recent actions.

"Time and again, I've heard my House Republican colleagues agree that our children can't wait for a better education system, but today, they've walked away from that urgency by pushing through partisan legislation that sets our students back," Harkin said. "The House Republican bill fails to ensure that students graduate ready for college and careers, and clears the way for states to cut education funding. It also undermines education quality for some of our most vulnerable students, including low-income students, students with disabilities and English learners.

"There's no doubt that achieving bipartisan consensus on a critical and complex issue like education reform is difficult. But it is not impossible—we've been able to achieve it for decades on education, and even in this partisan environment we achieved it just last fall in the HELP Committee," he said. "I am disappointed that my House Republican colleagues have chosen to abandon decades of bipartisanship at this important moment, but continue to hope that they will rethink that approach so we can work together to strengthen education for all of America's students."

Some of the major differences included in the Senate legislation are:

- Requiring states to develop college and career academic standards;
- Providing that states may adopt teacher and principal evaluation systems; and
- Focusing accountability on the bottom 5 percent of schools in states,

While AFSA agrees with the administration that NCLB is flawed, we think all students and schools need relief from NCLB's unfair mandates, not just those that adhere to the misguided conditions and reform policies required by the administration.

and requiring states to implement one of six turnaround models.

Although AFSA has concerns with the legislation in both chambers, we will continue to work with members of Congress to improve them so the final legislation to reauthorize ESEA benefits children by providing them with the highest quality education possible.

Waivers

In response to Congress' failure to reauthorize ESEA, President Obama established a formal process to grant states relief from certain requirements and provisions of NCLB/ESEA. In order to receive flexibility from specific requirements of NCLB, states must agree to reforms supported by the Department of Education. These include implementing college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability and support; and evaluating and supporting teacher and principal effectiveness.

As of March 5, 2012, there were 11 states whose waivers had been

approved by the Department of Education; 26 states plus Washington, D.C., had submitted applications by the Feb. 28, 2012, deadline; and four states plus Puerto Rico had indicated they would apply under the Sept. 6, 2012, deadline. One state, Montana, has announced it will not seek a waiver.

While AFSA agrees with the administration that NCLB is flawed, we think all students need relief from NCLB's unfair mandates, not just from states that adhere to the somewhat flawed conditions and reform policies laid out by the administration.

Under current law, schools that do not meet Adequate Yearly Progress (AYP) are labeled "failing," and are subject to punitive sanctions. Granting relief from this ineffective policy is a good first step; however, we caution leaders in states who may develop their accountability systems to be especially vigilant that they properly reflect how teacher and principal effectiveness is defined. Any educator evaluation system must be designed in a fair manner, with input from local and state principal groups. ■

Perspective of a Past UASF President on the October AFSA Leadership Conference

By David Monasch III, past president, UASF, and member, UASF-Emeritus and UASF executive boards

During my term as president of the United Administrators of San Francisco (UASF) from 1977–79, an extremely important election took place. UASF members had to decide which union to affiliate with—the American Federation of School Administrators (AFSA, AFL-CIO) or the International Brotherhood of Teamsters. Fortunately, we selected AFSA and became Local 3.

On Oct. 28–29, 2011, I had the privilege of attending the 2011 AFSA West Coast Regional Leadership Conference. My belief that we made the right choice more than 30 years ago was strongly reinforced once again. The conference

had the theme: “School Leaders in the Mirror—Embracing the Implementation of Reform.” There were many interesting speakers and workshops presented.

I would like to summarize one that I attended. “Creating Environments of Inclusive Leadership During Times of Change,” led by Dr. Nia Woods Haydel, Ph.D., Georgia State University and academic professional for student retention. The interactive session guided participants through an exploratory process that helped uncover key factors that are creating barriers for their organizations to achieve success during the reform movement.

Areas discussed included “Free to Be Me,” which included descriptions of people of different cultural experiences (i.e., class, race, ethnicity, religion, gender expression, sexual expression, etc.). Values a person has can be negotiable, somewhat situational or non-negotiable, and include such ideas as integrity, timeliness, peace, compassion, truth, power, family, professionalism, good health, achievement, love, justice, etc. Creating an inclusive environment is one in which members feel respected by and connected to one another. The benefits, principles and skills of inclusive leadership can lead to a successful organization such as our UASF. ■

REPORT SHOWS PRINCIPALS ARE BEING EXCLUDED FROM EDUCATION REFORM DISCUSSIONS *continued from page 1*

evaluation systems are being applied to principal evaluations, and principal evaluation designs focus too heavily on effectiveness measures that don’t capture the entire role of a school leader.

As professionals who are well versed and grounded in the daily processes of school leadership, principals are best positioned to construct a realistic and nuanced definition of effective school leadership upon which an evaluation system can be created.

AIR’s study on principal evaluation reveals that research can aid in the process of constructing new principal evaluation strategies. Two policy perspectives have emerged in response to Race To The Top performance assessment strategies: a practice perspective and an impact perspective. The practice perspective defines effectiveness by a principal’s knowledge, skills and practices, whereas the impact perspective defines effectiveness by a principal’s

impact on his or her school. Another method, a research-based framework commonly referred to as the “ripple effect,” determines several common school leader practices that correlate with high-performing schools and student achievement.

then principals’ voices cannot continue to be ignored.

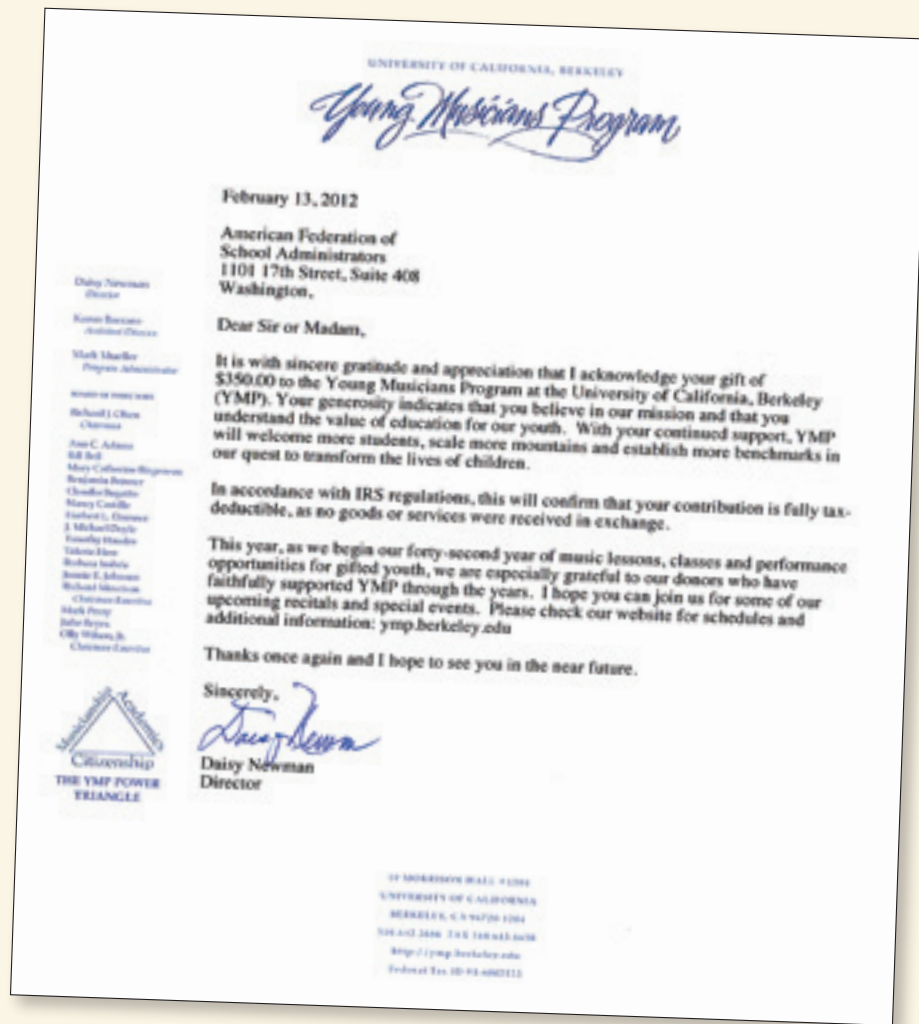
“To guarantee our nation’s schools are led by the best there is to offer, a better understanding of the role of the principal is needed to ensure evaluations

‘Principals’ voices, at times, have been lost in efforts to define effective school leadership and rapidly improve educational quality,’ the report states.

But while these studies offer valuable insight into possible ways to consider principal effectiveness, they reveal the much larger issue of principal exclusion. If leadership is a driving force behind organizational success, the success of our country’s students and the success of our education system as a whole,

reflect their work and effectiveness,” said Woodard. “While the focus on ridding the education system of weak educators and school leaders is a noble pursuit, perhaps the greater effort would be to identify strong educational leaders after which we can model our current and future workforce.” ■

A Note of Thanks....



New Videos Show AFSA in Action

Videos Can Be Used by Locals and AFSA Members to Recruit and Engage School Leaders

Two videos on the AFSA YouTube channel give a new face to AFSA's mission and members.



AFSA members and supporters are encouraged to visit AFSA's YouTube page, found at www.youtube.com/AFSAUnion, to watch "School Leaders United," a video that features interviews from AFSA leaders on the importance of solidarity and what it means to be a unionized school leader. The video also highlights the resources and support available to AFSA members and what AFSA is doing to lead the way in principals' rights in education.

Also available on AFSA's YouTube channel is a summary of the West Coast Regional Leadership Conference in San Francisco. Members can see how AFSA's leadership conferences prepare and educate school leaders for the 21st century classroom and education politics by watching the video, "AFSA's West Coast Regional Leadership Conference Overview."

AFSA's YouTube channel can be accessed through YouTube and through AFSA's website, www.AFSAadmin.org. As AFSA works to expand the School Leaders United message and lead the discussions on education reform and school leadership, members can expect more videos, e-mail alerts and social media updates as AFSA utilizes all forms of new and traditional communication methods. ■

AMERICA'S IMPOVERISHED EDUCATION POLICIES *continued from page 2*

that principals and other school-based leaders are being left out of education reform discussions.

The report, titled "The Ripple Effect," provides a research-based approach to principal performance evaluation design, evidence we can use in challenging supervisors and school boards wedded to data-dominated measures of our performance.

So, unless we advocate as leaders in each of our communities for standards and evaluations that reflect the expanded demands of our profession, those measures will be left to the devices of corporate-model "reformers" who are doing more to enrich charter school "entrepreneurs" than to enrich the lives of children, especially those kids struggling under the yoke of poverty.

Diann Woodard



1101 17th St. NW, Suite 408
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UPCOMING EVENTS

April 7–10	NAESP Annual Convention and Exposition, Tampa, FL
April 20–22	AFSA General Executive Board Meeting, Washington, D.C.
April 30–May 2	Alliance for Retired Americans Southern Regional Conference, Orlando, FL
May 14–16	Alliance for Retired Americans Northeast Regional Conference, Philadelphia
July 18–20	NAESP National Leaders Conference, Washington, D.C.
July 24–25	California Labor Federation Biennial Convention, San Francisco
July 26–28	AFSA Thirteenth Triennial Constitutional Convention, San Juan, Puerto Rico
July 31–Aug. 2	AFL-CIO Executive Council Meeting, AFL-CIO Headquarters, Washington, D.C.

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