

# KEYNOTE PRESENTATIONS

## DAN STEELE

WASA Assistant Executive Director

### 2022 Legislative Session Report

The Washington State Legislature wrapped up its 2022 Session on March 10, with major budget and policy impacts on K-12 education. Dan Steele, WASA's Government Relations Director, will provide a high-level review of those education impacts and review next steps as we transition to 2023.

## DR. KIRA MAUSETH

Clinical Psychologist, Co-lead, Behavioral Health Strike Team, WA Dept. of Health

In the context of recovery from a disaster cascade, finding the mental, emotional, and other resources necessary to re-engage with meaningful work in education may feel more challenging than ever. Participants in this session will explore the current behavioral health challenges faced by educators in this context, as well as how we can most effectively support staff and students while learning how to reconnect with our own sense of vitality and resilience.

## PETER DEWITT

Author of *Collective Leadership Efficacy and School Climate: Leading with Collective Efficacy*

### De-Implementation: Declutter Low Value Practices

Research shows that the workload of principals has increased over the last two decades (NASSP, LPI) and teachers are more stressed and anxious now than they were one year ago at the height of the pandemic (Education Week). What this means is that teachers and leaders are at risk of being spread too thin. Unfortunately, the stress of the job has always had a negative impact on how educators implement classroom and building initiatives, which prevents them from going deeper when it comes to student learning. In this presentation, Peter DeWitt will focus on de-implementation, which is the abandoning of low value practices (van Bodegom-Vos L.). When it comes to de-implementation, educators have two options. One is the partially reduce a few of their low value practices or to engage in a replacement action, where they spend their energy finding something that is more effective. By the end of this session participants will be able to:

- Define de-implementation.
- Define what constitutes low value practices.
- Describe the two types of de-implementation.
- Describe how our locus of control impacts our decision making.
- Differentiate between informal and formal de-implementation.
- Engage in the process of de-implementation.



Facilitated by Jeff Snell, Vancouver School District Superintendent  
Campbell's Resort | Lake Chelan, WA

## SUNDAY, MAY 1

1:00–4:00 p.m.	Early Career Superintendents Academy and Mentor Academy	
5:00–6:30 p.m.	Reception	Ballroom
6:30 p.m.	Dinner	Ballroom
7:30 p.m.	<b>Doug Baldwin</b> Interview (virtual)	Ballroom

## MONDAY, MAY 2

6:00 a.m.	Walk with WASA	
7:00–8:30 a.m.	Breakfast	Ballroom
8:30–9:00 a.m.	Opening Celebrating Sponsors, Welcome from WASA Executive Director, <b>Joel Aune</b>	Ballroom
9:00–10:15 a.m.	<b>Scott Barry Kaufman</b> Author of <i>Transcend: A New Science of Self Actualization</i>	Ballroom
10:15–10:30 a.m.	Break	
10:30–11:20 a.m.	<b>Concurrent Session I</b>	

STEHEKEN A AND B	WEST ROOM	EAST ROOM
<b>Andy Wolf</b> Assistant Executive Director, WASA <b>Tyler Firkins</b> Attorney and Partner, Van Siclen Stocks Firkins	<b>Krestin Bahr</b> Superintendent, Peninsula SD <b>Jeff Snell</b> Superintendent, Vancouver SD	<b>Dan Read</b> Superintendent, Almira SD
<i>Superintendent Contracts: What's Happening Out There?</i> Participants will explore current trends in superintendent contracts. Examples of problematic as well as recommended contract language will be shared. Resources for contract negotiations and maintenance will be provided.	<i>From One Superintendency to the Next! Leadership Lessons Learned</i> Each year of being a superintendent is eventful and unique. Sometimes getting ready for next year can feel like you're starting over in a brand-new district even if you're not moving! Join two superintendents who recently did transition to a new district for a collaborative discussion about superintendent leadership opportunities to leverage as you plan for the next school year.	<i>Lessons Learned — Almira School District</i> The Almira School building burned to the ground on October 12, 2021. Superintendent Read will share the obstacles, successes and lessons learned after facing a tragic event that struck Almira's students, staff, and community.

11:25 a.m.–12:00 p.m.	<b>Dr. Kira Mauseth</b> Clinical Psychologist, Co-Lead, Behavioral Health Strike Team, WA Dept. of Health	Ballroom
12:00–1:00 p.m.	Lunch	Ballroom
1:00–2:10 p.m.	<b>Concurrent Session II</b>	
<b>STEHEKEN A</b>	<b>STEHEKEN B</b>	<b>WEST ROOM</b>
<b>Paul Gordan</b> Superintendent, Wenatchee SD	<b>Henry Strom</b> Superintendent, Grandview SD <b>Max Silverman</b> Executive Director, University of Washington Center for Educational Leadership	<b>Fred Rundle</b> Superintendent, Mercer Island SD <b>Mary Templeton</b> Superintendent, Washougal SD
<i>Leading with Diversity, Equity, and Inclusion</i>	<i>Mianshmmaman iwa nüimí wyáñch'imaman   The Children are our Elders</i>	<i>Inclusionary Practice: Realizing the Dream for All Learners</i>
One school district's story as they begin to develop a foundation of Diversity, Equity, and Inclusion from which each student emerges future ready. Why and how leading with DEI creates greater opportunities for each of our students.	All cultures celebrate the gift of children. The Yakama People see children as our elders, not yet tainted by life's experiences and offering wisdom. The UW Center for Educational Leadership (CEL) is working towards equitable and just student experiences, with a recent focus of elevating student voice to deepen the work of Equity. Grandview SD, in concert with CEL, has embraced this and conducted interviews across the district to inform our work with Equity and Creating a Culture of Belonging and Dignity.	Learn how two school districts are participating in WASA's Inclusionary Practice Project to create equitable opportunities for students served with an IEP. Mercer Island and Washougal School District will describe their journey of implementation towards building inclusion classrooms where all students experience a strong sense of belonging, support, and high expectations
2:10–2:30 p.m.	Extended Break	
2:30–3:15 p.m.	<b>Tara Thomas</b> Policy Analyst, AASA	Ballroom
3:15–3:30 p.m.	Q & A with <b>Tara Thomas</b> , moderated by <b>Dan Steele</b>	Ballroom
3:30–3:55 p.m.	<b>Dan Steele</b>	Ballroom
4:30 p.m.	Reception	Ballroom
6:00 p.m.	Dinner	Ballroom

TUESDAY, MAY 3		
7:45–8:30 a.m.	Breakfast	Ballroom
8:30–8:50 a.m.	Opening WASA Equity Statement	Ballroom
8:45–10:00 a.m.	<b>Peter DeWitt</b> <i>Author of Collective Leadership Efficacy and School Climate: Leading with Collective Efficacy</i>	Ballroom
10:00–10:15 a.m.	Break	
10:15–11:20 a.m.	<b>Peter DeWitt</b>	Ballroom
11:20–11:30 a.m.	Closing	Ballroom