Association of Wisconsin School Administrators

# 2020-21 Professional Learning Catalog

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***School leaders are eligible to be reimbursed up to 75% for completing an academy next year. See the inside front cover for all the details.***


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# ESSA Opportunity Provides Coherence for and Builds the Capacity of Wisconsin School Leaders

The Every Student Succeeds Act—better known as ESSA—provided new opportunities for states to use Title II, Part A funds to invest in school and district leadership and support. This presents states, like Wisconsin, with the ability to invest a portion of Title II, Part A funds for school leadership activities.

In Wisconsin, the DPI is using this opportunity to build the capacity of school leaders through a collaborative partnership to ensure all students graduate college and career ready.

This effort will provide learning opportunities along three tiers of professional learning to systematically enhance the leadership capacity throughout the state:

**Tier 1: "Conferences" provide professional learning, information and networking opportunities across the administrator standards (breadth).**

**Tier 2: "Academies" provide focused training on targeted pillars and related high-leverage practices and competencies for leaders (depth).**

**Tier 3: "Coaching" to further equip leaders with tools and Strategies to lead effectively (reflection).**

## ESSA Support at Tier 1: Coherence Building

The Wisconsin Department of Public Instruction, CESA Statewide Network, Wisconsin Association of School District Administrators, and the Association of Wisconsin School Administrators are working collaboratively to provide coherent professional learning for Wisconsin's educators.

Beginning last year, the partners transitioned three stand-alone professional learning activities into a coherent, jointly-planned conference series called The Wisconsin Leading for Learning Series. This approach was designed in response to strong input from the field encouraging state and regional organizations to better coordinate events. Professional learning that uses common language, coordinates support, and helps to "connect the dots" on emerging initiatives, research, and practices allows for a better focus on what matters most – the students of Wisconsin.

This year's Leading for Learning Summit was canceled due to the health emergency but the Summit will return in June of 2021.

## ESSA Support at Tier 2: Capacity Building

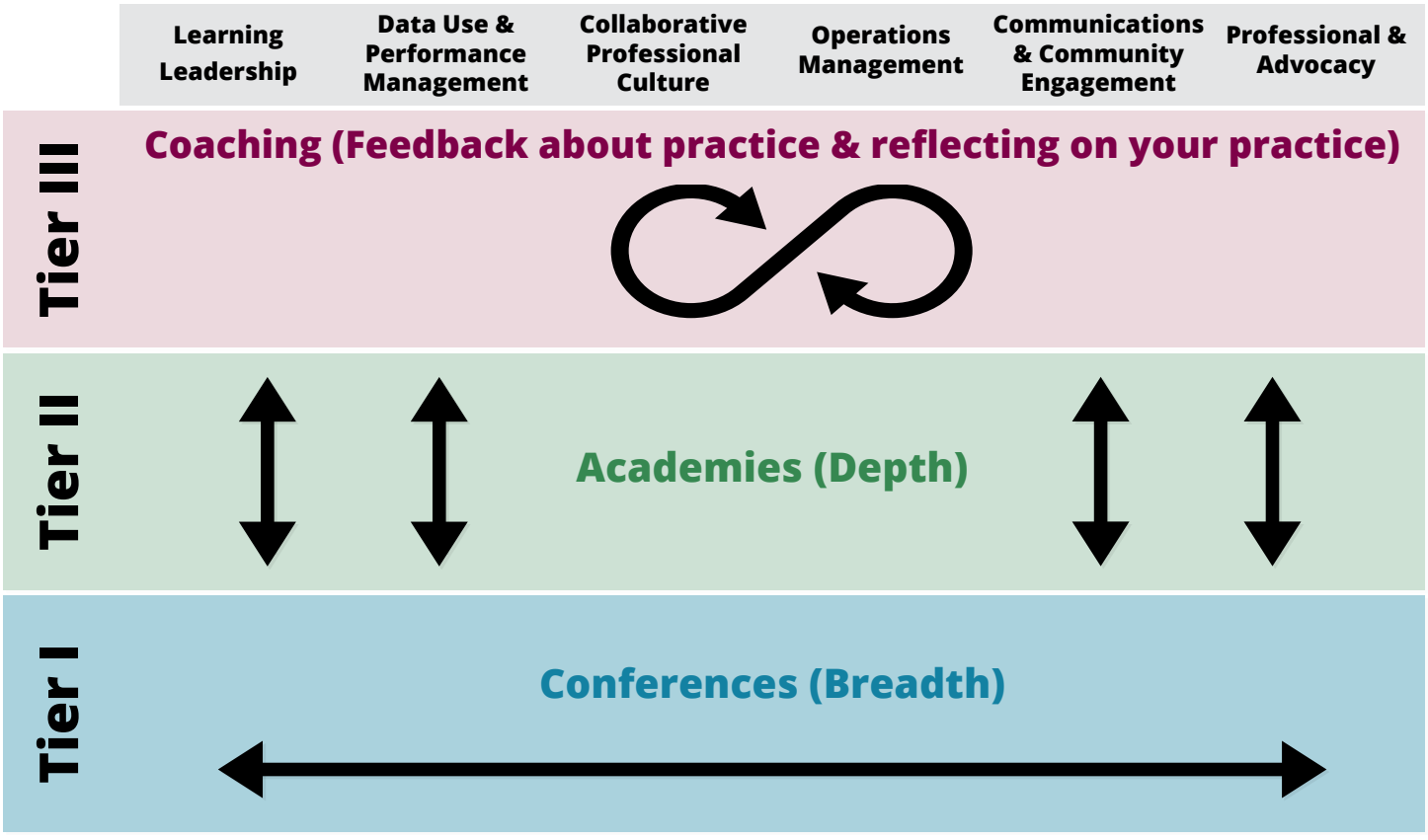
Wisconsin school leaders will be reimbursed up to 75% of the registration fee and will not be less than 50% for completing an Academy. In 2020-21 approved Academies include:


- New Building Administrators Academy (Page 9)
- Building Effective Leadership Academy (Page 10)
- Leading for Equity Academy (Page 11)
- Impactful Coaching Academy (Page 12)
- Impactful Coaching Academy: Advancing Your Skills (Page 13)
- Data Leadership Academy (Page 14)
- Leading Professional Learning Communities (Page 15)
- Supporting Principal Excellence (Page 16)
- SAIL Academy (Page 17)
- Mental Health and Resilience Academy (Page 18)

Reimbursement is limited and will be honored on a first-come, first-served basis and eligibility is limited to licensed and practicing public or private school administrators. Registration must be paid in full by December 4, 2020. Reimbursements will be processed at the completion of the Academy.

## ESSA Support at Tier 3: Coaching for School Leaders

School leaders who attend the New Building Administrators Academy or the Building Effective Leadership Academy will be able to work with a certified coach. The cost of this high-quality coaching will be supported through this collaborative partnership. In addition, all participants of the SAIL Academy will benefit from a coach assigned to their team.



## Grade Level Conventions

Grade Level Conventions are designed by AWSA advisory committee members who know what building administrators face "in the trenches" each and every day. These conventions deal with the specific issues of each grade level population. Each convention provides valuable time for networking with colleagues about current issues.

### Elementary Principals Convention
October 7-9, 2020 | Osthoff Resort, Elkhart Lake

### Associate Principals Conference
January 27-29, 2021 | Concourse Hotel, Madison

### Middle & High School Principals Convention
February 10-12, 2021 | Concourse Hotel, Madison

## Aspiring Superintendents Workshop
### February 3, 2021 | Hilton Garden Inn, Sun Prairie

The Aspiring Superintendents Workshop is co-sponsored by AWSA and WASDA to:

- Attract highly motivated, talented, and committed educators to pursue leadership in Wisconsin's school districts.
- Support principals and other administrators as they explore and prepare for service as district administrators.
- Connect aspiring district administrators with an active network of other future leaders and practicing district administrators for support and guidance.

Potential superintendents are introduced to the profession through a variety of publications, professional development offerings, and networking opportunities. The program addresses the following issues:

- What superintendents do
- What it takes to be an effective superintendent and how to know if you are ready
- What school boards are looking for
- How the search process unfolds
- How school boards and candidates work with search consultants
- Connecting aspiring district administrators with an active network of other future leaders and practicing district administrators for mentoring and guidance
- Job search tips and interview strategies
- The transition to the superintendency
- Finding the district that is the right fit for you

# Leading for Learning: Achieving Education Equity
## Coming June 2021

Leading for Learning Summit
ACHIEVING EDUCATIONAL EQUITY

Beginning in 2019, the **QE Convention, Data Summit, and Innovations in Equity Conference** combined into one annual convening in June called the Leading for Learning Summit. This annual convening is fully integrated with the **WOW** series that delivers simultaneous professional development to educator teams in each Wisconsin CESA throughout the year.

The Second Annual Leading for Learning Summit provides school and district teams with opportunities to engage in deeper learning to eliminate inequities in and across Wisconsin schools by improving adult practices in the following areas:

1. Effective instruction;
2. School and instructional leadership;
3. Family and community engagement;
4. Safe and supported students; and,
5. Meaningful relationships with students.

**www.leadingforlearningsummit.com**

# School Leaders Advancing Technology in Education
## December 7-9, 2020 | Kalahari Resort, Wisconsin Dells

SLATE is a comprehensive educational technology convention designed by several leading education associations to meet the needs of all schools and districts. This convention is designed for a broad spectrum of educators including Teachers, Principals, Associate Principals, District Administrators, Library Media Specialists, IT Coordinators, Directors of Curriculum and Instruction, and other school leaders.

SLATE gives school teams the opportunity to come together to develop a common language, vision and plan for purposeful and coordinated use of technology tools and strategies that will ensure our students are prepared for the 21st Century.

Hundreds of Wisconsin educators will present information about the ways in which they have successfully integrated technology into their districts, schools and classrooms.

**www.slateinwi.com**

# Managing to Lead

## July 23, 2020 | The Ingleside Hotel, Waukesha

**Does the pace and load of leadership have you too often...**

- Chasing the task rather than living your purpose?
- Feeling more reactive than intentional?
- Stuck in your office rather than leading in the classroom/community?
- Squeezing out those aspects of your personal life that make you whole?

If so, you are not alone. Register for Managing to Lead and find a better way!

Managing to Lead is designed for an administrator and his/her administrative assistant to attend TOGETHER in order to improve time management and office procedures. This one-day workshop has helped countless teams and schools take substantial "leaps forward" in both their work and personal lives.

- Reflect on the common design mismatch of managing a school with 20th-century routines while trying to lead a 21st-century learning organization.
- Understand how this design mismatch inhibits desired results -- inside and outside of work.
- Articulate specific goals for professional and personal growth.
- Find sustainable ways to increase impact on what matters most and build a sense of team.
- Leave the session armed with ways to obtain a personal and professional "leap forward" during the school year.

**This workshop is also available as an on-site school or district workshop.**
**Contact Joe Schroeder for additional information at (608) 729-6656 or joeschroeder@awsa.org**

# Aspiring Administrators Program

## Getting Your Toes Wet Before Taking the Plunge

The Aspiring Administrators Program is for outstanding educators considering administrative careers. The program encourages these individuals to learn from administrators for an introduction to topics, issues, problems, and other facets of school administration. Please accept this opportunity to impact our profession by nominating one of your staff. Services include:

- Receipt of AWSA publications.
- Attendance at the Aspiring Administrator Workshop (held in two locations in March) at a reduced registration fee.
- Free admission to grade-level conventions, subject to space limitations.*
- Access to AWSA staff members for information and advice.

**March 17, 2021**
**Location: TBD**

**March 24, 2021**
**Location: TBD**

**AWSA reserves a limited number of seats for Aspiring Administrators at AWSA-only sponsored conferences on a first come/first served basis for each event.*

# AWSA Academies: Focused, In-Depth Learning

## Which academy is right for me?

Over time at AWSA, we have developed a number of academies that provide a depth of learning and growth for education leaders in the most complex areas of the work. Each of these academies involves a series of sessions designed to help participants engage deeply in their learning, with enough opportunity to apply and integrate what they are learning throughout the series so that such efforts can meaningfully take hold in local leadership action.

Given many leadership demands, choosing the most appropriate route for deep learning and support can often present considerable challenge. We have designed the following table to help leaders think through their greatest local needs and then consider the AWSA academy that would best address that need.

| If your identified need is _ _ _ _ _ _ _, | Then consider the _ _ _. |
|---|---|
| A) Gaining support and coaching as an administrator in your first year of service. | New Building Administrators Academy |
| B) Building focus and coherence of your system's improvement agenda and related short-term cycles of intentional action, leading to significant adult practice and student achievement gains. | School Administrators Institute for Transformational Leadership (SAIL) |
| C) Analyzing and deeply problem-solving the complex challenges of equity to address persistent opportunity achievement gaps, however they are manifested within your local community. | Leading for Equity Academy |
| D) Implementing or sustaining professional learning communities as a means to ensure high levels of student achievement and engagement. | Leading Professional Learning Communities |
| E) Developing the capacity to provide coaching and feedback that is aligned to high expectations, standards, and research-based effective instructional practices. | Impactful Coaching Academy |
| F) Developing assessment literacy capacity in order to lead continuous improvement efforts that focus on high quality teaching, learning, and organizational excellence. | Data Leadership Academy |
| G) Supporting building leaders to reflect on their impact utilizing a continuous improvement mindset. | Supporting Principal Excellence |
| H) Shifting from *surviving* as an administrator to *thriving* as an effective and balanced learning leader who is developing a learning organization. | Building Effective Leadership Academy |
| I) Building resilience in your students / staff and addressing local mental health challenges. | Mental Health and Resilience Academy |

# AWSA Academies: Dates and Locations

Wisconsin is a large state and weather can compromise attendance for educators. Therefore, AWSA is committing to a rotating regional approach in locations for our academies. The following calendar reflects our offerings and their rotating locations for the next two years. It's important to recognize that some offerings are repeated in different locations in a given year.

| Region | 2020-21 | 2021-22 |
|---|---|---|
| **Fox Valley** | • Leading for Equity Academy<br>• Leading Professional Learning Communities<br>• Mental Health & Resilience Academy<br>• Data Leadership Academy | • New Building Administrators Academy<br>• Impactful Coaching Academy<br>• Building Effective Leadership Academy |
| **Central** | • Data Leadership Academy<br>• New Building Administrators Academy<br>• SAIL Academy<br>• Impactful Coaching Academy | • Leading for Equity Academy<br>• New Building Administrators Academy<br>• SAIL Academy |
| **Eau Claire Area** | • Leading for Equity Academy | • Data Leadership Academy |
| **Southern Area** | • Impactful Coaching Academy<br>• Building Effective Leadership Academy<br>• New Building Administrators Academy<br>• Leading for Equity Academy | • Leading for Equity Academy<br>• Leading Professional Learning Communities<br>• Mental Health & Resilience Academy<br>• Data Leadership Academy<br>• New Building Administrators Academy<br>• Impactful Coaching Academy |

# New Building Administrators Academy

The New Building Administrators Academy provides the guidance, support, and networking necessary for school-level administrators to succeed in year one and beyond.

The NBAA does this by providing:

- Just-in-time and ongoing professional learning throughout the course of the first year
- Examples of best practices and thoughtful approaches that address major responsibilities of school-level leadership
- An abundance of resources to assist with on-the-job questions, concerns, and experiences
- A professional network of job-alike peers facilitated by first-rate administrative veterans

## Learning Objectives:

1. Examine the School Leader Paradigm to understand the personal, social and systems intelligences needed to effectively lead a learning organization.
2. Learn strategies for building relationships with all stakeholders.
3. Understand how to assess local context and culture.
4. Explore personal and organizational management systems.
5. Establish a professional learning network for growth and support.

## Leading Objectives:

1. Impart your why, both verbally and nonverbally, through multiple communication channels.
2. Apply questioning techniques and coaching strategies that lead to educator reflection on practice and impact.
3. Identify your school's most critical problems of practice within the School Leader Paradigm domains.
4. Develop clear processes for time and task management.
5. Identify and connect with your PLN thought leaders and accountability partners.

## Dates and Locations:

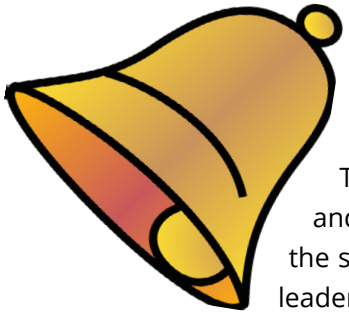
This academy includes three full-day workshops and two webinars.

**Participants in the New Building Administrator Academy also have the opportunity to work with a personal coach on a monthly basis at no additional cost. These coaches are current and former principals who have demonstrated leading schools of equity and excellence.**

| Dates & Location |
|---|
| August 10, 2020<br>Hilton Garden Inn \| Sun Prairie |
| November 10, 2020<br>Hilton Garden Inn \| Wausau |
| April 27, 2021<br>Holiday Inn \| Stevens Point |

| Webinar Dates |
|---|
| October 6, 2020<br>1:00 - 2:30 PM |
| January 12, 2021<br>1:00 - 2:30 PM |

# Building Effective Leadership Academy



Participants of AWSA's New Building Administrators Academy (NBAA) regularly provide strong feedback, where more than 90% attest to the positive impact that the NBAA's timely, tailored, and relevant cohort learning approach has had upon the launching of their administrative careers in year one.

The Building Effective Leadership (BEL) Academy is designed to support principals and associate principals through a similar cohort approach three times during the school year for relevant, ongoing professional learning specifically designed for leaders serving in years 2-5 who want an **integrated, cohort approach** to leadership development rather than a deep dive into a specific area of the work that is typically provided by one of our existing AWSA Academies. Research shows that the greatest amount of principal turnover occurs during these crucial early years. The BEL Academy is focused on not just helping a leader *survive* this critical career window, but *thrive* as an effective and balanced learning leader who is developing a learning organization.

Please note: although the BEL Academy is targeted for supporting leaders in years 2-5 of their administrative journey, this academy is open to any experienced administrator who wants to meet the following objectives through BEL's cohort approach.

### Learning Objectives:

1. Clarify and integrate who you are and what you do to maximize your purpose as a learning leader.
2. Gain means for effectively addressing complex issues of school culture using the School Leader Paradigm.
3. Identify key school stakeholders to develop shared, distributed leadership.
4. Expand your tool box for leading deep systems change to improve learning through sharing.
5. Leverage your professional network (PLN) to provide inspiration and support ongoing transformation.

### Leading Objectives:

1. Apply cycles of inquiry to the most critical problems of practice in your school so that you can leverage results and model the life of continuous growth as a learning leader developing a learning organization.
2. Operationalize time and process management techniques into a high-impact weekly calendar that promotes proactive leadership.
3. Refine key shared leadership structures in the school.
4. Deepen your legacy by developing knowledge and skill in growth-focused supervision and critical conversations.
5. Embed habits and disciplines of self-care that help you lead an effective and sustainable career without losing your wholeness as a human being.

**Note: Participants in the BEL Academy also have the opportunity to work with a personal coach on a monthly basis at no additional cost.**

| Dates and Locations |
|---|
| July 28-29, 2020 \| Hilton Garden Inn, Sun Prairie |
| October 26-27, 2020 \| Hilton Garden Inn, Sun Prairie |
| February 22-23, 2021 \| Hilton Garden Inn, Sun Prairie |

### Dates and Locations:

This Academy includes three, two-day workshops taking place throughout the year. Please see the table for dates and locations.

# Leading for Equity Academy

In order for Wisconsin's students to be prepared for their futures and Wisconsin's communities to remain strong in a global economy, it is imperative that all students graduate college and career ready. As Wisconsin's student population becomes increasingly diverse, the persistence of disparities in the educational system poses real challenges to opportunity and economic progress.

AWSA and WASDA are pleased to share that Dr. Colleen Capper (UW-Madison) and Dr. Elise Frattura (UW-Milwaukee) will once again partner with Dr. Joe Schroeder (AWSA) to facilitate the 2020 Leading for Equity Academy. Drs. Capper and Frattura have dedicated their professional lives to equity work in education; have co-authored three books and over 60 refereed articles on the subject; and have co-created a highly regarded, research-based, and field-tested approach called Integrated Comprehensive Systems (ICS), which provides a baseline assessment, framework, and process that education leaders can use to thoughtfully address existing inequities in their organizations from a systems approach.

The Leading for Equity Academy (LEA) will engage you in a deep analysis of your school/district so that you are equipped to thoughtfully address complex problems of equity and effectively action plan next steps to tackle persistent -- but not insurmountable -- opportunity gaps, however they are manifested within your local community. This academy fosters application of learning and related plans with timely opportunities for reflection and adjustments so that participants can cultivate sustainable practices and mindsets back home. The overall goal of the LEA is to help leaders across Wisconsin provide schools of equity and excellence for their communities. Registering for the LEA provides free access to ICS modules (Capper and Frattura) for the 2020-21 school year. Continued module access after this will require purchase of a license, at a discounted rate, directly from ICS.

In addition, if participants implement the continuous improvement process learned during this academy, then it meets state requirements for a school learning objective under Educator Effectiveness.

### Learning Objectives:

1. Learn foundational concepts in the following areas related to leading for equity: the history of marginalization; assets- vs. deficits-based thinking; identity development; and equity research themes.
2. Understand how to construct *equity non-negotiables* and *co-plan to co-serve teams* and how they both function to disrupt a cycle of marginalization.
3. Demonstrate how to transform adult roles and responsibilities that support identity-relevant teaching and learning for all students.
4. Grasp how to leverage local policy, procedures, and funding to eliminate inequities.

### Leading Objectives:

1. Conduct a comprehensive school/district equity audit.
2. Create a draft equity non-negotiables document to guide the local school/district's improvement journey.
3. Develop a local school/district equity action plan, indicating which specific equity steps will be addressed each year.

### Dates and Locations:

The LEA includes three full-day workshops. Choose from one of three cohorts.

| Cohort One: Eau Claire | Cohort Two: Green Bay | Cohort Three: Madison |
|---|---|---|
| July 14-16, 2020 \| The Lismore | August 4-6, 2020 \| Hyatt Regency | August 11-13, 2020 \| Sheraton |

# Impactful Coaching Academy

The educator effectiveness model provides growth opportunities for teachers, principals and other valued staff in our school districts today. This model requires principals, supervisors, and coaches to be highly effective at providing feedback.

Whether your school has instructional coaches or you're trying to build teacher leadership capacity, all staff desire and deserve coaching and feedback aligned to high expectations, standards, and research-based effective instructional practices. In this professional learning opportunity, participants will further develop the capacity to provide coaching and feedback for reflection.

### Learning Objectives:

1. Identify and explicitly address the impact of instructional practice on student engagement and achievement through coaching conversations.
2. Demonstrate knowledge of questioning techniques that generate educator reflection on practice and impact.
3. Examine protocols for coaching conversations and determine how and when to use them effectively.
4. Demonstrate knowledge of the conditions required for successfully engaging in a crucial conversation.

### Leading Objectives:

Participants, through observation and feedback will meet two or more of the following key practice outcomes:

1. Apply questioning techniques and coaching strategies that lead to educator reflection on practice and impact.
2. Demonstrate effectiveness in delivering observation feedback using a balanced analysis approach (claim, evidence, impact).
3. Provide video evidence of application of coaching skills learned.

### Dates and Locations:

This is a four-day Academy which includes two days back-to-back followed by a third and fourth day after application of learning.

| Cohort Option: Waukesha Area |
|---|
| July 21-22, 2020 \| Ingleside, Waukesha |
| October 13, 2020 \| Ingleside, Waukesha |
| November 12, 2020 \| Ingleside, Waukesha |

| Cohort Option: Stevens Point Area |
|---|
| January 13-14, 2021 \| Holiday Inn, Stevens Point |
| March 4, 2021 \| Holiday Inn, Stevens Point |
| April 15, 2021 \| Holiday Inn, Stevens Point |

# Impactful Coaching Academy: Advancing Your Skills

Educators and school leaders have many conversations in a day. These conversations, often focused on teaching and learning, can have a significant impact on improvement efforts in a school as it relates to student achievement and engagement. Conversations that foster a positive educational environment and support the diverse cultural and learning needs of students and classroom problems of practice is the focus of this two day offering.

This "refresher" will assist educators and school leaders in increasing already developing skills by engaging in coaching simulations that use targeted questioning and conversation strategies.

| Dates and Location |
| --- |
| October 14, 2020 \| Hilton Garden Inn, Sun Prairie |
| February 2, 2021 \| Hilton Garden Inn, Sun Prairie |

This offering is for any educator and school or district leader who has *already* participated in the four-day Impactful Coaching Academy.

# Data Leadership Academy

The Data Leadership Academy is designed to help leaders and leadership teams develop an inquiry mindset, data use culture, and capacity to lead continuous improvement efforts that focus on high quality data-informed teaching, learning, and systems improvement.

During each session, team members will learn, reflect, discover, refine, and design strategies to enhance their own leadership systems through hands-on inquiry using their own data throughout the year.

In addition, if participants implement the continuous improvement process learned during this academy, then it meets state requirements for a school learning objective under Educator Effectiveness.

### Learning Objectives:

1. Understand the conditions for leading a data use culture and inquiry mindset.
2. Grasp data leadership policies and protocols to protect student privacy and improve data quality.
3. Understand effective structures and strategies for leading inquiry into both student and practices/systems data that inform adult practice.
4. Learn relevant WISE tools that enhance and simplify the data inquiry process.

### Leading Objectives:

1. Conduct a local assessment of data-informed leadership and analyze results for action planning.
2. Develop a school year calendar to organize team data inquiry with data source access at leadership and teacher team levels.
3. Analyze local and state data sources through root cause analysis to engage in inquiry for the purpose of identifying priorities for improving student learning.
4. Implement an investigation into practices and systems to inform theories of action, plan for improvement, and determine needs for program evaluation.

### Dates and Locations:

This Academy which includes two days back-to-back followed by a third and fourth day after application of learning.

| Dates and Locations |
| --- |
| October 1-2, 2020 \| Best Western, Oshkosh |
| December 3, 2020 \| Best Western, Oshkosh |
| March 3, 2021 \| Best Western, Oshkosh |

| Dates and Locations |
| --- |
| October 1-2, 2020 \| Hilton Garden Inn, Wausau |
| December 3, 2020 \| Hilton Garden Inn, Wausau |
| March 3, 2021 \| Hilton Garden Inn, Wausau |

# Leading Professional Learning Communities

This academy will help you build or advance collaborative learning teams in your school or district. Equip yourself, or better yet, a team, to sustain a professional learning community that ensures high levels of student learning and engagement. The academy is designed to help you through unique challenges and will target areas such as leadership, assessment, collaboration and more. Specific areas that will also be addressed in the academy include growing team capacity to have hard conversations, analyzing student work, and protocols for addressing improvement areas identified and informed by data.

**New in 2020-21, co-facilitation will be done by Tammy Gibbons, AWSA Director, and three additional school leaders currently demonstrating success with leading professional communities right here in Wisconsin.**

Since this academy builds on the Professional Learning Communities at Work Institute, hosted by Solution Tree, it is recommended that at least one member of the registered team should have attended an Institute in the past.

### Learning Objectives:

1. Understand the elements of a professional learning community and the collaborative team process.
2. Grasp the structure and benefits of utilizing both a guiding coalition and reciprocal accountability.
3. Examine protocols and structures that guide and support the implementation of professional learning communities.
4. Identify strategies for creating shared knowledge/direction as well as overcoming implementation obstacles.

### Leading Objectives:

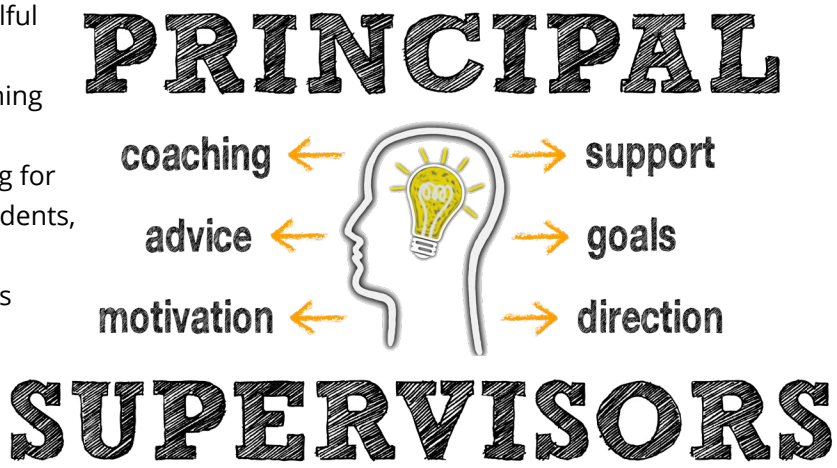
1. Demonstrate the use of effective protocols and structures to guide and support the implementation of professional learning communities.
2. Exhibit evidence of leading a healthy culture built upon a foundation of strong trusting relationships.
3. Act as an agent of change as demonstrated by the utilization of a guiding coalition, decision-making, communication, analysis, and implementation efforts.
4. Demonstrate a continuous improvement mindset through ongoing implementation assessment.

**Dates and Locations:** This Academy which includes four full day workshops.

| Dates and Locations |
| --- |
| August 18, 2020 \| Best Western, Oshkosh |
| November 4, 2020 \| Best Western, Oshkosh |
| January 20, 2021 \| Best Western, Oshkosh |
| March 9, 2021 \| Best Western, Oshkosh |

# Supporting Principal Excellence

Today's school administrators need skillful support from leaders of teaching and learning. Leaders who believe in coaching as a vehicle for developing exemplary leadership. The WASDA-AWSA Coaching for Leaders Academy will equip superintendents, central office leaders, and others who directly support principals with the tools and practices that enhance principal performance in leading schools of equity and excellence for student success.




The Academy's overarching goal is to assist with the development of instructional leadership skills that deliver breakthrough results or all students.

### Learning Objectives:

1. Identify strategies to determine best practices in teaching and learning.
2. Understand how to use evidence of principal practice to identify next steps of leader improvement that foster a positive educational environment and support the diverse cultural and learning needs of students.
3. Learn a process for determining local academic priorities and problems of practice.
4. Understand how to identify a shared problem of practice and recognize strategies to impact change.

### Leading Objectives:

1. Analyze coaching conversations and scenarios for effectiveness and intended impact.
2. Promote reflection on impact by engaging leaders in coaching simulations that use targeted questioning and conversation strategies.
3. Engage in a relationship with a principal for the purpose of practicing and analyzing coaching skill.
4. Facilitate coaching conversations that ensure equity and excellence in schools.

### Dates and Locations:

Choose from one of two cohorts.

| Cohort Options | Cohort One | Cohort Two |
|---|---|---|
| | October 15, 2020<br>Holiday Inn \| Stevens Point | October 16, 2020<br>Holiday Inn TAC \| Madison |
| | December 2, 2020<br>Holiday Inn \| Stevens Point | December 1, 2020<br>Holiday Inn TAC \| Madison |
| | January 7, 2021<br>Holiday Inn \| Stevens Point | January 15, 2021<br>Holiday Inn TAC \| Madison |
| | March 11, 2021<br>Holiday Inn \| Stevens Point | March 19, 2021<br>Holiday Inn TAC \| Madison |

# SAIL Academy

One of the greatest challenges in education is to maintain focus on what matters most for student learning amid the daily demands of the job and within an environment of unprecedented expectations for student results. Yet within this context, research asserts the importance of concentrated and sustained effort: schools that focus and develop deep knowledge and skill on a "vital few" improvement strategies outperform those that lack focus.

SAIL is designed to assist school and district leadership teams in creating a coherent and connected plan for transforming education at the local level within a complex environment, and in the process, instill confidence throughout the system for powerfully moving forward.

The continuous improvement process learned during this academy also meets legal requirements under:

- Every Student Succeeds Act (ESSA) for identified schools (ATSI, TSI, CSI)
- Individuals with Disabilities Education Act (IDEA) for identified districts (Needs Assistance and/or racial

## Learning Objectives:

1. Demonstrate foundational knowledge of coherence components that build deep organizational impact.
2. Identify and address root cause problems of practice at the instructional, organizational, and leadership levels.
3. Examine how long-term phases of change can inform and guide short-term implementation and inquiry cycles.

## Leading Objectives:

1. Move organizational practice to the *accelerating* level or beyond in a minimum of six components of the Coherence Progression (Fullan and Quinn, 2016).
2. Develop and advance one or more 100-day implementation and monitoring action plans with milestones meeting 75% or more of the identified quality indicators.
3. Develop one or more adult learning frameworks meeting quality indicators in an area of instructional focus.

## Dates and Locations:

SAIL is a two-year, cohort program. Those districts/schools/team members registering are making a commitment to the SAIL program and to other cohort teams for the full two years of the program, starting June 2020.

| Dates and Locations Year One |
|---|
| June 22-24, 2020<br>Kalahari Resort \| Wisconsin Dells |
| November 19, 2020<br>Wilderness \| Wisconsin Dells |
| March 3, 2021<br>Wilderness \| Wisconsin Dells |

# Mental Health and Resilience Academy

Meeting the rising mental health needs of school communities is an increasing challenge for education leaders. The Mental Health and Resilience (MHR) Academy is designed to grow capacity in Wisconsin's School Mental Health Framework and related efforts. The overall goal is to equip leaders with easy-to-access resources, tools, and application examples so that relevant, local action can be thoughtfully implemented and monitored.

In order to leverage the impact on the local school community, participants are encouraged to register in teams of three or more leaders, which include school-level administrators, student services team members, and, potentially, district-level administrators.

## Learning Objectives:

1. Develop foundational knowledge in the three universal level components of Wisconsin's School Mental Health Framework:
   - Social and Emotional Learning (SEL)
   - Trauma-Sensitive Schools (TSS)
   - Compassion Resilience (CR)
2. Examine how providing mental health supports impacts school climate, school safety, and academic achievement.
3. Understand key system features of MLSS (Multi-Level System of Supports) and how they interface in addressing student mental health.
4. Learn how to strategically select and implement universal concepts in a way that is meaningful and manageable.
5. Identify tools and resources that support a local action plan.

## Leading Objectives:

1. Conduct a mental health / wellness audit and identify entry points at both the school and community level.
2. Facilitate the integration of a selected mental health component (e.g., TSS) into at least one existing local improvement strategy.
3. Identify and use evidence-informed assessment tools to continuously monitor mental health services and supports.

## Dates and Locations:

This Academy includes three full-day seminars and three 90-minute webinars throughout the year.

| Dates & Location | Webinar Dates |
|---|---|
| September 22, 2020<br>Best Western Premier Waterfront Hotel \| Oshkosh | January 6, 2021<br>1:30 PM |
| November 11, 2020<br>Best Western Premier Waterfront Hotel \| Oshkosh | February 9, 2021<br>1:30 PM |
| March 16, 2021<br>Best Western Premier Waterfront Hotel \| Oshkosh | April 20, 2021<br>1:30 PM |

# School and District Workshops: Bringing Professional Leadership to Your Door

There may be times when traveling to a workshop or conference doesn't fit your leadership or budget needs.

That's why Joe Schroeder and Tammy Gibbons have developed half-day and full-day workshops to take to your school, district, athletic conference, or local principals' group.

During these workshops you will work on developing, creating, analyzing and sustaining leadership practices and systems in which teachers and students will be supported and successful. These workshops are interactive, informative, and go beyond "sit and get" by engaging AWSA members in the opportunities and challenges they are facing today, with results that will continue tomorrow and into the future.

### Available workshops with Tammy:

- Developing a Coaching Mindset
- Teacher Leaders Development
- Implementation Planning
- Assessment and Grading Strategies

### Available workshops with Joe:

- Managing to Lead
- Teacher / Principal Effectiveness
- Succeeding as a Change Leader in Changing Times
- Growing and Focusing Your Staff
- Motivating and Engaging Every Student: Where Success for All Begins

## To Contact Joe Schroeder or Tammy Gibbons

**for additional information**

**call (608) 241-0300**

**or email**

**joeschroeder@awsa.org**

**tammygibbons@awsa.org**

# Information, Networking, & Communication Support

## AWSA Update Bulletin

AWSA's Update Bulletin is our electronic newsletter, emailed to members every other week. The bulletin contains up-to-date state news, professional articles, DPI news, legal updates, and professional development opportunities.

The Update is available in Elementary, Secondary, and District editions to best suit your needs and interests. The most current Update and archived articles can be found at www.awsa.org.

## Wisconsin Education News

A daily compilation of news stories is sent right to your inbox, Monday through Friday, giving you a statewide perspective on legal, budgetary, and regulatory issues, as well as success stories and award-winning programs.

The Wisconsin Education News is also posted daily on the AWSA website.

Once a month, AWSA brings you the MAIN IDEA which creates an 8-page summary of a current education book each month. This summary contains the core ideas of the book, and organizes those ideas with enough accompanying details and examples so you can have a working knowledge of its content.

At the end, THE MAIN IDEA includes a full page of suggestions for ways to use the ideas in the book for professional development of your staff.

Every week AWSA brings you the *Marshall Memo*. Published since 2003, it is designed to keep principals and other educators well-informed on current research and best practices in the field. Kim Marshall, drawing on his experience as a teacher, principal, central office administrator, consultant, and writer, lightens the load of busy educators by serving as their "designated reader."

To produce the *Marshall Memo*, Kim subscribes to 44 carefully-chosen publications and looks through scores of articles each week to select 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, provides links to full articles when available, and highlights a few striking quotes.

# Information, Networking, & Communication Support

## Networking

Providing opportunities for busy leaders to network is important to us at AWSA. Google Communities are provided to members as a venue to pose a question, learn from others and engage with principals across our state. Join any one of the existing communities and begin networking today!

- **Elementary Leaders Forum**
- **Associate Principals Forum**
- **Middle & High School Leaders Forum**
- **District Learning Leader Forum**

## Communication Support

Effective school leaders engage stakeholders in meaningful ways to promote student success. The following resources support you in this important work.

### Crisis Communications

One of the most important aspects of dealing with a crisis is knowing what to communicate, along with to whom and how. With this in mind, the Donovan Group, an education-focused communications firm, provides crisis communications support to AWSA members. The AWSA website includes information related to contacting the Donovan Group and comprehensive resources for communicating in crisis situations.

### Communication Tools

Are you maximizing your website, social media and other communications tools to engage key stakeholders in support of your students? AWSA provides communication tools to help you assess your communication strengths and help identify areas of growth. We will provide you with information about how to improve your communications efforts, consider current communications practices, and select the tools needed to help make the effort easier.

# A Commitment to Professional Learning for Equity and Excellence

| Learning Leadership | Data Use & Performance Management | Productive School Culture | Operations Management | Communications & Community Engagement | Professionalism & Advocacy |
|---|---|---|---|---|---|
| • Model and lead an inclusive school of high expectations for all regardless of race, class, culture, language, gender, orientation and disability.<br>• Guide the development of a vision that places students at the center and that builds a shared understanding and commitment to each student's academic success and well-being.<br>• Identify and use high-quality research and data-based strategies and practices that inform teaching and increase learning for every student.<br>• Model lifelong learning by continually deepening understanding and practice related to content standards, assessment, data, teacher evaluation, and professional learning strategies.<br>• Ensure that frequent, ongoing educator development and feedback leads to rigorous, relevant, and engaging education for all students.<br>• Develop a repertoire of effective strategies for coaching/teacher development that leads to actionable feedback.<br>• Model and encourage risk-taking to promote growth, change, and innovation.<br>• Support the development of personalized learning systems that provide opportunities to maximize the potential of all students and instill a love of learning. | • Develop assessment literacy and use/develop data systems to identify strengths and gaps between goals and areas for improvement.<br>• Situate sources of information and data analysis within a cycle of inquiry to identify, facilitate, and monitor a focused improvement agenda that recognizes phases of implementation, engaging staff and community stakeholders as appropriate into the process.<br>• Utilize a systems perspective to promote coherence among improvement efforts and develop the capacity to lead continuous improvement that focuses on high quality teaching, learning, and organizational excellence.<br>• Create systems for professional support, including growth-oriented observations, analysis, and reflection.<br>• Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.<br>• Consistently use evaluation results and other relevant data to promote individual and school growth and to inform school improvement planning. | • Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.<br>• Develop shared commitments and collective responsibility for providing an intellectually challenging, culturally responsive school environment that maintains accountability to all students .<br>• Utilize shared decision-making and collaboration to build relationships and to enhance positive school/district morale.<br>• Advocate for and create collaborative systems and distributed leadership responsibilities that support student and staff learning.<br>• Promote a digital-age learning culture in schools and organizations.<br>• Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. | • Implement practices to recruit, develop, and retain a student-centered, diverse, high-performing staff.<br>• Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.<br>• Generate, align, and leverage resources for the sound stewardship of the school's resources.<br>• Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.<br>• Use effective tools, skills, and knowledge of strategic, long-range, and operational planning to continuously improve the operational system. | • Communicate school goals, learning expectations, challenges, improvement plans and progress to all stakeholders, and vary communication strategies to be responsive to a variety of audiences with different backgrounds and perspectives.<br>• Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.<br>• Demonstrate cultural competence to improve teaching and learning and community engagement.<br>• Assess effectiveness of different communication strategies and adapt as necessary (e.g., retooling message, expanding scope of communication).<br>• Solicit and respond to contact from parents and community members in a timely and meaningful way.<br>• Provide timely, professional, and effective crisis and media communication when warranted.<br>• Model and promote the frequent and effective use of technology for communication, learning, and results. | • Articulate, advocate, and cultivate core values that demonstrate high expectations for equity, inclusiveness, and social justice.<br>• Demonstrate and communicate a working knowledge and understanding of state/federal public education regulations and laws, as well as school district policies.<br>• Foster the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional learning.<br>• Communicate, collaborate, and connect effectively with the school board, staff, families, policy makers, and the community.<br>• Develop relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect education to advocate for student and system needs.<br>• Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance.<br>• Contribute to, enhance, and support the development of the profession maintaining a healthy work-life balance. |

# Why AWSA? Because Leadership Matters!

Because Leadership Matters!

## Staff

Jim Lynch.....Executive Director
Joe Schroeder.....Associate Executive Director
Tammy Gibbons.....Director of Professional Development
Kathy Gilbertson.....Coordinator of Professional Development
Steve Schroeder.....Coordinator of Administration & Analysis
Jena Sebald.....Coordinator of Communications & Technology
Robin Herring.....Coordinator of Membership & Operations
Diane Brzezinski.....Coordinator of Association Management
Norene Hooker.....Administrative Assistant
John Forester.....Director of Government Relations
Malina Piontek.....Attorney (retained)
Joe Donovan.....Communications Consultant (retained)

## Board of Directors

Information Below Reflects the 2019-20 Board

President..... Trisha Detert
President Elect..... Dan Carter
Past President ..... Richard Flaherty

Danielle Bosanec..... Region 1 Co-Director
Ellis Turrentine ..... Region 1 Co-Director
Paul Brost..... Region 2 Co-Director
Dan Carter ..... Region 2 Co-Director
Carmen Burkum..... Region 3 Director
Nicki Pope ..... Region 4 Director
Jerry Pritzl..... Region 5 Director
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Cindy Olson ..... Region 7 Director
Adam DeWitt ..... Region 8 Director
Anita Mattek ..... Region 9 Director
Sue Kern..... Region 10 Director
Sara Eichten..... Region 11 Director
Dave Scholz..... Region 12 Director

Richard Parks..... WFEA Trustee

## Coming in 2021-22: School Administrative Assistants' Conference

Coming in the 2021-22 school year AWSA will have a new offering called the School Administrative Assistants' Conference. Taking place July 28-29, 2021 at the Holiday Inn in Stevens Point, this conference will focus on in-depth professional learning opportunities for school administrative assistants.

## Contact AWSA

Association of Wisconsin School Administrators
4797 Hayes Road, Suite 103, Madison, WI 53704
www.awsa.org - (608) 241-0300

*For questions about accessibility or to request special assistance during any of our events, please contact Kathy Gilbertson at kathy@awsa.org. Three weeks advance notice is required to allow us to provide seamless access. If you need to cancel the special request, this must be done at least 3 working days prior to the start of the event. See registration cancellation policy on the event's web page for how to cancel your conference registration.*

WISCONSIN FOUNDATION for EDUCATIONAL ADMINISTRATION
A Foundation of the Association of Wisconsin School Administrators, Inc.
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