



2022-23 Professional Learning Catalog

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Coherence and Capacity Building

AWSA has identified **six “core pillars”** that are the focus of our professional learning opportunities. AWSA maintains these pillars by annually reviewing: administrative standards, research on high-impact leadership practices, and member input.

These pillars include:

- Learning Leadership
- Data Use and Performance Management
- Collaborative Professional Culture
- Operations Management
- Communications and Community Engagement
- Professionalism and Advocacy

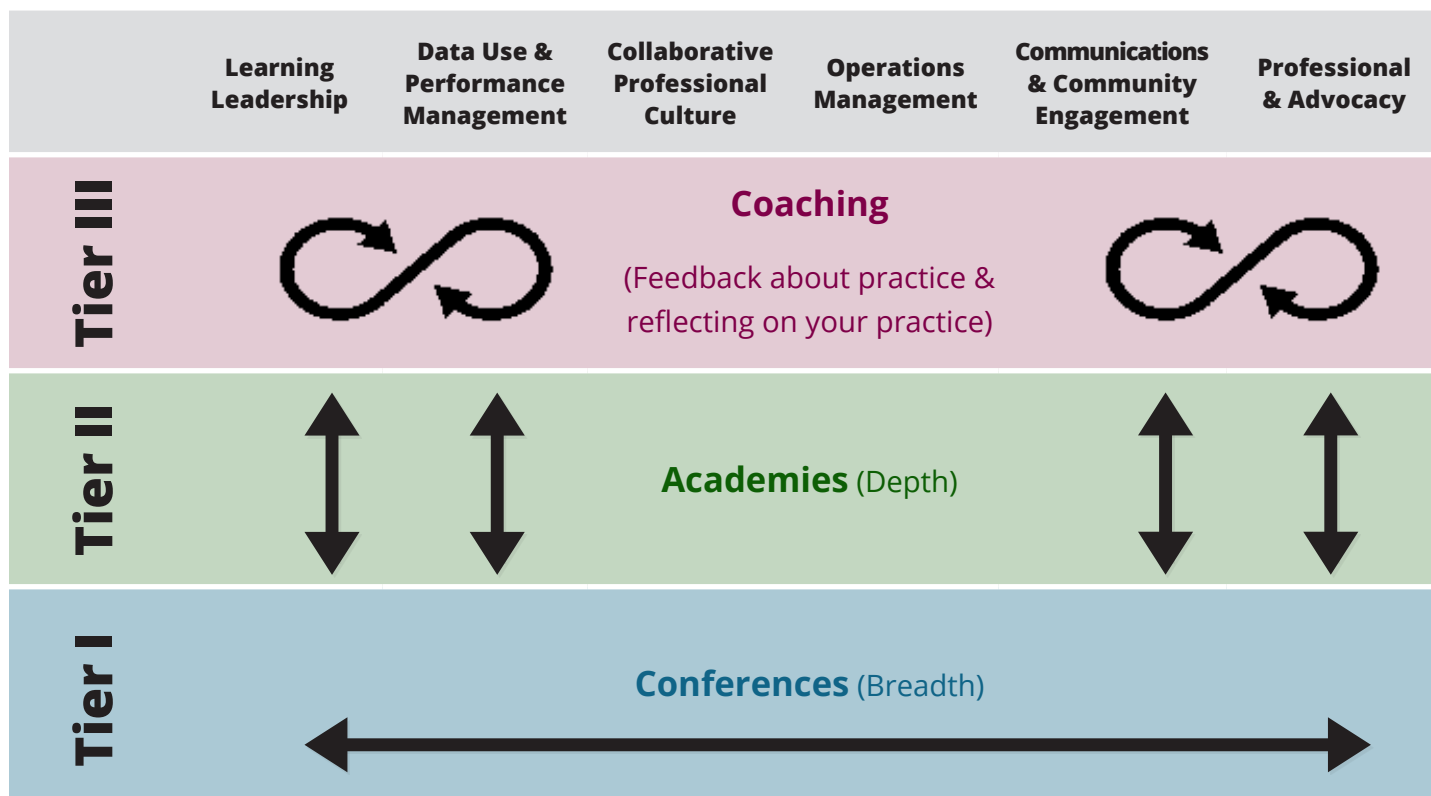
Capacity Building: Three Tiers of Professional Learning

AWSA provides tiered opportunities to meet school leaders’ full range of learning needs:

Tier I - “Conferences” provide professional learning, information and networking opportunities across the administrator standards (breadth).

Tier II - “Academies” provide focused training on targeted pillars and related high-leverage practices and competencies for leaders (depth).

Tier III - “Coaching” to further equip leaders with tools and strategies to lead effectively.



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
<ul style="list-style-type: none"> Model and lead an inclusive school of high expectations for all regardless of race, class, culture, language, gender, orientation and disability. 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. Identify and use high-quality research and data-based strategies and practices that inform teaching and increase learning for every student. Model lifelong learning by continually deepening understanding and practice related to content standards, assessment, data, teacher evaluation, and professional learning strategies. Ensure that frequent, ongoing educator development and feedback leads to rigorous, relevant, and engaging education for all students. Develop a repertoire of effective strategies for coaching/teacher development that leads to actionable feedback. Model and encourage risk-taking to promote growth, change, and innovation. Support the development of personalized learning systems that provide opportunities to maximize the potential of all students and instill a love of learning. 	<ul style="list-style-type: none"> Develop assessment literacy and use/develop data systems to identify strengths and gaps between goals and areas for improvement. 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. 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. Create systems for professional support, including growth-oriented observations, analysis, and reflection. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement. Consistently use evaluation results and other relevant data to promote individual and school growth and to inform school improvement planning. 	<ul style="list-style-type: none"> 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. Develop shared commitments and collective responsibility for providing an intellectually challenging, culturally responsive school environment that maintains accountability to all students. Utilize shared decision-making and collaboration to build positive school/district morale. Advocate for and create collaborative systems and distributed leadership responsibilities that support student and staff learning. Promote a digital-age learning culture in schools and organizations. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. 	<ul style="list-style-type: none"> Implement practices to recruit, develop, and retain a student-centered, diverse, high-performing staff. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. Generate, align, and leverage resources for the sound stewardship of the school's resources. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. Use effective tools, skills, and knowledge of strategic, long-range, and operational planning to continuously improve the operational system. 	<ul style="list-style-type: none"> 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. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. Demonstrate cultural competence to improve teaching and learning and community engagement. Assess effectiveness of different communication strategies and adapt as necessary (e.g., retooling message, expanding scope of communication). Solicit and respond to contact from parents and community members in a timely and meaningful way. Provide timely, professional, and effective crisis and media communication when warranted. Model and promote the frequent and effective use of technology for communication, learning, and results. 	<ul style="list-style-type: none"> Articulate, advocate, and cultivate core values that demonstrate high expectations for equity, inclusiveness, and social justice. Demonstrate and communicate a working knowledge and understanding of state/federal public education regulations and laws, as well as school district policies. Foster the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional learning. Communicate, collaborate, and connect effectively with the school board, staff, families, policy makers, and the community. 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. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance. Contribute to, enhance, and support the development of the profession maintaining a healthy work-life balance.

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 12-14, 2022 | Hyatt Regency, Green Bay

Associate Principals Conference

January 25-27, 2023 | Madison Concourse Hotel

Middle & High School Principals Convention

February 8-10, 2023 | Kalahari Resort, WI Dells



Aspiring Superintendents Workshop

February 14, 2023 | 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
- Transitioning to the superintendency/entry plans
- Finding the district that is the right fit for you

School Leaders Advancing Technology in Education



December 5-7, 2022
Kalahari Resort, Wisconsin Dells

SLATE is a comprehensive educational technology convention created by several leading education associations to meet the needs of all schools and districts.

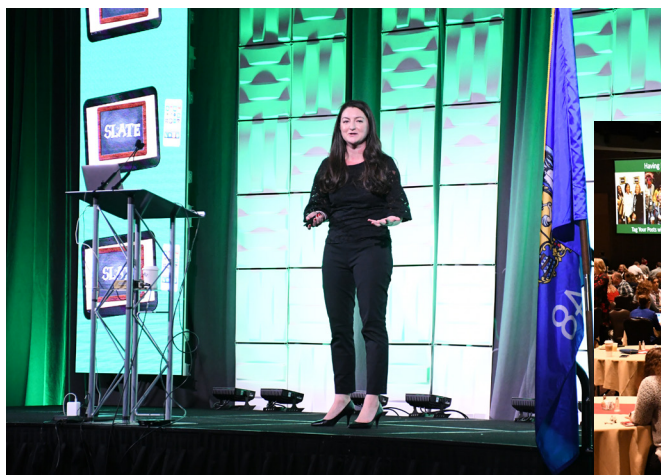
This convention is designed for a broad spectrum of educators including Teachers, Principals, Associate Principals, District Administrators, Library Media

Specialists, IT Coordinators, Directors of Curriculum and Instruction, and other school leaders.

Over the course of three days, educators of all backgrounds and expertise levels gather to learn about the newest in education technology, as well as practical tips and tricks to implement in their schools and districts.

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.

www.slateinwi.com



Managing to Lead

August 1, 2022 | Hilton Garden Inn, Sun Prairie

August 16, 2022 | Altoona High School Library, Altoona

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”.

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

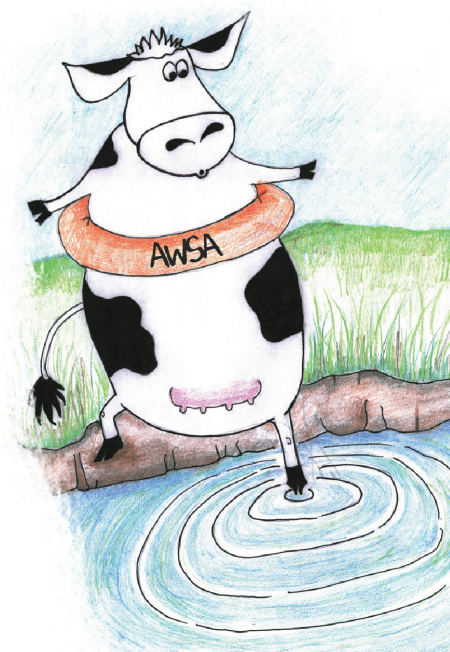
The Aspiring Administrators Program is for outstanding educators considering administrative careers. The program encourages these individuals to learn from administrators for an introduction to topics, issues, problems, and other facets of school administration. Please accept this opportunity to impact 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 23, 2023
Best Western Premier
Oshkosh

March 29, 2023
Hilton Garden Inn
Sun Prairie

**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.*



Which Academy Is Right For Me?

AWSA Academies

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 challenges. 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) 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
C) Promoting self-actualization of experienced learning leaders to ensure schools of equity and excellence that leave a lasting legacy.	Mastering Leadership 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) Analyzing and deeply problem-solving the complex challenges of equity to address persistent achievement gaps, however they are manifested within your local community.	Leading for Equity Academy
F) Improving literacy practices in your building and creating systems to ensure the success of all students.	Leading Literacy Academy
G) Developing the capacity to provide coaching and feedback that is aligned to high expectations, standards, and research-based effective instructional practices.	Impactful Coaching Academy: Advancing Your Skills
H) Supporting building leaders to reflect on their impact utilizing a continuous improvement mindset.	Supporting Principal Excellence
I) Improving school/community mental health through a systems approach.	Comprehensive School Mental Health Academy
J) Building focus and coherence of your system's continuous improvement agenda into related short-term cycles of intentional action and progress monitoring.	School Administrators Institute for Transformational Leadership (SAIL)

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.

This academy includes three full-day workshops and four 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.**

Full Day Sessions

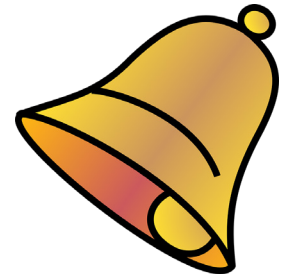
90 Minute Webinars

DATES and LOCATIONS	<p>August 12, 2022 Ingleside Hotel, Waukesha</p> <p>November 10, 2022 Jefferson Street Inn, Wausau</p> <p>April 26, 2023 Hilton Garden Inn, Sun Prairie</p>	<p>Sept. 21, 2022, 1pm - 2:30pm Oct. 5, 2022, 1pm - 2:30pm Jan. 11, 2023, 1pm - 2:30pm Feb. 28, 2023, 1pm - 2:30pm</p>

Building Effective Leadership Academy

Due to the incredibly busy nature of the work, it is very easy for an administrator to be a principal who “runs a school” without ever becoming a learning leader who is developing a learning organization. And that’s concerning because our schools and communities need not just building managers, but learning leaders (those who are able to cultivate the culture and systems of a learning organization over time) if we are to significantly make headway on our commitment to the success and well-being of every student under our care.

In response, the **BEL (Building Effective Leadership) Academy** is focused on not just helping a leader survive in the role, but rather thrive as an effective and balanced learning leader who is developing a learning organization. Essentially, the purpose of BEL is to help educational leaders become better versions of themselves so that schools get the learning leaders they need.



What Past Participants Have Said About BEL:

- Through my participation in the BEL Academy, I feel that I am more energized and purposeful in my role as a building leader. I continue to work on growing and strengthening my skills as a learning leader focused on the impact we are having on student learning and achievement. The BEL Academy has helped me to do that as they provided structures and tools for continuous improvement that are able to be implemented immediately.
- Through participation in BEL Academy, I have learned to be much more intentional as a leader with my time, energy, and resources. This experience has moved my school and me forward already in a short time and will have a lasting impact in the years to come. It was absolutely outstanding and I would recommend it to any aged leader.
- Through my participation in the BEL Academy, I was able to gain more balance in my life allowing me to improve my ability to serve as a learning leader in my school.

Among the Reasons for Joining the BEL Academy:

1. This Academy launches in late July, allowing you the opportunity to ready your plans and thinking from the opening BEL sessions in time for the fall semester.
2. Participants in the BEL Academy have the opportunity to work with a personal coach on a monthly basis at no additional cost.
3. Practicing administrators who successfully complete BEL will be reimbursed up to 75% of the registration fee.
4. 100% of the 2020-21 BEL Academy participants surveyed rated BEL as “excellent” or “above average” in the degree to which the academy met their expectations.

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.

DATES and LOCATIONS

July 26-27, 2022 | Hilton Garden Inn, Sun Prairie

November 2-3, 2022 | Hilton Garden Inn, Sun Prairie

February 21-22, 2023 | Hilton Garden Inn, Sun Prairie

Mastering Leadership Academy



The overarching goal for the **Mastering Leadership Academy (MLA)** is to promote the self-actualization of experienced learning leaders through the continuous growth of themselves and their learning organizations to ensure schools of equity and excellence.

We first launched the Mastering Leadership Academy (MLA) in 2021-22. In this initial year, the MLA was only offered by invitation to Wisconsin leaders identified by the Wisconsin Center for Educational Research (WCER) as among Wisconsin's most impactful principals due to the exemplary

growth, gap closing, and/or achievement they had been able to lead and sustain over several years for students in their schools. Input from our AWSA leadership commissions encouraged us to open this opportunity to all principals who possess the foundational skills from which to build.

Therefore, we are pleased to now offer the MLA to those highly dedicated school leaders who either

(A) are identified by the WCER through multi-year student results as one of Wisconsin's most impactful principals or

(B) strive to accomplish such results for all learners through prior participation in either the BEL (Building Effective Leadership) Academy or SAIL Academy. The MLA will build upon the foundation of learning leader knowledge and skills derived from these previous experiences.

Learning Objectives:

1. Learn and leverage the wisdom in the group to inform and assist leaders in addressing their biggest equity-based problem(s) of practice.
2. Utilize protocols that address relevant problems of practice and strategies for creating conditions/building capacity among all stakeholders.
3. Explore the systemization of cycles of inquiry around culture, systems, and learning to exhibit self-actualized leadership.
4. Learn how to unpack the School Leader Paradigm at the Dimension level to deepen understanding of masterful leadership and identify next edges of growth.

Leading Objectives:

1. Network with other learning leaders in a collaborative cycle of inquiry that addresses a deep-seated problem of practice in our field.
2. Advocate effectively, both locally and broadly, to gain support for continuous school improvement efforts that build equitable opportunities for all students.
3. Contribute to one or more PLN (*Professional Learning Network*) as a thought leader in an area of professional passion/expertise.
4. Deepen leadership legacy by mentoring/coaching one or more school leaders in their transformation journey.

DATES and LOCATIONS

August 10-11, 2022 | Hyatt Regency/KI Convention Center, Green Bay

November 16-17, 2022 | Fluno Center, Madison

March 8-9, 2023 | Ingleside Hotel, Waukesha



Leading Professional Learning Communities

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.

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.



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.

DATES and LOCATIONS

October 4, 2022 | Hilton Garden Inn, Sun Prairie

November 8, 2022 | Hilton Garden Inn, Sun Prairie

January 10, 2023 | Hilton Garden Inn, Sun Prairie

March 8, 2023 | Hilton Garden Inn, Sun Prairie

Leading for Equity Academy



Developing Leadership Capacity Equity Systems Change:

The **Leading for Equity Academy (LEA)** will engage you in a deep analysis of your district/school so that you are equipped to thoughtfully address complex problems of equity and effectively plan next steps to tackle persistent -- but not insurmountable -- opportunity gaps, however they are manifested within your local community. The LEA results from an ongoing partnership of WASDA and AWSA with ICSEquity (see background information provided below). The overall goal of the LEA is to increase the capacity of education leaders to move beyond well-intentioned, piecemeal equity efforts so that equity systems change aimed at advancing the learning of all students occurs.

In 2022, our goal of advancing the learning of all students is deepening through three tailored LEA options. Please be sure to pick the LEA Option that is appropriate for your role and situation:

LEA Option A

LEA for District-Level Leaders, Part 2 June 28-30, 2022
Holiday Inn Convention Center, Stevens Point

- Designed for returning district-level leader teams who have completed the ICS Equity Institute Part 1 and/or a previous LEA experience.
- Content will:
 - Review the implementation and next steps of ICS Cornerstones 1 and 2 in your schools and district
 - Engage in deep, practical application of Co-Plan to Co-Serve to Co-Learn (C3) approaches to your district

LEA Option B

LEA for District-Level Leaders, Part 1 July 19-21, 2022
Park Hotel, Downtown Madison

- Designed for district-level leader teams who have not previously completed ICS Equity Institute Part 1 and/or a previous LEA experience
- Content will help your team:
 - Strengthen your understanding and implementation of the framework and process of Integrated Comprehensive Systems for Equity (ICS)
 - Engage in a deep equity analysis of your district
 - Complete an Equity Action Plan for your district to advance equity systems change for all

Primary Audience for LEA Options A or B (District-Level Leaders): District Leadership Teams, including the Superintendent, Director of Curriculum and Instruction, Director of Special Education/Student Services, Technology Director, Business Manager, HR Director, District Principals, and Associate Principals, and other district-level staff including Learning Coordinators, etc.

LEA Option C

LEA for School-Level Leaders, Part 1 August 2-4, 2022
Holiday Inn Convention Center, Stevens Point

Similar to Option B above but serving school-level leader teams who will leverage ICS school modules in order to focus on school-level applications. **Primary Audience for LEA Option C (School-Level Leaders):** School Leadership Teams, including Principals, Associate Principals, Student Services Staff, Teachers, and other school staff.

Leading for Literacy Academy

Developing Leadership Capacity to Meet the Literacy Needs of All Learners

Target Audience: K-8 School Leaders and Instructional Coaches

Wisconsin's reading gap between student groups (Black v. White, SwD v. SwOD) has made national headlines for being one of the largest in the nation. Having solid reading and writing skills is at the heart of student achievement and therefore must be part of the solution to achieving equity in Wisconsin. To achieve equity, every student in our schools must receive the high-quality curriculum and evidence-based instruction they need and deserve.

Evidence-based instruction, provided within schools and classrooms that are culturally responsive and sustaining, is necessary for all our students to thrive. Unfortunately, some of this message has been drowned out by the "Reading Wars." In Literacy for All, we will engage you in a deep analysis of your current reading practices and data, while increasing your understanding of the reading "theories", and best evidence-based instructional practices so that you are equipped to thoughtfully address literacy practices in your school.



Learning Objectives:

1. Understand the foundational elements of the Science of Reading and Balanced Literacy.
2. Understand the essential standards in ELA.
3. Understand how to conduct a curriculum crosswalk to identify gaps in curriculum.
4. Understand how to use literacy data to make curricula/instructional decisions.
5. Understand impact of effective coaching on improving teaching and learning in literacy.



Leading Objectives:

1. Advance equity of educational opportunities and culturally responsive practices to promote each pupil's literacy success. (*Equity and Cultural Responsiveness*)
2. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being. (*Curriculum, Instruction, and Assessment*)
3. Use knowledge and skills to develop the professional capacity and practice of school personnel to promote each pupil's literacy success. (*Professional Capacity of School Personnel*)

DATES and LOCATIONS

October 27, 2022 | Hilton Garden Inn, Sun Prairie

December 1, 2022 | Hilton Garden Inn, Sun Prairie

February 2-3, 2023 | Hilton Garden Inn, Sun Prairie

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 are 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.

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 One	Cohort Two
DATES and LOCATIONS	September 26-27, 2022 Best Western Premier, Oshkosh	January 16-17, 2023 Ingleside, Waukesha
	October 18, 2022 Best Western Premier, Oshkosh	February 28, 2023 Ingleside, Waukesha
	November 29, 2022 Best Western Premier, Oshkosh	March 28, 2023 Ingleside, Waukesha

This workshop is also available as an on-site school or district workshop.
Contact Tammy Gibbons for additional information at (608) 729-6662 or tammygibbons@awsa.org

Impactful Coaching Academy: Advancing Your Skills



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

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.

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 LOCATIONS

October 20, 2022 | Hilton Garden Inn, Sun Prairie

January 31, 2023 | Hilton Garden Inn, Sun Prairie

Impactful Coaching: Advancing Your Skills Webinar Series

Webinar Series

For the last five years, AWSA has been able to provide opportunities for school and district leaders and classroom coaches of all kinds, to learn and grow their coaching capacity. Our **Impactful Coaching Academy** has been very popular each year and has served many Wisconsin educators. Also offered is **Impactful Coaching: Advancing Your Skills**, which is a two-day Academy meant for any educator who has already participated in the four-day Academy but is seeking ways to further practice and grow.

Based on past participant feedback and recent developments in the need for virtual professional development, AWSA provides webinars focused on specific key areas in coaching school improvement. Since these webinars are specific to providing scenarios for practice, it is recommended that participants have already participated in the Impactful Coaching Academy in order to be familiar with the protocols to be used in the webinars.

DATES and LOCATIONS

Coaching Instructional Improvement: September 14, 2022 | 1pm - 3pm

Coaching Teams: October 26, 2022 | 1pm - 3pm

Coaching for Equitable Schools: December 13, 2022 | 1pm - 3pm

Coaching for Healthy Conflict: February 1, 2023 | 1pm - 3pm

Coaching for Student Engagement March 22, 2023 | 1pm - 3pm

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 for all students.

Supporting Principal Excellence



Professional Growth and Coaching for Leaders

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 skills.
4. Facilitate coaching conversations that ensure equity and excellence in schools.

DATES and LOCATIONS

October 6, 2022 | School Leadership Center, Madison

November 30, 2022 | School Leadership Center, Madison

January 5, 2023 | School Leadership Center, Madison

March 16, 2023 | School Leadership Center, Madison

Comprehensive School Mental Health Academy



Meeting the rising mental health needs of school communities is an increasing challenge for education leaders. The **Comprehensive School Mental Health Academy** is designed to grow capacity in Wisconsin's School Mental Health Framework and engage in continuous quality improvement.

The overall goal is to assess the quality of your school mental health system components and use improvement cycles to make effective changes. Local implementation teams will be expected to complete the School Mental Health Quality Assessment (*SMH-QA*) and engage in ongoing Plan, Do, Study, Act cycles throughout the academy.

Learning Objectives:

1. Develop foundational knowledge in components of the Wisconsin School Mental Health Framework
2. Learn how to engage in mental health system assessment and implement continuous improvement cycles.
3. Leverage systems work to improve outcomes in existing mental health programming.

Leading Objectives:

1. Develop a shared vision for mental health and effectively communicate this to all stakeholders.
2. Conduct a mental health system needs assessment and identify gaps and entry points for improvement.
3. Develop a shared plan for implementing a comprehensive school mental health system.
4. Confidently select and implement tools available for systems improvement.

Audience:

This academy is designed for district-level teams of 6-8 staff, with commitment from one school in the district that will carry out monthly improvement cycles. Teams must include a district-level director (*student services, special education*), an administrator of the participating school, and pupil services staff. Teams could also include the district administrator, teachers, and other district-level leaders, and community mental health partners.

Virtual Coaching Support:

Participants will receive ongoing coaching and support via monthly virtual learning sessions.

DATES and LOCATIONS

September 28, 2022 | Best Western Premier, Oshkosh

January 12, 2023 | Best Western Premier, Oshkosh

May 2, 2023 | Best Western Premier, Oshkosh

SAIL Academy

The major goal of **SAIL** is to help each team identify improvement foci and approaches tailored to their local setting, from which to build local expertise at a level of depth that will lead to significant student achievement gains. The SAIL Academy leverages the high-impact research base of Michael Fullan and others to provide some of the following features for participating district-based and/or school-based teams:



1. A common problem-solving process leading to a customized local solution that is founded on the biggest root cause issues of the organization.
2. Development of a focused, coherent improvement plan that builds shared understanding and collective commitments through the process.
3. Organization of collaborative effort into 100-day cycles of action that are aimed at cultivating collaborative culture, deepening learning, building organizational capacity, and securing reciprocal accountability throughout the system.
4. Monthly coaching from your own experienced SAIL faculty member to support, guide, and accelerate your team's journey.
5. A two-year process of growing as a team, developing and distributing leadership in broader circles back home, and learning from the great ideas of other SAIL teams across Wisconsin who share in the journey.

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. Develop one or more adult learning frameworks meeting quality indicators in an area of instructional focus.

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 2022.

DATES and LOCATIONS

June 20-22, 2022 | Kalahari Resort, Wisconsin Dells

November 15, 2022 | The Wilderness, Wisconsin Dells

March 1, 2023 | The Wilderness, Wisconsin Dells

Coaching for School Leaders



School leaders want results and coaching can be the key to thriving, not just surviving in the role. Choosing to work with an AWSA coach will provide support for change leadership, workforce management, raising consciousness, and helping a school leader be reflective on their impact.

Trained coaches are available to support school leaders across the state, at an annual cost of \$1,500 on a first-come-first-served basis.

To apply for a coach please fill out the form at www.awsa.org/ProfessionalLearning/CoachingRequest or call the AWSA office at 608-241-0300.



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, Tammy Gibbons and Yaribel Rodriguez 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.

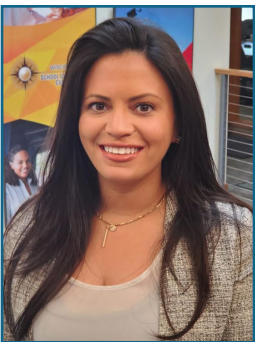


Available Workshops with Tammy:

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



Available Workshops with Yari:

Culturally Responsive Teaching
Closing Achievement Gaps
Leading and Supporting Bilingual Schools

To contact Tammy Gibbons, Joe Schroeder or Yari Rodriguez for additional information,
call **(608) 241-0300** or email

tammygibbons@awsa.org | joeschroeder@awsa.org | yaribel@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

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/awsa-update-bulletin.

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.



Marshall Memo

Information, Networking, & Communication Support

Networking

Providing opportunities for busy leaders to network is important to us at AWSA. Google Currents 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 and 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.



Because Leadership Matters!

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Joe Schroeder.....Associate Executive Director
Tammy Gibbons.....Director of Professional Development
Yaribel Rodriguez.....Director of Urban Leadership
Steve Schroeder... ..Director of Administration & Analysis
Kathy Gilbertson.....Coordinator of Professional Development
Katie Lowe.....Coordinator of Communications & Technology
Robin Herring.....Coordinator of Membership & Operations
Norene Hooker.....Administrative Assistant
John Forester.....Director of Government Relations
Malina Piontek.....Attorney (retained)
Joe Donovan.....Communications Consultant (retained)

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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.



A Foundation of the Association of Wisconsin School Administrators, Inc.

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