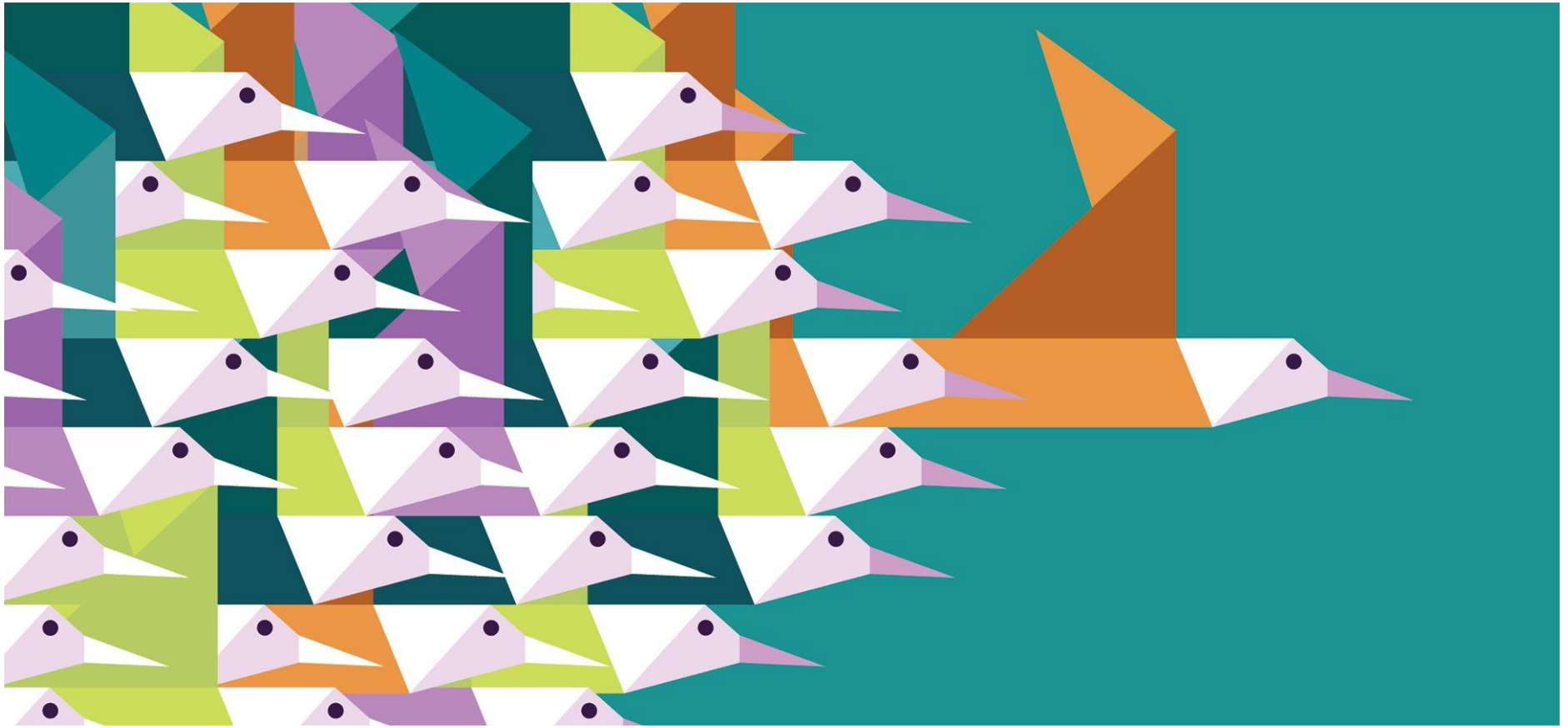
DEVELOPING BUILDING ADMINISTRATORS INTO LEARNING LEADERS:

THE IMPACT OF INVESTING IN LEADERSHIP EXCELLENCE



AWSA
Because Leadership Matters!

OUR TEAM



Joe Schroeder, Ph.D.
Associate Executive Director
AWSA



Yaribel Rodriguez
Director of Urban Leadership
AWSA

SUPERINTENDENTS

Elmbrook Schools
become what's next

WEST ALLIS–WEST MILWAUKEE SCHOOL DISTRICT

Oostburg School District
Growing Together



Mark Hansen, Ph.D.



Tarrynce Robinson, Ed.D.



Kevin Bruggink

SESSION OBJECTIVES

1

Understand how the professional learning designs described leverage research to address common root cause problems in education, thereby positively impacting adult practices and student learning.

2

Share the investments, key approaches, and results of three Wisconsin districts (suburban, rural, and urban) engaging in such offerings.

3

Distinguish among an array of individual and team-based approaches to professional learning to assess what might potentially be a match for your local leadership or system needs.

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OUR AGENDA

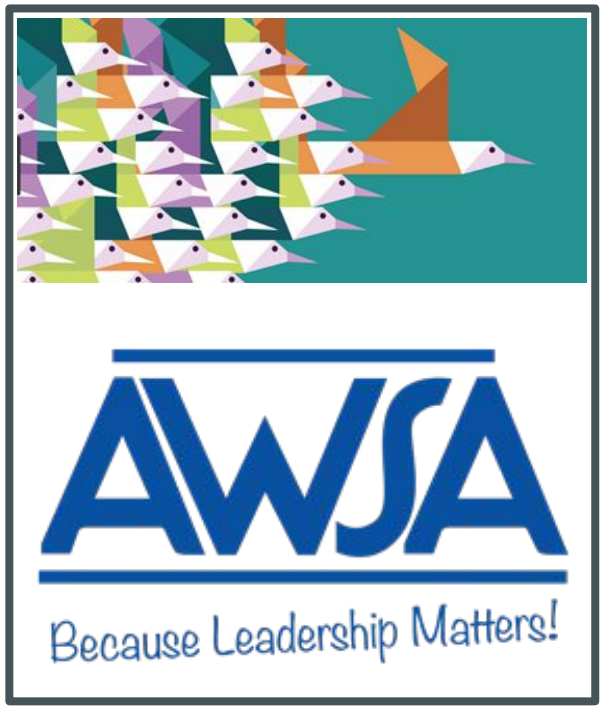
1. **Unprecedented Leadership Challenges and Opportunities**

2. **Proven Approaches for Solving Common Root Cause Problems**

3. **Contextual Challenges, Approaches, and Results**
   a) *Elmbrook: A Suburban District Experience*
   b) *West Allis-West Milwaukee: An Urban District Experience*
   c) *Oostburg: A Rural District Experience*

4. **Matching Leadership Development Options to Local Needs**

5. **Question and Answer**






IN


©2009 Luciana Ogribene



WISCONSIN EXAMINER

EDUCATION

BRIEFS

Wisconsin student mental health struggles persist, according to DPI report

According to the survey, 79% of students surveyed reported experiencing anxiety, 63% reported experiencing depression and 40% reported considering suicide.

WISCONSIN PUBLIC RADIO

CHILDREN'S HEALTH, ECONOMY, FAMILY, HEALTH, JOBS, LABOR, PREGNANCY, SOCIAL ISSUES, WOMEN, WOMEN'S HEALTH

The new Wisconsin family? 1.7 kids, no picket fence and child care costs more than college

High child care costs, low availability leads to smaller Wisconsin families

BY MADISON LAMMERT, APPLETON POST-CRESCENT | JEFF BOLLIER, GREEN BAY PRESS-GAZETTE • APRIL 18, 2023



Owner Tammy Dannhoff conducts clean up time after a play session Tuesday, February 28 2023, at Kids Are Us Family Child Care in Oshkosh, Wis. *Dan Powers/Appleton Post-Crescent*

TOOL

State Teacher Shortages 2024 Update

Teaching Positions Left Vacant or Filled by Teachers Without Full Certification

PUBLISHED JULY 31, 2024

By Tiffany S. Tan, Ivett Arellano, Susan Kemper Patrick

UPNORTHNEWS

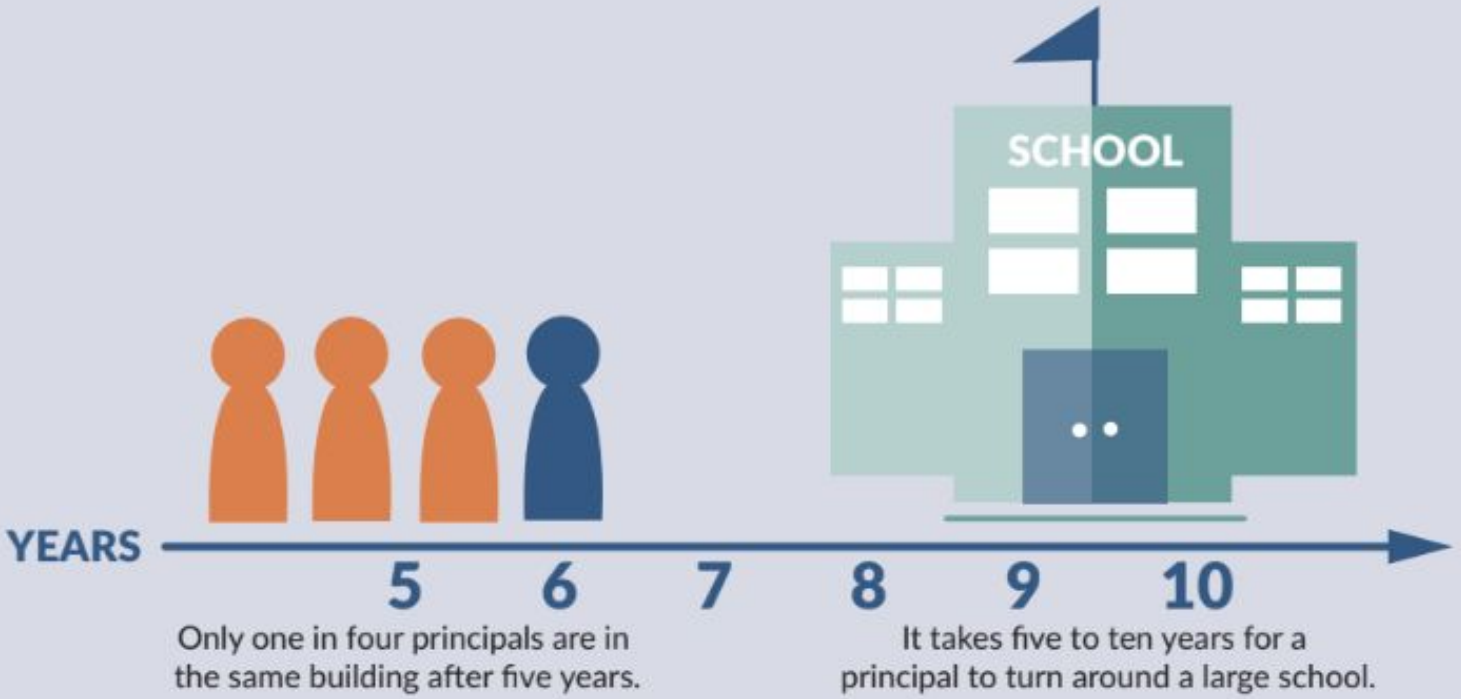
By Yesica Balderrama
May 9, 2024

Voters are being asked to make up the difference as state aid fails to keep up with rising costs and more state dollars are being transferred to private schools.

Even as public schools struggle with declining enrollment and teacher turnover, precious tax dollars are being transferred to private, mostly religious schools. As a result, public schools are forced into the unenviable role of asking voters to raise their own taxes, to make up for state support from the Legislature that continues to fall further behind.

State aid for education in Wisconsin is distributed between two systems: private voucher schools and public schools. In 2023-2024 state public schools received 39% less in student aid. In comparison, voucher schools (also known as School Choice and Parental Choice) increased their annual funding per pupil by more than 17.8% according to data by the Wisconsin Education Network. The students who are most adversely impacted are those who have disabilities or living in poverty.

Local referendums passed to override the limit law for public school districts provide minimal temporary financial relief, for a statewide issue that has persisted for years. Wisconsin established revenue limits for public school districts in 1994 that cannot be exceeded. The limit law was created to keep the growth on school property taxes in check. The law is still active 30 years later, and has not been adjusted to meet present day inflation, the rising number of voucher schools, or the changing infrastructure needs of institutions. It has produced an unfair structure; some schools have higher spending limits than others because of decisions made a generation ago.



OUR NATIONAL PROBLEM OF PRACTICE

Only one out of four principals are in the same building after five years. This high turnover rate of building principals is costly in dollars, time, relationships, and—most importantly—impact on student learning.



NOTEWORTHY

- *68% of Members feel the job has become too complex*
- *89% Report feeling very stressed at least once or twice a week*



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE UNIVERSITY

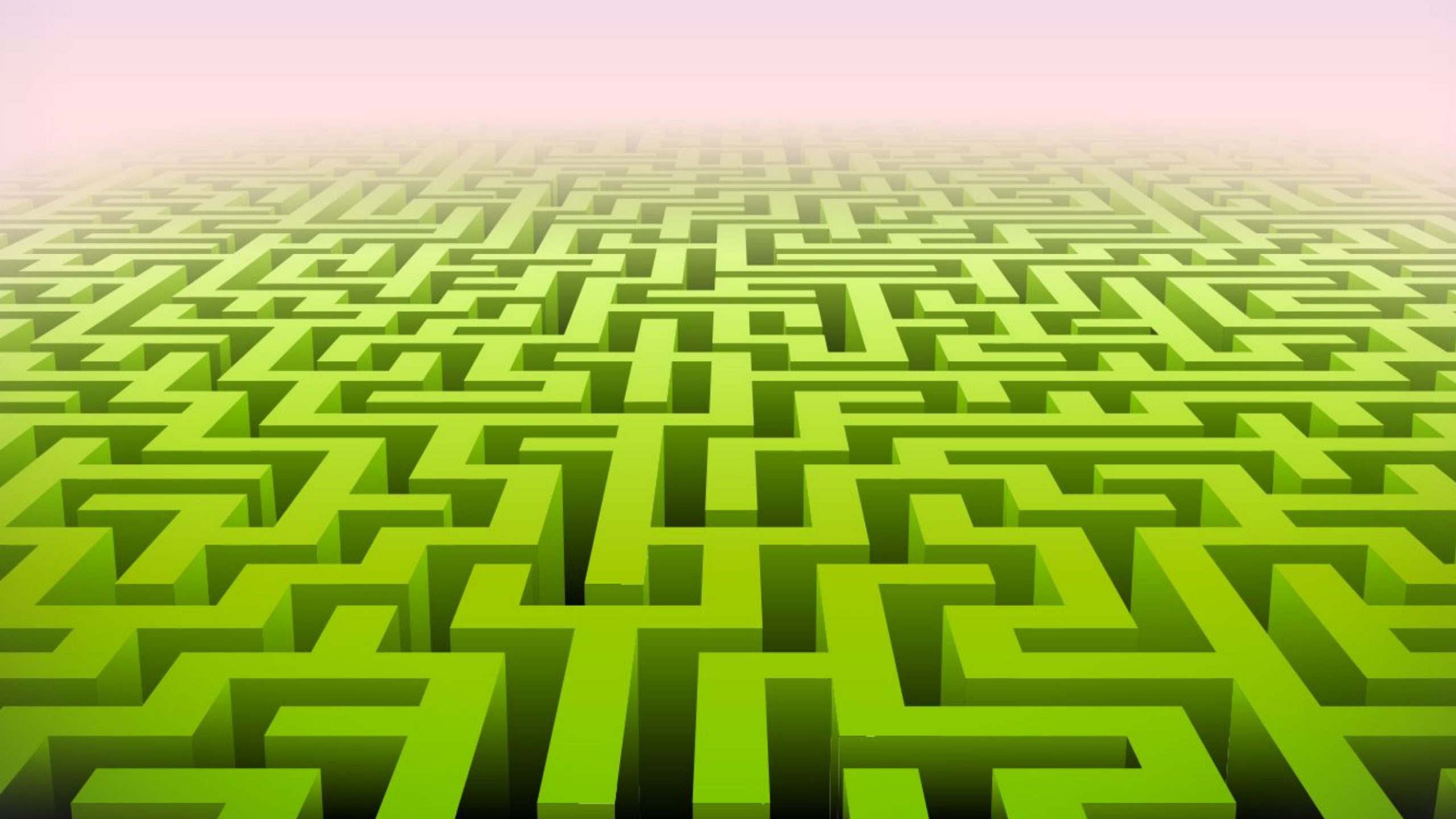
Constance A. Lindsay
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

February 2021

Commissioned by Wallace

PRINCIPALS ARE KEY TO IMPROVING OUTCOMES

*"The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the **impact on student achievement** and broader in affecting other important outcomes, including **teacher satisfaction** and **retention** (especially among high-performing teachers), **student attendance**, and **reductions in exclusionary discipline**."*



OUR MISSION

The Association of Wisconsin School Administrators increases administrators' effectiveness in equitably promoting the intellectual, social, and emotional growth of all students.

AWSA

Because Leadership Matters!

THREE KINDS OF CAPITAL: HUMAN, SOCIAL, DECISIONAL





Developing School Leaders for

More Impact

NOTABLE SHIFTS AND ENCOURAGING SIGNS

By Joe Schroeder, Ph.D.

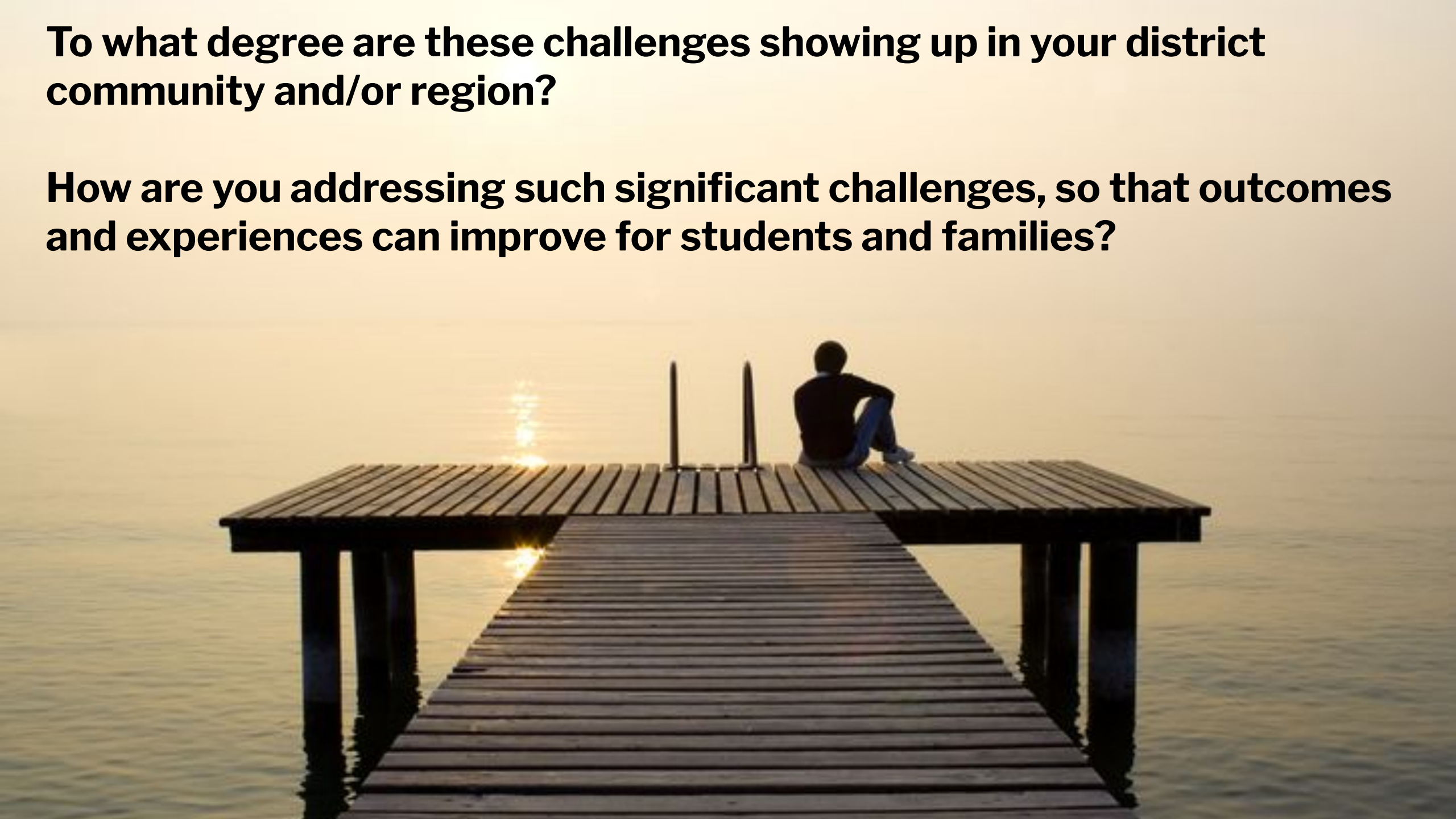
Are you concerned about staffing in your system? Is student learning data stagnant or declining? Are discipline issues on the rise? Is attendance dwindling? These are pressing questions for many Wisconsin school boards and system leaders, who often face daunting statistics in K-12 education.

The role of an effective principal in addressing these issues cannot be overstated. Research indicates that effective principals significantly impact student achievement, teacher satisfaction and retention, student attendance and reductions in exclusionary discipline. Principals who are viewed as effective leaders provide accurate feedback, foster trust and boost teacher commitment and job satisfaction, leading to lower turnover rates.

Equally important, effective school leadership is crucial in reducing racial achievement gaps and ensuring equitable treatment for all students. Moreover, the Wallace Foundation recently published the findings of its systematic synthesis of two decades of research in how principals affect students and schools, with this striking conclusion: "An effective principal's impact is stronger and broader than previously thought, making it difficult to envision a higher return on investment in K-12 education than the cultivation of high-quality school leadership" (Grissom, Egalite and Lindsay 2021). Therefore, we at the Association of Wisconsin School Administrators believe it is imperative to prioritize the development and support of school leaders,

To what degree are these challenges showing up in your district community and/or region?

How are you addressing such significant challenges, so that outcomes and experiences can improve for students and families?



OUR AGENDA

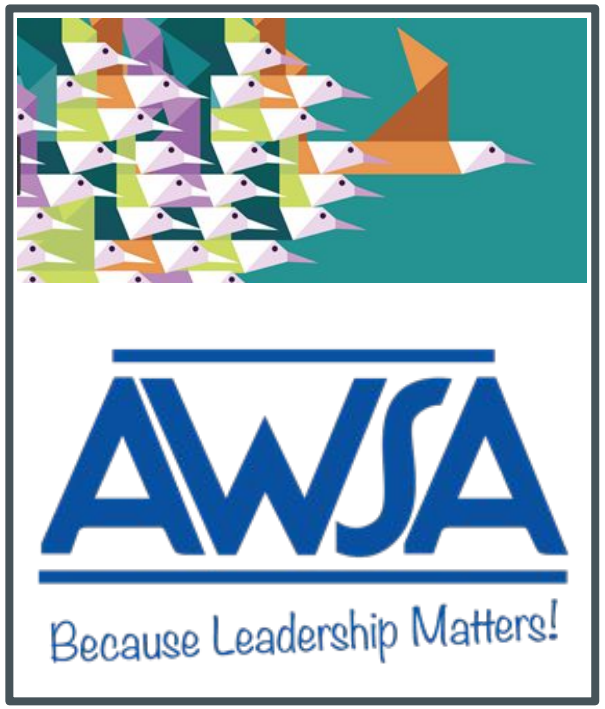
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4. **Matching Leadership Development Options to Local Needs**

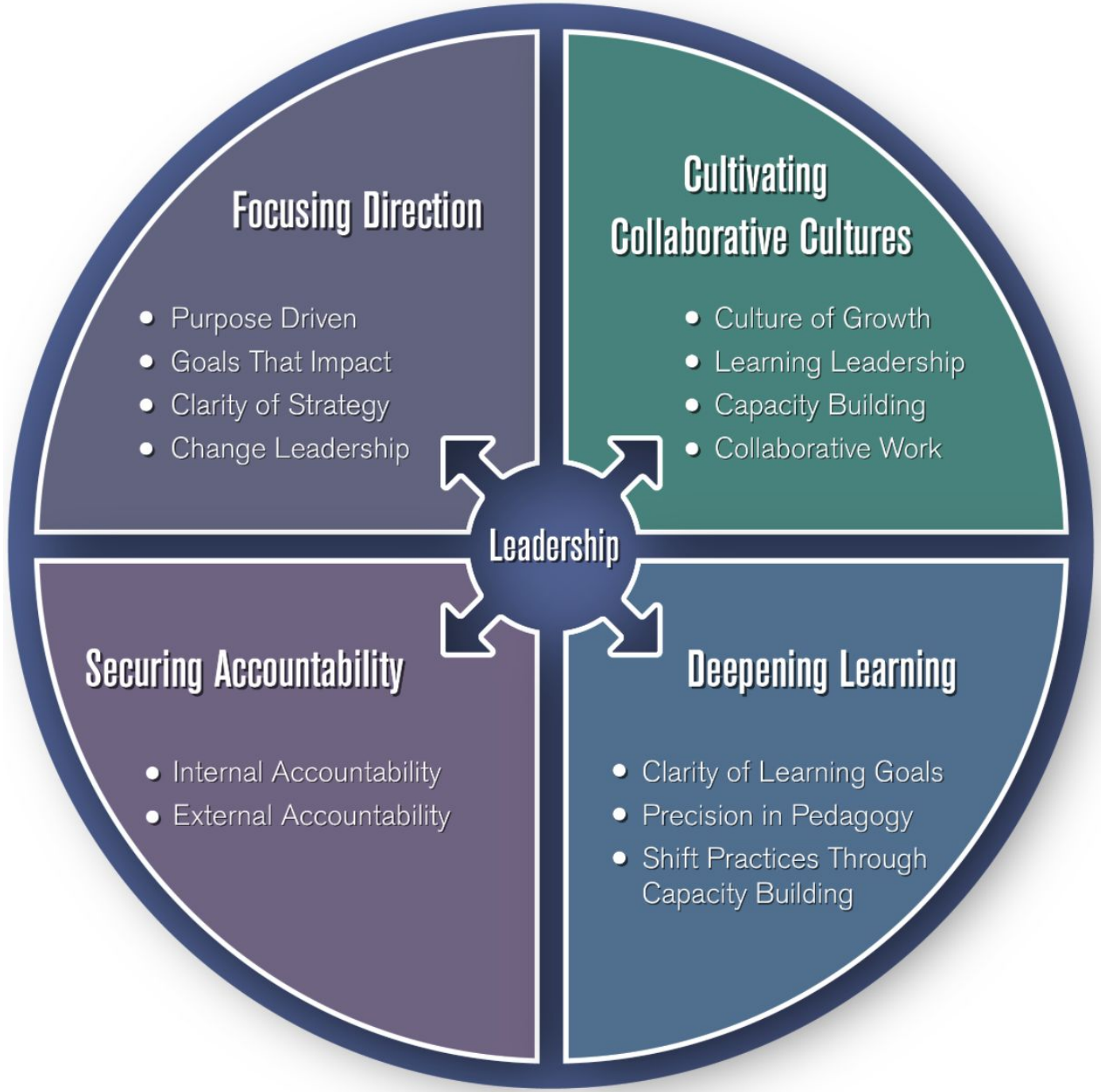
5. **Question and Answer**

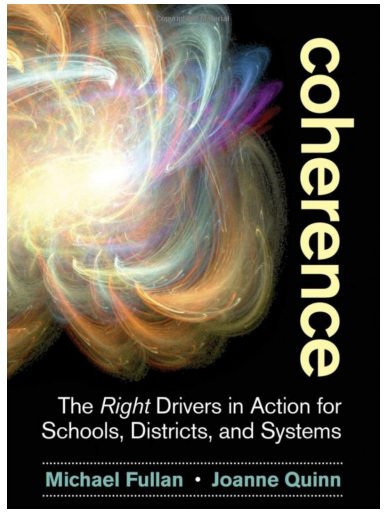




How do you turn overload and fragmentation to focus and coherence?

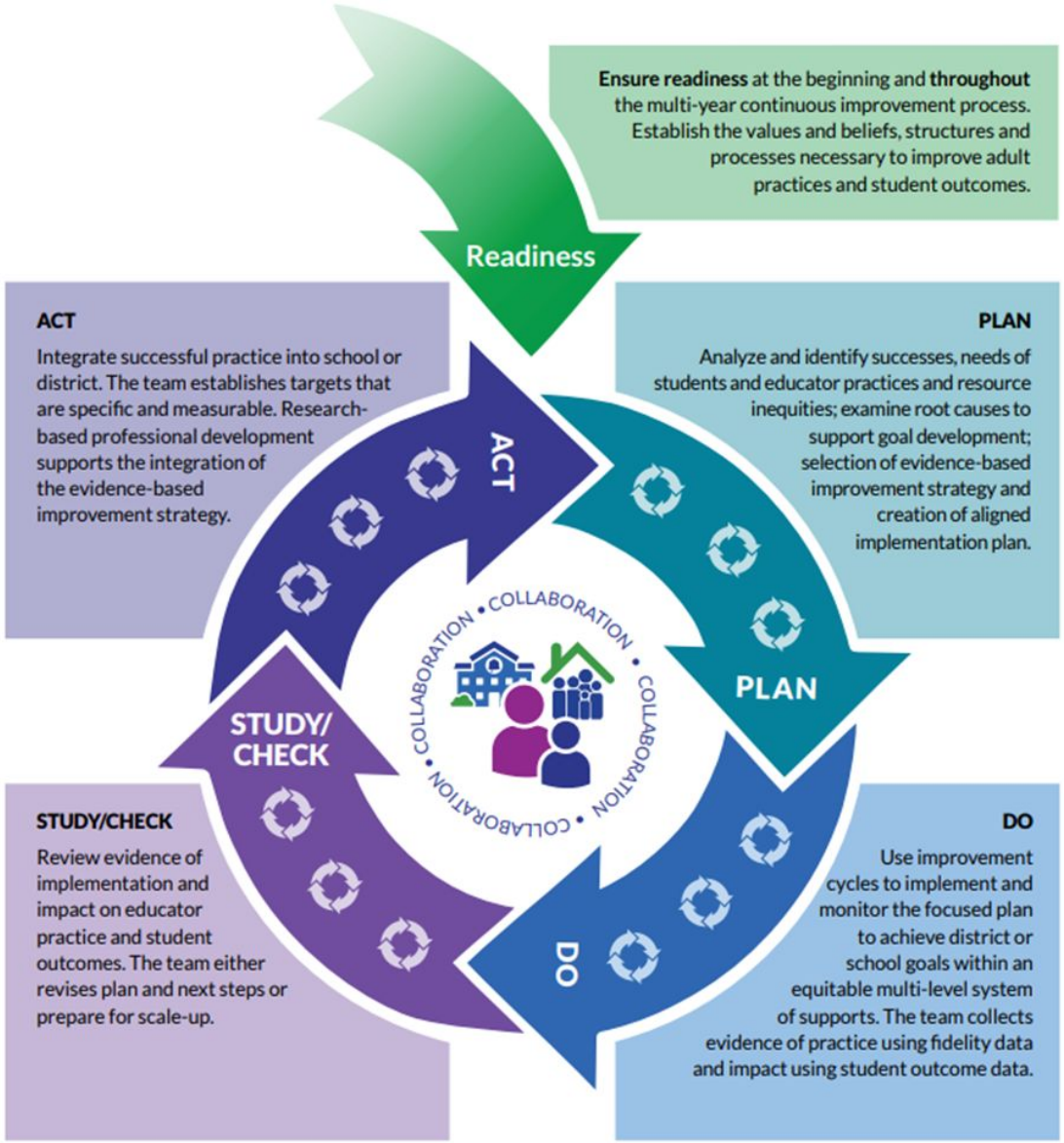
Fullan and Quinn, p. ix

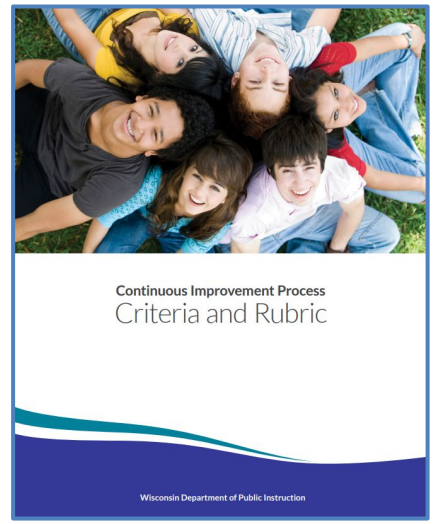




SCHOOL ADMINISTRATORS INSTITUTE FOR TRANSFORMATIONAL LEADERSHIP

Continuous Improvement Process

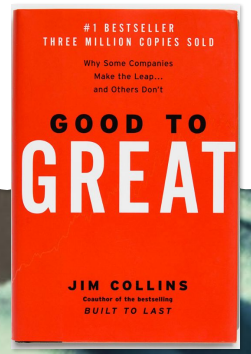




SCHOOL ADMINISTRATORS INSTITUTE FOR TRANSFORMATIONAL LEADERSHIP

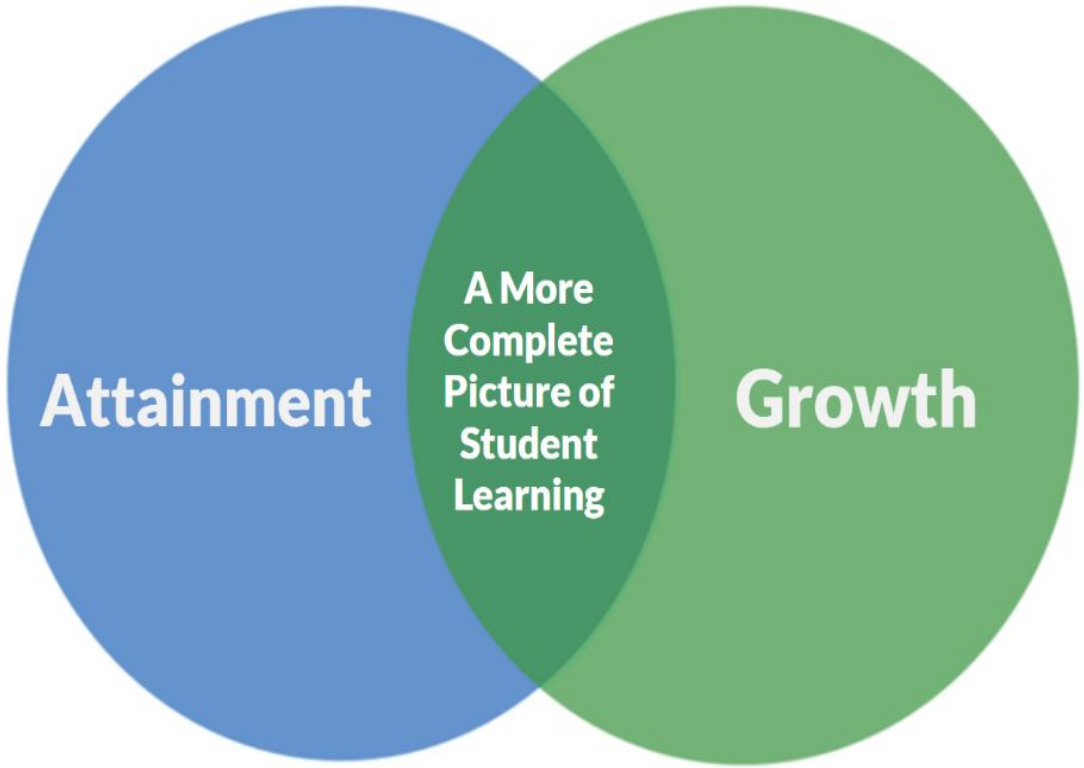
The Good to Great Journey begins by...

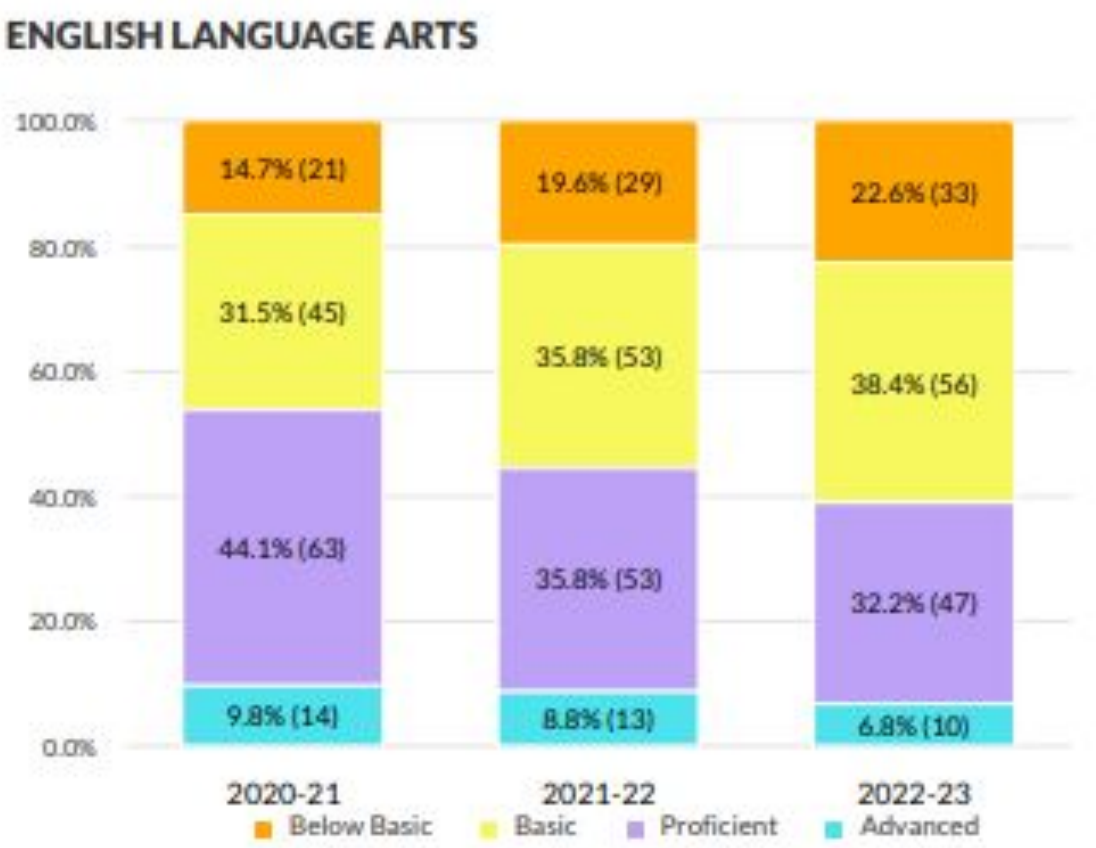
confronting the brutal facts.



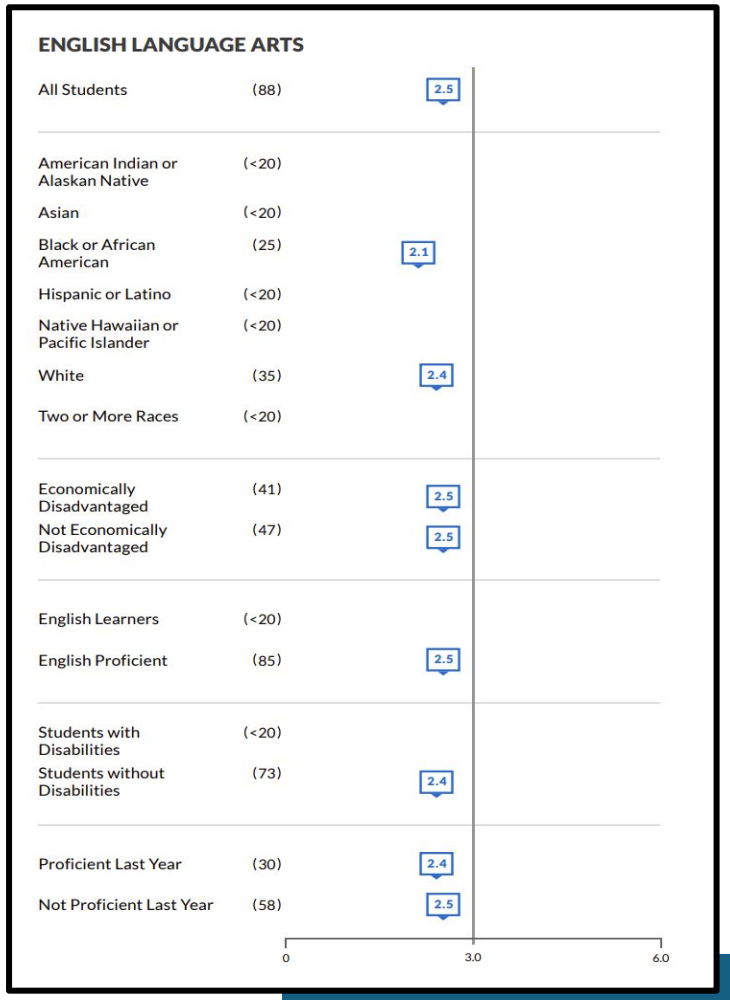
Questions about Attainment and Growth

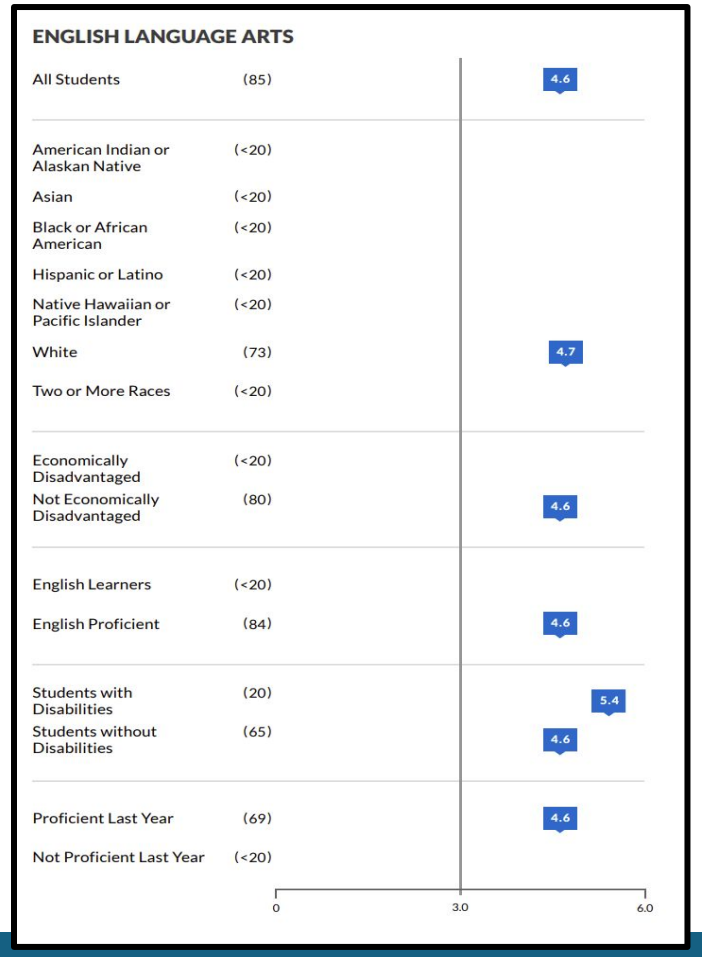
Two important perspectives for inquiry guide questioning for a complete investigation of student learning.

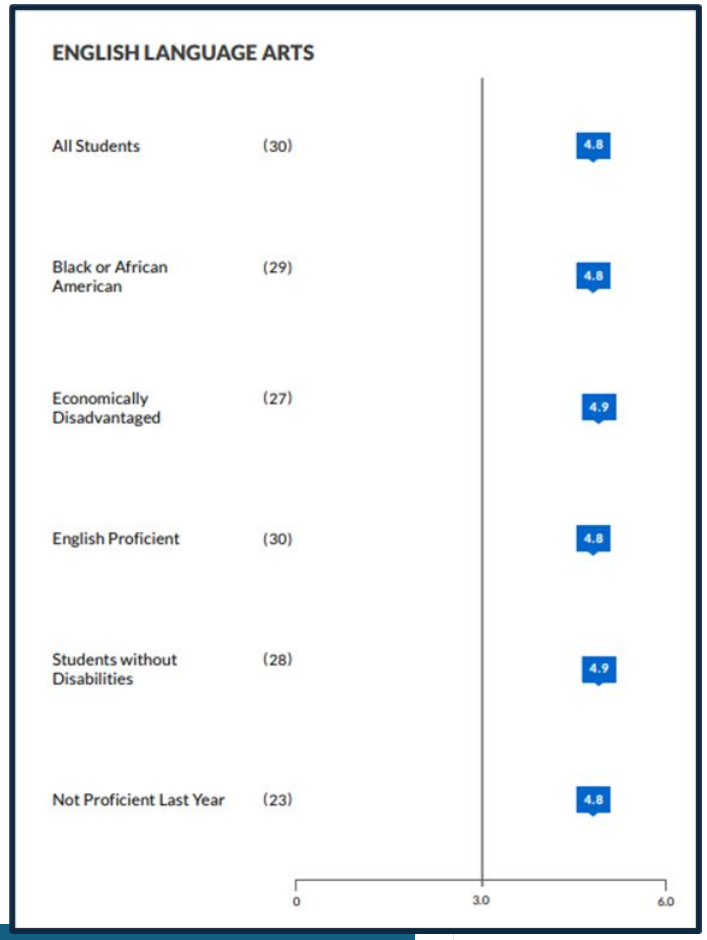




Focus on Your Most Telling Current Data and/or Data Themes to Identify Your Biggest Problems to Solve







Value Added Examples (State Report Card)

Student Growth Summary Report

Aggregate by School

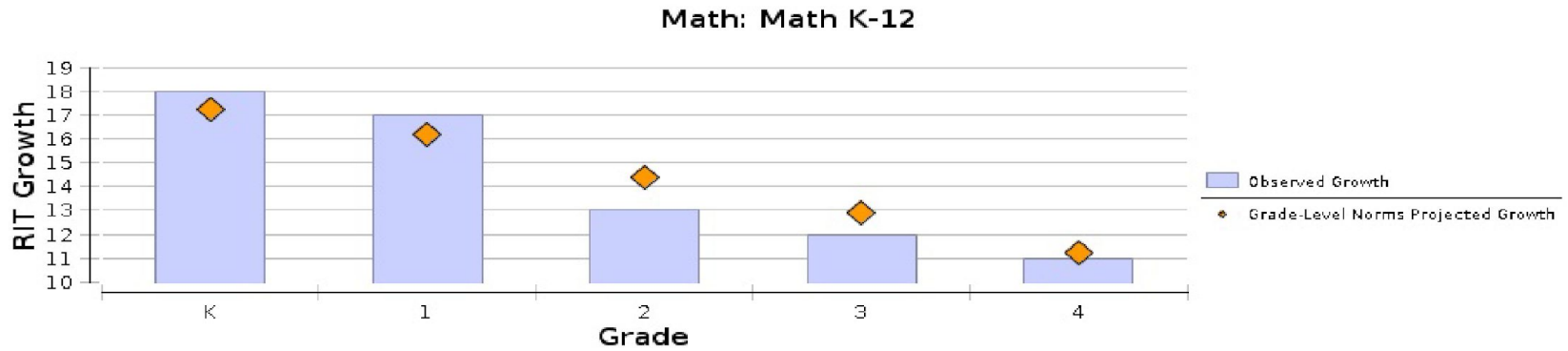
Term: Spring 2020-2021
District: NWEA Sample District 62

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)
Grouping: None
Small Group Display: No

Mesa Verde Elementary School

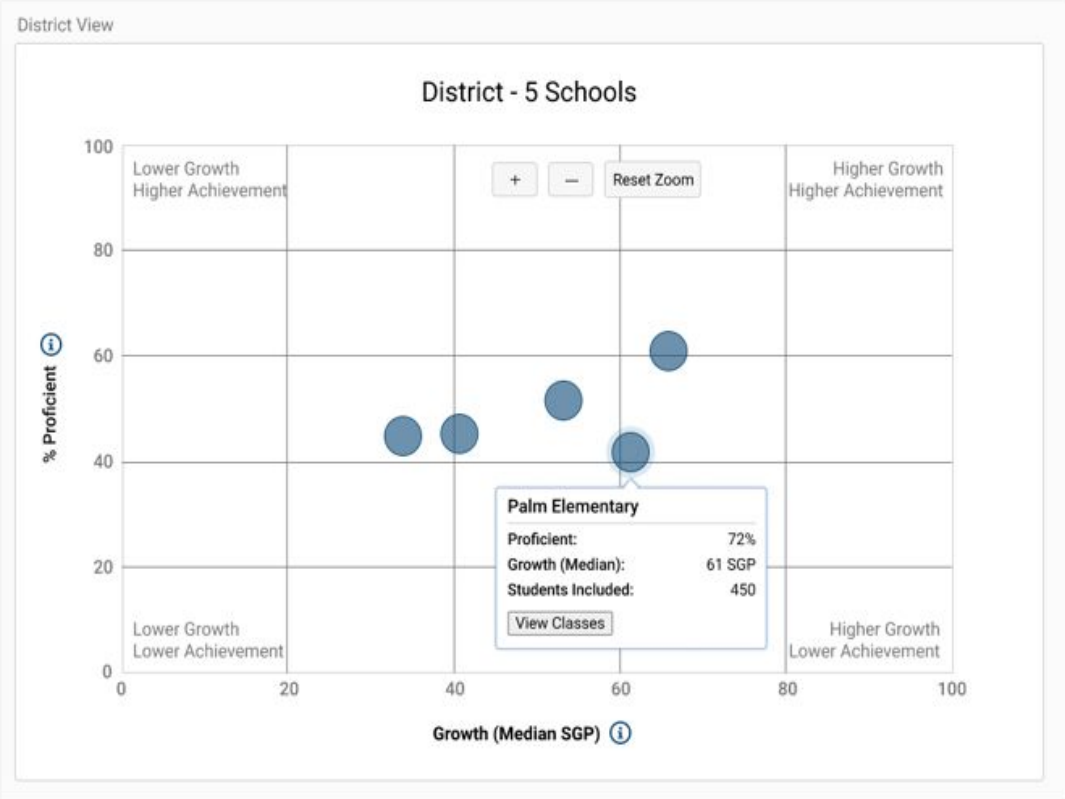
Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2021)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	47	141.5	15.6	64	159.9	14.1	71	18	0.8	17.3	0.51	69	47	32	68	62
1	48	165.3	13.9	82	181.9	14.2	81	17	0.8	16.2	0.16	56	48	28	58	60
2	58	179.2	15.9	76	192.2	16.5	67	13	0.8	14.4	-0.62	27	58	27	47	40
3	39	194.9	16.7	86	206.6	17.1	80	12	1.0	12.9	-0.57	29	39	20	51	49
4	143	204.1	19.3	75	215.2	19.1	74	11	0.5	11.2	-0.08	47	143	80	56	55



MAP Growth Report

Growth Proficiency Chart



RENAISSANCE®

Star Assessments

STAR Growth

School-Level Group Growth Report



Growth %iles fall into the following color-coded categories:

- Flat- 15th percentile and below
- Modest- Between 15th and 40th Percentile
- Typical- Between 40th and 75th Percentile
- Aggressive- About 75 Percentile and above

FastBridge Growth

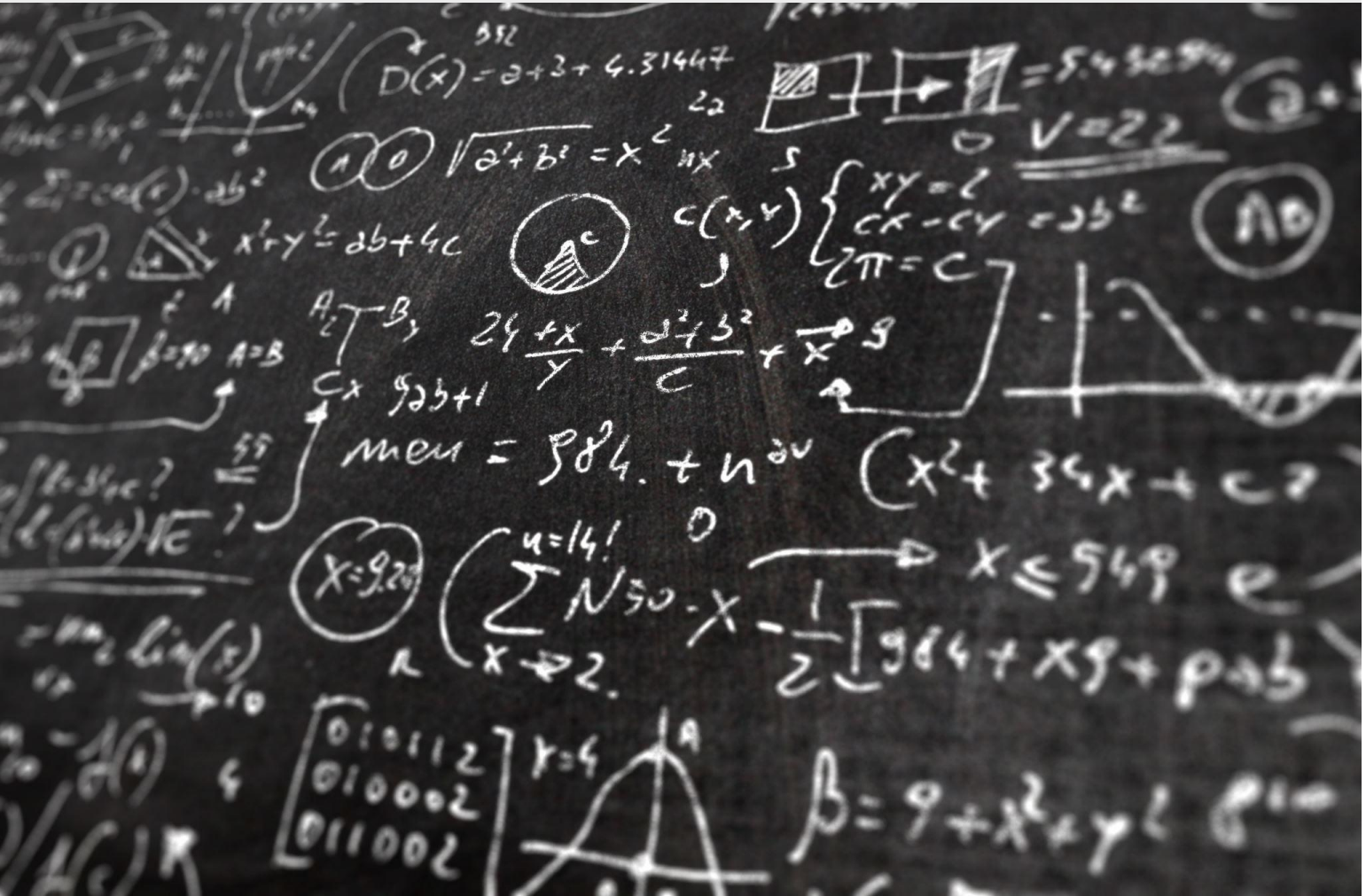
COMMON BRUTAL FACTS IN WISCONSIN

Low Growth for ALL Students

Predictable Disparities in Student Learning Outcomes

- *Race*
- *Class*
- *Ability*

VICIOUS CONTINUOUS IMPROVEMENT CYCLE



- **Summer:** Brutal Fact Identified
  - Low Growth for ALL students on state and local assessment.
- **Summer:** Learning Goal/SMART Goal
  - ALL students will make typical or aggressive growth as measured by our local assessment by June 2025.
- **Summer:** Strategies Brainstormed and Identified
  - Scaffolding/Differentiation
  - Small Groups
  - Discussions
  - Project Based Learning
- **Summer:** August PD Needs Identified
- **August:** Plan Launched and Communicated with ALL staff
- **September:** School Initiation Rituals (rules/expectations, systems/procedures, relationship building)
- **October….**

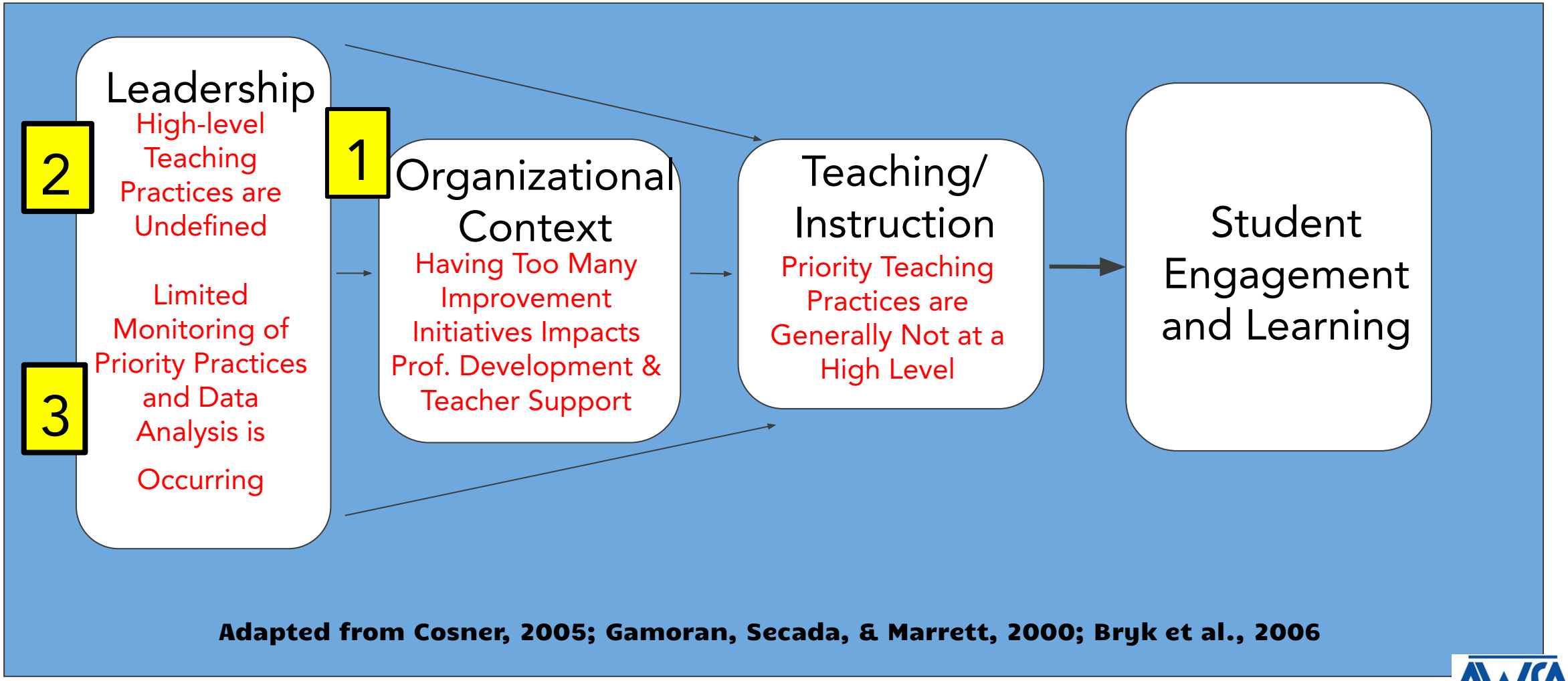
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OCTOBER…

WHERE SUMMER PLANS GO TO DIE.



ROOT CAUSE PROBLEMS EXPLAIN CURRENT LEVELS OF STUDENT LEARNING

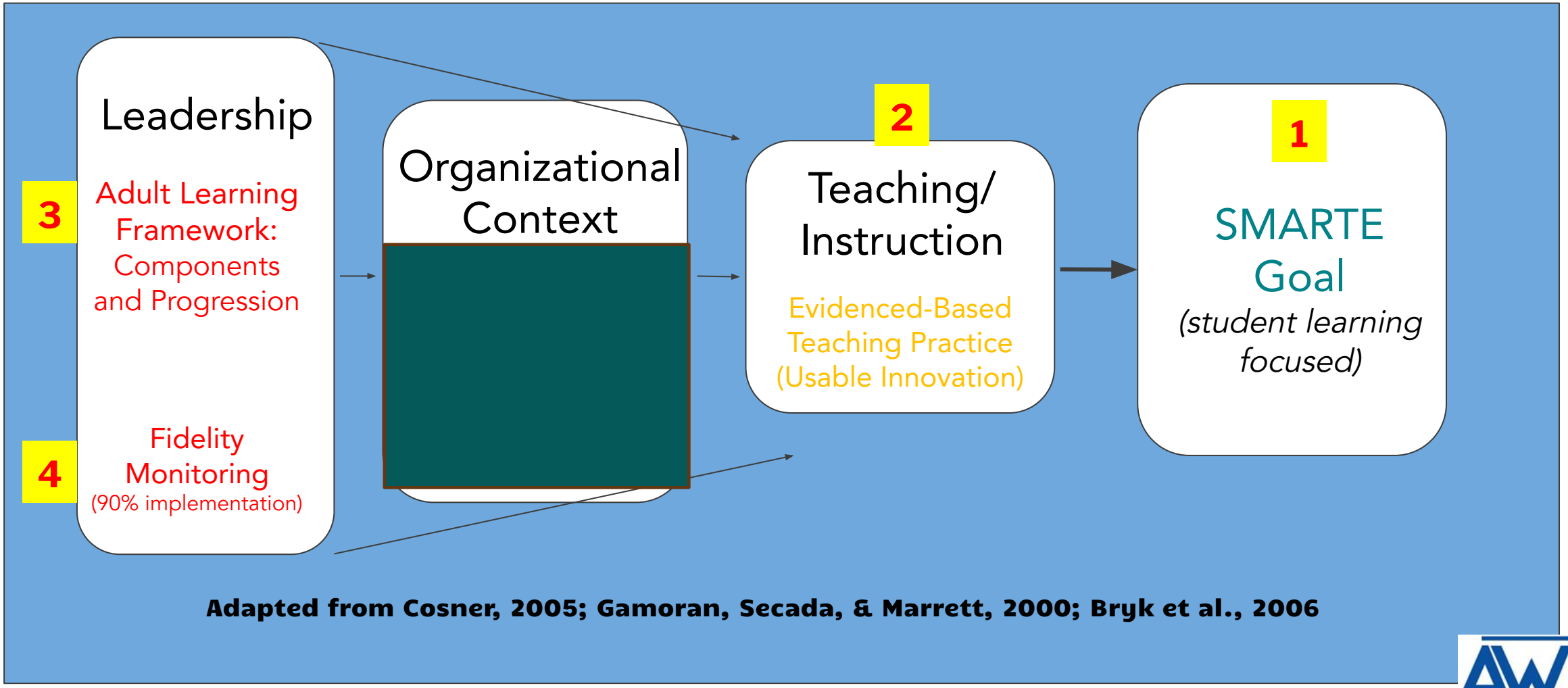


Adapted from Cosner, 2005; Gamoran, Secada, & Marrett, 2000; Bryk et al., 2006

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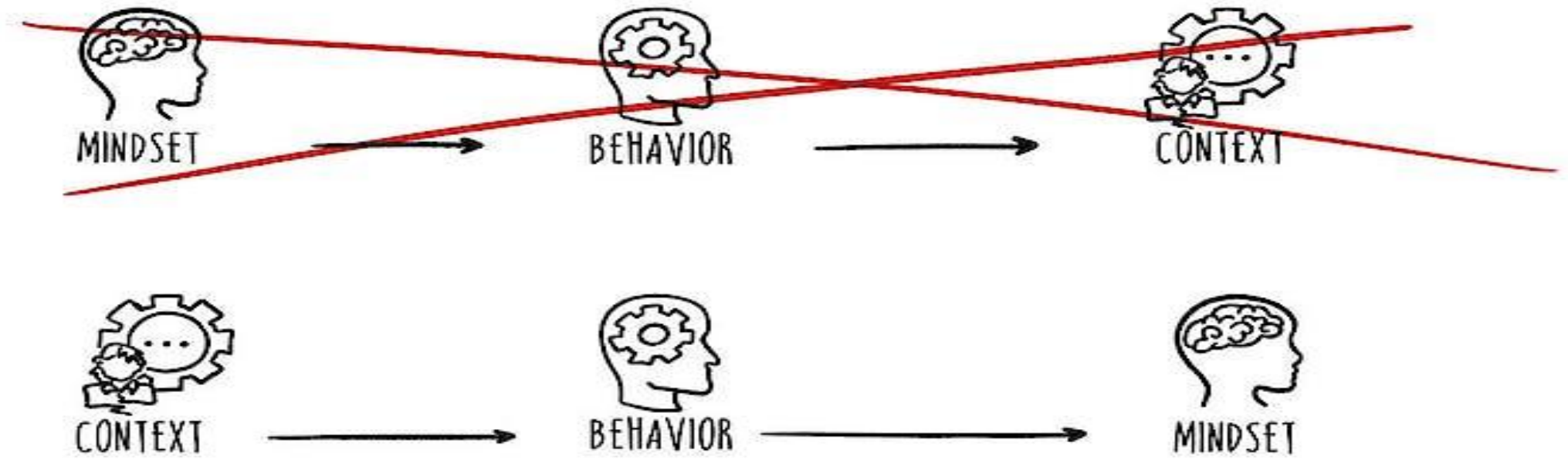
INITIATION	√	IMPLEMENTATION	√	INSTITUTIONALIZATION	√
How have we helped the implementers understand how innovation leads to improvement for themselves as well as for their students?		What is meant by full implementation of this innovation? What behaviors and practices are demonstrated at the early stage, mid-stage, and full implementation?		How widespread is implementation?	
How have we mapped the theory of change and indicators of success to serve as benchmarks for assessing progress?		What conditions are needed to support implementation?		How many are not fully implementing the new practices?	
How will we communicate with all stakeholders the goals of the innovations and processes and strategies for achieving them?		What supports are in place to meet the needs of those who are responsible for implementation?		Have practices become routine behaviors in classrooms? How do we know?	
How will we help stakeholders understand the rationale and urgency for the innovation?		How are we giving feedback and ongoing professional learning to those who are implementing and leading change?		Based on the level of implementation, what needs attention from both leaders and primary implementers --- A. Deeper implementation? B. Sustaining what we have implemented? C. Or some combination of both?	
What resources have been made available to support the initiation and the implementation?		How do we monitor and measure implementation and the results of implementation to continuously improve practice?		How will we be able to sustain the change over time?	

ROOT CAUSE PROBLEMS TO SOLUTIONS



Adapted from Cosner, 2005; Gamoran, Secada, & Marrett, 2000; Bryk et al., 2006

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CORPORATE REBELS

Strategy

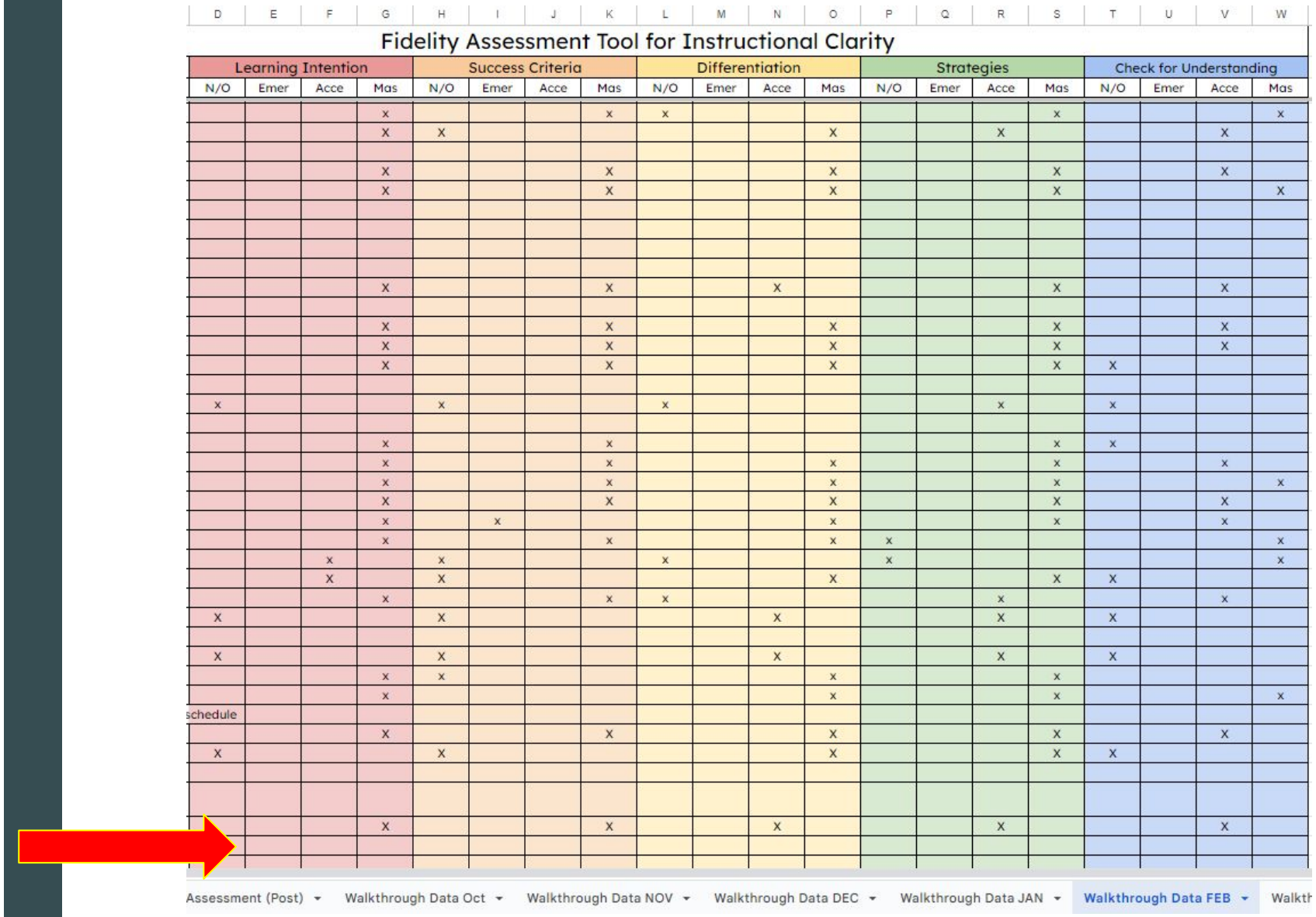
Swanson's ALF: Instructional Clarity in Small Group

Instructional Clarity Effect Size (Hattie): 0.75

Swanson Elementary School

Core Components

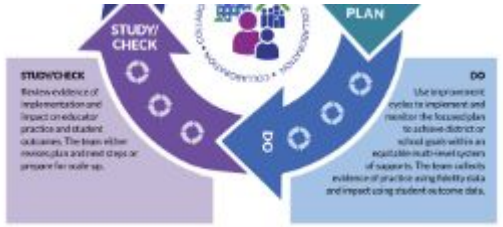
Criteria	Emerging	Accelerating	Mastery	
Learning Intention	Teacher does not state the learning intention or it is unclear	Teacher states the learning intention, but does not use consistent language	The purpose of the lesson is clear, and the teacher uses consistent language to state the learning intention: *Example: "Today I want to teach you...so that you can/because..." (ex: Today I want to teach you doubles facts so that you can add numbers together more quickly.)*	Fall
Success Criteria	Success criteria has been identified	Success criteria is shared with students.	Success criteria is shared in student friendly language. Students can articulate success criteria: *Example:"I can use my doubles facts to find answers quickly." "I can identify a doubles fact."*	Fall
Differentiation	No evidence of differentiation - the lesson looks the same for every group.	Some differentiation is present across different small groups. (Resource, materials, product, group size)	Teacher knows what successful learning looks like for different learners: ○ Personalized ○ Differentiated ○ ALL students are included in small groups *Example: Each small group is tailored to the students in the group based upon the student's needs. Materials, teaching point and instructional methods vary from group to group. Every student in every classroom has small group teaching opportunities.*	Spring
Strategies	Teacher does not utilize a gradual release model and does not provide multiple means of engagement and opportunities for learning.	Teacher utilizes some components of a gradual release model, and inconsistently provides multiple means of engagement and opportunities for learning.	Teacher utilizes a gradual release model and provides multiple means of engagement and opportunities for learning: *Example: Teacher first models the strategy for students. Then, the teacher leads the students in guided practice using the strategy. Finally, the student is provided an opportunity for independent practice with feedback.*	Spring
Check for Understanding	Teacher does not have a way to check for understanding	Teacher checks for understanding	Teacher checks for understanding and records notes/data that are used to plan for future instruction: *Example: Anecdotal notes, student observation, student interview, informal assessments, student work sample*	Winter



Fidelity Assessment Tool for Instructional Clarity

Learning Intention				Success Criteria				Differentiation				Strategies				Check for Understanding			
N/O	Emer	Acce	Mas	N/O	Emer	Acce	Mas	N/O	Emer	Acce	Mas	N/O	Emer	Acce	Mas	N/O	Emer	Acce	Mas
			x				x	x							x				x
			X	X							X			X				X	
			X				X				X				X			X	
			X				X				X				X				X
			X				X			X					X			X	
			X				X				X				X			X	
			X				X				X				X			X	
			X				X				X				X	X			
x				x				x						x		x			
			x				x								x	x			
			x				x				x				x			x	
			x				x				x				x				x
			X				X				X				X			X	
			x		x						x				x			x	
			x				x				x	x							x
		x		x				x				x							x
		X		X							X				X	X			
			x				x	x						x				x	
X				X						X				X		X			
X				X						X				X		X			
			x	x							x				x				
			x								x				x				x
schedule																			
			X				X				X				X			X	
X				X							X				X	X			
			X				X			X				X				X	

Assessment (Post) ▾ | Walkthrough Data Oct ▾ | Walkthrough Data NOV ▾ | Walkthrough Data DEC ▾ | Walkthrough Data JAN ▾ | Walkthrough Data FEB ▾ | Walkth



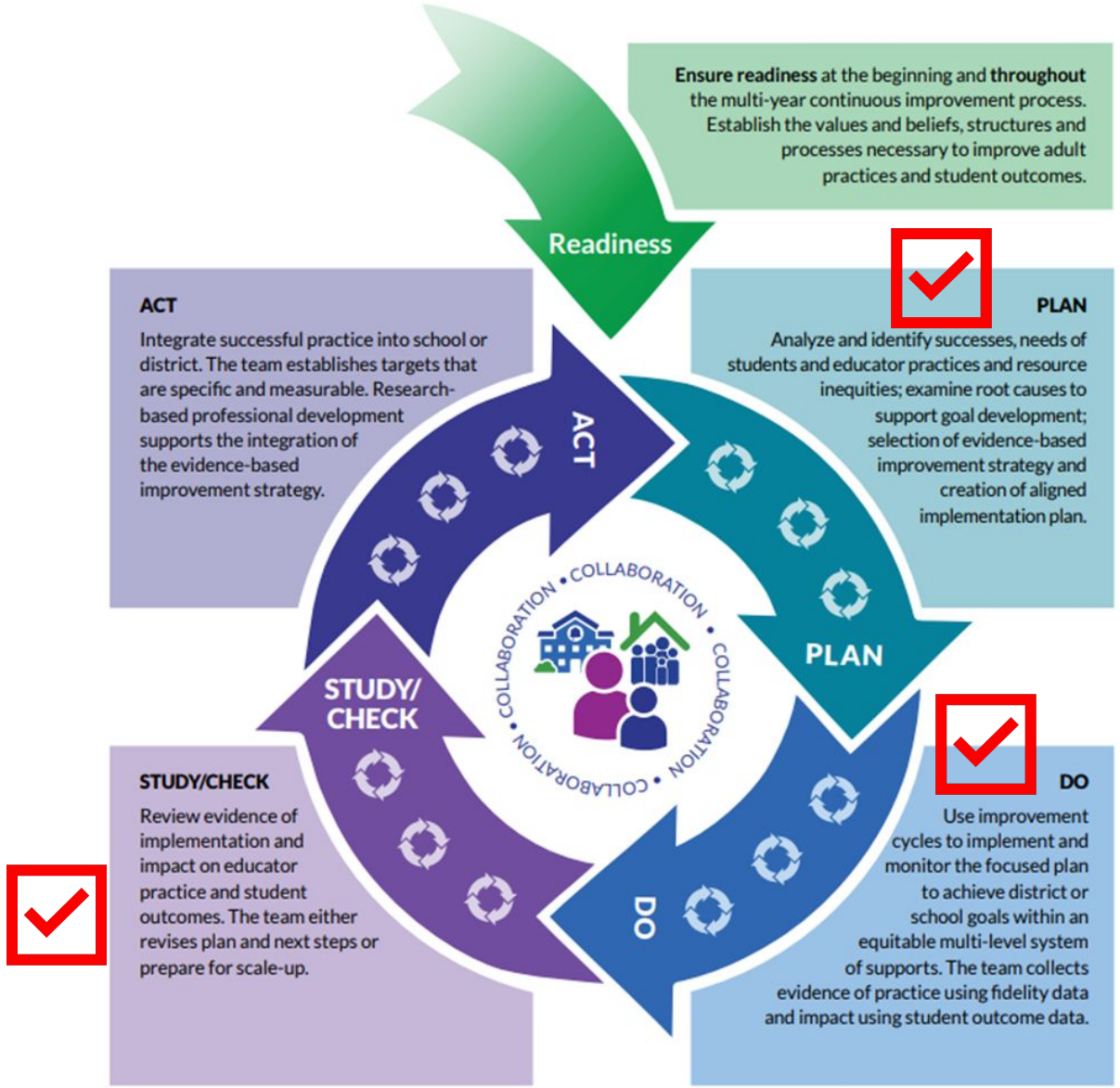
D3 — 1,3 D N C A

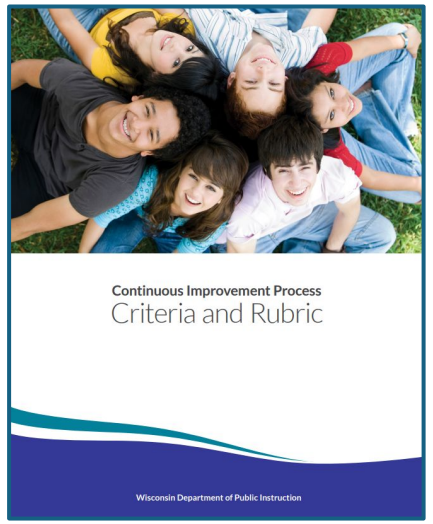
Criterion	***Team collects and uses adult practice data.***
Beginning	No practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended.
Developing	Practice data is collected, but is not aligned to the evidence-based improvement strategy.
Accomplished	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training).
Exemplary	Practice data is collected to determine if the evidence-based improvement strategy is being implemented as intended. Practice data is used to identify unintended consequences to equity (if any). Practice data is collected and used to inform ongoing supports (i.e. training and coaching).

S1 — 1,3,11 D C A

Criterion	***Team regularly reviews educator practice evidence/data sources to monitor and document implementation of the evidence-based improvement strategy (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).***
Beginning	Team does not review educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics).
Developing	Rarely, team reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Team either revises plan and next steps or prepares for scale-up.
Accomplished	Through PDSA cycles, the team intermittently reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to the PDSA cycles.
Exemplary	Through multiple PDSA cycles, team regularly reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walk-throughs and observations, EE data, professional learning feedback, coaching topics). Practice data is used to identify unintended consequences to equity (if any). Team either revises plan and next steps or prepares for scale-up, in response to multiple PDSA cycles. Team uses protocol to review educator practices monitoring evidence/data sources.

Continuous Improvement Process

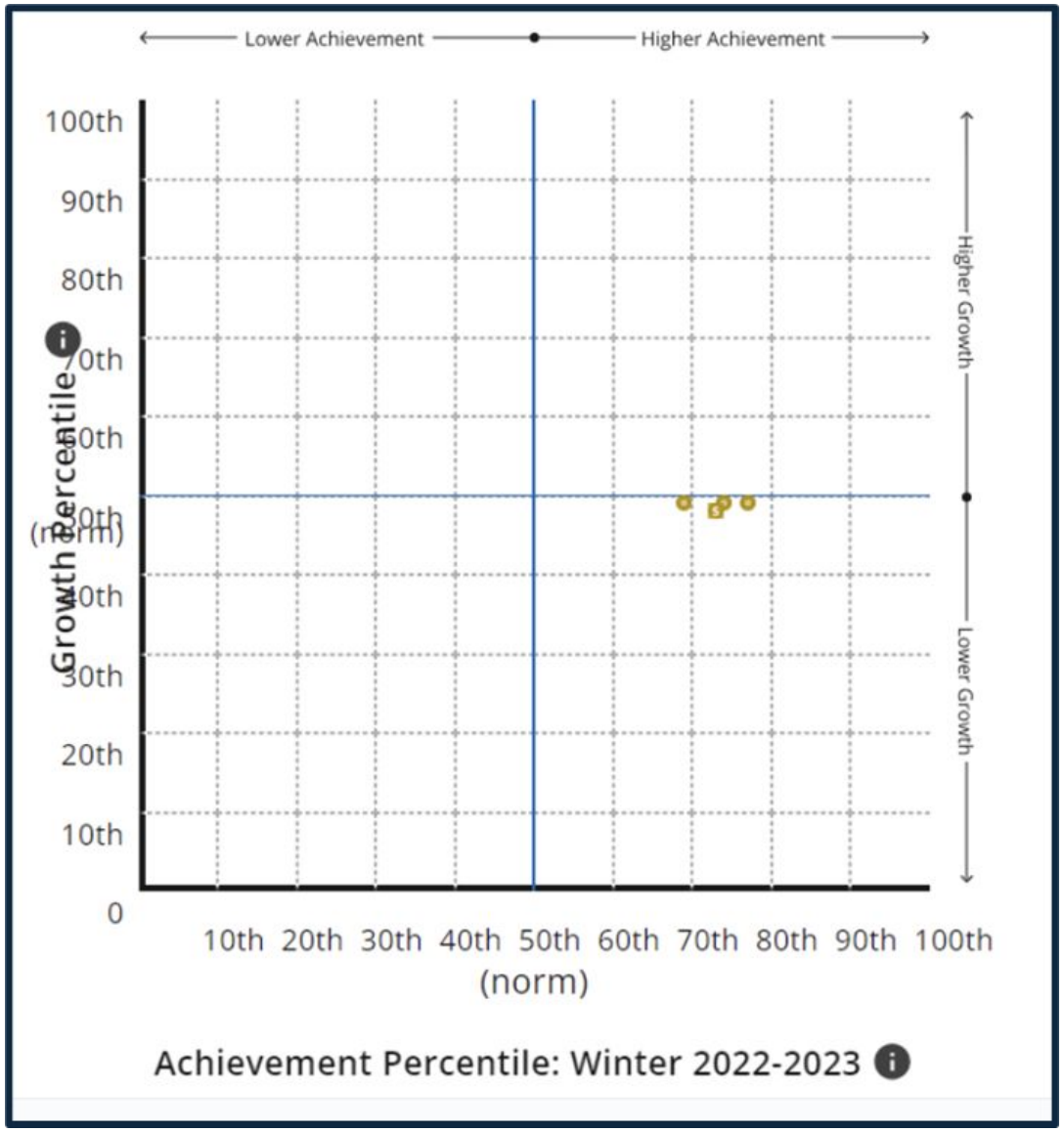


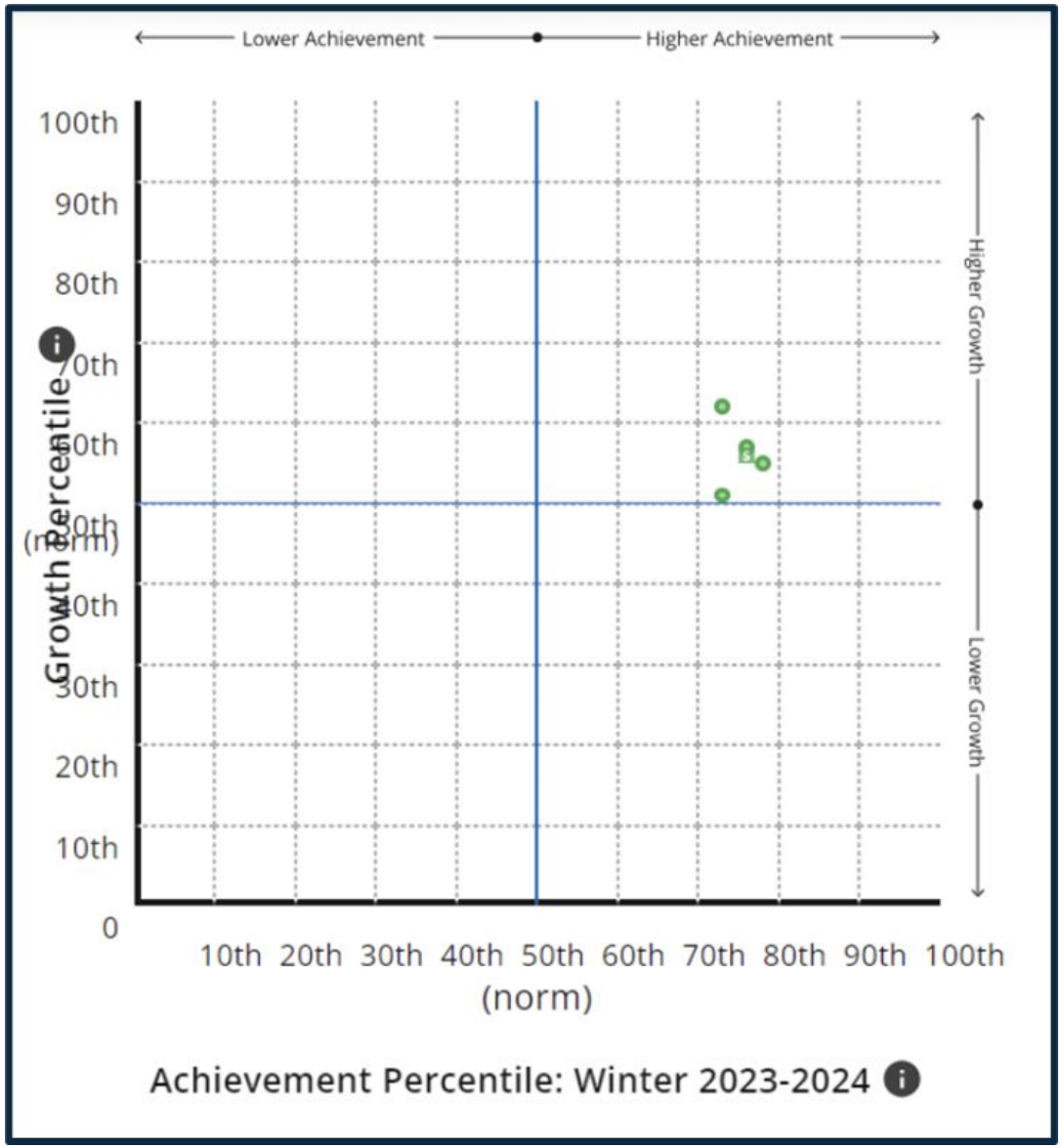


Fidelity

Outcomes	*LOW*	*HIGH*
HIGH	Programming was not implemented with high fidelity. Thus, the strategy should not be deemed effective. Can not infer positive outcomes results were due to strategy. **Review data collection tools to assess fidelity and determine reasons for positive outcomes**.	Programming was implemented as designed and the learning outcomes were realized, suggesting the strategy was effective. **Continue implementation and scale up.**
LOW	No inferences can be made. Implementation was low and learning outcomes were not realized. **Evaluate strategy selection and implement with higher fidelity.**	Programming was implemented as designed, but the learning outcomes were not realized. **This data should be used to inform modifications or changes to the strategy.**

Gerstner, J. J., & Finney, S. J. (2013). Measuring the implementation fidelity of student affairs programs: A critical component of the outcomes assessment cycle. Research and Practice in Assessment, 8, 15 – 28

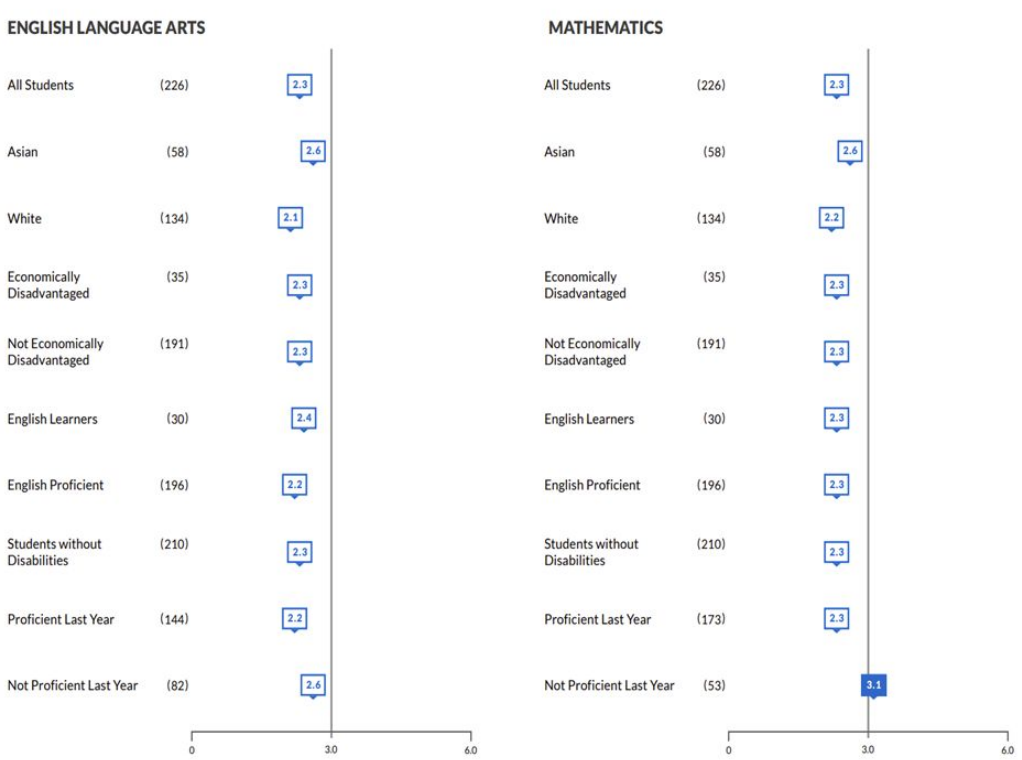

Lower Achievement
Higher Achievement
100th
90th
80th
70th
60th
50th
40th
30th
20th
10th
0
(norm)
Growth Percentile
Higher Growth
Lower Growth
10th 20th 30th 40th 50th 60th 70th 80th 90th 100th
(norm)
Achievement Percentile: Winter 2022-2023


Lower Achievement
Higher Achievement
100th
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Growth Percentile
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Lower Growth
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(norm)
Achievement Percentile: Winter 2023-2024

2020-2021

Student Group Value-Added (for information only)

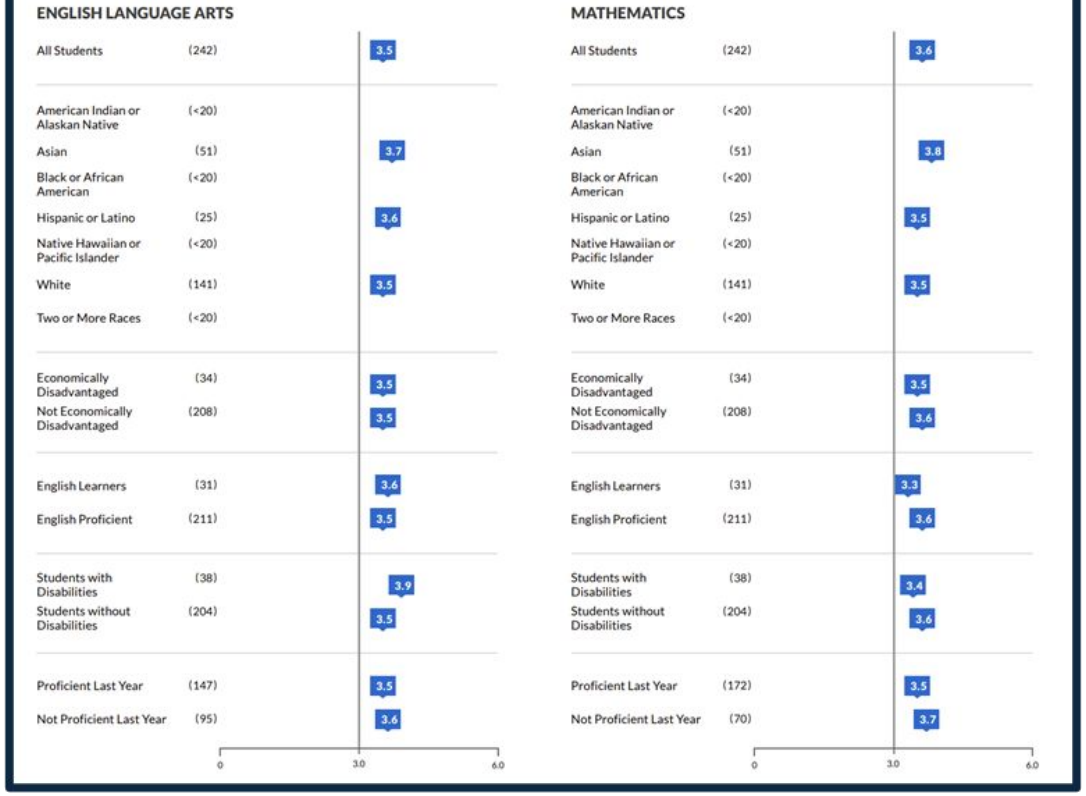
Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.



2022-2023

Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.



OUR AGENDA

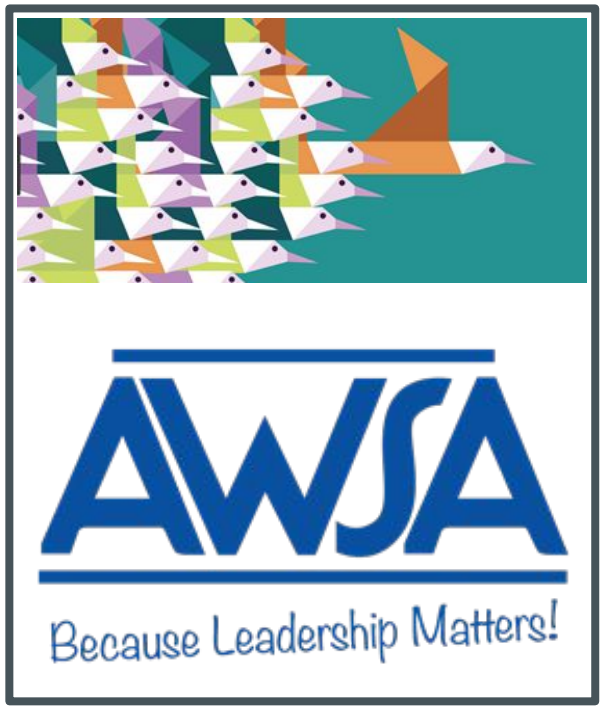
1. **Unprecedented Leadership Challenges and Opportunities**

2. **Proven Approaches for Solving Common Root Cause Problems**

3. **Contextual Challenges, Approaches, and Results**
   a) *Elmbrook: A Suburban District Experience*
   b) *West Allis-West Milwaukee: An Urban District Experience*
   c) *Oostburg: A Rural District Experience*

4. **Matching Leadership Development Options to Local Needs**

5. **Question and Answer**



become what's next

Continuous Improvement: IGNITE

Improvement * Goal-Setting * Networking * Insightful * Transformational * Evidenced-Based

100 day cycles

Elmbrook Schools
become what's next

DISTRICT WIDE COMMITMENTS

Elmbrook IGNITE Fence Posts | 2024-25		
Achievement Goals:	**Process Goals:**	**Monitoring Steps:**
ELA and Math proficiency K-8: WI Forward Rank, Average ACT ELA & Math Scores ***Monitor Progress with FastBridge, MAP, and EWS Data** ***UPDATE WITH 2024-25 GOALS:*** ***Goal 1:*** *Our focus on literacy will result in a Top 6 benchmark ranking for the ELA Composite score (Grades 3-8) and a 21.9 ACT Literacy score (Grade 11) on the 2024 state assessments* ***Goal 2:*** *Our focus on math will result in a Top 3 benchmark ranking for the Math Composite score (Grades 3-8) and a 23.7 ACT Math score (Grade 11) on the 2024 state assessments* **ELA and Math growth K-8: 60%+** ***ELA:*** *FastBridge (K-1) & MAP (2-8)* ***Math:*** *MAP (K-8)*	**EWS 6-12 Monitored by School Weekly** Each secondary school shall have an early warning system (EWS) with action planning for responses as part of the PST process (Student Success Plans) **Projected Target Group Plans** Students in the projected target group are tagged and monitored for achievement and growth. Needs are responded to with ongoing EWS and MTSS structures, through master schedule. **ACT Suite Monitoring and Response** Student ACT results are monitored for achievement and growth with intentional connections to our priority standards across content areas. Students with identified needs are responded to with ongoing EWS and MTSS structures.	**Classroom Learning Walk Data Gathered by Level Monthly** K-5: ELA, Math 6-12: ELA , Social Studies, & Science *District tools are under development, tools with have a writing emphasis **Impactful PLC Practices Assessed Quarterly** School Specific plan to leverage collaborative time (PLC) to analyze student work (ASW) established and monitored. **TLS Coaching Plans Reviewed by School Weekly** Schools collect and report Teaching and Learning Specialist Coaching metrics and review these weekly.

Visible Practices of a Strong Adult Professional Culture

By Jon Saphier

VISIBLE PRACTICES OF A STRONG ADULT PROFESSIONAL CULTURE

Learning organization

1. Frequent teaching in the presence of other adults.
2. Safety to take risks, be vulnerable in front of colleagues.
3. Constant learning about high-expertise teaching.

Teams and data

4. Deep collaboration and deliberate design for interdependent work and joint responsibility for student results.
5. Nondefensive self-examination of teaching practice in relation to student results.
6. Constant use of data to refocus teaching.

Passion and press

7. Urgency and press to reach all students and do better for disadvantaged students.
8. Commitment to implement "Smart is something you can get" in classroom practice, class structures, and school policies and procedures.

Humane, caring environment

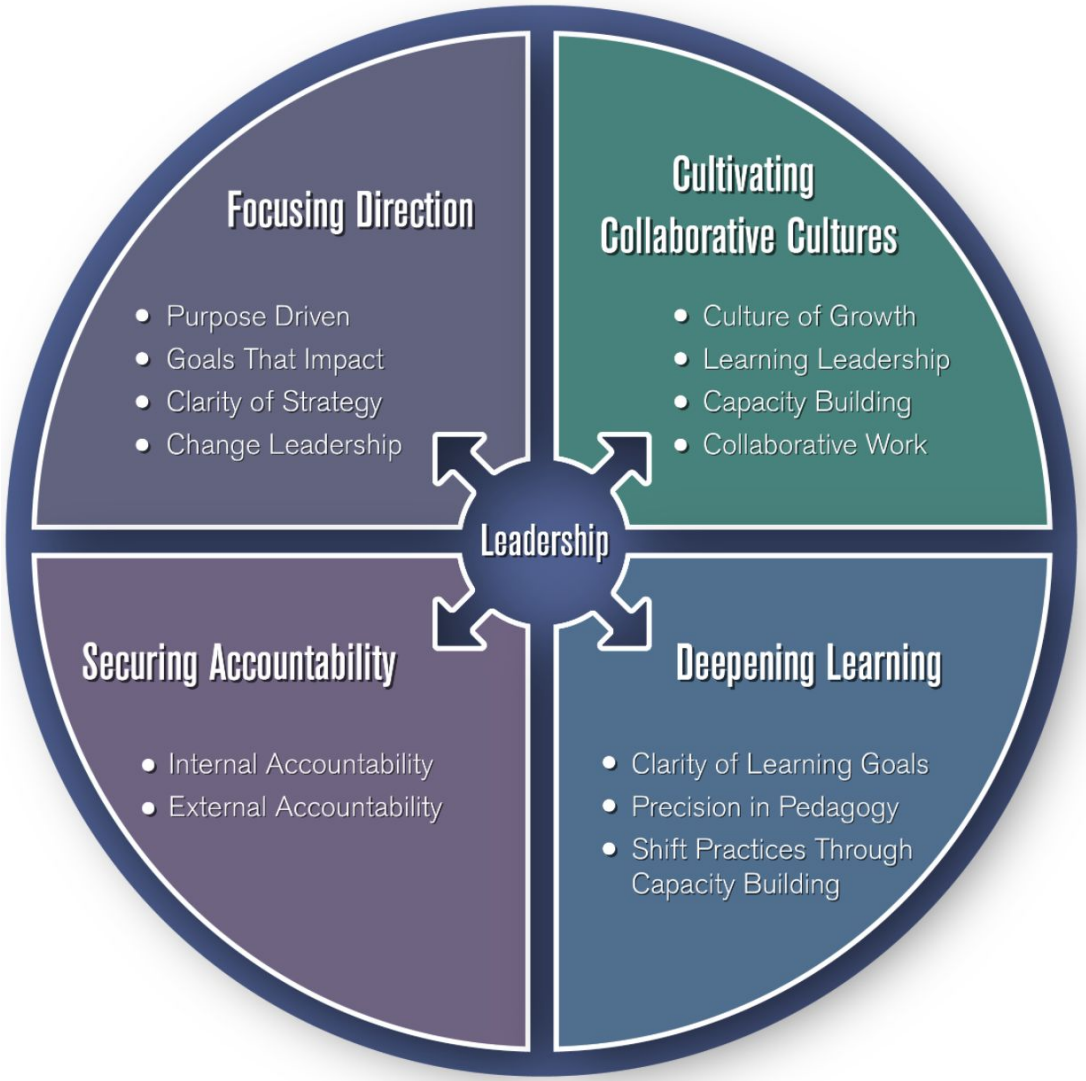
9. Humane environment of caring, appreciation, and recognition, getting to know one another, traditions we look forward to.

Critical feedback

10. Demanding and high standards for development toward high-expertise teaching for all teachers.
11. Honest, open communication and the ability to have difficult conversations.
12. Environment of reflection with habits of mindful inquiry.

Source: Saphier, 2018.

Elmbrook Schools
become what's next



IGNITE Road Map Mileposts | 2024-25

Please develop and share your school Road Map in the IGNITE Road Maps | 2024-25

Milepost #1
Reflect on your experiences: What progress have you made toward your goals? What is your evidence? Determine your current state and define your future state.

Milepost #2
Use the Coherence Progression to assess growth and identify stretch language for the next 100 days.

Milepost #3
Review key student learning data and align with your student learning goals. Identify the measures that will be used to tell your school's data story. Review and adjust your root cause analysis.

Milepost #4
Establish or refine your goals.

Milepost #5
Review your theory of action and make adjustments as needed.

Milepost #6
Identify key strategies to leverage and evidence to verify for universal focus.

Milepost #7
Reflect on your Adult Learning Framework. Does it make your instructional focus clear? Adjust as necessary. Is it time to design an additional Adult Learning Framework?

Milepost #8
Identify the professional learning, coaching, and feedback necessary for implementation of your plan.

Milepost #9
Quality Assurance: Confirm that your 100-Day Plan is comprehensive and designed to set you up for a deep impact on adult actions and student learning.
Plan your data story: Who is your target audience? What is at stake? What is your big idea?

Milepost #10:
Quality Assurance: Confirm your monitoring plan for fidelity of implementation.

To Achieve Greater Coherence

- Purposeful action and interaction
- Working on capacity
- Clarity
- Precision of practice
- Transparency
- Monitoring of progress
- Continuous correction

Achieve remarkable and lasting success by focusing on the right things and staying with them.



Coherence Is

. . . a shared depth of understanding about the purpose and nature of the work in the minds and actions individually and especially collectively.

Coherence Is Not

Structure
Alignment
Strategy

Coherence Making



The Coherence Framework

Each of the four components serves the other three and must be addressed simultaneously and continually. Leadership both activates and connects the four components.

The Wrong and Right Drivers in Action

Coherence represents going into action with the right drivers as the foundation.

Talk the Walk



The cumulative effect of downplaying the wrong drivers and employing the right drivers in concert is greater clarity and cohesion.

Get the Right Mind-Set for Action



. . . and have a deep respect for the unpredictability of change.

Purpose Driven

Effective leaders foster moral purpose when they

- Build relationships with everyone, including those who disagree, are skeptical or even cynical
- Listen and understand the perspective of others
- Demonstrate respect for all
- Create conditions to connect others around that purpose

Leaders must first understand their own moral purpose and be able to combine personal values, persistence, emotional intelligence, and resilience.



Focusing Direction

Focus is not just a matter of having uplifting goals. It is a process involving initial and continuous engagement.

Goals That Impact

The four-step approach to tackling the problem of "initiativitis":

- Be Transparent
- Build a Collaborative Approach
- Develop a Clear Strategy
- Cultivate Engagement

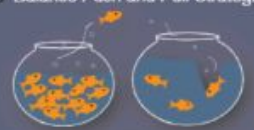


Change Leadership

The new process of change is a more organic process of diffusion and continuous learning.



- The New Change Dynamic
- Balance Push and Pull Strategies



- Build Vertical and Lateral Capacity and Integration

Clarity of Strategy

Developing new skills (capacities), especially with others, increases clarity and, in turn, commitment.

Coherence becomes a function of the interplay between the growing explicitness of the idea and the change culture.

Change Climate	Explicitness: Low	Explicitness: High
High	Superficiality	Depth
Low	Inertia	Resistance

Culture of Growth

Organizations that support learning, innovation, and action build a culture of growth.



Mind-set matters.

Seek good ideas externally, but don't rely on the external experts for solutions.

Leaders are wise to evaluate policy and strategy decisions on the three dimensions of quality, commitment, and capacity.

Learning Leadership

Lead learners build professional capital across their organizations by

Modeling learning

Shaping the culture

Maximizing the focus on learning

Cultivating Collaborative Cultures

Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose.

Capacity Building

Effective change processes shape and reshape good ideas as they build capacity and ownership.

The key to a capacity building approach lies in

- Developing a common knowledge and skill base across all leaders and educators in the system
- Focusing on a few goals
- Sustaining an intense effort over multiple years

Capacity building is an approach, not a program.



Collaborative Work

To shift school, district, or system practices, one needs to have a strong learning design and deep collaborative work.

Collaborative work approaches must be intentionally designed and implemented to

- Incorporate whole systems
- Focus on learning
- Build capacity
- Have measurable impact
- Be flexible and dynamic
- Be sustainable



Develop Clarity of Learning Goals



Deep Learning Competencies

Deep learning involves using new knowledge to solve real-life problems and incorporate a range of skills and attributes.

Build Precision in Pedagogy

Instructional or pedagogical systems must include the development of at least the following four components:

- Build a common language and knowledge base.
- Identify proven pedagogical practices.
- Build capacity.
- Provide clear causal links to impact.

Three strands of expertise that teachers need to weave together to support deeper learning:



Deepening Learning

We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge-building partnerships for everyone engaged.

Shift Practices Through Capacity Building

Accelerate the shift by building clarity of the new learning outcomes; developing precision in new pedagogies; and cultivating deep collaborative work.



Clarity of Learning Goals + **Precision in Pedagogy** + **A Process for Shifting Practice**

Internal Accountability

Internal accountability is based on the notion that individuals *and* the group in which they work can transparently hold themselves responsible for their performance.



Successful schools build a collaborative culture that combines individual responsibility, collective expectations, and corrective action.

Internal accountability must precede external accountability if lasting improvement in student achievement is the goal.

Policy makers and other leaders should establish conditions for developing cultures of internal accountability.

Individuals should develop collaborative work with peers and push upward for this work to be supported.

Local leaders have to play their part in establishing internal accountability and in relating to the external accountability system.



It is essential *to engage* the external policy and accountability sytem.



Securing Accountability

The best approach for securing accountability is to develop conditions that maximize "internal accountability" and reinforce internal accountability with external accountability.

The Perspective of Locals

External Accountability

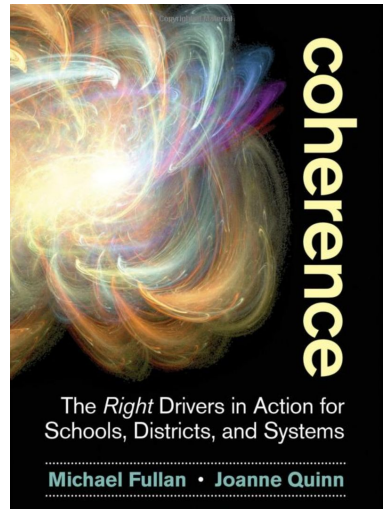
External Authorities

The more that internal accountability thrives, the greater the responsiveness to external requirements and the less the externals have to do.

Central authorities should focus their efforts on two interrelated activities:

1. Investing in internal accountability
2. Projecting and protecting the system

Successful systems establish strong degrees of internal accountability that serve them well in the external accountability arena.



SOAR Analysis

PRESENT STATE	FUTURE STATE
Strengths ***LOOKING BACK:*** *What have we done with our 100 Day Planning and implementation that we can continue to build on? What structures and strategies should we celebrate?*	**Aspirations** ***LOOKING FORWARD:*** *What do we care about deeply and hope to accomplish in the next series of 100 day planning? What will we prioritize and how will we maintain coherence?*
★	➔
Opportunities ***LOOKING BACK:*** *Where did we miss the mark? What could we have done better in the design and implementation of our school's 100 day planning process? What are our gaps or blind spots in our current state?*	**Results** ***LOOKING FORWARD:*** *What will be our evidence to determine our progress with adult behaviors and student results? Which outcome measures AND process measures should be leveraged?*
●	●

become what's next

A DAY IN THE LIFE OF A COMMUNICATIONS PROFESSIONAL

PLANNED DAY

- Create and Schedule Social Media Posts
- Write News Story
- Work with Student Interns
- Develop a Family Recruitment Marketing Piece
- Finish Video Production Editing

WHAT REALLY HAPPENS

- ANSWER MEDIA REQUEST
- RUSH REQUEST FROM SUPERINTENDENT
- LAST MINUTE PHOTO OP OF AN IN-SCHOOL CELEBRATION
- BOARD OF EDUCATION DATA REQUEST
- HR DEPARTMENT NEEDS WEBSITE UPDATE ASAP

Your Data Tells a Story - What is That Story?

COMMUNICATIONS DASHBOARD			
MONTH	NUMBER OF **ENGAGEMENTS**	NUMBER OF **FOLLOWERS**	NUMBER OF **MESSAGES SENT**
SEPTEMBER	12	125	4
OCTOBER	15	175	8
NOVEMBER	5	180	3
DECEMBER	2	180	2

Risks of Not Telling Your Own Data Story

COMMUNICATIONS DASHBOARD			
MONTH	NUMBER OF **ENGAGEMENTS**	NUMBER OF **FOLLOWERS**	NUMBER OF **MESSAGES SENT**
SEPTEMBER	12	125	4
OCTOBER	15	175	8
NOVEMBER	5	180	3
DECEMBER	2	180	2

THE YIKES FACTOR

- Communications efforts declined dramatically in December
- Few stakeholders were engaged
- Little work was accomplished

Telling Your Data Story

COMMUNICATIONS DASHBOARD			
MONTH	NUMBER OF **ENGAGEMENTS**	NUMBER OF **FOLLOWERS**	NUMBER OF **MESSAGES SENT**
SEPTEMBER	12	125	4
OCTOBER	15	175	8
NOVEMBER	5	180	3
DECEMBER	2	180	2

THE WOW FACTOR!

- 32 Engagements from Sept - Nov yielded 450 participants!
- Referendum passed in November!
- 2 thank you community events in Dec!

The Importance of Developing Your Data Story

1. Demonstrate alignment of your work to the organization's priorities
2. Provide context for the "why" behind the work in order to gain buy-in and support from you and your colleagues
3. Establish clear and measurable outcomes to monitor and report progress
4. You will be able to share your work with others and describe your impact in measurable and meaningful ways



Crafting Your Communications Data Story



Step 1: Review Goals & Brainstorm Measures

Review Goals

01 **Promote** and strengthen our District's Brand

02 **Inform** stakeholders about current and relevant news and information

03 **Engage** our Community on Key Topics, School/District Needs, and/or in ways that sustain or enhance our Schools/District

Brainstorm Measures

- Annual report views (web) and households (print)
- Social media followers/shares/likes
- Topic videos (# produced, views)
- New family recruitment (# participants info night, new enrollments)
- Web news posts (# posts, views/hits)
- Crisis messaging (#, timeliness)
- Celebratory & informational videos (# & Views)
- E-Newsletter (# subscribers, open rates, clicks)
- Community Engagement Sessions (# held, # participants)
- Legislator/City Official Engagements (#)
- Community Presentations (# Regional, State, National)
- Survey results (Engagement, Comm Tools Used)

Step 2: Create Dashboard & Record Data

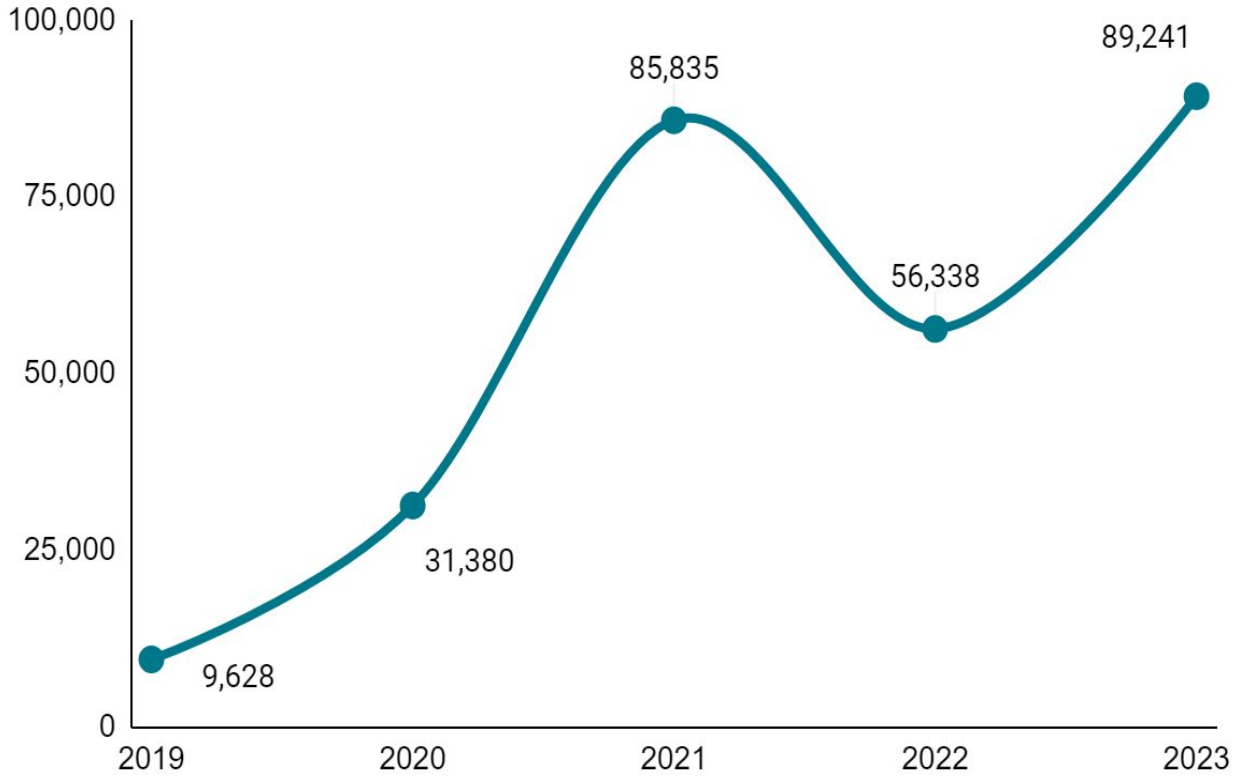
	Key Performance Indicators (KPIs)	2018-19	19-20	20-21	21-22	22-23
Promote	Niche Ranking	#2	#1	#1	#1	#1
	Web Page Visits - Prospective Families	13,899	11,055	11,500	15,205	13,277
	Resident Student Market Share	80%	80%	80%	79%	79%
	Family Survey - *Recommend My Child's School to a Friend*	91%	87%	84%	84%	87%
Inform	LinkedIn Followers	1,152	1,355	1,498	1,790	2,150
	District Video Views	9,628	31,380	85,835	56,338	89,241
	Annual Report Views	979	1,230	n/a	990	4,465
Engage	Community Engagements			52	51	59

Step 3: Analyze Data & Narrow Your Focus

	Key Performance Indicators (KPIs)	2018-19	19-20	20-21	21-22	22-23
Promote	Niche Ranking	#2	#1	#1	#1	#1
	Web Page Visits - Prospective Families	13,899	11,055	11,500	15,205	13,277
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	Annual Report Views	979	1,230	n/a	990	4,465
Engage	Community Engagements			52	51	59

Step 4: Story Profile - Video Views

Video Views Increase 826%!



2023 School Year Video Analytics

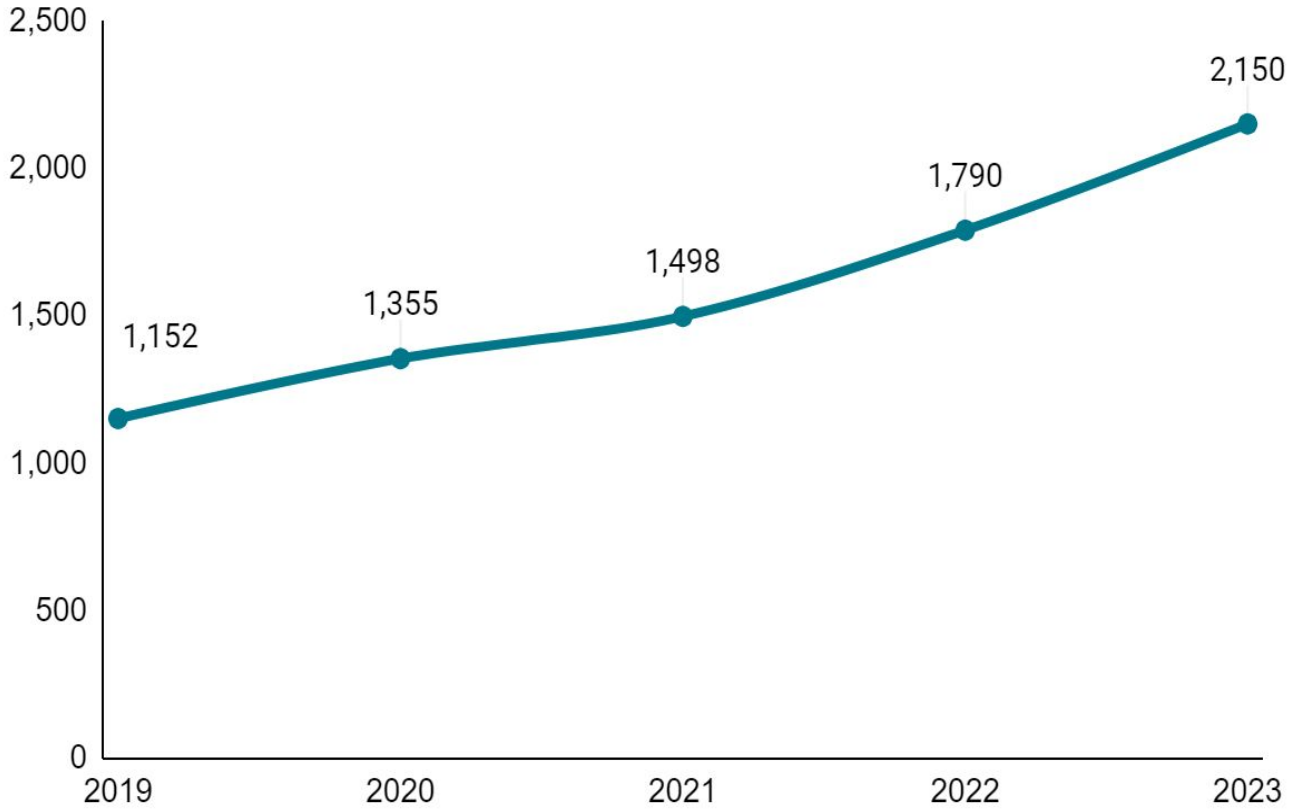
- Total Views: 89,241
- New videos: 116
  - Celebratory Videos, Board Meetings, Informational Videos
- Average Viewership: 769

Key Strategies

- Expanded Content
- Social Media - Cross Promotion
- Creative Messaging

Step 4: Story Profile - LinkedIN Followers

LinkedIN Followers Increase 87%!



2023 School Year

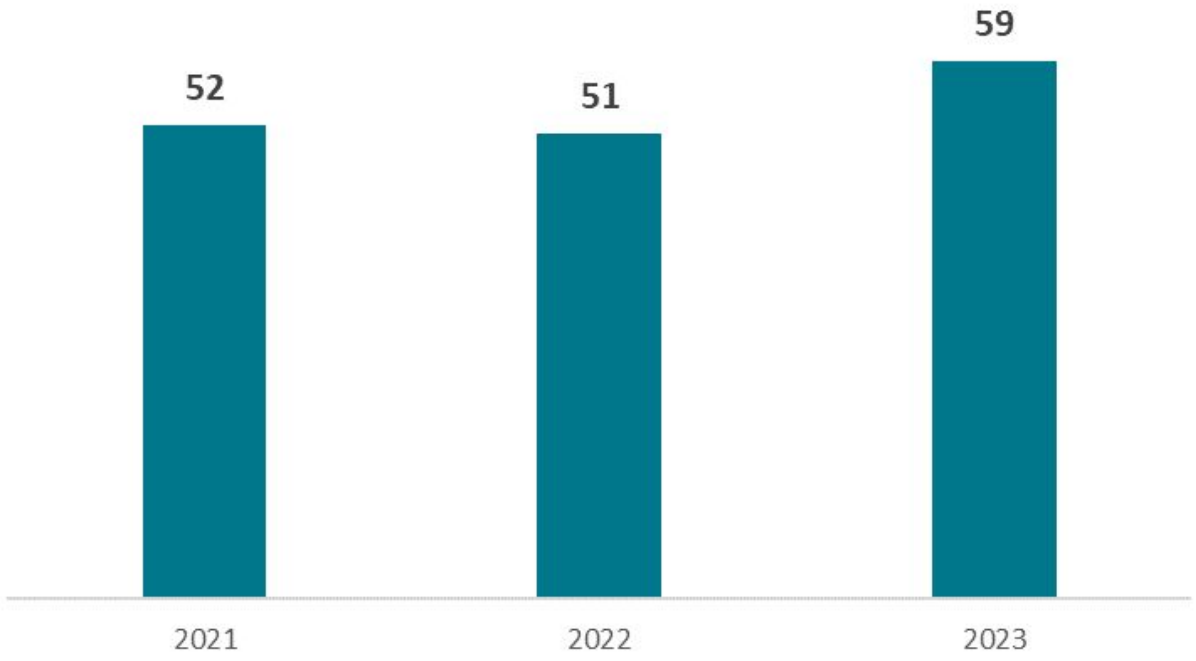
- Added 360 Followers
- 79 Total Posts
  - District Celebrations
  - Job Openings
  - Alumni Stories
- 4,436 Reactions

Key Strategies

- Consistent Posting of School & District Celebrations
- Current Student Connections
- Stronger Activity from Human Resources

Step 4: Story Profile - Engagement Data

Engagements Increase 13% in 2023!



2023 School Year

- Engagements increase 13% in 2023
- 700 Staff Participate in Fall & Spring Listening Sessions
- Supt visits Nine PTO's Twice

Key Strategies

- Senior Leaders Follow-up on Staff Survey Data
- Intentional Connections with School Parent Leaders
- Presentations to Community Groups

Step 5: Telling Your Data Story

The Big Idea Worksheet

- Who is Your Audience?
- What is at Stake?
- Form Your Big Idea

Crafting Your Story

- Select the data you will use to support your Big Idea?
- Identify a specific example that illustrates your big idea in a personal way
- Determine how you will end your story/leave a lasting impression
- Consider adding visuals

Communications Department Data Story



Who is the audience?

Board Members on the Community and Legislative Committee

What is at stake?



Get it Right: Committee members will be able to articulate the District's key Communications and Engagement strategies and the many different ways we inform and listen to our stakeholders.

Get it Wrong: Committee members will not be equipped to respond to concerns raised about if/how the District informs, listens to, or engages members of our Community.



Form Your Big Idea:

The District's uses video, social media, and email to inform our stakeholders of key District information, while deploying a variety of listening strategies to collect feedback on important topics which is used to inform and assess action planning.

Communications Department Data Story

The District's uses video, social media, and email to inform our stakeholders of key District information. In 2023, we produced 119 videos that yielded 89,000 views. These videos were informational and celebrated excellence across the District, and helped us reach an all-time high in views. Additionally, one of our primary social media platforms, LinkedIN, increased followership by 20% to 2,150, and generated 4,500 reactions to our posts during the year.

In addition to these strategies to inform our staff, families and community, we deployed a variety of engagement strategies to collect feedback on important topics. In 2023, we conducted 59 different engagement opportunities, from employee roundtables to staff focus groups to PTO listening sessions. These opportunities helped inform our work on District priorities, such as the development of our teacher compensation model.

Micro Example: Elmbrook's Video Data Story



Who is the audience?

Parents - More specifically, a parent who is questioning investing District resources into videos.



What is at stake?

Get it Right: Parents can become advocates of the District, promoting the amount of information provided to families in a variety of mediums.

Get it Wrong: Parents attack the District's use of scarce resources, call for shift in funding from Communications to Teaching and Learning

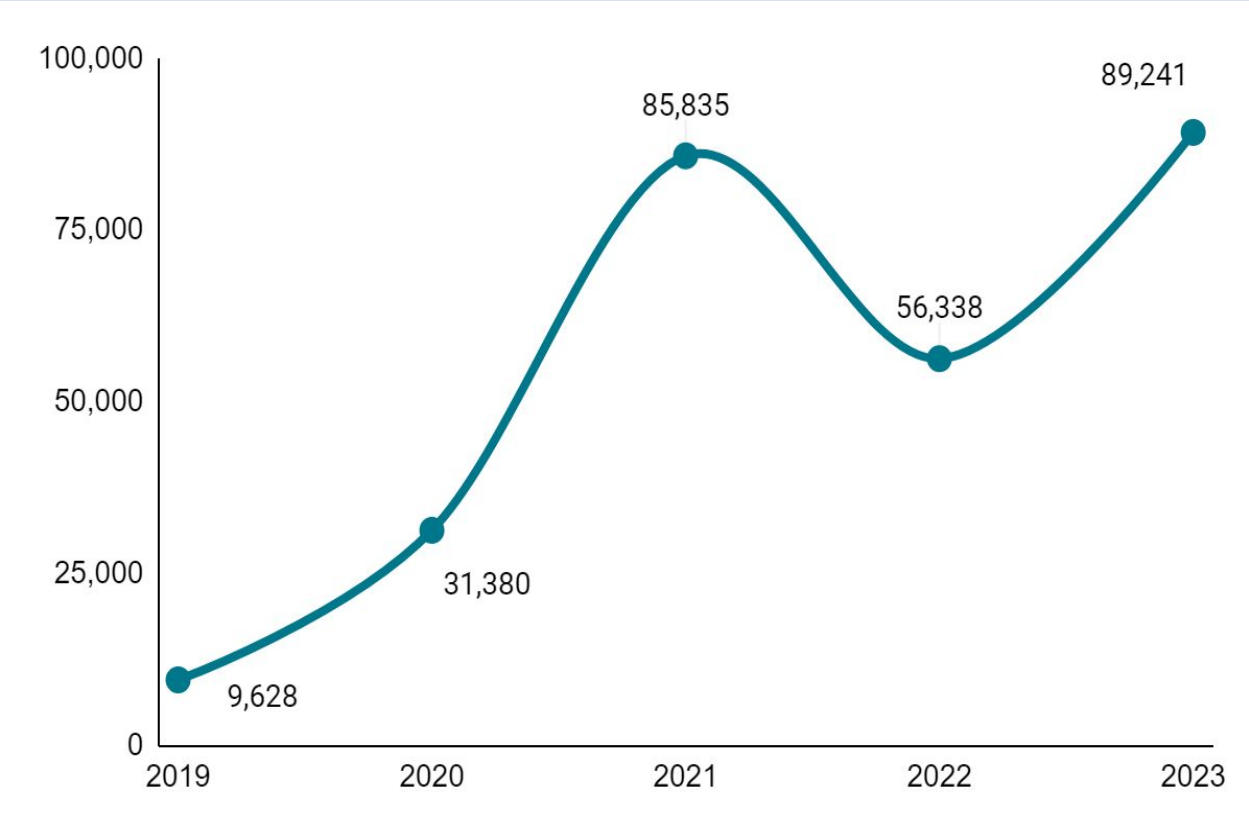


Form Your Big Idea:

By using video to present timely and relevant information to our stakeholders in creative ways, the District's investment in video production has made a significant and measurable impact.

DATA & STRATEGIES

Video Views Increase 826% Over 5 Years!

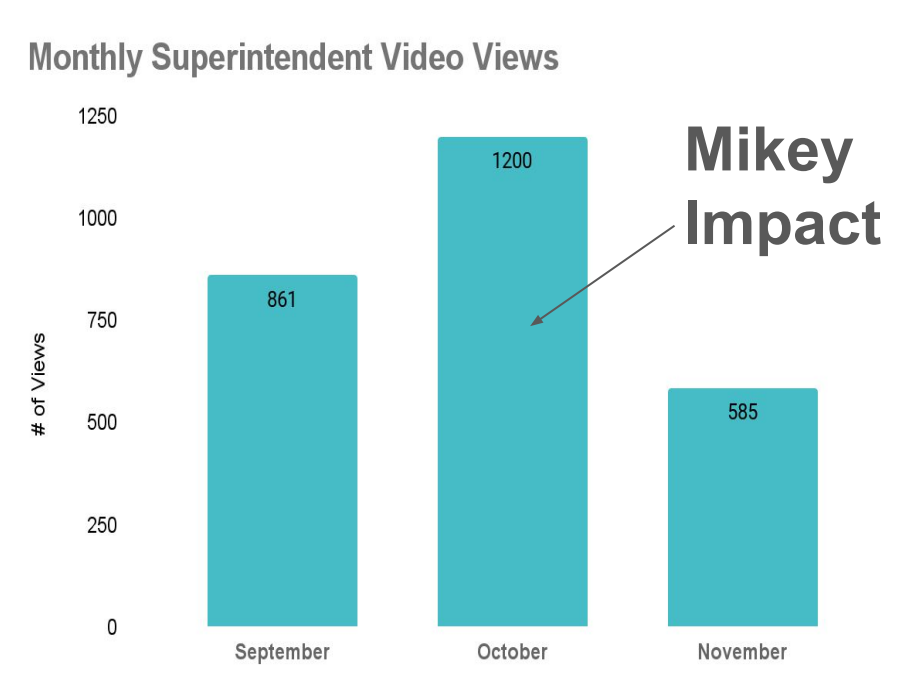






THE MIKEY IMPACT

Including Mikey in our senior leader video yields a 30% increase in views.

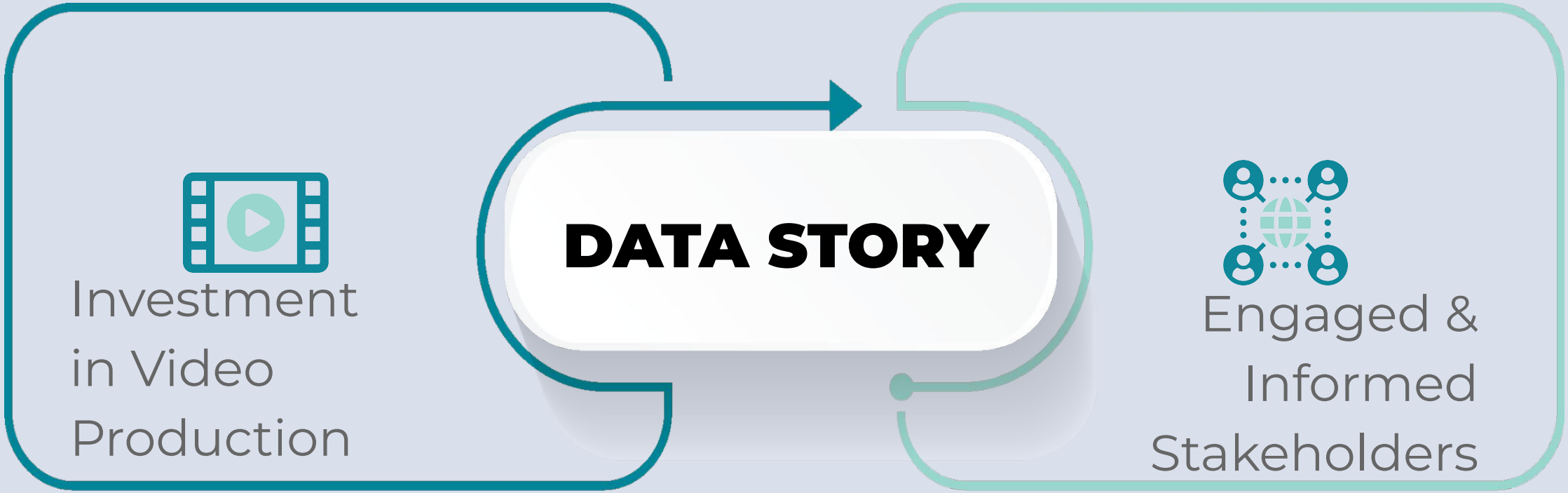




Mikey's Minute | Student Intern Series

VIDEO DATA STORY

2 hours of Video Production yields 20-50 hours of video views, more engaged stakeholders, humanizes our senior leadership team, and communicates key information in a creative way. Including Mikey in our videos makes them even more impactful.



become what's next

A school or district's overall accountability score is placed into one of five overall accountability ratings:

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

Elmbrook Schools
become what's next



Significantly Exceeds Expectations

★★★★★

Elmbrook is a TOP PERFORMING District in Wisconsin!

#4

K-12 District Report Card State Rank

Significantly Exceeds Expectations - ★★★★★

Elmbrook is one of 3 Districts of the 420+ in the State to maintain the highest possible report card rating from the 2013-14 school year to the present.

Top 1%

become what's next

OUR AGENDA

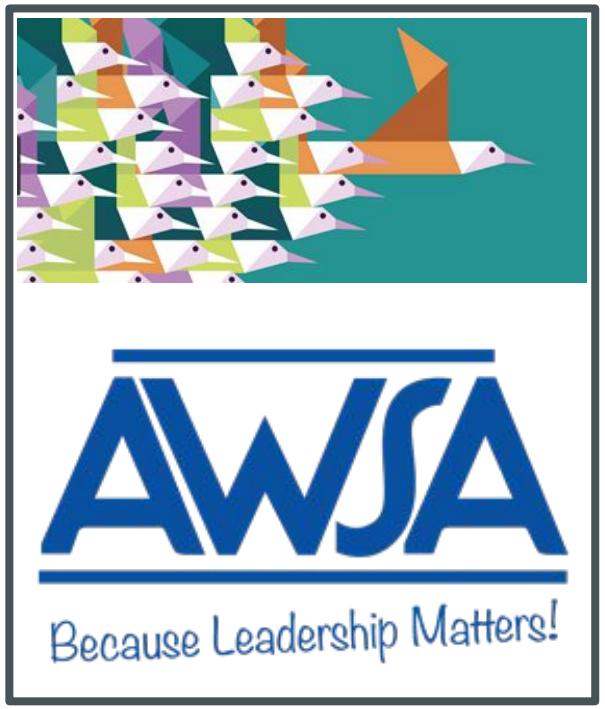
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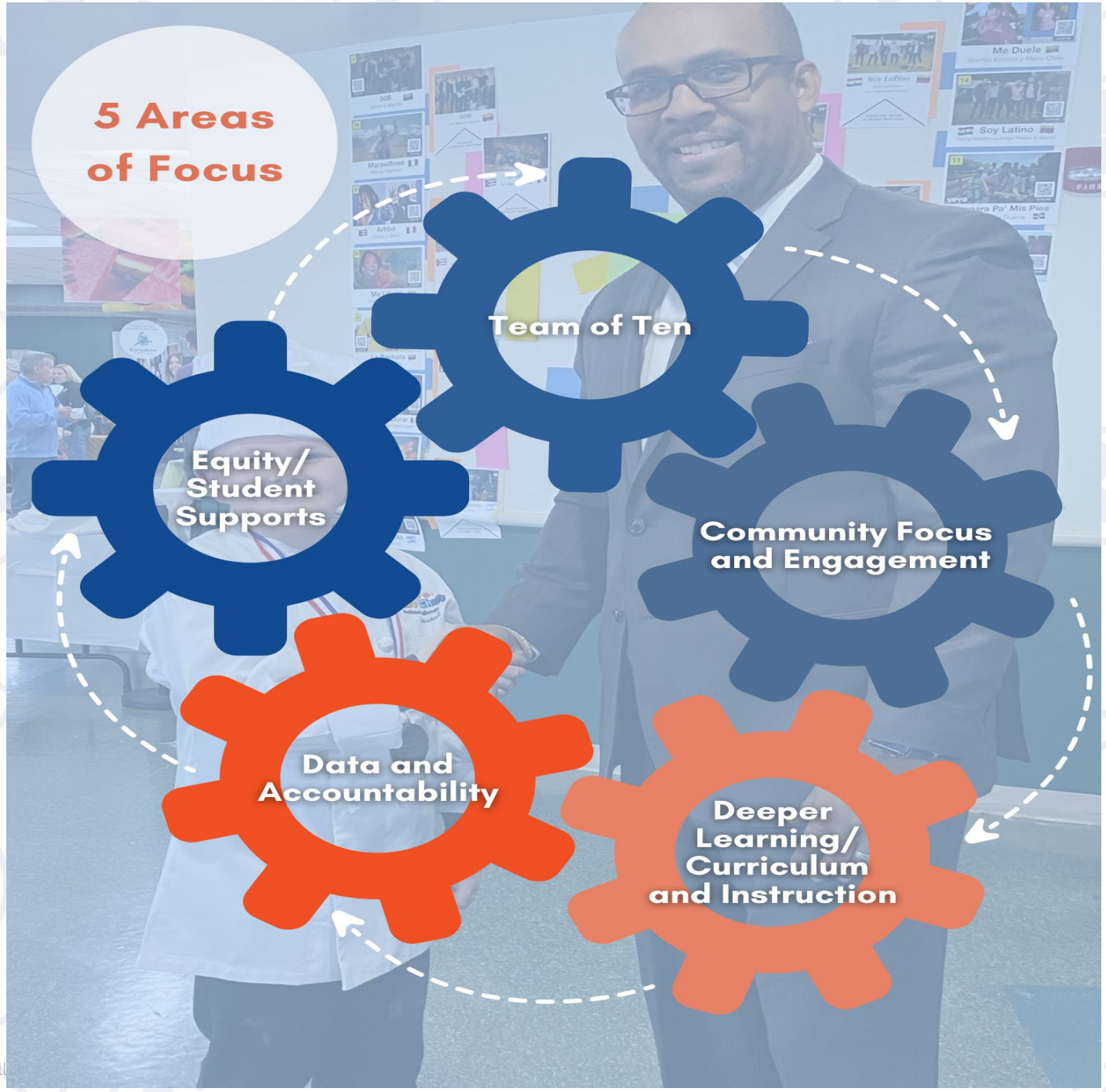
5. **Question and Answer**



WEST ALLIS–WEST MILWAUKEE SCHOOL DISTRICT

A ROADMAP FORWARD





© West Allis-West Milwaukee School District. All

WEST ALLIS–WEST MILWAUKEE
SCHOOL DISTRICT

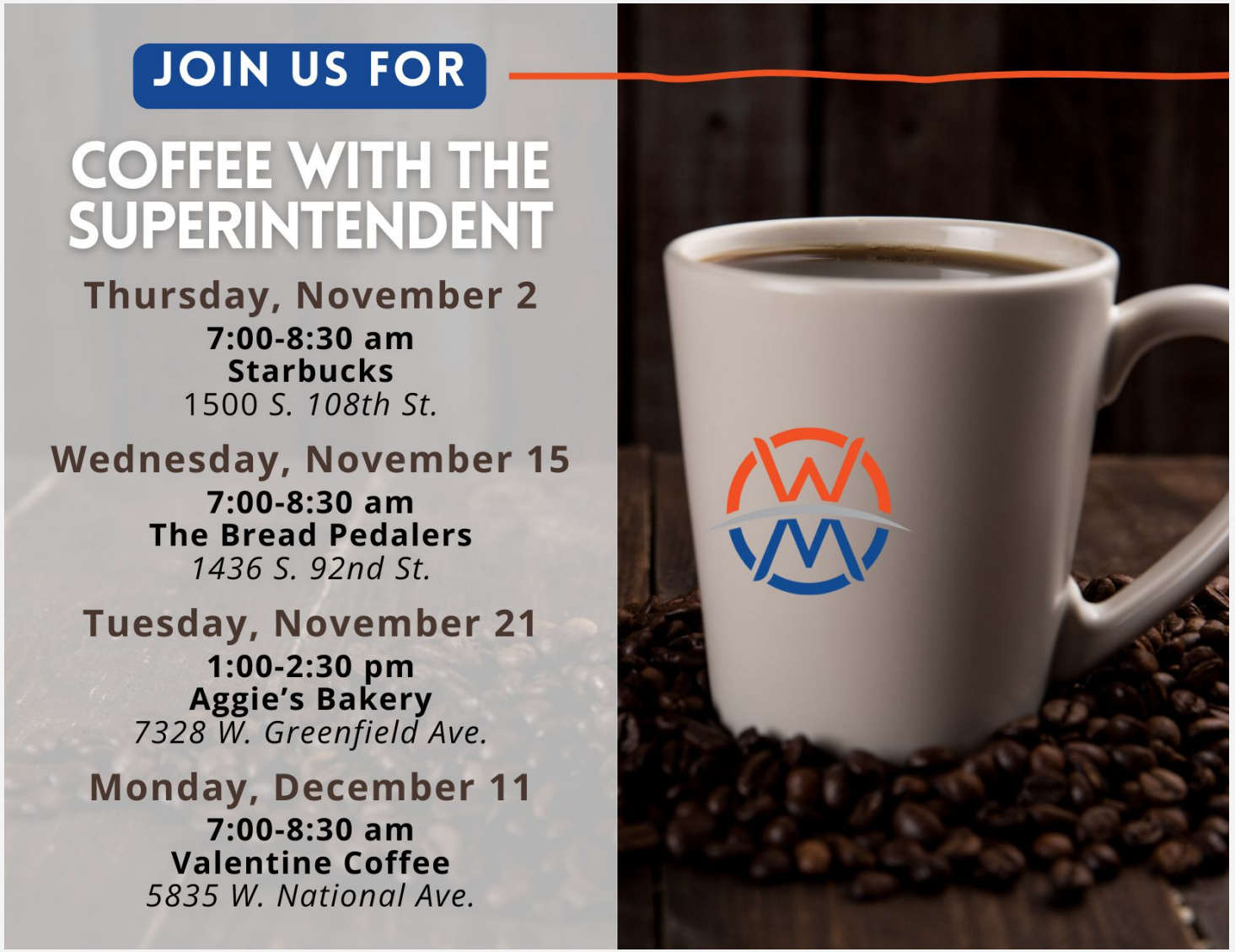
A Roadmap FORWARD with the 3 A's

Accessibility.

Availability.

Accountability.

ACCESSIBILITY



WEST ALLIS–WEST MILWAUKEE
SCHOOL DISTRICT

"LISTENING & LEARNING"



A CONVERSATION WITH
WAWM SUPERINTENDENT
Dr. Tarrynce Robinson

GOALS AND OBJECTIVES

- **Phase I** — Listening and Learning
- **Phase II** — Listening, Learning, Leading & Analyzing
- **Phase III** — Leading and Monitoring

West Allis-West Milwaukee School District November 2024 Referendum

- Three Rounds of Informational Sessions
- Two Rounds of Surveys
- Building and Campus Tours
- Community sessions at Bars, Senior Centers, and Coffee Shops.
- Visible presence at community events



Availability

Timeline

Aug.-Oct., 2023

- Board Workshop #1
- Board Workshop #2
- Listening and Learning Sessions (14)

Nov.-Dec., 2023

- Fall Referendum Engagement Sessions (3)

Jan.-Feb., 2024

- WAWM Survey Questionnaire
- Board Workshop #3

Mar.-May, 2024

- Staff Meeting Presentations (15)
- School Perceptions Survey
- Spring Referendum Engagement Sessions (3)
- Board Workshop #4

June-Aug., 2024

- Facilities Board Workshop
- Board Workshop #5

Sept.-Nov., 2024

- Staff Meeting Presentations (15)
- Fall Referendum Engagement Sessions (4)
- Canvassing Events (3)

OVERALL HISTORICAL RESULTS

Year	Total Votes		Percent Passed
	Yes	No	
2017 Financial Crisis	4,308	5,495	43.95%
2022 High School Consolidation	4,214	6,026	41.12%
2024 Compensation	19,347	12,661	60.44%
2024 Facility Projects	20,481	11,312	64.42%

Availability

ACCOUNTABILITY:
WAWM Overview

OVERVIEW

District Details

Grades : K4-12

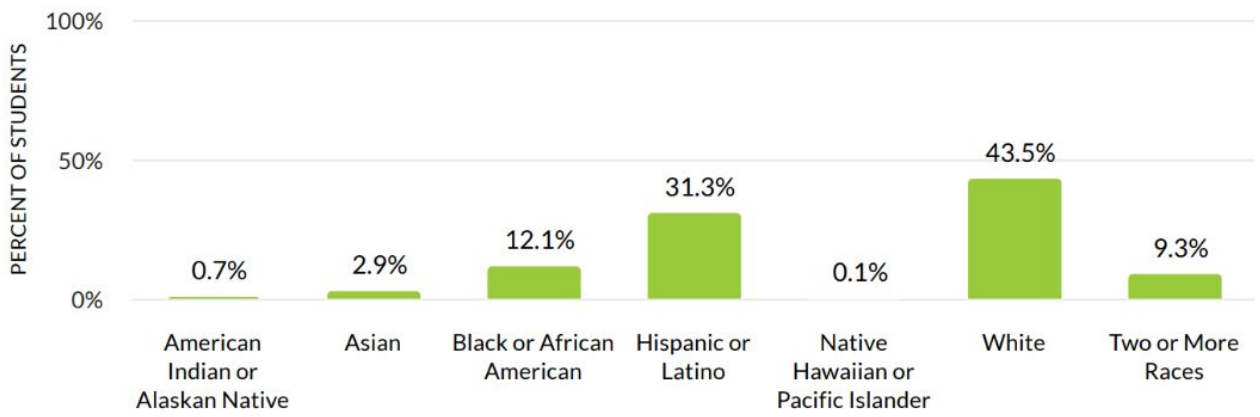
Enrollment : 6,938

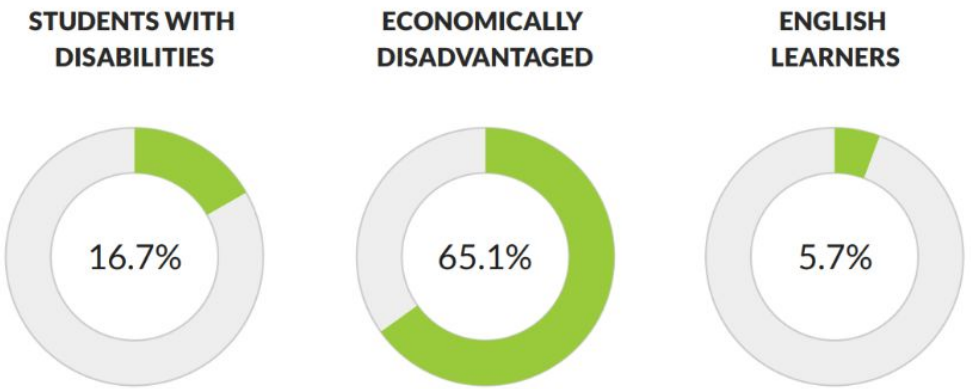
Percent open enrollment : 7.6%

Every day, the West Allis-West Milwaukee School District focuses on equity through deeper learning, fosters a sense of belonging, and educates the whole child so that every learner achieves success. Our district goal is to empower students to live life on their own terms by offering a wide variety of authentic learning opportunities that are driven by high standards and student interests.

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

Student Groups







WEST ALLIS–WEST MILWAUKEE
SCHOOL DISTRICT
Learning That Works

IMPACT Goal:

The number of schools scoring Meets Expectations or higher will increase from 8 to 15 by October 2024.

Result in one year: 12/15 Meets Expectations or higher

Outcomes

Brutal facts of our data

Possible root causes of our data

Achievement goal

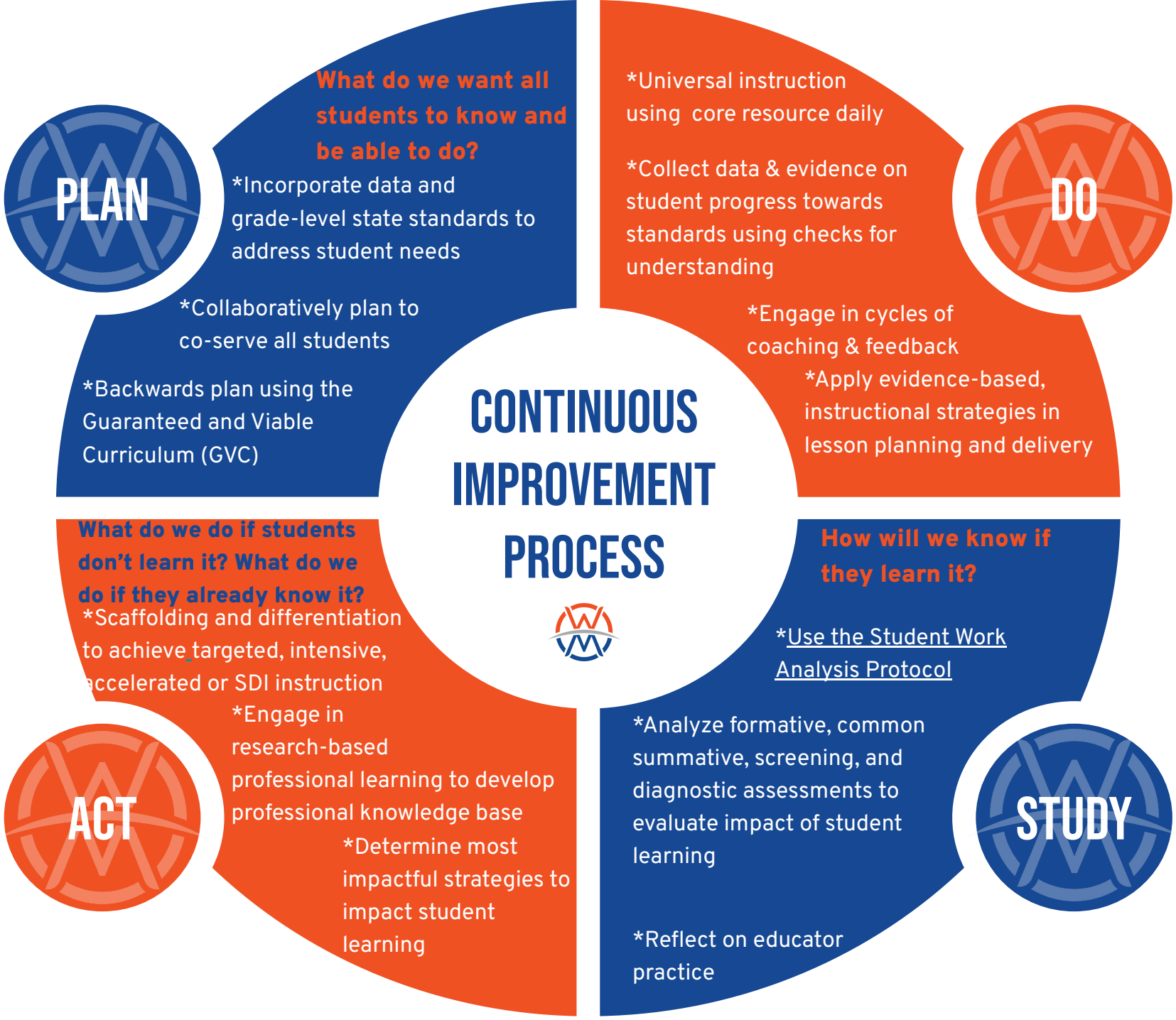
Theory of Action

Team Commitments

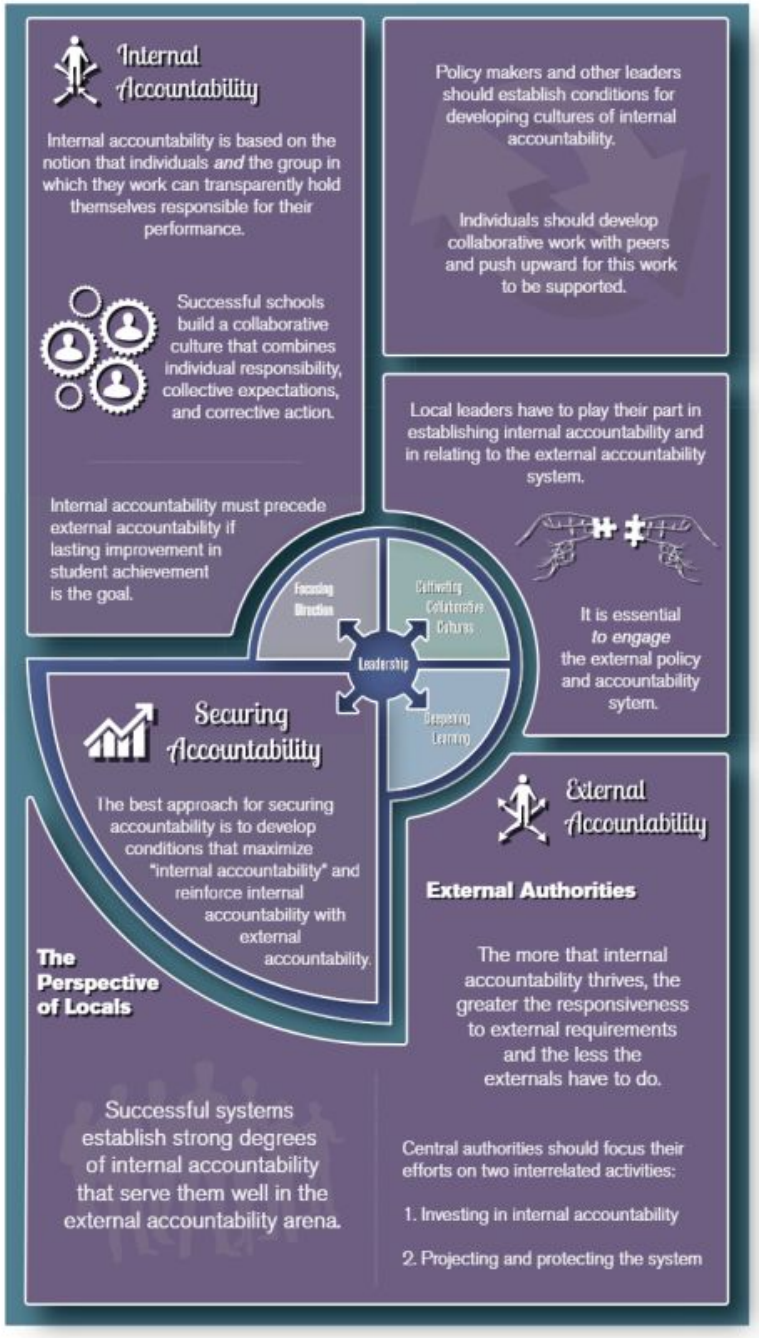
100 Day Plan



"When I came to WAWM we were a…….
SAIL has given us a common language around a focused direction…TGR quote……"


PLAN
What do we want all students to know and be able to do?
*Incorporate data and grade-level state standards to address student needs
*Collaboratively plan to co-serve all students
*Backwards plan using the Guaranteed and Viable Curriculum (GVC)
DO
*Universal instruction using core resource daily
*Collect data & evidence on student progress towards standards using checks for understanding
*Engage in cycles of coaching & feedback
*Apply evidence-based, instructional strategies in lesson planning and delivery
CONTINUOUS IMPROVEMENT PROCESS
STUDY
How will we know if they learn it?
*Use the Student Work Analysis Protocol
*Analyze formative, common summative, screening, and diagnostic assessments to evaluate impact of student learning
*Reflect on educator practice
ACT
What do we do if students don't learn it? What do we do if they already know it?
*Scaffolding and differentiation to achieve targeted, intensive, accelerated or SDI instruction
*Engage in research-based professional learning to develop professional knowledge base
*Determine most impactful strategies to impact student learning

WAWM TOA



Securing Accountability for All Administrators

* One on one principal check in's weekly with school leadership coaches that include classroom walks
* Instructional rounds process 2x year with written feedback and actionable next steps
* Data quarterly reviews with Leadership and Learning
* Bi-weekly meetings with Supt and school leadership coaches focusing on leadership development
* Monthly all admin leadership learning that cascades clarity into the organization

WEST ALLIS–WEST MILWAUKEE SCHOOL DISTRICT

A ROADMAP FORWARD



OUR AGENDA

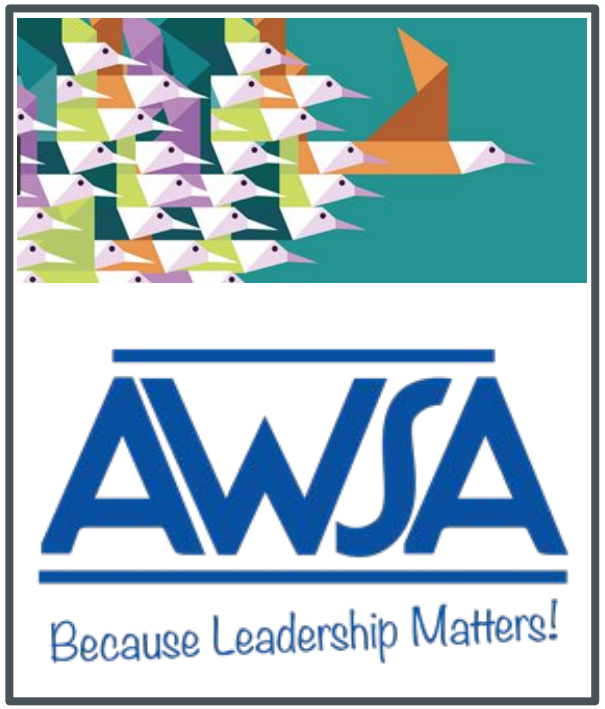
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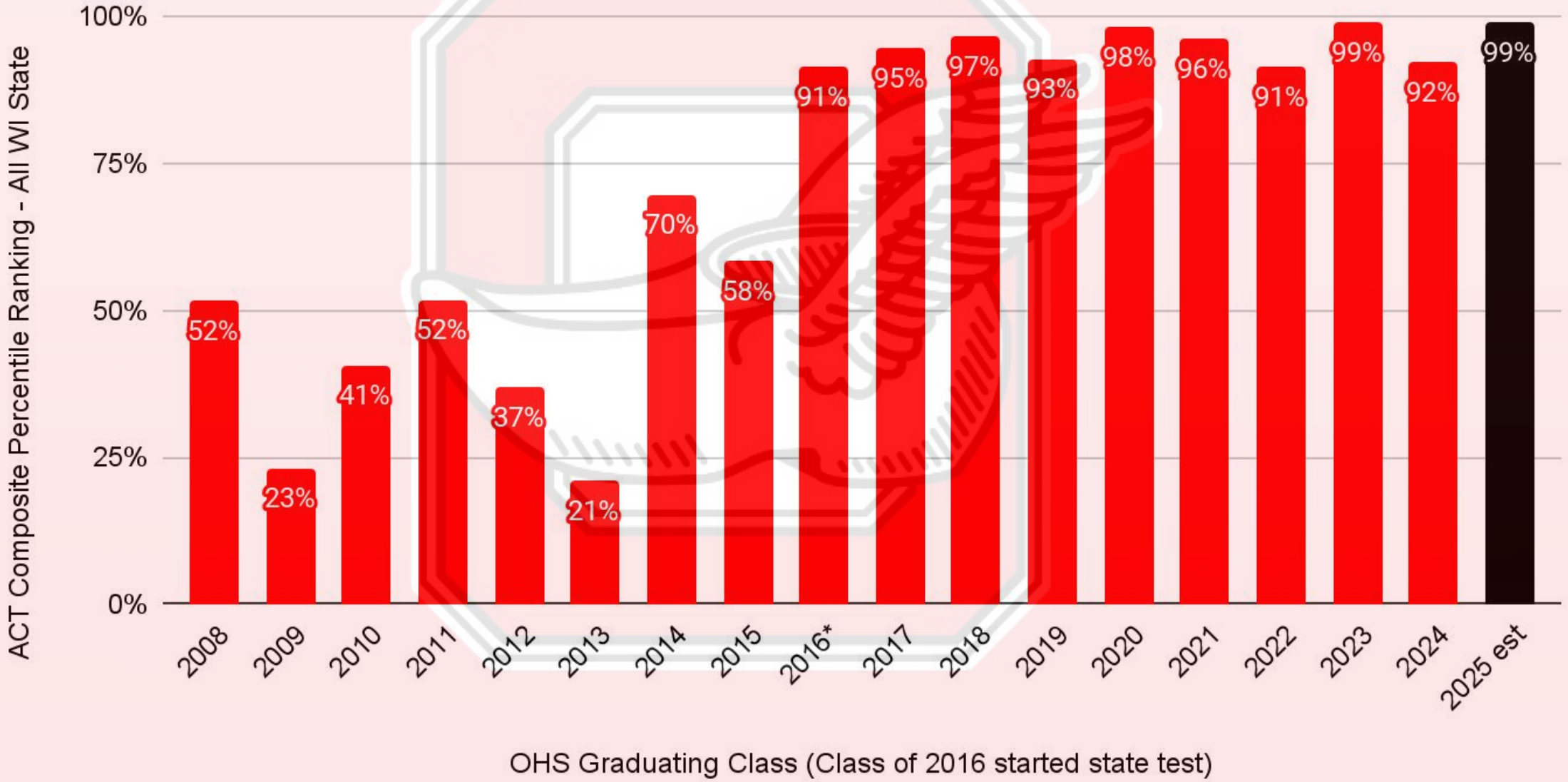
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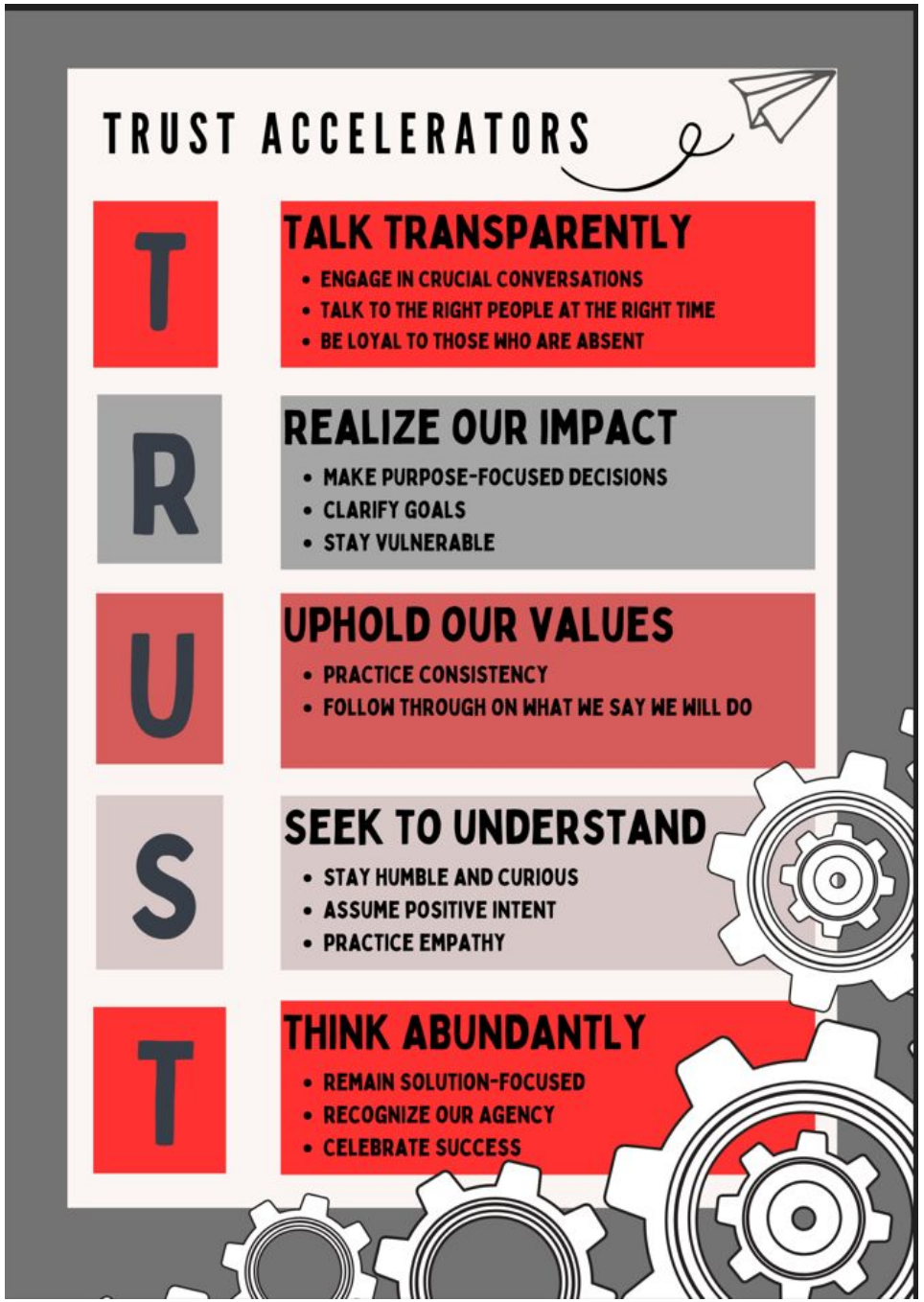
4. **Matching Leadership Development Options to Local Needs**

5. **Question and Answer**



Oostburg Graduating Class Composite ACT Score Percentile Ranking - All Wisconsin School Districts





SAIL Learning

Foundational Beliefs:

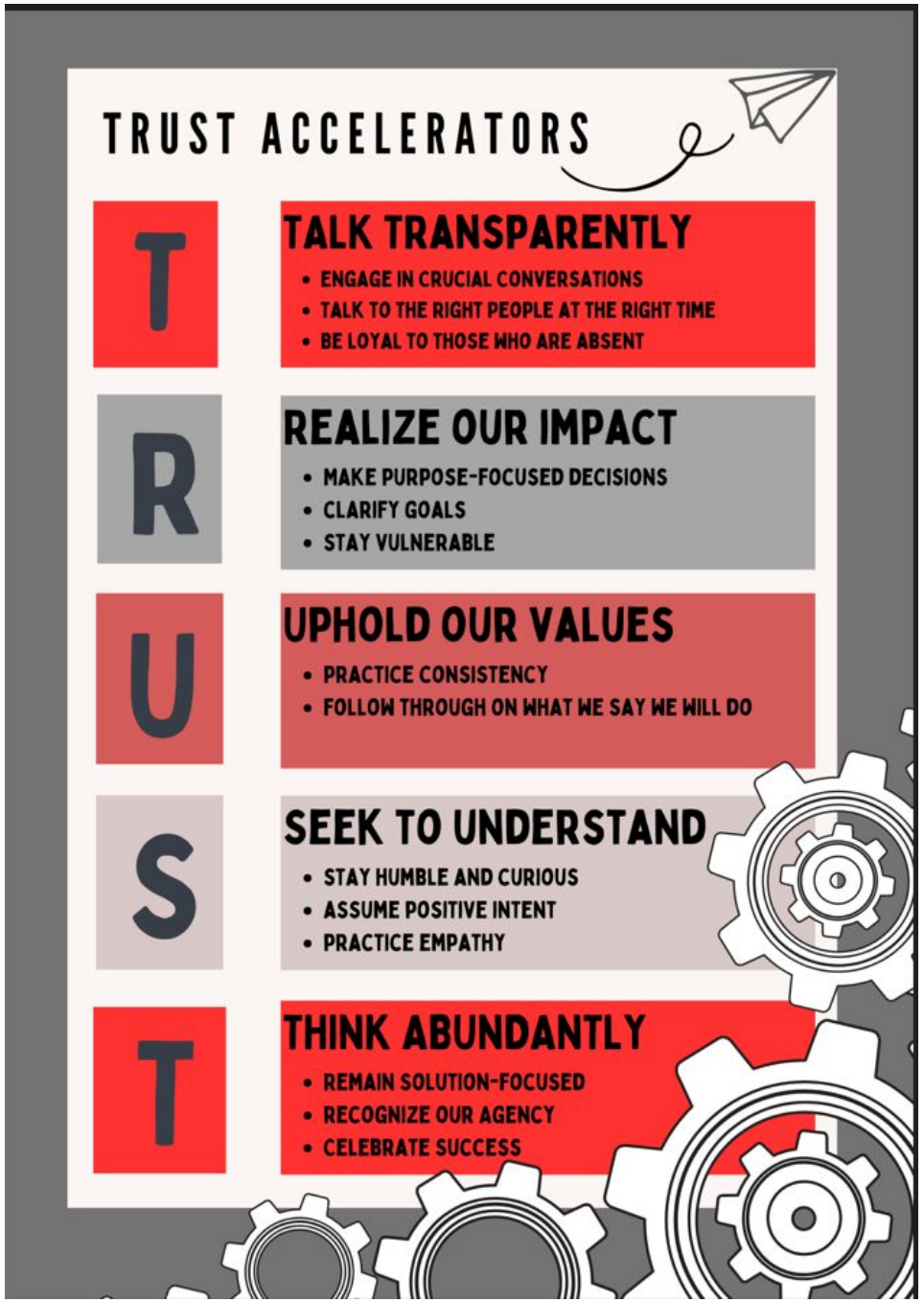
- Center on our purpose
- Culture over climate
- Short-term improvement cycles

"Realizing our impact is the critical agent of change."

"Recognize the significance of self-doubt in those who resist vulnerability."

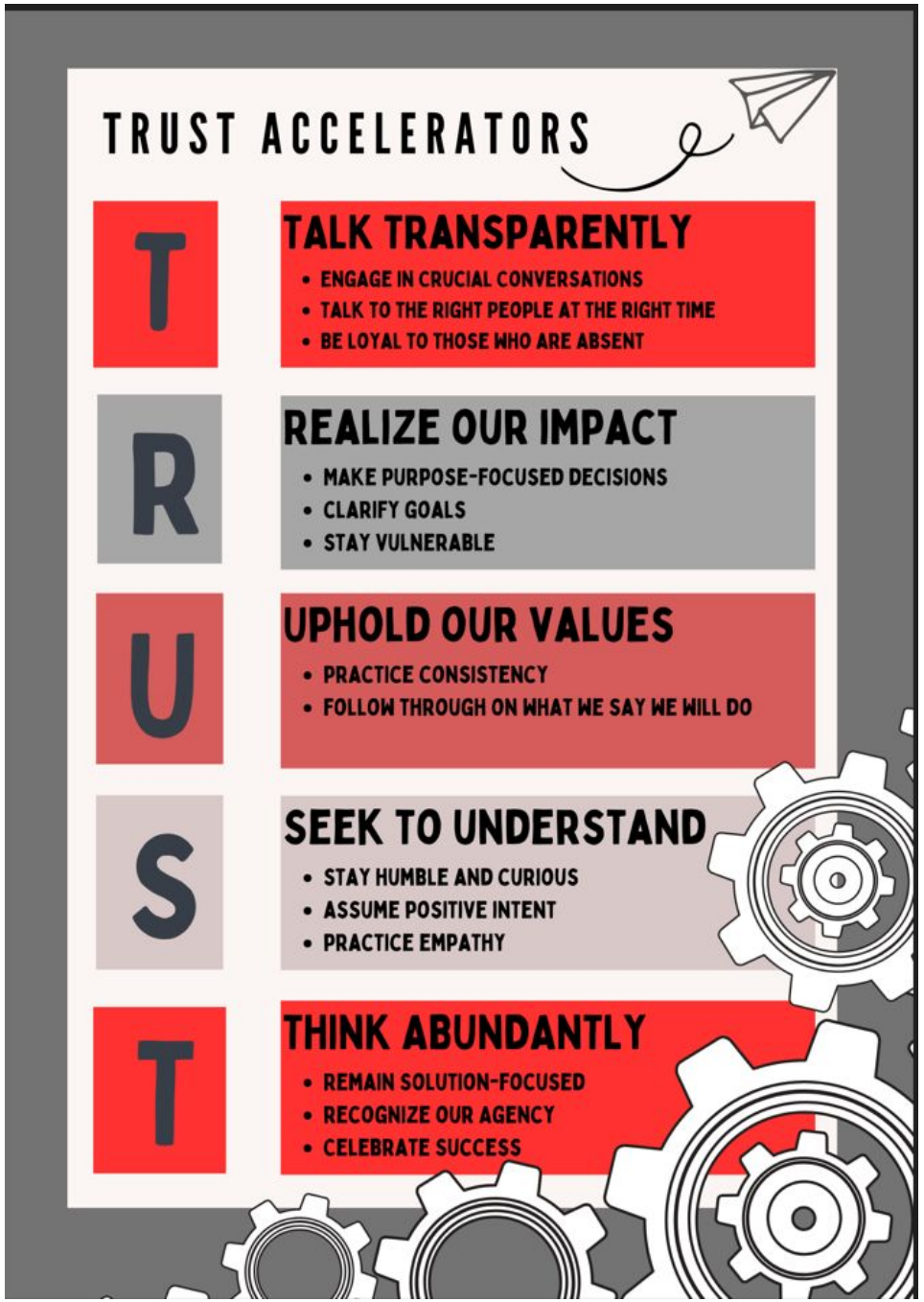
Our Commitments

- We accept **learning** as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a **collaborative culture** through the development of high-performing teams.
- We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to meet the needs of students and to promote our continuous improvement.



Our Details

- Individual results vs. Composites
- Results tied to individual teachers
- Educator effectiveness (EE) balance emphasizing building and district level goals
- Compensation system tied to EE & focused on collaboration



SAIL Learning

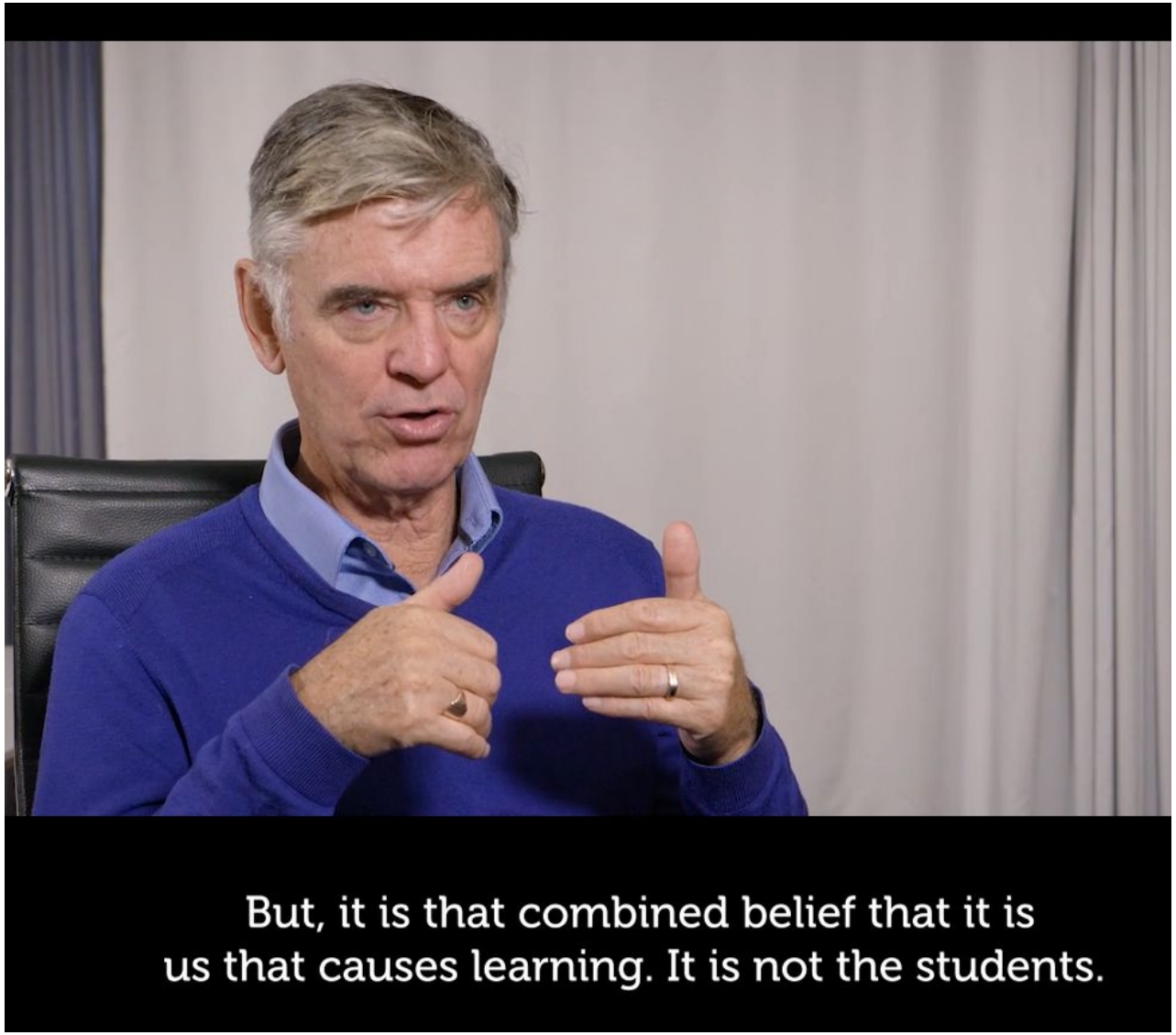
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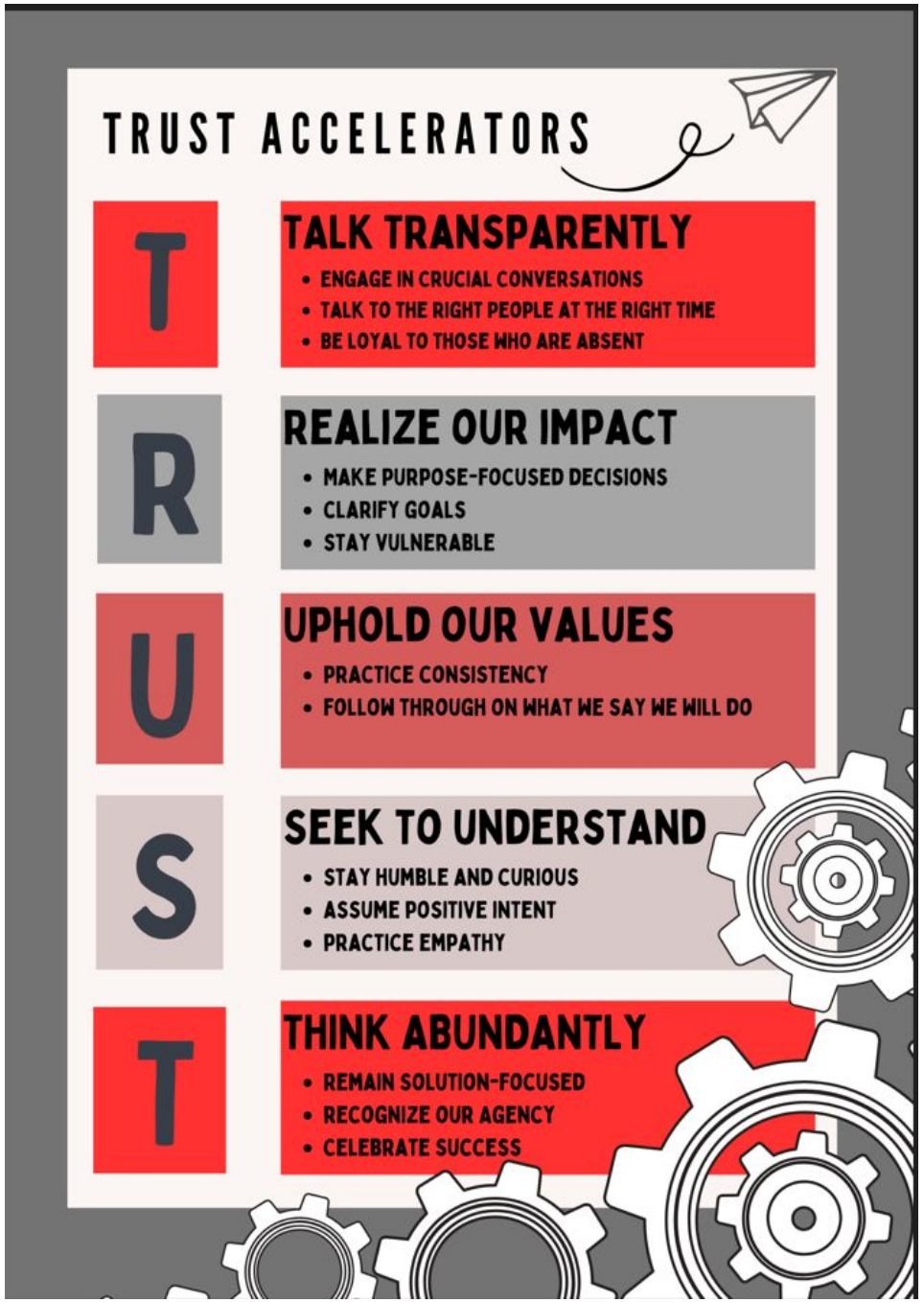
"Get clear about what is essential and what's non-essential. Dial in on essentials and ignore as much of the rest as possible."

"Create systems and structures which necessitate vulnerability."

John Hattie



- *"It's the combined belief that it's us that causes learning."*
- *"When you fundamentally believe you can make a difference, and then you feed it with the evidence that you are. That is dramatically powerful."*



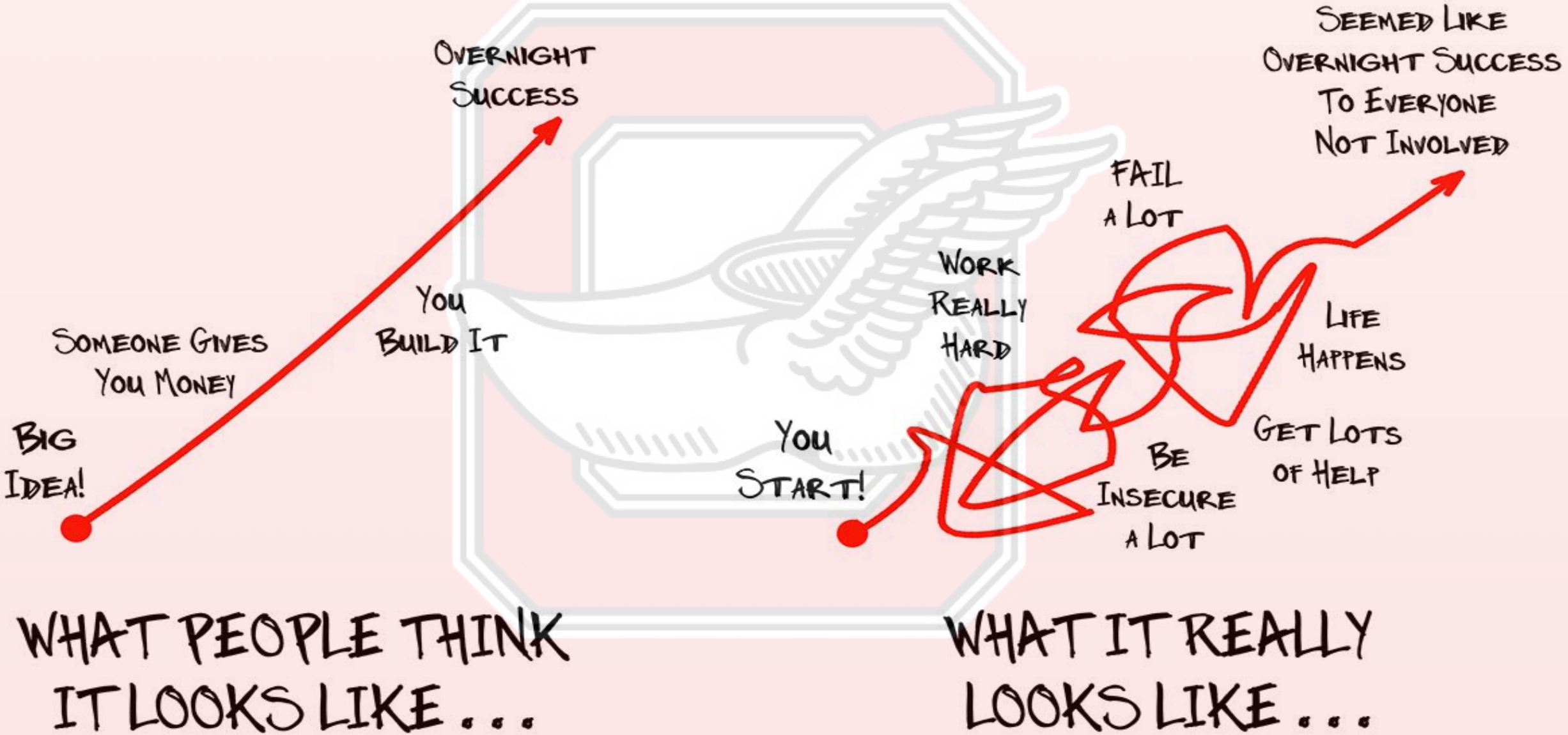
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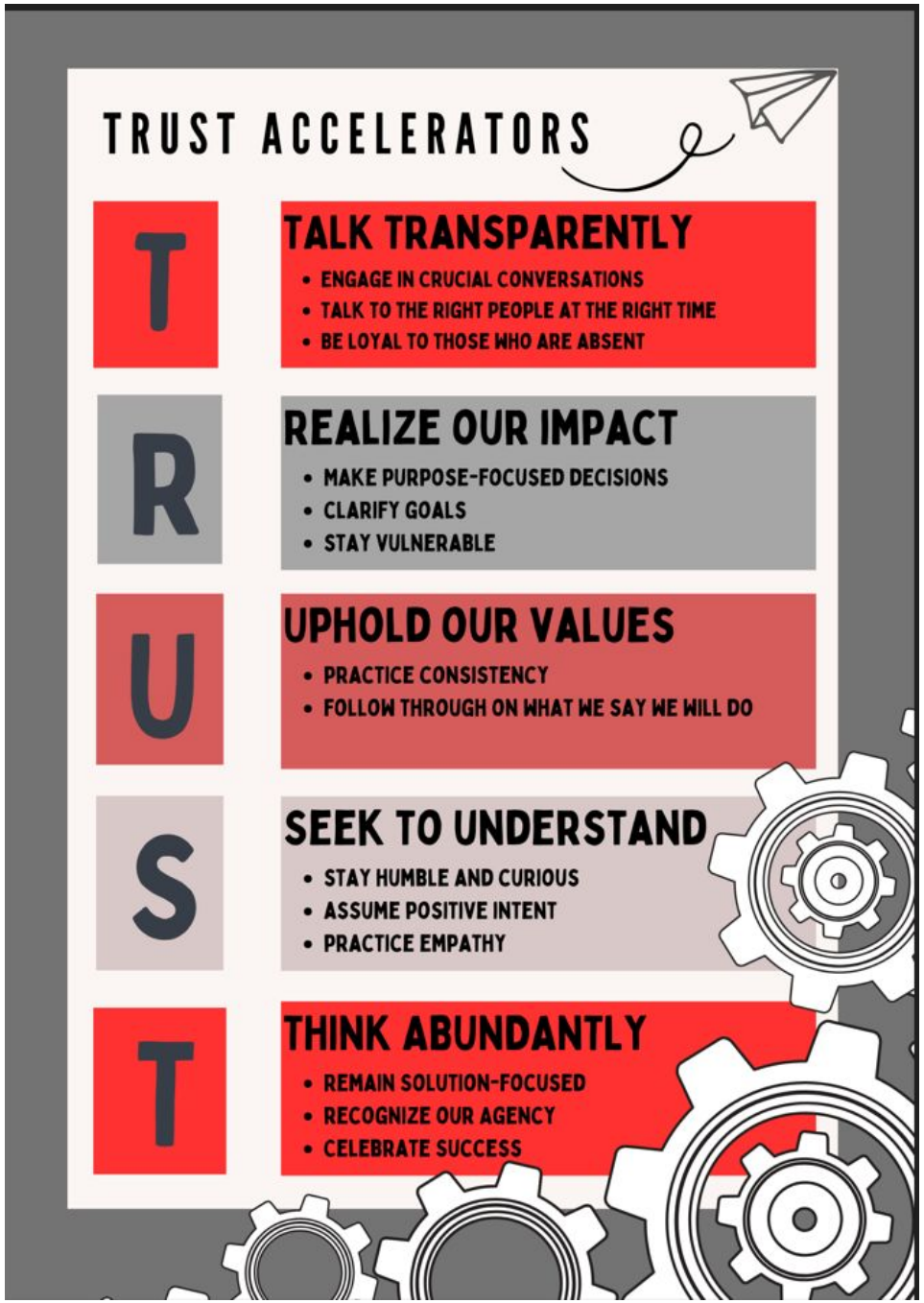
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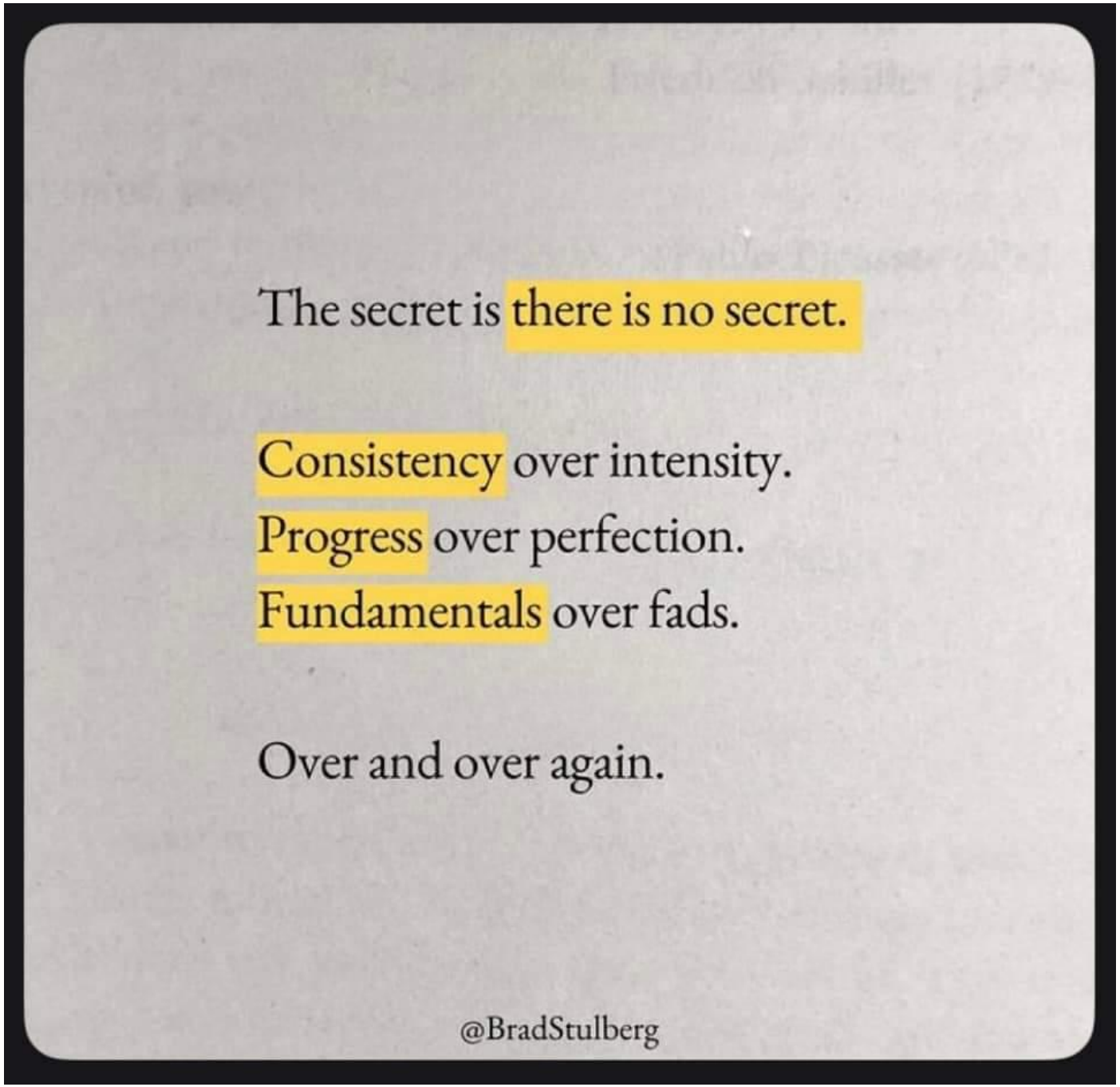
- Center on our purpose
- Culture over climate
- Short-term improvement cycles

"Recognize there is no perfection - no perfect people, no perfect standards, no perfect curriculum, no perfect assessments… AND move forward anyway."

Our Story...


Overnight Success
You Build It
Someone Gives You Money
Big Idea!
What people think it looks like...
Seemed like Overnight Success To Everyone Not Involved
Fail a lot
Work really hard
Life Happens
Get Lots of Help
Be Insecure a lot
You Start!
What it really looks like...


TRUST ACCELERATORS
T
TALK TRANSPARENTLY
• ENGAGE IN CRUCIAL CONVERSATIONS
• TALK TO THE RIGHT PEOPLE AT THE RIGHT TIME
• BE LOYAL TO THOSE WHO ARE ABSENT
R
REALIZE OUR IMPACT
• MAKE PURPOSE-FOCUSED DECISIONS
• CLARIFY GOALS
• STAY VULNERABLE
U
UPHOLD OUR VALUES
• PRACTICE CONSISTENCY
• FOLLOW THROUGH ON WHAT WE SAY WE WILL DO
S
SEEK TO UNDERSTAND
• STAY HUMBLE AND CURIOUS
• ASSUME POSITIVE INTENT
• PRACTICE EMPATHY
T
THINK ABUNDANTLY
• REMAIN SOLUTION-FOCUSED
• RECOGNIZE OUR AGENCY
• CELEBRATE SUCCESS


The secret is there is no secret.
Consistency over intensity.
Progress over perfection.
Fundamentals over fads.
Over and over again.
@BradStulberg

“Our short time here on this earth has been well spent, and that matters!”



OUR AGENDA

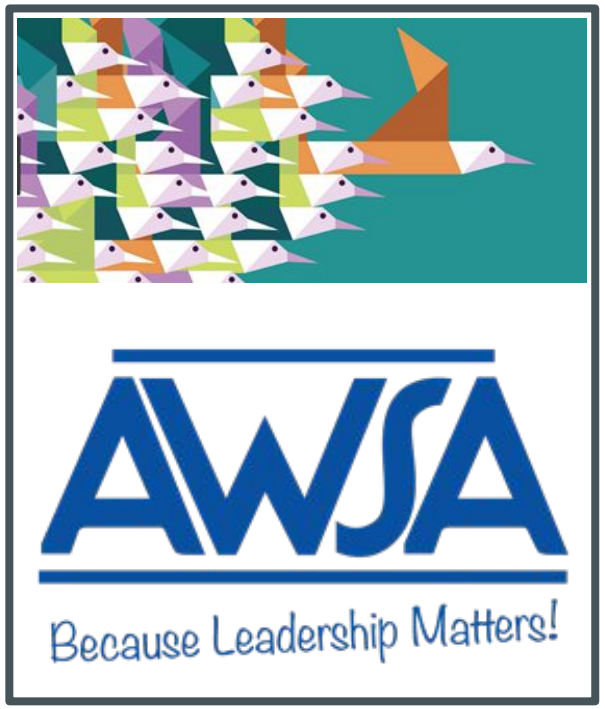
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4. **Matching Leadership Development Options to Local Needs**

5. **Question and Answer**





RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Jason A. Grissom
VANDERBILT UNIVERSITY

Anna J. Egalite
NORTH CAROLINA STATE UNIVERSITY

Constance A. Lindsay
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

February 2021

Commissioned by Wallace

PRINCIPALS ARE KEY TO IMPROVING OUTCOMES

*"The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the **impact on student achievement** and broader in affecting other important outcomes, including **teacher satisfaction** and **retention** (especially among high-performing teachers), **student attendance**, and **reductions in exclusionary discipline**."*

2024-25 Professional Learning Catalog

Conferences (Tier I)

Grade Level Conventions	pg. 3
Aspiring Superintendents Workshop	pg. 3
SLATE (School Leaders Advancing Technology in Education)	pg. 4
Managing to Lead	pg. 5
Aspiring Workshop (formerly Aspiring Administrators Workshop)	pg. 5

Academies (Tier II)

Which Academy is Right for Me?	pg. 6

Career-Stage Academies

Launching Academy (formerly New Building Administrators Academy)	pg. 7
Building Academy (formerly Building Effective Leadership Academy)	pg. 8
Mastering Academy (formerly Mastering Leadership Academy)	pg. 9
Mastering Academy: Deepening Impact	pg. 9

bit.ly/4a9N4jX

High-Leverage Practice Academies

Leading Professional Learning Communities	pg. 10
NEW! Climate Catalyst Academy	pg. 11
Impactful Coaching Academy	pg. 12
Impactful Coaching Academy: Advancing Your Skills	pg. 13
Supporting Principal Excellence Academy	pg. 14

Continuous Improvement for Transformation

SAIL (School Administrators Institute for Transformational Leadership)	pg. 15

Coaching (Tier III)

Coaching for School Leaders	pg. 16

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.	Launching Academy
B) Shifting from surviving as an administrator to thriving as an effective and balanced learning leader who is developing a learning organization.	Building Academy
C) Promoting self-actualization of experienced learning leaders to ensure schools of equity and excellence that leave a lasting legacy.	Mastering Academy
D) Enhancing continuous improvement cycle impact on deep-seated problems of practice, for experienced administrators who have worked through other AWSA career-based academies. (The three academies above.)	Mastering Academy: Deepening Impact
E) Implementing or sustaining professional learning communities as a means to ensure high levels of student achievement and engagement.	Leading Professional Learning Communities
F) Utilizing the latest research and evidence-based strategies for cultivating a positive school climate and culture.	Climate Catalyst Academy **NEW in 2024-25!**
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
H) Supporting building leaders to reflect on their impact utilizing a continuous improvement mindset.	Supporting Principal Excellence
I) 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)

bit.ly/4a9N4jX

To ask questions about and/or to express interest in any of our academies/coaching support prior to the early April launch of our 2025-26 registration process:

joeschroeder@awsa.org

QUESTIONS AND ANSWERS

DEVELOPING BUILDING ADMINISTRATORS INTO LEARNING LEADERS:

THE IMPACT OF INVESTING IN LEADERSHIP EXCELLENCE

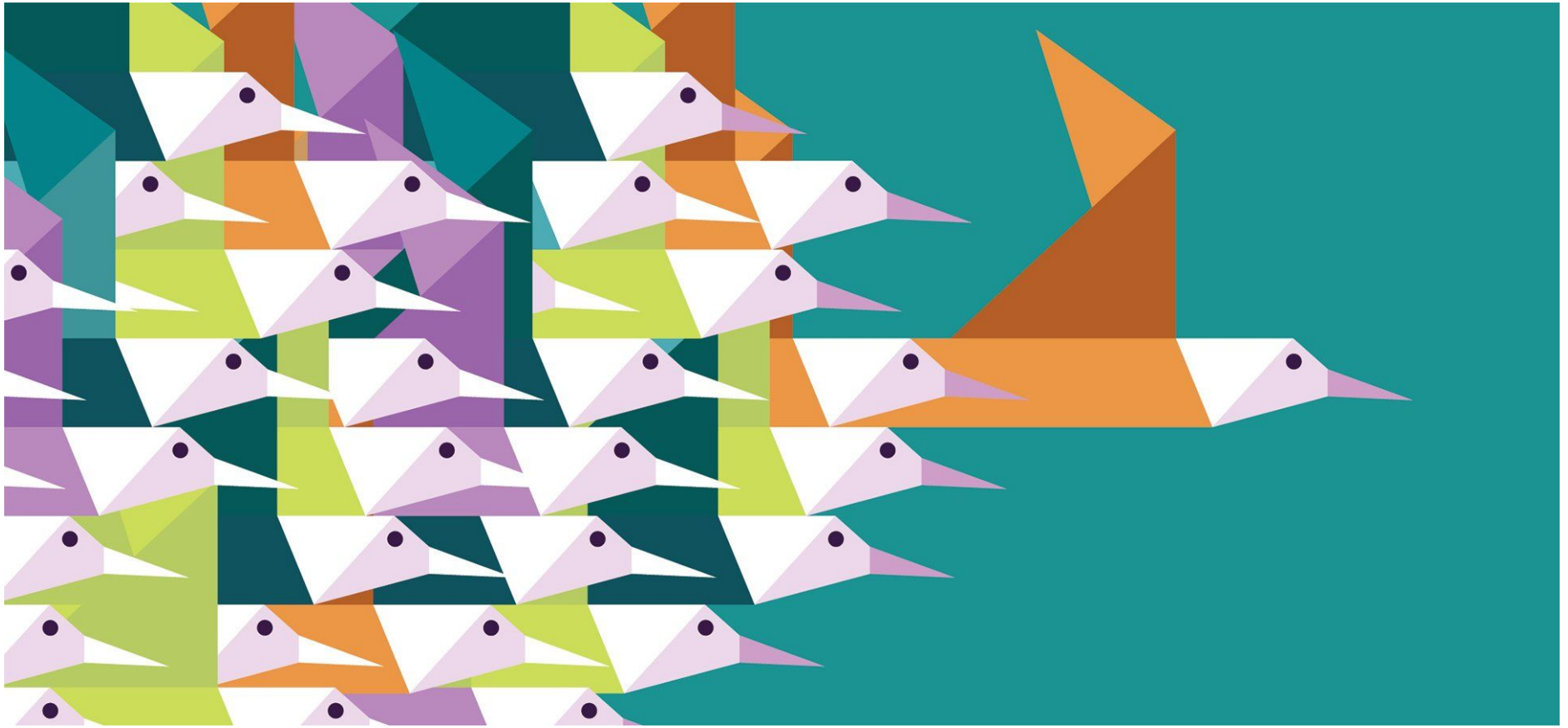


AWSA

Because Leadership Matters!

DEVELOPING BUILDING ADMINISTRATORS INTO LEARNING LEADERS:

THE IMPACT OF INVESTING IN LEADERSHIP EXCELLENCE



AWSA
Because Leadership Matters!