

# Wi-Fi



Network: **MarriottBonvoy\_Conference**  
Password: **FallCon23**



**WASA FALL CONFERENCE 2023**

UNLOCKING UNREASONABLE PRINCIPAL AND DISTRICT LEADERSHIP



**WASA**  
EQUITY  
LEADERSHIP | TRUST | ADVOCACY

# FALL CONFERENCE

UNLOCKING UNREASONABLE  
PRINCIPAL AND DISTRICT LEADERSHIP

OCTOBER 1 4:30 PM - 8:00 PM  
OCTOBER 2 8:30 AM - 3:00 PM

2023

MARRIOTT TACOMA DOWNTOWN



Bawaajigekwe (bah waahh ji gay quay)

# Success Criteria

**By the end of the Fall Conference, leaders will:**

- Define ways to engage in unreasonable leadership.
- Define your 3 main priorities as a leader, building leadership team, or district leadership team.
- Create an action plan that will help you commit to your priorities.
- Engage in, and learn about, protocols that will help you model what high quality facilitation of learning looks like.



# Outline

## Sunday, October 1st

**4:30 p.m. Learning Session One:** *How can we be more unreasonable in our approach as leaders?*

**5:35 p.m.** Welcome from Joel Aune

**5:45 p.m.** Reception

**6:15 p.m.** Dinner with Sponsor Introductions

**7:00 p.m. Learning Session Two:** *How can we be more intentional in our actions?*

**8:00 p.m. Evening Concludes**

## Monday, October 2nd

**8:30 a.m.** Sponsor Introductions

**8:45 a.m. Learning Session Three:** *What are your 3 main priorities in your building/district?*

**10:00 a.m.** - Break

**10:15 a.m. Learning Session Four:** *What actions do you take as leaders to achieve those priorities?*

**11:45 a.m.** Lunch

**12:30 p.m. Learning Session Five:** *What specific actions will we take to ensure our district priorities become a reality?*

**1:50 p.m.** - Break

**2:00 p.m. Learning Session Six:** *What specific actions will we take together to ensure our district priorities become a reality?*

**3:00 p.m. Conference Concludes**

# Learning Session One:

How can we be more unreasonable in our approach as leaders?

# ALMA

and How She Got  
Her Name



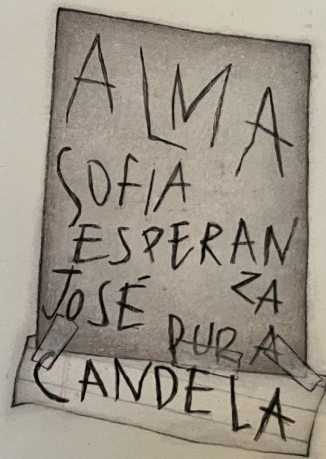
Juana Martinez-Neal

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Alma Sofia Esperanza José Pura Candela had a long name —



too long, if you asked her.



"My name is so long, Daddy. It never fits," Alma said.

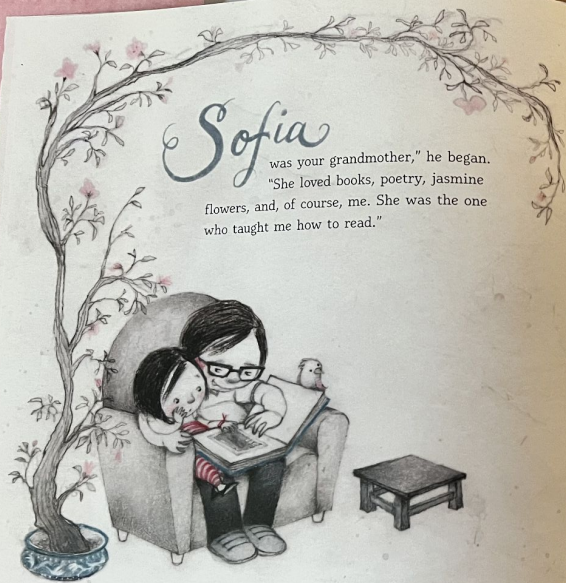
"Come here," he said. "Let me tell you the story of your name.  
Then you decide if it fits."



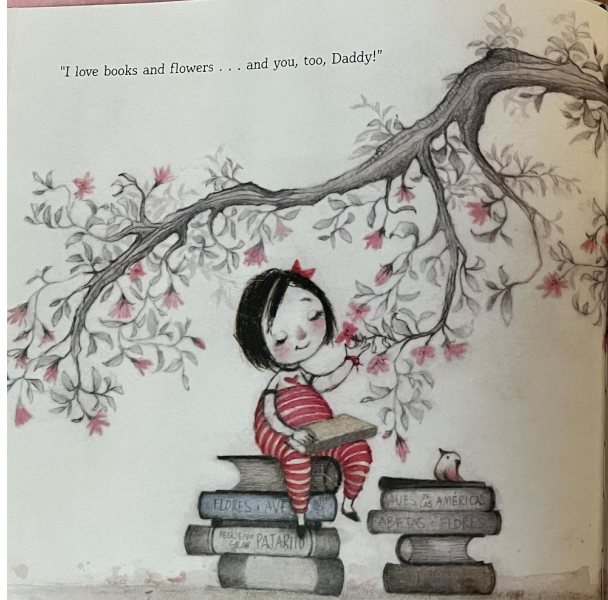


*Sofia*

was your grandmother," he began.  
"She loved books, poetry, jasmine  
flowers, and, of course, me. She was the one  
who taught me how to read."



"I love books and flowers . . . and you, too, Daddy!"



I am  
*Sofia*



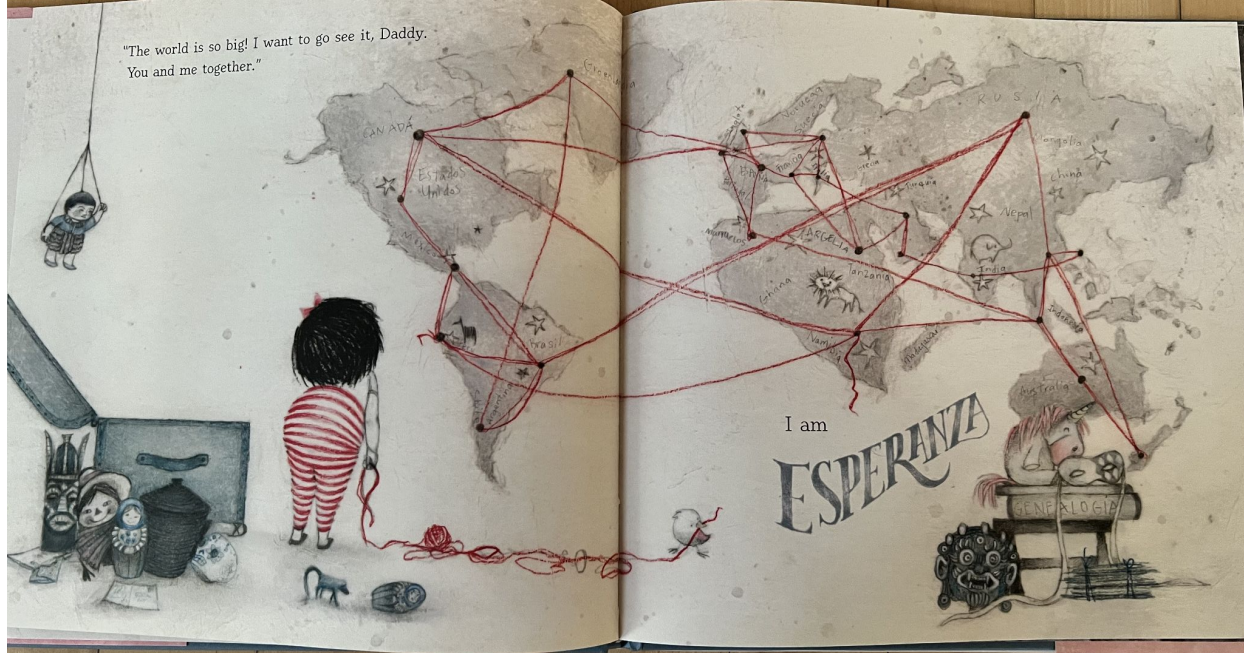


# ESPERANZA

was your great-grandmother," he continued.  
"She hoped to travel, but never left the city where  
she was born. Her only son grew up to cross the seven seas.  
Wherever her sailor son went, so did Esperanza's heart."



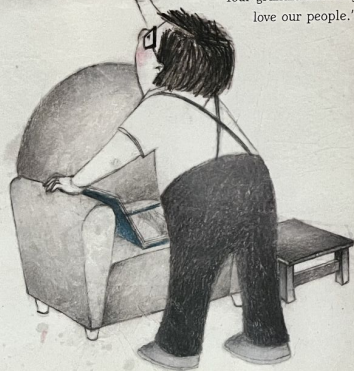
"The world is so big! I want to go see it, Daddy.  
You and me together."





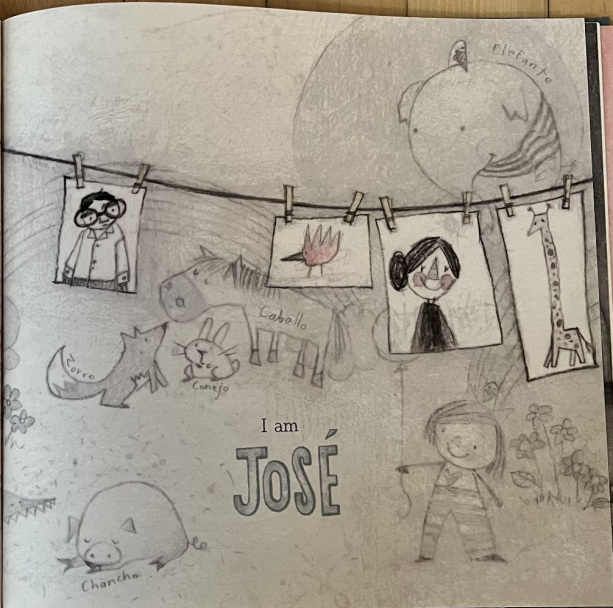


**JOSÉ** was my father," Alma's daddy said.  
"He was an artist with a big family, like many  
people had back then. Early each morning, he  
walked to the mountains and the plazas to  
paint everyday life. Sometimes I went along.  
Your grandfather taught me to see and  
love our people."





"I wake up early every day, and I draw a lot, too!  
This morning, I drew a kitty cat for you, Daddy!"

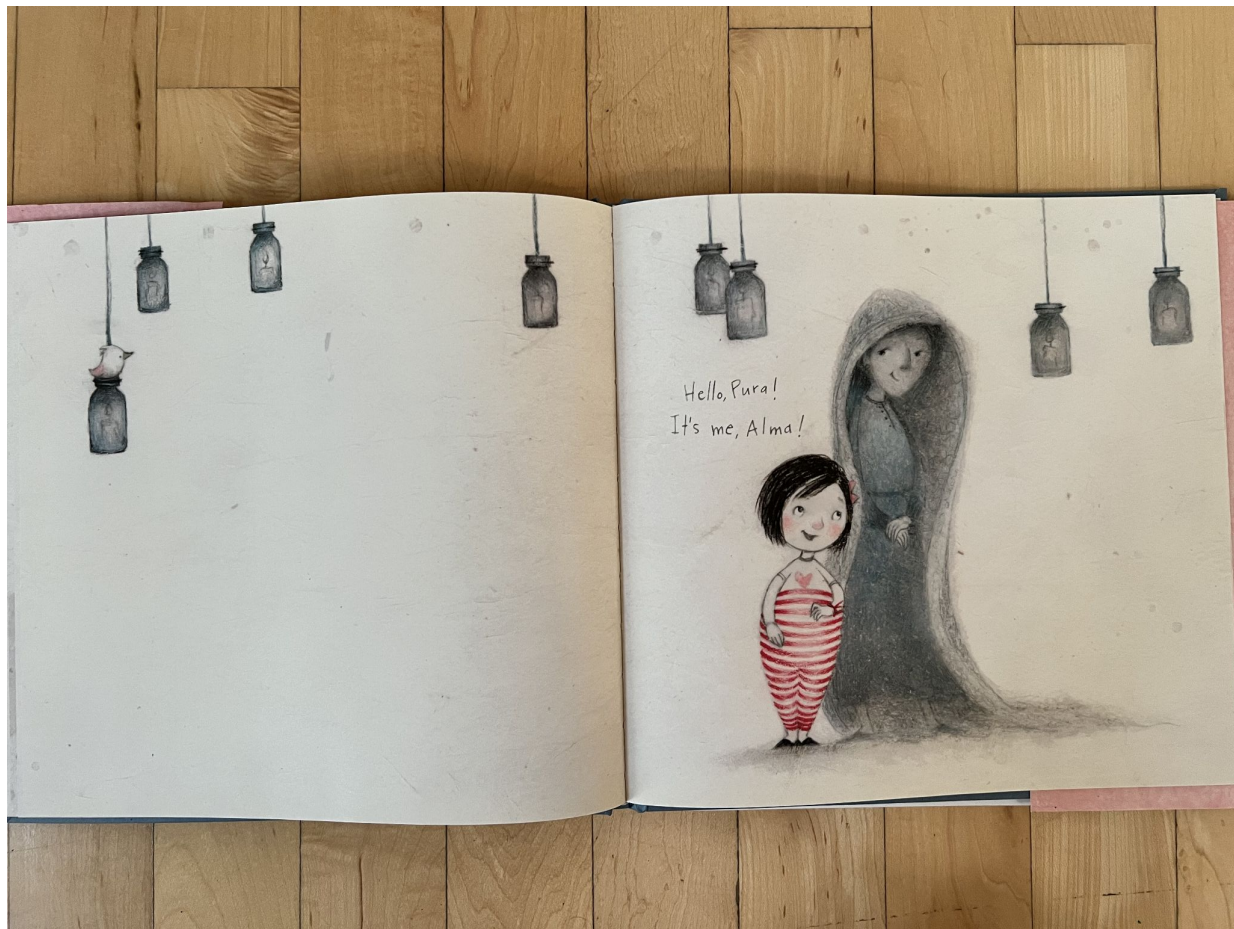




Pura was your great-aunt.  
She believed that the spirits  
of our ancestors are always  
with us, watching over us.  
When you were born, she tied  
a red string around your wrist:  
a charm to keep you safe."







Candela

was your other grandmother.  
She always stood up for what was right."











"I love the story of my name! Now, tell me about Alma, Daddy.  
Where does that come from?"

"I picked the name Alma just for you. You are the first and the  
only Alma. You will make your own story."



ALMA

Sofia  
ESPERANZA

JOSÉ

Pura

Candela!

"That's my name, and it fits me just right!  
I am Alma, and I have a story to tell."







## A Note from Juana

My name is Juana Carlota Martínez Pizarro. My father named me *Juana* after his mother, Juana Francisca. My mother chose the name *Carla* to honor the memory of her uncle, Carlos. My father was a man of decisions, so when it was time to register my birth, he changed *Carla* to *Carlota* on the birth certificate. He was convinced that *Juana Carlota* was the mighty name he wanted for his daughter. Thanks to that change, I got stuck with what I thought was the most old-fashioned, harsh, ugly, and way-too-Spanish name in all of Lima, Peru, where I grew up! Little did I know that later on, after I moved to the United States, it would feel unique and remind me every day of where I come from.

What is the story of your name?  
What story would you like to tell?

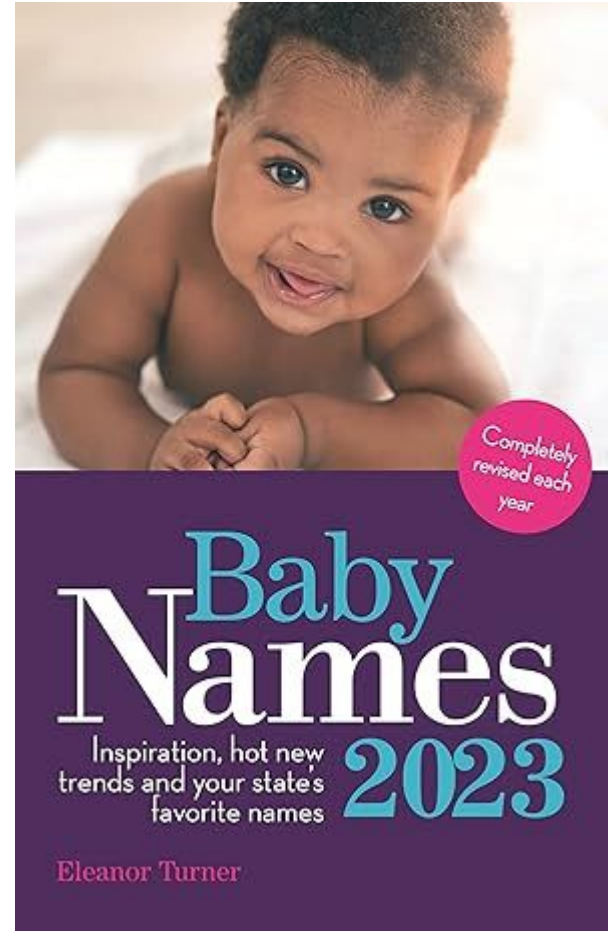
# The Story of Your Name

**What does your name mean?**

**How was your name chosen?**

**What is the origin of your name?**

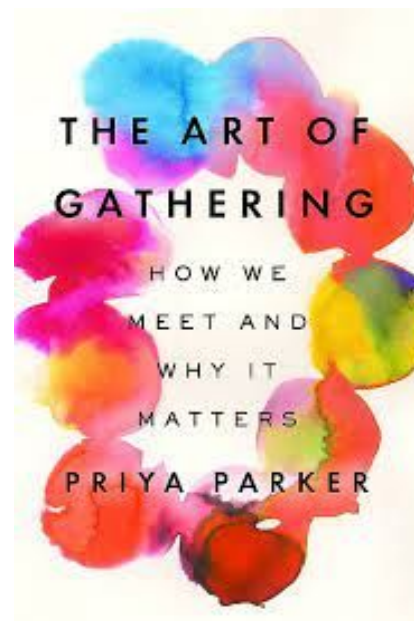
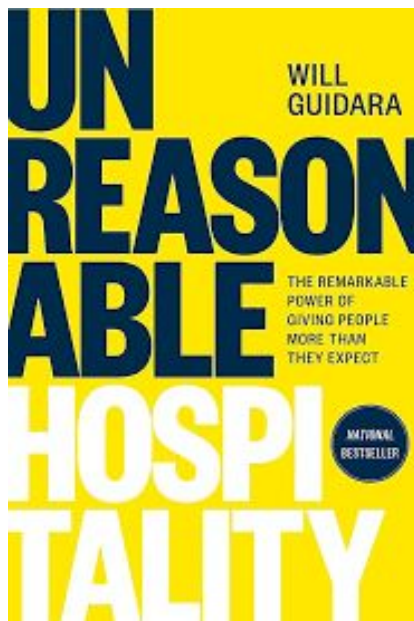
**What name does your family call you?**











**Let's read about these books!**

# Three Levels of Text Protocol

A Round consists of:

- One person using up to 2 minutes to:

LEVEL 1: Read aloud the passage she/he has selected

LEVEL 2: Say what she/he thinks about the passage  
(interpretation, connection to past experiences, etc.)

LEVEL 3: Say what she/he sees as the implications for  
his/her work.

- The group responding (for a TOTAL of up to 2 minutes) to what has been said.

Don't listen to people who say, “**Be reasonable.**”  
Instead, **be unreasonable.** As a result, you'll allow  
possibility, creativity, and magic into your life.

- Nina Amir

Unreasonable leadership helps  
establish conditions for  
optimal learning and collaboration.



# Reasonable

1. Providing a meal for your staff
2. Greeting people at the door
3. Providing opportunities to submit agenda items.

# Unreasonable

1. Cooking a meal for your team at your home
  - Fixing your team's favorite foods
2. Greeting at the door and welcoming them by name
  - Providing a framed copy of their name
  - Using actual Signature
- 3 . Listening with purpose to identify topics of importance to others and placing them on the agenda, as well as providing a process to submit items.
  - Inviting individuals to share their work

Share an unreasonable leadership experience you've had.

Brainstorm ways to make a common practice unreasonable.



# **Unreasonable Leadership Requires Intention**

How did we model intentionality using  
the “name-related” experiences?





Joel Aune  
Executive Director, WASA

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# WASA Educational Equity Statement



***Aligned with its mission and beliefs***, WASA is committed to leading, serving, and supporting current and aspiring leaders to create systems and equitable learning environments where each and every student can learn and achieve their educational goals and aspirations.

***Grounded in the following definitions, Educational Equity is embraced as the potent combination of:***

... ***cultural competency***: the knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

... ***diversity***: the range of human differences within a given setting, collective, or group based on multiple factors, including but not limited to, race, ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics, beliefs, and experiences.

... ***equity***: the condition that would be achieved if one's group membership, no longer predicted, in a statistical sense, how one fares. Equity is the outcome, not just access to opportunity.

... ***inclusion***: the intentional actions that create and sustain belonging, safety, respect, and attention to individual needs and backgrounds to ensure all students fully engage in available activities and opportunities.

***Therefore***, WASA believes that Educational Equity, for each and every student, will be attained when barriers are removed throughout the system, ensuring equal access and opportunity for students to achieve successful outcomes. WASA will commit to providing vision, leadership, and support to district leaders as they take action to eradicate gaps that are a result of systemic inequities in our schools.

***This statement*** will inform WASA's decision-making and future actions as it exerts its voice and influence in the areas of leadership, trust, and advocacy.

*Adopted by the WASA Board of Directors: April 18, 2022*

# Up Next...

5:45 Reception sponsored by



6:15 Sponsor Introductions and Dinner Details

7:00 Learning Session Two: *How can we be more intentional in our actions?*

8:00 Evening Concludes



# The Names of our Sponsors!

PIPER | SANDLER

 Thought**Exchange**



OAC

Curriculum  
Associates®

 i-Ready®



 gaggle

 **McKinstry**

# Learning Session Two:

**How can we be more  
intentional in our actions?**

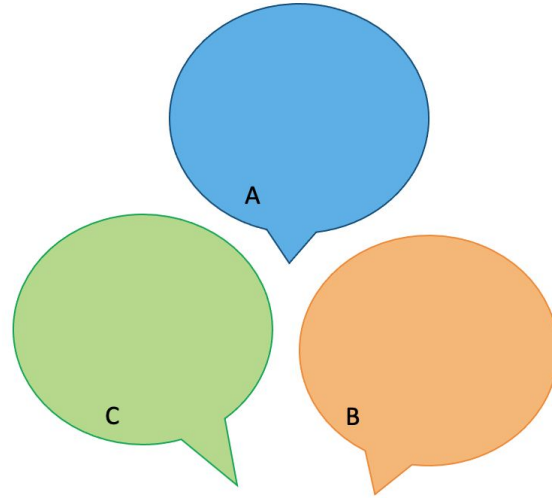
## Getting Started

Form triads

Letter off A – B – C

Three rounds

- 1 minute of think time
- 1 minute each to share
- 2 minute 'open' round

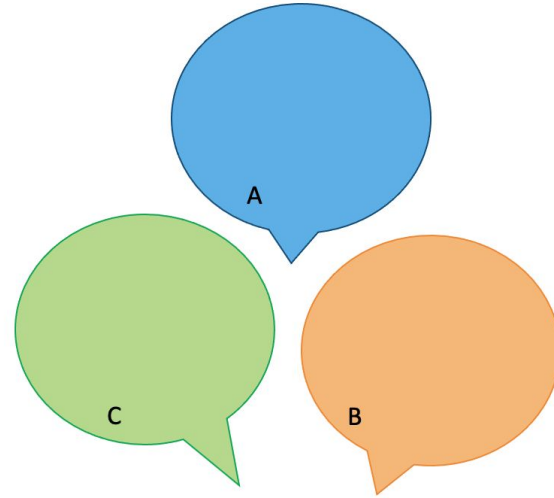


## Microlab Protocol



## Round 1

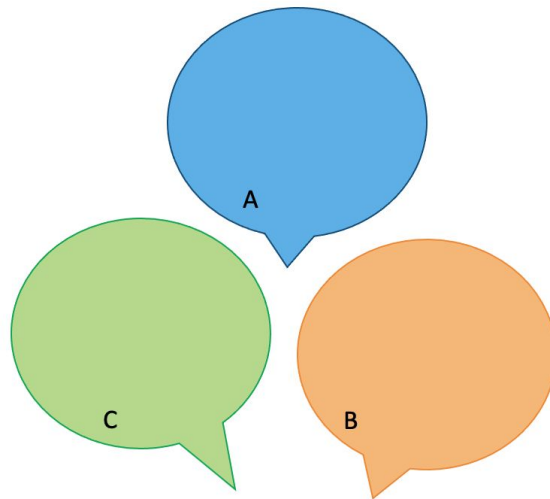
What would you like your legacy to be as a leader?



**Microlab Protocol**

## Round 2

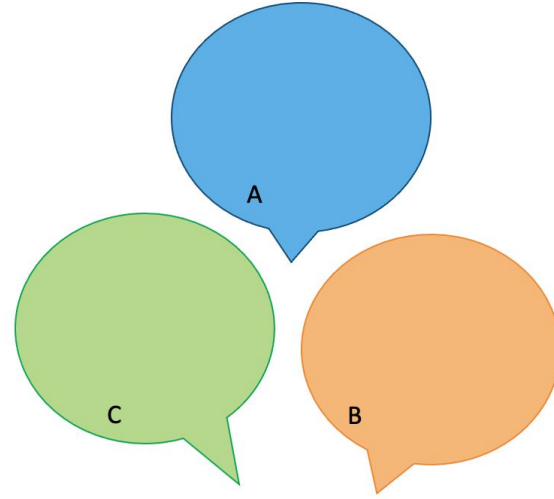
How do you model collaboration between the building and district for teachers and staff in your school district?



**Microlab Protocol**

## Round 3

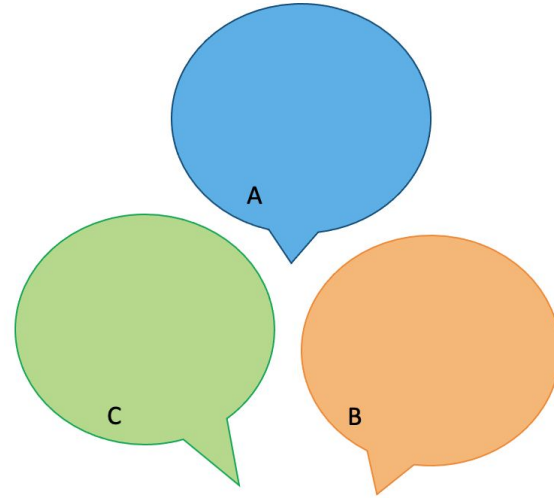
What are your 3 main priorities as a leader?



**Microlab Protocol**

## Debrief

What did you hear that was significant?



**Microlab Protocol**



## Breakfast 7:45-8:30



# The Names of our Sponsors!

Renaissance



WASHINGTON SCHOOLS  
RISK MANAGEMENT POOL



Beresford  
Company



**PEMCO**  
Insurance

Foster  
Garvey



**CLEAR**  
risk solutions



**MODEL**  
COMMERCIAL VEHICLES



D|A|**DAVIDSON**  
The Strength of Advice®

# Learning Session Three:

What are your 3 main priorities in your building/district?

Important for your learning	Important learning for your team
<b>Summary</b>	



## Inquiry



Inquiry cycles begin with a question focused on a problem of practice. Casey (2014) writes, “Questions are the root of inquiry; they initiate, sustain and invigorate each aspect of the process. Questions direct investigation, drive creativity, stimulate discussion, and are the bed-rock of reflection” (p. 510).



# Collaborative Inquiry

- **Plan** – Using data to understand where your school is now.
- **Implement** – Implementing the processes and structures to the school where it wants to go.
  - What is the required professional learning?
- **Evaluate** – Evaluating our impact.
  - How are teachers and leaders evaluating their own impact?
- **Reflect/Improve** – Use what you've learned to adjust.



## Collaborative Inquiry Cycle Placemat (DeWitt/Nelson. 2023).

1. Problem of Practice		3. Evaluation	
<b>What are your 3 main priorities as a school/district?</b> 1. _____ 2. _____ 3. _____	<b>What is your success criteria?</b> 1. _____ 2. _____ 3. _____  • <b>If you do this with intentionality, what would success look like?</b>	<b>What is your evidence of impact?</b> _____ _____ _____ _____ i.e., Demographic, Perceptions, Student Learning, School Processes (Bernhardt. 2018)	<b>Data Source #1</b> (Related to student learning. Need identified in academic plan). _____ _____ _____ _____
<ul style="list-style-type: none"> <li>• <b>What is your evidence saying about your school/district and student growth and achievement?</b></li> <li>• What does your academic plan or strategic plan focus on?</li> <li>• Are your priorities focused on the adults in the school, or are they focused on students?</li> <li>• How do they focus on equity and inclusion?</li> </ul>	<b>What are your intended outcomes?</b> • _____ • _____ • _____ _____ _____	<b>Data Source #2</b> (Related to student learning. Need identified in academic plan). _____ _____ _____ _____ • Demographic data • Perceptions data • Student learning data • School processes data	<b>Data Source #3</b> (Related to teachers' and leaders' own learning). _____ _____ _____ _____
2. Implementation		4. Reflection & Next Steps	
<b>What is your working Theory of Action (TOA)?</b> _____ _____ _____  • <b>Think of this as an <i>If/Then</i> statement. <i>IF</i> you engage in these actions, <i>THEN</i> what are you expecting or hoping will happen?</b>	<b>Intentional Implementation</b> 1. Have you created a logic model? 2. What learning moves (activities) will you make? 3. What is your timetable? 4. What impact are you hoping to have on students, teachers, and leaders? 5. What will go on your "Not to Do" list? Meaning, what activities do you engage in that distracts your focus or is no longer necessary (de-implementation).		
1. What did you learn while engaging in this cycle? 2. How did this impact students in a positive way? 3. What improvements did you make to your practice? 4. What did you stop doing so you can have more room to focus on what matters? 5. What would you do differently next time?			

# Develop – Frame the Problem

It's important that your team develops an understanding of where you need to spend your academic focus.

One statement and focus that will help guide your work and impact teachers and students at the same time.

# Determining a Meaningful Focus

- Connected to the district vision and mission.
- Based on evidence (i.e. demographic, student learning, perceptions, and school processes)
- Your teachers and staff have capacity to engage in.
- Balanced between an adult focus, like that of strengthening PLC's, and a student learning need, like increasing proficiency rates in literacy.

# 5 Why's of Inquiry

**Purpose** – To help teams get to the foundational root of their priorities/inquiry.

**Presentation** – The presenter describes the context of their priorities. Why is it important? How does it relate to the school improvement plan?

**Clarifying questions** – Participants ask clarifying questions.

**Discussion** – Group decides on the first “Why” question.

**Why Questioning** – Group goes through a maximum of 5 Why questions that they choose.



# “5 Whys” Protocol - Individuals Or Teams

## Step 1 -

**Individuals** - Please get into groups of 2 or 3 (2 may be easier)

**Teams** - Sit as a group (large table or standing up)

## Step 2 -

**Individuals** - You will present your top priority (each presenter gets 2 minutes)

**Team** - Choose a presenter for your district (The presenter gets 3 minutes)

## Step 3 -

**Individuals** - Participants ask clarifying questions (3 minutes total)

**Teams** - Participants ask clarifying questions (3 minutes)

## Step 4 -

**Individuals** - Decide on your first “Why” question.

**Teams** - Decide on your first “Why” question.

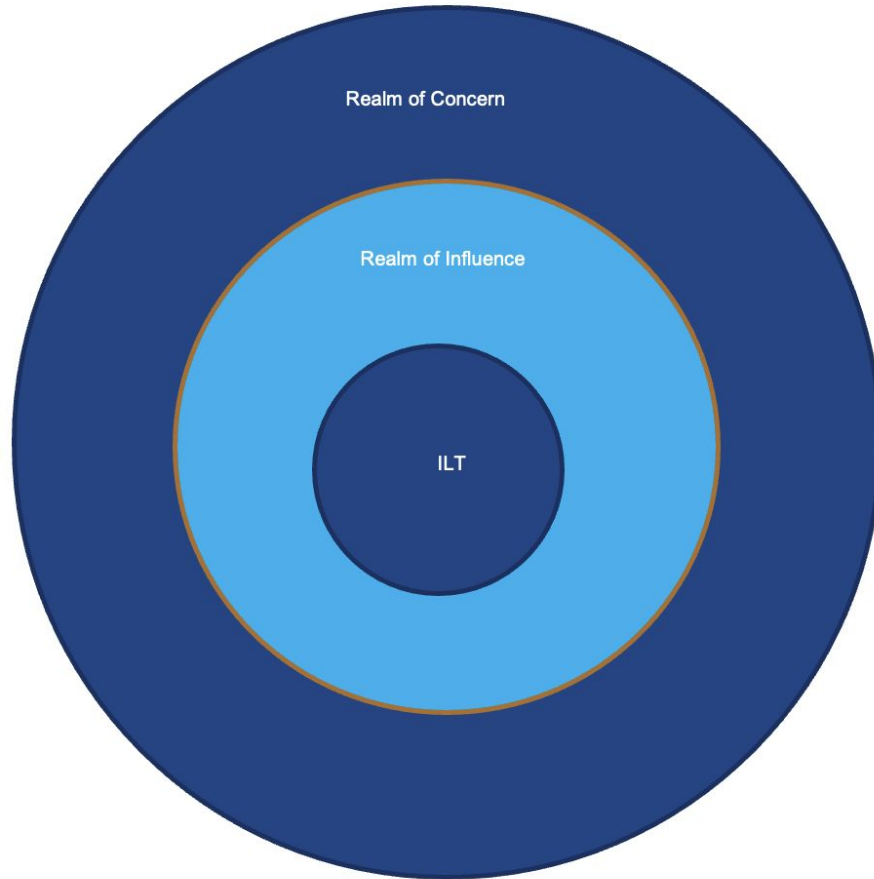
## Step 5 -

**Individuals** - Begin with your starter question and ask a series of up to 5 Why questions.

**Teams** - Begin with your starter question and ask a series of up to 5 Why questions.

# Realm of Concern

1. List the concerns you are hoping your priorities will address on Post-it notes.
2. Place each one of those concerns on the realm of concern.
3. Move the statements within your influence on the realm of Influence.



# Examples of Success Criteria

**By the end of this inquiry cycle, we will be able to:**

- Effectively manage change/improvement in my district/school.
- Motivate teachers and generate enthusiasm for improvement initiatives.
- Create a positive learning environment in my district/school.
- Facilitate learning and improvement in student outcomes in my district/school.
- Engage educators in analyzing evidence on the learning progress of all students.
- Promote collective responsibility and accountability for student achievement and well-being.
- Model what it means to be a learner in my district/school and facilitate opportunities for staff to learn from each other.
- Challenge educators to continually re-examine the extent to which their practices support the learning of all their students.

# Theory of Action

*If we want leaders and teachers in our district to possess the necessary understanding, knowledge, and skills to impact student learning, then we as directors of teaching and learning need to focus on what necessary understanding, knowledge, and skills are needed to do that work.*

## **Assumptions:**

- Leaders/teachers want our help.
- Leaders/teachers know there is an issue.
- We understand the necessary understanding, knowledge, and skills needed to help them.

## **Actions:**

- Offer effective professional learning
- Engage participants in the discussion before, during, and after





# Learning Session Four:

What actions do you take as leaders to achieve those priorities?















ANNALS OF MEDICINE JULY 29, 2013 ISSUE

# SLOW IDEAS

*Some innovations spread fast. How do you speed the ones that don't?*



**By Atul Gawande**

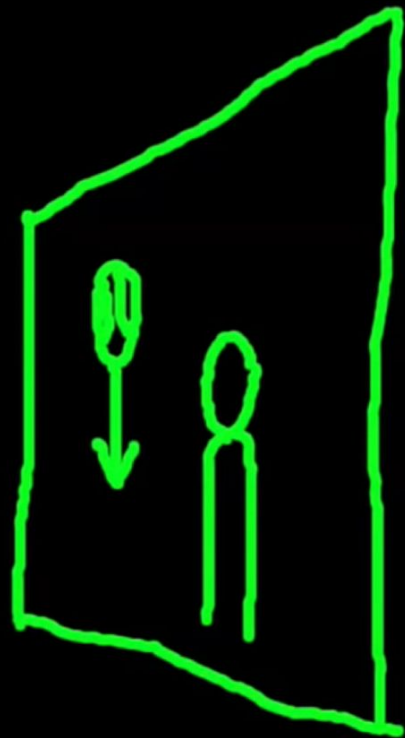
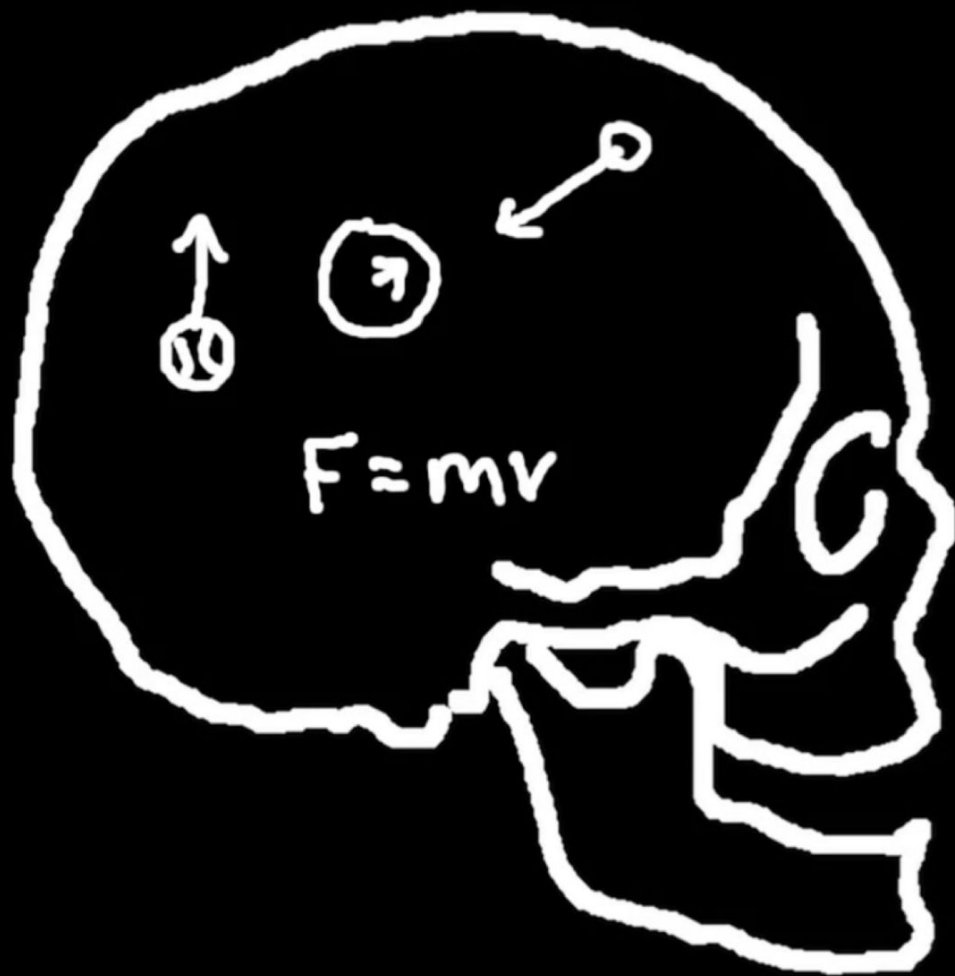
July 22, 2013

# NOTICE



EMPLOYEES MUST  
**WASH HANDS**  
BEFORE RETURNING TO WORK





oh, this again  
the force is up




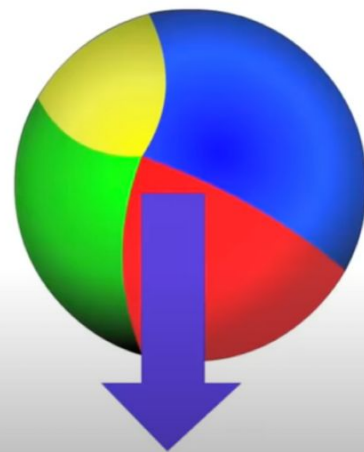
SCORE (126)

12  
10  
8  
6  
4  
2

PRE



- 
- A photograph of a person in a black shirt and shorts shooting a basketball on an outdoor court. The basketball is in the air, and a white arrow points from the person's hands to it. Two additional white arrows originate from the ball: one points vertically upwards, and the other points diagonally upwards and to the left, representing the velocity vector. In the background, there are trees, a basketball hoop, and a city skyline with a water tower.
- a. upwards and constant  
b. upwards and decreasing  
c. downwards and constant  
d. downwards and decreasing  
e. tangent to the path of the ball

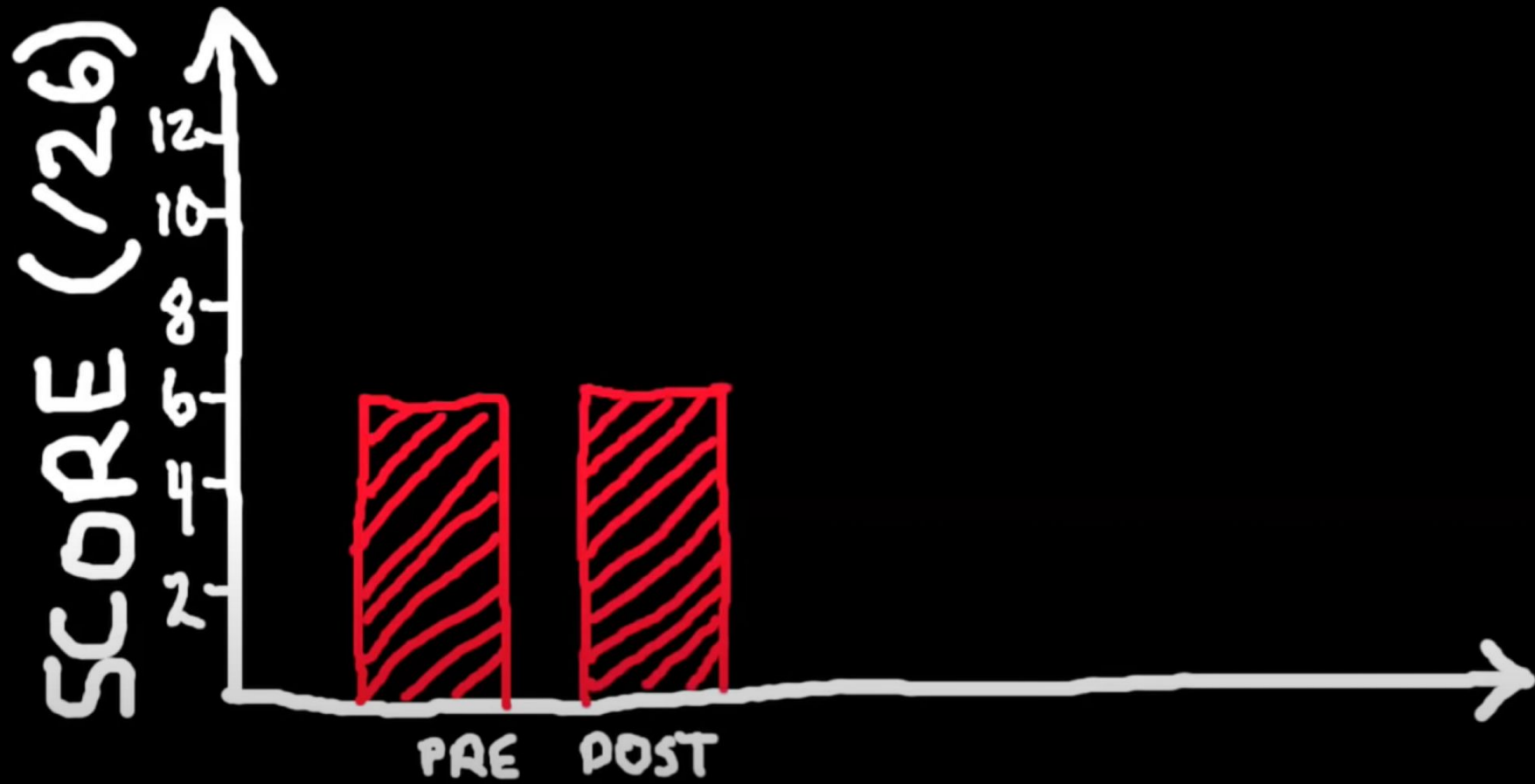


clear

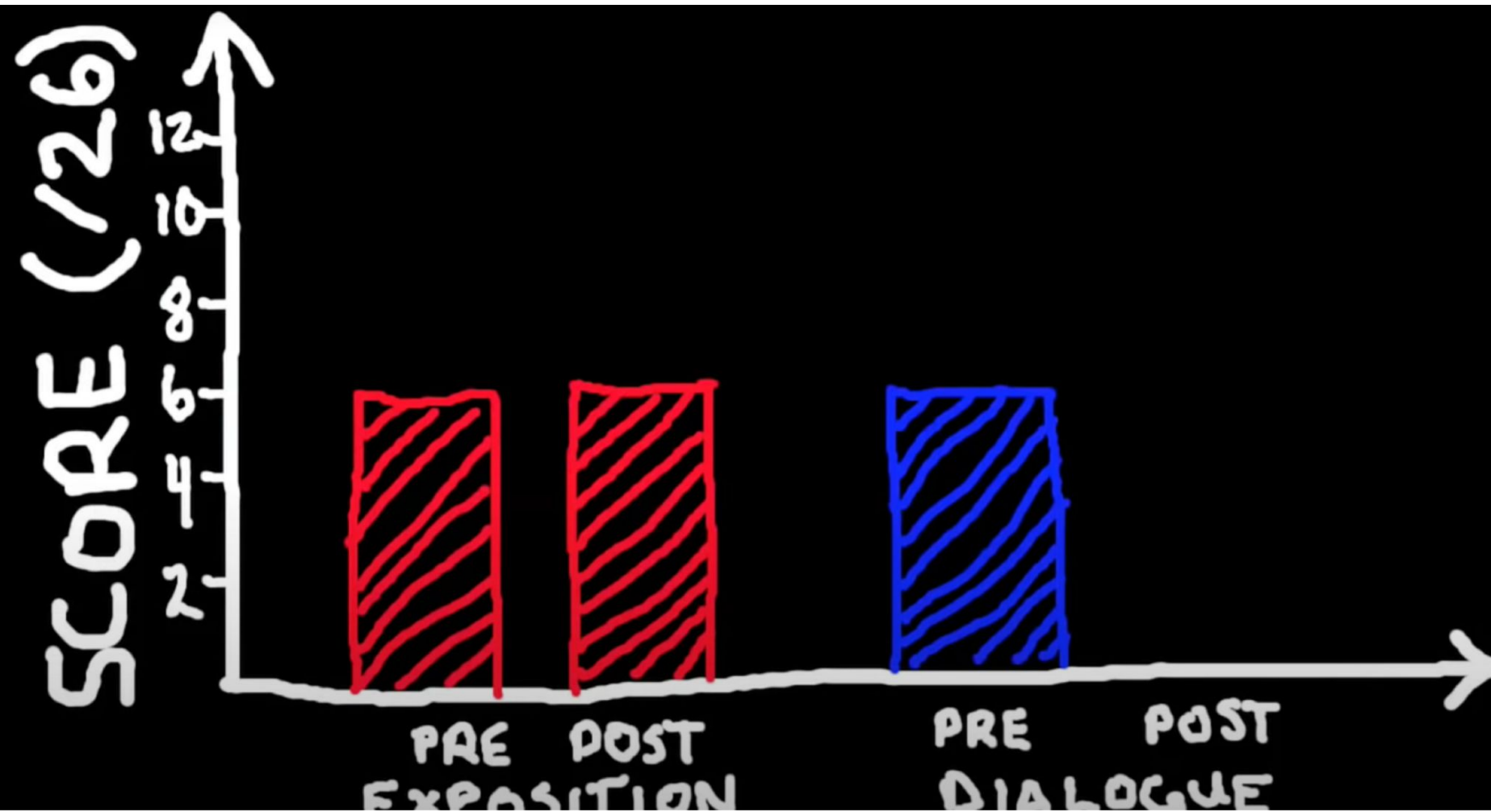
Concise

Easy to  
understand

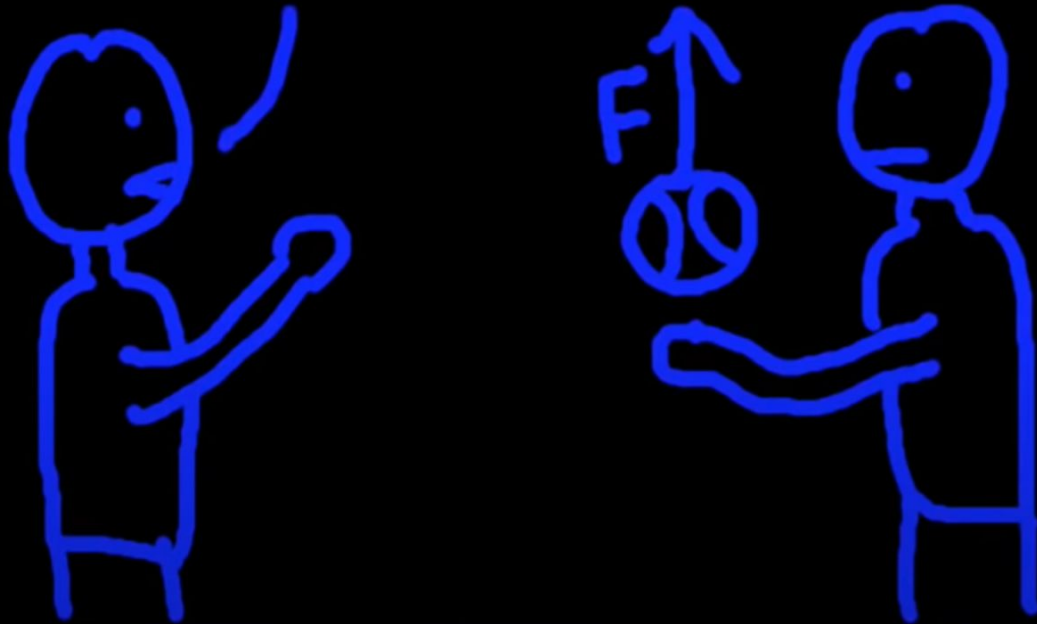






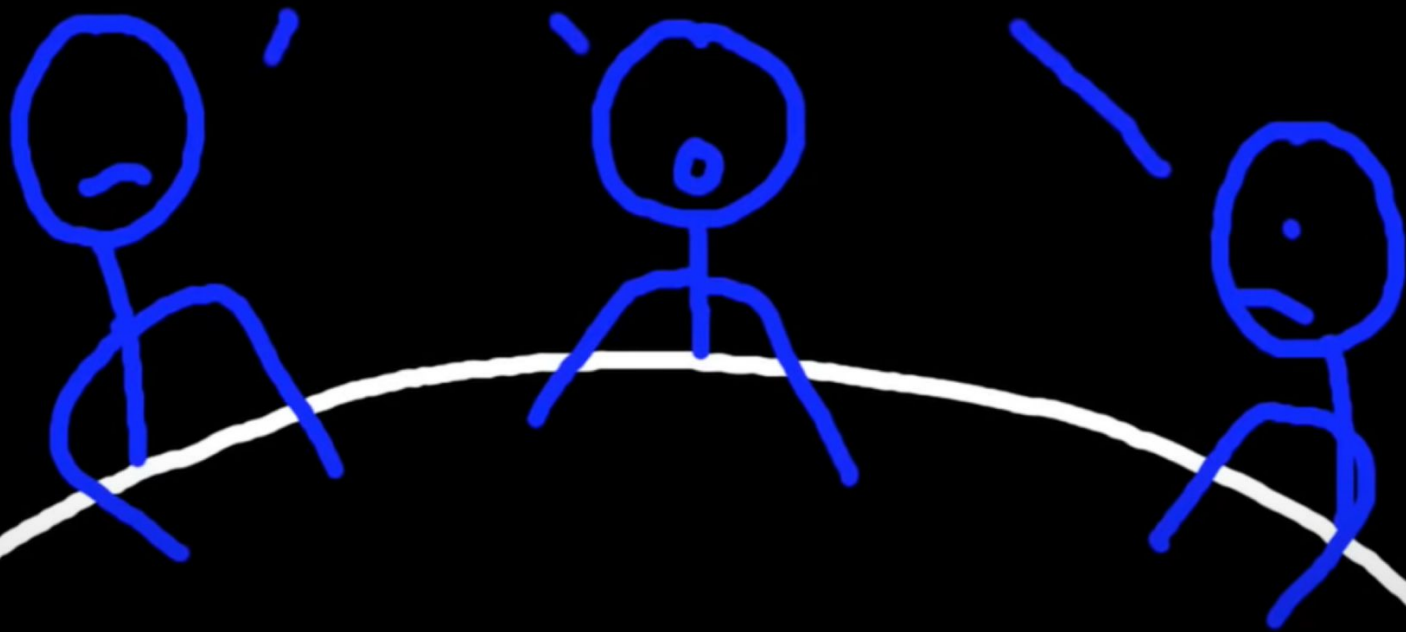


I think the force is up





CONFUSING!



$$\frac{1}{4} + \frac{1}{4}$$

$$\frac{1}{4} + \frac{1}{4} = \frac{1+1}{4} = \frac{2}{4}$$

$$\frac{2}{4} = \frac{1}{2}$$



$$\frac{1}{4} + \frac{1}{4}$$

**Step 1.** The bottom numbers (the **denominators**) are already the same. Go straight to step 2.

$$\frac{1}{4} + \frac{1}{4} = \frac{1 + 1}{4} = \frac{2}{4}$$

. Add the top numbers and put the answer over the same **denominator**:

$$\frac{2}{4} = \frac{1}{2}$$

Simplify the fraction:



**Motion**



**Action**

	4	3	2	1
Writing-Creativity and originality: Writing is creative	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.
Writing-Organization: Writing has a beginning, a middle, and an end.	Writing has a beginning, middle, and an end. Writing flows from one sentence to another.	Writing has a beginning, middle, and end.	Writing has at least a beginning, middle, or end.	Writing does not have a beginning, middle, or end.
Writing-Word	Work used many	Work used many	Work had few adjectives and	Work did not have adjectives

**Motion**



**Action**

Influence		Action Habits
Student assessment capability	0.96	
Seeking help from peers	0.47	
Classroom Discussion	0.82	
Scaffolding	0.52	
Teacher Clarity	0.84	
Feedback	0.51	
Collaborative Learning	0.45	
Class size	0.17	Motion Habits
Discovery Based Learning	0.27	
Co-team teaching	0.21	
Within class grouping	0.16	
One on one laptops	0.16	

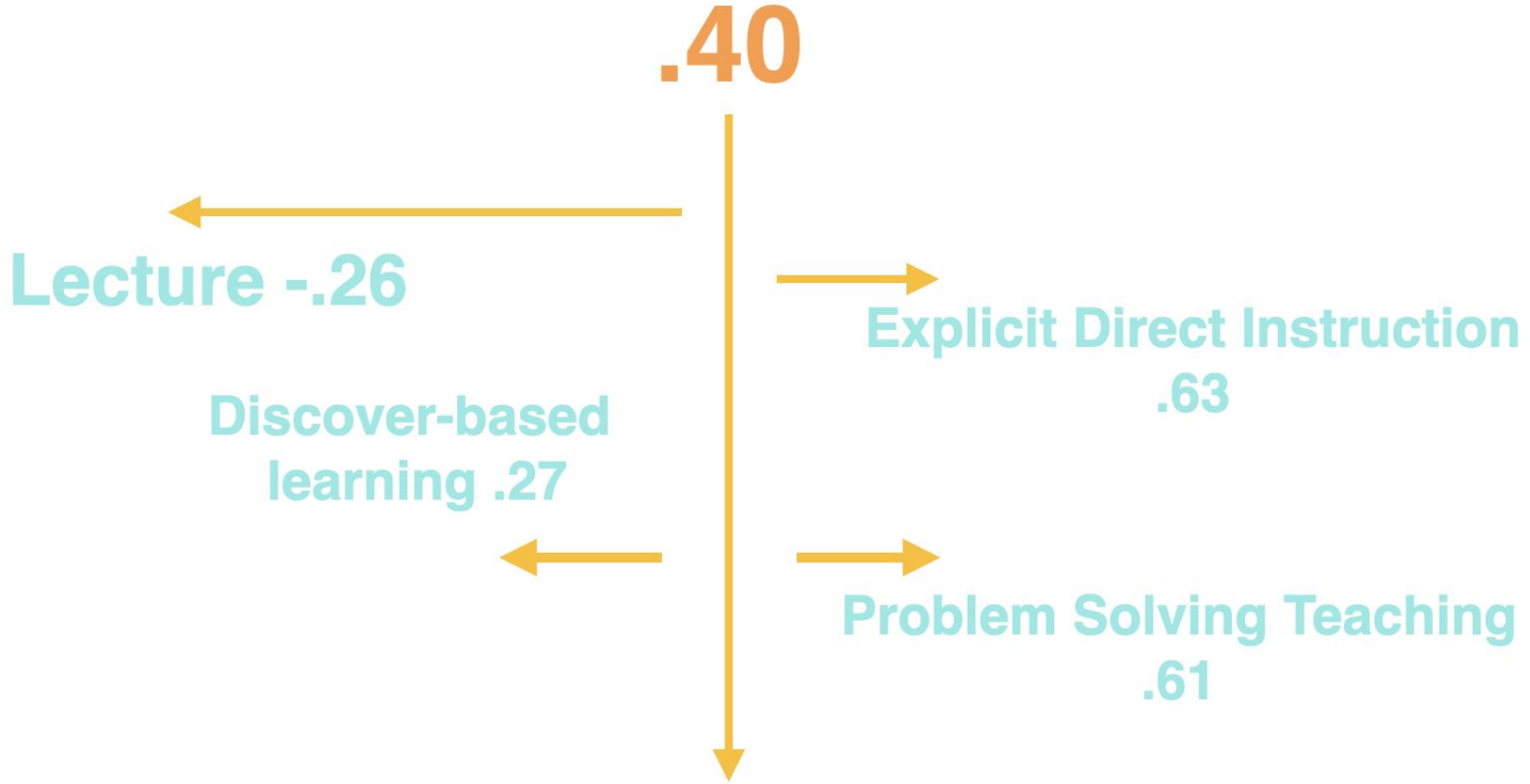
**.40**

**Lecture -.26**

**Discover-based  
learning .27**

**Explicit Direct Instruction  
.63**

**Problem Solving Teaching  
.61**

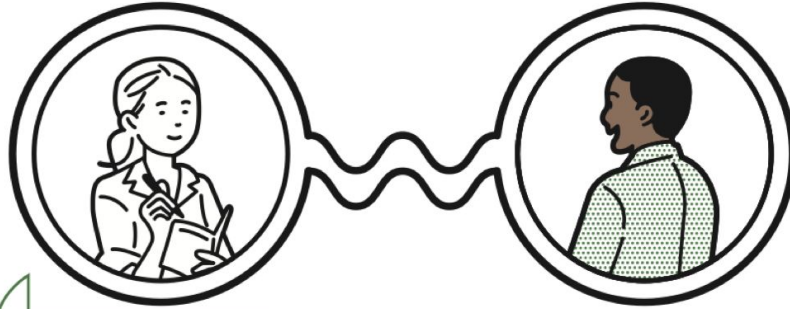




***This is not about whether these practices occur but the degree to which they occur with students.***

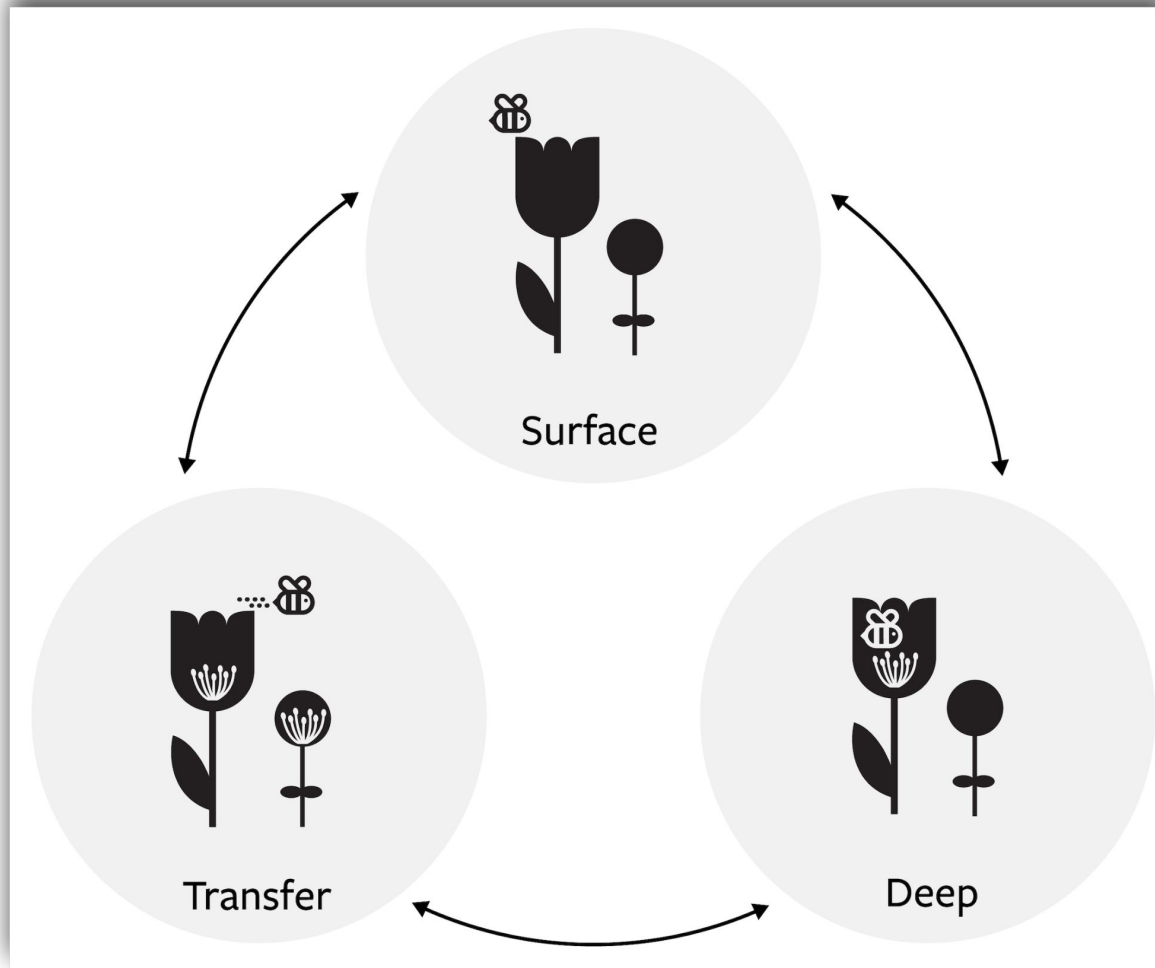
*Let's describe the graph.  
What pattern does it  
show?..... Abdi?*

*The line goes up and then  
goes up less steeply.*

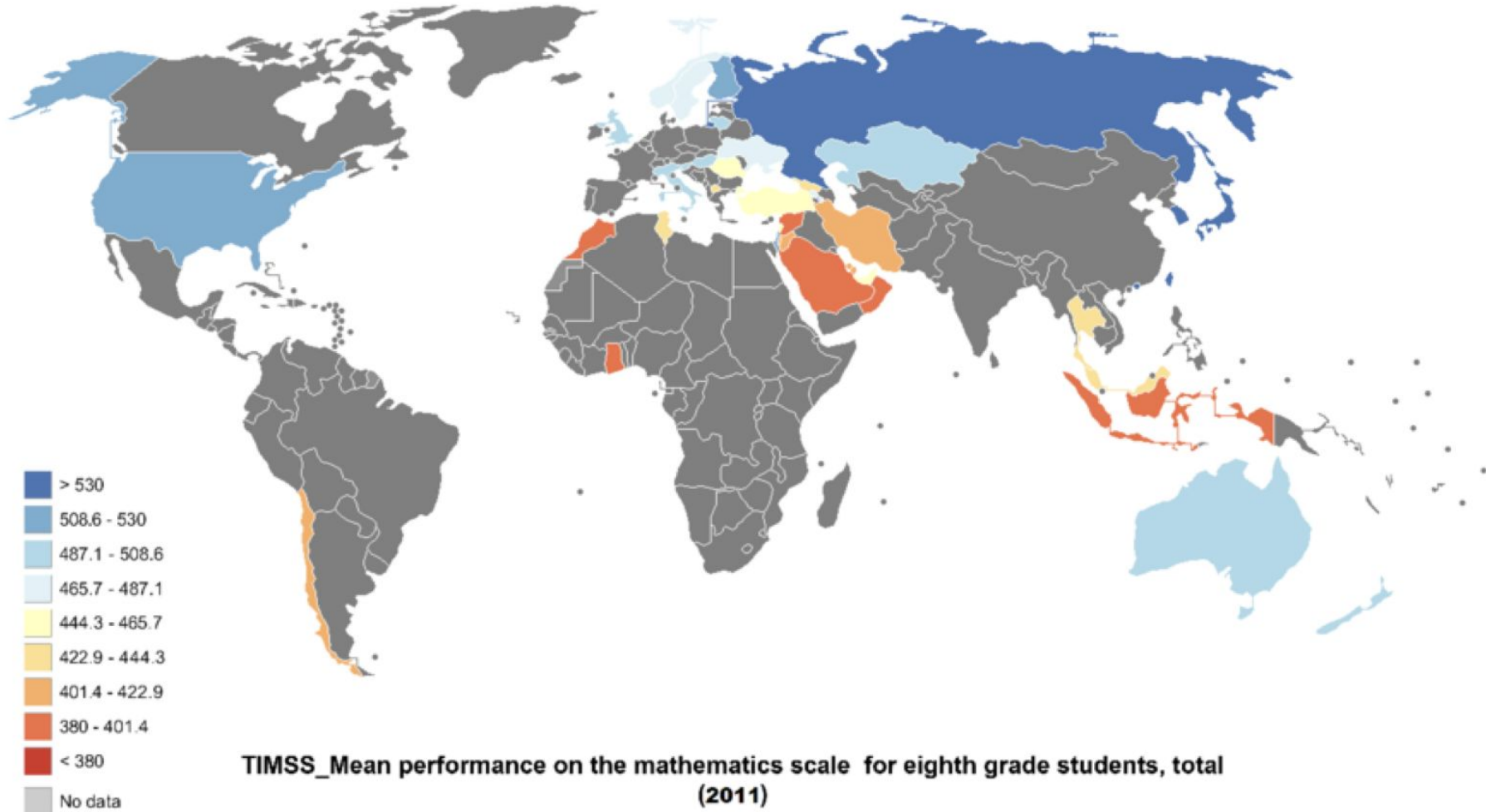


*Yes. Good – but now let's  
include some of the key  
words: – and say what is  
actually changing. (gradi-  
ent, increase, decrease are  
written on the board)*

*Ok.... the temperature  
increases but then after  
two minutes, the gradient  
decreases which means  
temperature rises more  
slowly.*









***“We’ve just looked at 17,000 transcripts of teachers teaching classes and we could not find any teaching of transfer”***

## Start small

**What is doable for me  
daily....**

**What is doable for me  
when I'm exhausted...**



## Sustain

**How do I do this  
every day?**

**How do I ensure  
that students can  
do this every day?**



# Stacking

**Before I do....**

**Right after...and  
before I...**

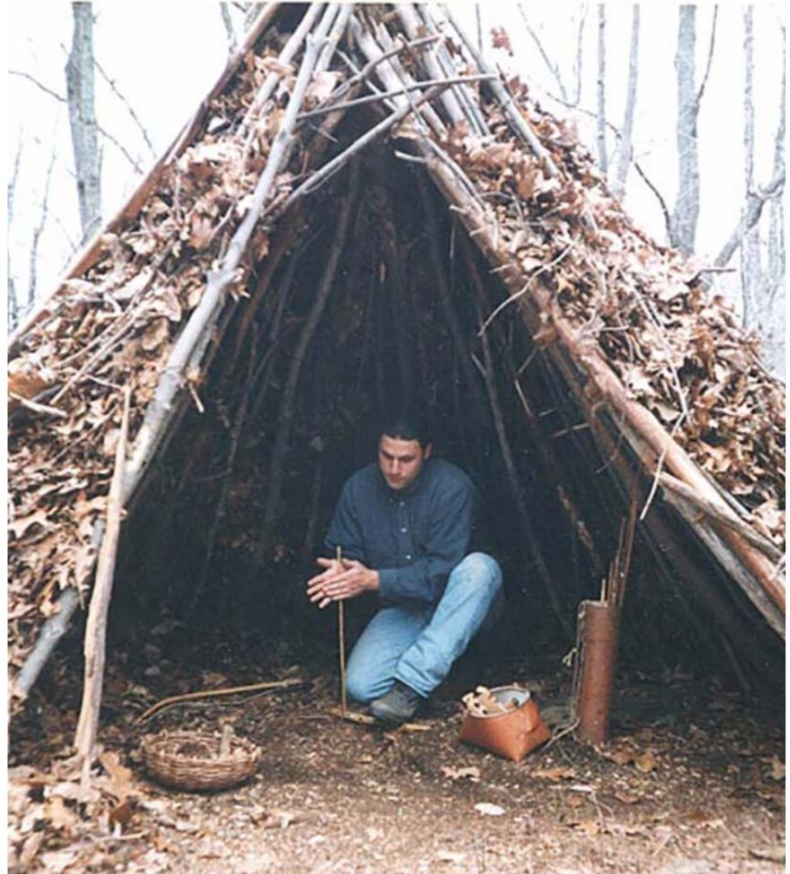
**After I do....**





## Shelter

**How do we  
stop adding  
more?**





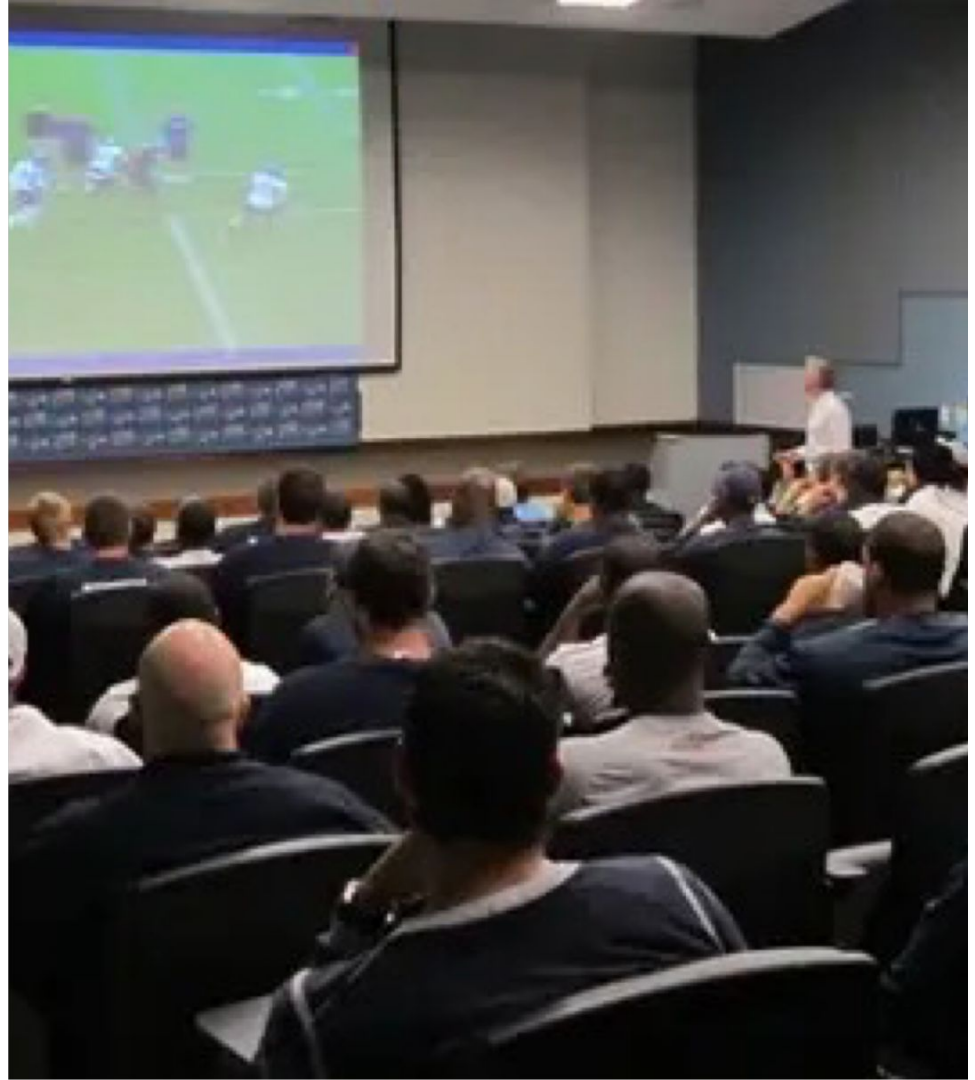
# Sprinting Together

- ❑ Target group - one class or one group
- ❑ Attainable within 1-6 weeks
- ❑ Measurable within 1-6 weeks
- ❑ Focused on small shifts in practice

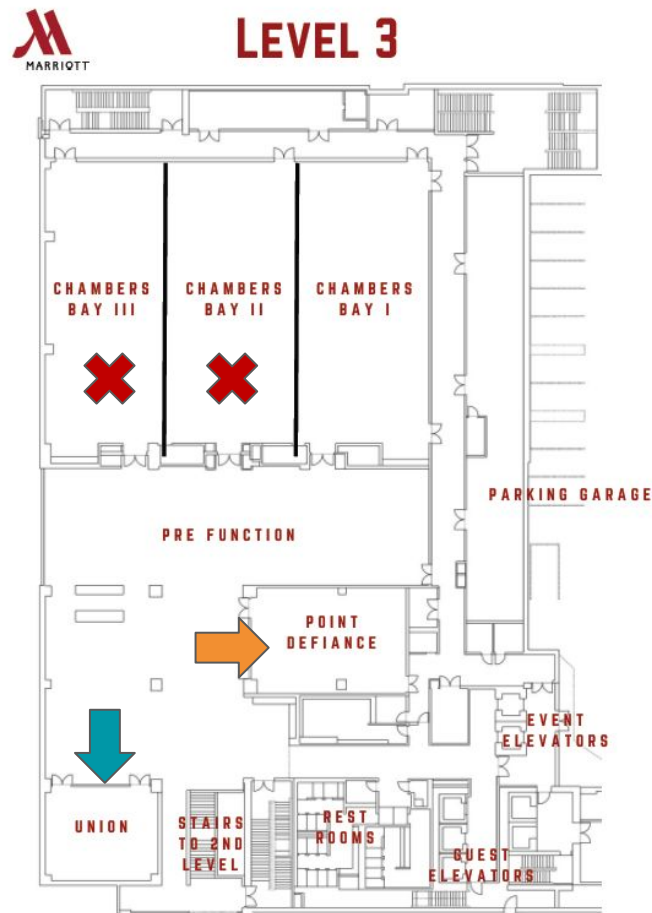


# Sharing

- ❏ How do we share our learning?



School Leaders  
Union Room  
District Leaders  
Point Defiance Room



# Lunch Time!



# Learning Session Five:

What specific actions will we take to ensure our district priorities become a reality?



# IN

Write a reflection on the first three of the following six questions:

*To what extent...*

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

## 2 (Pair-Share)

*Share your responses to the three questions you selected.*

*To what extent...*

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

# OUT

In the larger group share out your responses to the following questions:

*To what extent...*

- *Will we make these priorities small and doable for stakeholders to implement and inspect their impact?*
- *Will we make these priorities sustainable for stakeholders so they become routine?*
- *Will we make these priorities stackable with the great work people are already doing?*

# IN

Write a reflection on the last three of the following six questions:

*To what extent...*

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*

## 2 (Pair-Share)

*Share your responses to the three questions you selected.*

*To what extent...*

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*



# OUT

In the larger group share out your responses to the following questions:

*To what extent...*

- *Will we stay disciplined and not add additional priorities?*
- *Will we test our actions before scaling practices across a site or system?*
- *Will we share our learning with others so that we can improve, enhance, or eliminate practices?*

# Prepare to share your In2Out with your team

Consider the following:

Where do we find alignment?

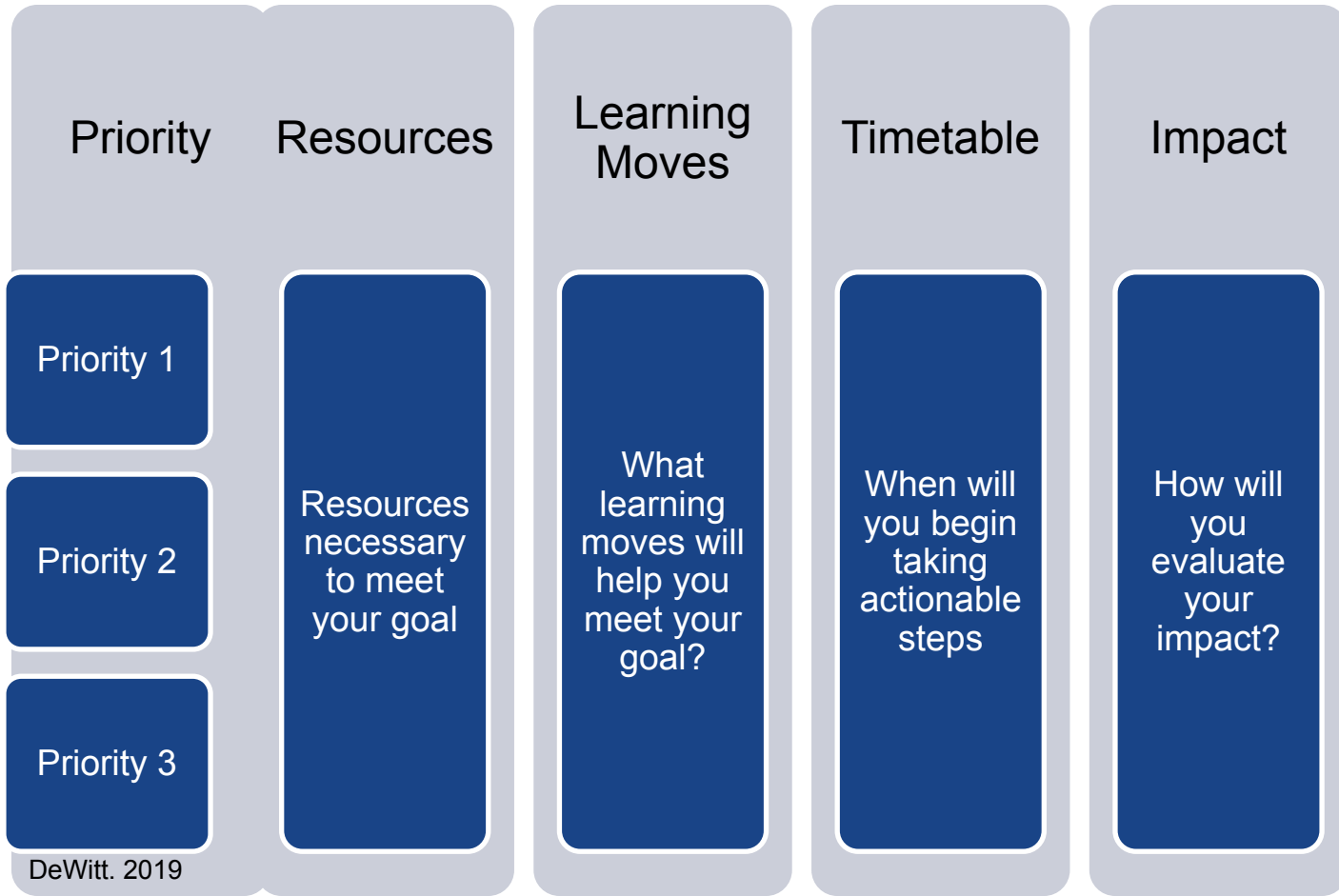
How can we work together to ensure our work is feasible for our school and system?



# Learning Session Six:

What specific actions will we take together to ensure our district priorities become a reality?

# PROGRAM LOGIC MODEL



# Types of Data

<b>Demographic Data</b> – Describe the system.	<ul style="list-style-type: none"><li>• <b>Community</b> - Location, history, economic base</li><li>• <b>School district</b> – Description, history</li><li>• <b>Students</b> – Living situation, gender, etc.</li><li>• <b>Staff</b> – Number of teachers, years of experience</li><li>• <b>Parents</b> – educational level</li></ul>
<b>Perceptions Data</b> – How we do business. Culture, climate, values and beliefs.	<ul style="list-style-type: none"><li>• Schoolwide self-assessment – surveys</li><li>• Empathy interviews</li></ul>
<b>Student Learning Data</b> – How our students are doing?	<p><b>Assessment FOR learning</b> – Assessment helps teachers gain insight into what students understand in order to plan and guide instruction and provides helpful feedback to students.</p> <p><b>Assessment AS learning</b> – Students develop an awareness of how they learn and use that awareness to adjust and advance their learning, taking increased responsibility for their learning.</p> <p><b>Assessment OF learning</b> – Assessment informs students, teachers, and parents, as well as the broader educational community.</p>
<b>School Processes Data</b> – What are our processes?	<p><b>Instructional</b> – Differentiated instruction, inclusion, inquiry</p> <p><b>Organizational</b> – Data teams, instructional coaching</p> <p><b>Administrative</b> – Attendance programs, class size, Discipline</p> <p><b>Continuous School Improvement</b> – Evaluation, leadership, vision, etc.</p> <p><b>Programs</b> – Accelerated reader, 9<sup>th</sup> grade programs, AVID, etc.</p>



# DATA COLLECTION PLAN

Inquiry Question:

What evidence is going to be collected?	How is the evidence going to be collected?	When is the evidence going to be collected?
Data Source #1 (Related to student learning need identified in academic plan)		
Data Source #2 (Related to student learning need identified in academic plan)		
Data Source #3 (Related to teachers and leaders evaluating their own impact)		

Adapted from Donohoo, J. (2013). Collaborative Inquiry for Educators. A Facilitator's Guide to School Improvement. Corwin Press.

# Action Plan for Collaborative Inquiry

- What are your 3 main priorities?
- What is your Problem of Practice – What problem (i.e. adaptive challenge) are you trying to solve?
- What is your working theory of action?
- What is your success criteria? How will you know you were successful?
- What evidence we will help you understand whether you met the success criteria?
- Please bring back one example of each of the 4 types of data



**bts spark** 

WASA is proud to partner with BTS Spark to provide

*One-to-one Personalized Leadership Coaching*

Coaching is available for  
**DISTRICT** and **BUILDING**  
Administrators



EQUITY

LEADERSHIP | TRUST | ADVOCACY

**WASA FALL CONFERENCE 2023**

UNLOCKING UNREASONABLE PRINCIPAL AND DISTRICT LEADERSHIP

# women in leadership

Please invite all  
current & aspiring  
women leaders!

**October 10, 2023**

**9:30 - 11 a.m. | Zoom | Free!**

[www.awsp.org/WIL](http://www.awsp.org/WIL)

Sponsored by:

 KAISER PERMANENTE



# Winter Conference Place Holder

# Conference Resources

The screenshot shows a web browser window displaying the WASA Professional Learning website. The URL in the address bar is [https://wasa-oly.org/WASA/WASA/5\\_0\\_Professional\\_Development/Events/WASA\\_Events/Fall\\_Conference/2023...](https://wasa-oly.org/WASA/WASA/5_0_Professional_Development/Events/WASA_Events/Fall_Conference/2023...). The website header includes the WASA logo (WASA LEADERSHIP | TRUST | ADVOCACY) and navigation links: Home, About, News, Government Relations, Membership, Services, Professional Learning (selected), and Resource Hub. A search bar and a 'Sign in' link are also present. The main content area features a banner for the 'FALL CONFERENCE' with the tagline 'UNLOCKING UNREASONABLE PRINCIPAL AND DISTRICT LEADERSHIP'. The conference dates and times are listed: OCTOBER 1 4:30 PM - 8:00 PM and OCTOBER 2 8:30 AM - 3:00 PM, both at the Marriott Tacoma Downtown. A sidebar on the right lists various academies and resources. At the bottom, there is a footer with the text 'Washington Association of School Administrators' and a description of WASA as an organization for professional administrators committed to leadership. A 'View Upcoming Conferences' button is also visible.

WASA LEADERSHIP | TRUST | ADVOCACY

Home About News Government Relations Membership Services Professional Learning Resource Hub

Home » Professional Learning » Conference Resources

**FALL CONFERENCE**  
UNLOCKING UNREASONABLE PRINCIPAL AND DISTRICT LEADERSHIP

OCTOBER 1 4:30 PM - 8:00 PM  
OCTOBER 2 8:30 AM - 3:00 PM  
MARRIOTT TACOMA DOWNTOWN

**Resources**  
[Program](#)  
[Placemat](#)

**Academies**  
Aspiring Central Office Leadership Academy  
Aspiring Superintendent Academy  
Early Career Superintendent Academy  
Instructional Leadership Academy  
Mentor Academy  
Special Education Director Academy

**Conference & Workshop Calendar**

**Conference Resources**

**Learning Center**  
BTS Spark Personalized Coaching  
Inclusionary Practices Project  
Next Level Leaders  
PLC at Work Project  
Scholar First Strategic Planning  
Women in Leadership  
TPEP Resources  
Incoming Superintendent Resources

[View Upcoming Conferences](#)

Washington Association of School Administrators

The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership.







# Clock Hours & Conference Evaluation

THIS IS FOR YOUR RECORDS. PLEASE DO NOT RETURN TO WASA.



## Continuing Education Clock Hour Credit INSERVICE REGISTRATION 2021-22

Use this form to verify your attendance at an approved clock hour offering outlined in Section II below. This form must be retained by the individual as verification of attendance. It is the individual's responsibility to maintain accurate records for compliance with certification regulations. DO NOT USE THIS FORM IF YOU ARE RECEIVING COLLEGE CREDIT FOR THIS INSERVICE PROGRAM. PLEASE PRINT AND USE PEN ONLY.

### SECTION I - INFORMATION - PARTICIPANT

LEGAL NAME (LAST, FIRST, MIDDLE)			MIDDLE OR FORMER NAME	
DATE OF BIRTH (M, D, Y)	SOCIAL SECURITY NO. (XXXX-XX-XXXX)	WASHING. FUN. CERTIFICATE NUMBER	SEX	<input type="checkbox"/> Female <input type="checkbox"/> Male
HOME ADDRESS (STREET, CITY, STATE, ZIP CODE)			TELEPHONE NUMBER	
			HOME ( )	
			BUSINESS ( )	

### SECTION II - INSERVICE PROVIDER - CLOCK HOURS



EVALUATION  
**TIME**



Thank You!

