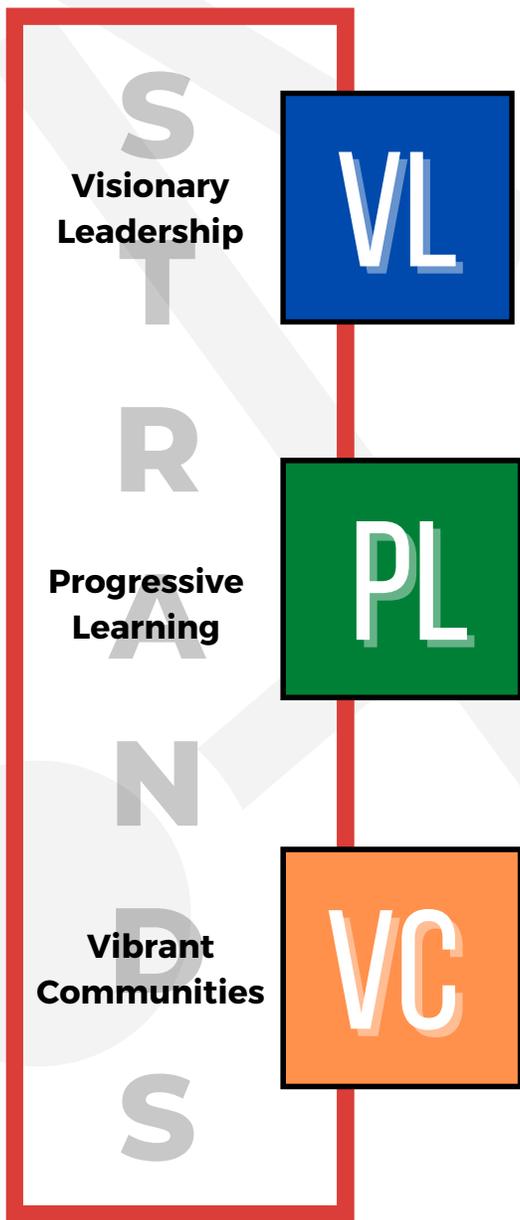
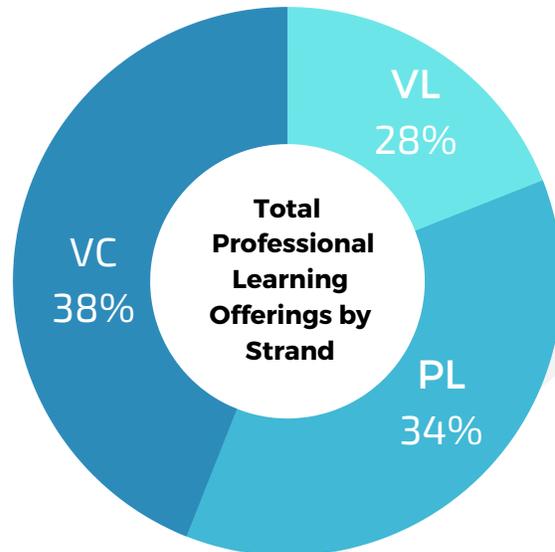


LEARNING OVERVIEW



1963+
Adult learner participants

267+
Synchronous hours of learning

Courses

- Total number of courses offered: 12
- Total number of participants: 344

Workshops/Workshop Series Offered

- Total Offerings: 35
- Total Participants: 929

Featured Series

- Total days of Featured Series: 3
- Total participants for series: 273

Connect Groups

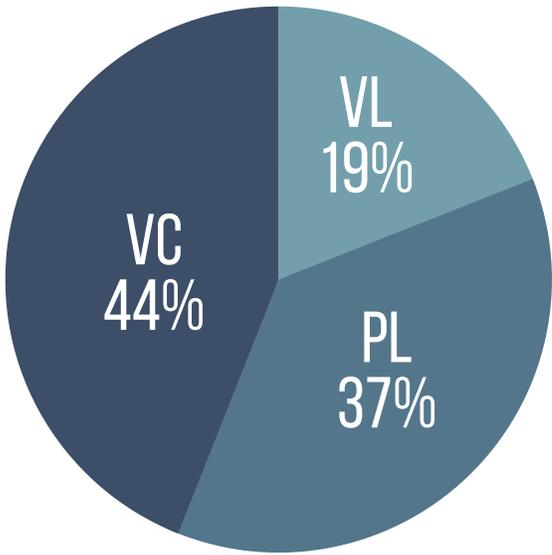
- Total Groups: 27
- Total Group Leaders: 13
- Total Participants: 417

Partner Webinars

- Total number of webinars offered: 17

WORKSHOPS - WORKSHOP SERIES & COURSES

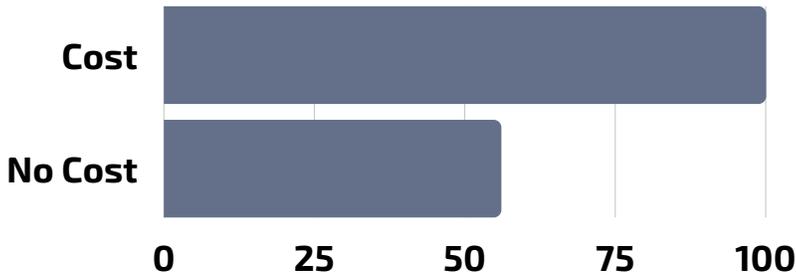
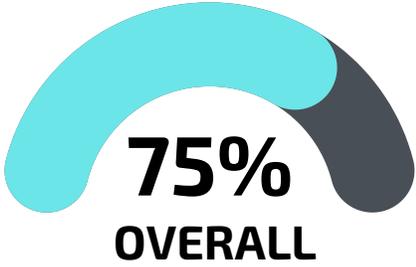
AMISA offered 47 workshops/workshop series and courses during the year with over 1200 educator and leader participants. Most offerings occurred in the Vibrant Communities learning strand, which mirrored the largest needs of the schools due to the global pandemic and political/cultural situations in the U.S. and throughout the region.



Workshop & Workshop Series Offerings by Strand

28%
Workshop Offerings with DEIJ Focus

AVERAGE PARTICIPATION IN WORKSHOPS & COURSES



Workshops and courses that had a cost associated had a near 100% participation rate.

LEARNER FEEDBACK FROM WORKSHOP EVALUATIONS

84%

Identified 60 minutes as being the optimal duration for participation in a virtual workshop.

87%

"My knowledge and interest around the topics increased due to my participation in the learning experience."

93%

"This learning experience allowed me to reflect on my knowledge and practice in order to understand my own self awareness with the topic."

90%

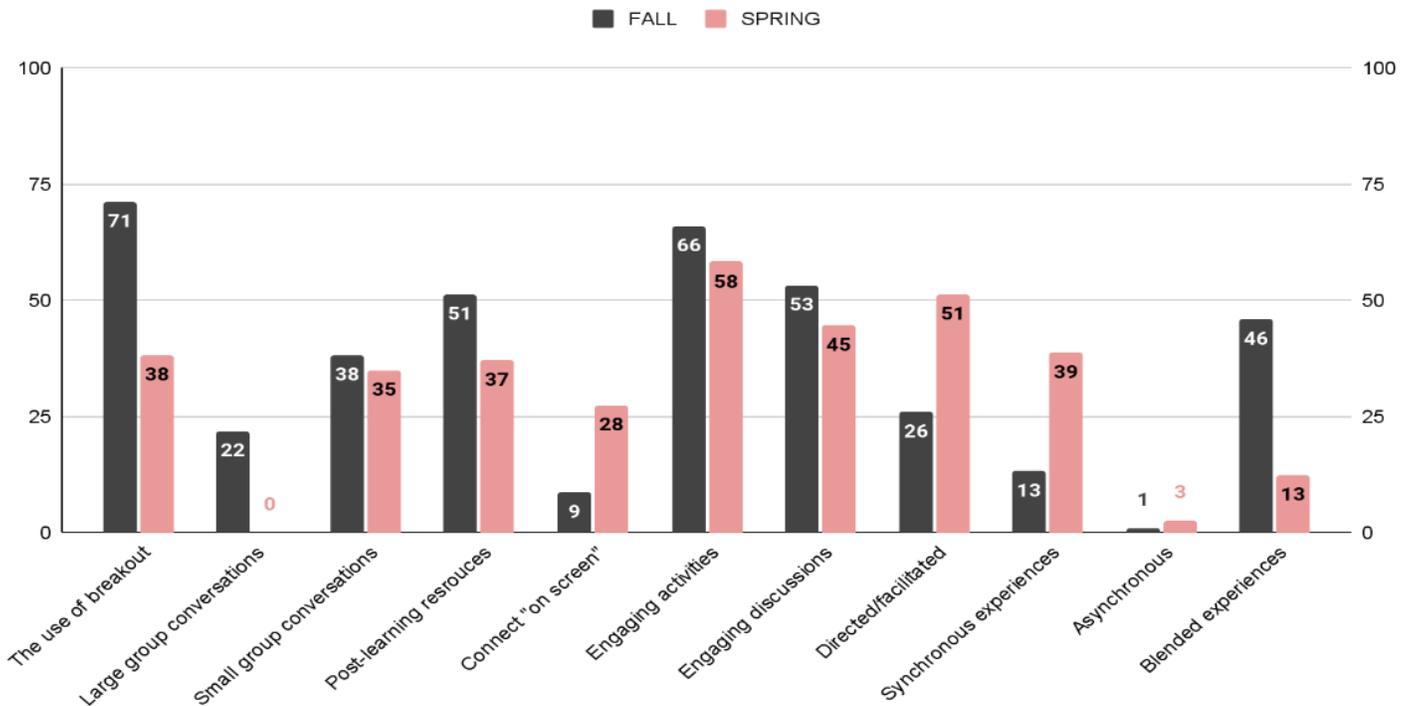
"I feel confident that I can/will apply the skills and knowledge that I learned from this experience into my personal/professional context."

96%

Likely or very likely to attend another AMISA professional learning offering.

LEARNER FEEDBACK FROM POST-LEARNING EVALUATIONS

Most Important Elements to Virtual Learners | Fall vs Spring



Participants in AMISA learning opportunities were asked to identify the most important elements as adult learners in a virtual learning environment. These findings were compared from the fall to the spring. The following items were notable changes in adult learning priorities:

- Connecting "on screen" significantly increased from fall to spring
- Directed/facilitated learning increased significantly from fall to spring
- Synchronous experiences increased significantly from fall to spring
- The use of breakout rooms decreased significantly from fall to spring
- Having blended experiences significantly decreased from fall to spring

As the pandemic continued its course and began to take a toll on teachers, these findings may be correlated to the fact that participants preferred an experience that was more directed, connected, and less segmented.

NEEDS ASSESSMENT INSIGHTS

The first Professional Learning Needs Assessment was sent out this year and yielded a 58% response rate from member schools. The following are highlights from the analyzed data, based on the respondents, that will help to inform future learning opportunities.



ONE-THIRD

The number of member schools that do not have a formalized Professional Learning Structure in place to ensure sustainability in learning over time.



ONE-THIRD

The percentage of member schools that do not have policies in place to ensure that learning opportunities are equitable for all staff and for internal and external partnerships.



ALLOCATED FUNDS

96% of member schools that completed the survey allocate funds from annual budgets to attend AMISA conferences.

Below are the percentages of member school respondents that have attended a past AMISA conference:



EDUCATORS' CONFERENCE



GOVERNANCE CONFERENCE



BUSINESS MANAGERS'/SCHOOL OPERATIONS CONFERENCE



HEADS' RETREAT

75%

SEVENTY-FIVE PERCENT

The percentage of member schools that cited lack of professional learning funds as the main reason for not attending an AMISA conference.

TOP

Learning Priorities for Member Schools

1

PROGRESSIVE LEARNING
Assessing & Reporting for Learning

2

PROGRESSIVE LEARNING
Designing Learning

3

VISIONARY LEADERSHIP
Leading Change

4

VIBRANT COMMUNITIES
Cultivating Social Emotional Learning
& Wellness

5

VIBRANT COMMUNITIES
Fostering Inclusive Practices

Internal PL Opportunities

Internal professional learning opportunities are defined as learning events or activities that take place INTERNALLY within the school community that are planned and facilitated by school personnel.

90%

Member schools that have 50% + of teaching personnel regularly engaged in internal forms of professional learning.

34%

Member schools that have 50% + of non-teaching personnel regularly engaged in internal forms of professional learning.

External PL Opportunities

External professional learning opportunities are defined as learning events or activities provided to the school community (on-site or virtually) that are provided by EXTERNAL consultants and/or organizations (conferences, webinars, workshops, virtual or physical consultants, etc.).

48%

Member schools that have 50% + of teaching personnel regularly engaged in external forms of professional learning.

10%

Member schools that have 50% + of non-teaching personnel regularly engaged in external forms of professional learning.

PROFESSIONAL LEARNING OFFERINGS & FEEDBACK

Which AMISA professional learning opportunities has your school participated in this year?



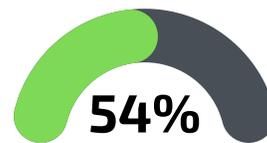
Which AMISA professional learning opportunities has your school found to be MOST HELPFUL and MEANINGFUL?



STRUCTURES IN PLACE TO FACILITATE SCHOOL-BASED PROFESSIONAL LEARNING



Member schools that have regularly calendarized times for professional learning



Member schools that have a professional development director/coordinator



Member schools that have Professional Learning Communities or similar collaborative groups in place



Member schools that have use a form of micro-credentialing for professional learning

PROFESSIONAL DEVELOPMENT COMMITTEE

Our 11 member Professional Development Committee met three times during the academic year and engaged in discussion around our annual conference options due to COVID-19, as well as undertook the design of our Professional Learning Needs Assessment. This was the first needs assessment survey that has been sent out specifically designed around the AMISA Professional Learning Strands. The PDC also helped analyze and categorize data from the needs assessment that helped identify professional learning offerings for the 2021-2022 academic year.



INSIGHTS & FUTURE ACTION

- Ensure that the total percentage of offerings per learning strand aligns to the Top 5 learning strand priorities for schools as identified in the needs assessment.
- Work with schools on designing policies to ensure that professional learning opportunities are equitable for all staff and for internal and external partnerships.
- Increase BIPOC consultancy participation in the Progressive Learning learning strand.
- Decrease the percentage of schools that train Child Protection Response Teams only as needed, as these teams should be engaged in regular, annual training.
- Outline a comprehensive Child Protection training program for member schools that includes ongoing training, affinity groups, possible certification, and equitable access for all members for all schools.
- Work with the PDC on outlining a regional communication structure to increase member school voice and participation in AMISA events.
- Outlining a professional learning structure to help schools regularly engage non-teaching staff in site-based professional learning.
- Work with member schools on creating site-based professional learning structures to ensure sustainability in learning over time.