

Application Form

Profile

Emilie _____ O'connor _____
 First Name Middle Initial Last Name

 Email Address

 Home Address Suite or Apt

 City State Postal Code

What district do you live in? *

District 1

 Primary Phone Alternate Phone

Wauwatosa School District _____
 Employer Job Title

Please look at the vacancy page before applying. Some Boards, Committees and Commissions have requirements that they are looking for in an applicant, such as specific skills or member types such as Adult or Student.

The Vacancy page can be found here:

[VACANCIES](#)

Which Boards would you like to apply for?

Youth Commission: Submitted

Interests & Experiences

Please tell us about yourself and why you want to serve.

[Emilie K. OConnor - Resume_2022.pdf](#)
 Upload a Resume

Why are you interested in joining this Board or Commission?

I serve the Wauwatosa School District as the Director of Student Success and am interested in how the school district can support the WYC in strengthening connections and opportunities for our young people.

Demographics

Some boards and commissions require membership to be racially, politically or geographically proportionate to the general public. The following information helps track our recruitment and diversity efforts.

Ethnicity *

Caucasian/Non-Hispanic

Gender *

Female

Sexual Orientation *

Prefer not to say

12/20/1981

Date of Birth

EMILIE K. O'CONNOR

CONTACT

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

MASTER OF SOCIAL WORK

University of Wisconsin-
Milwaukee
2006-2008

B.A. in SOCIOLOGY

Illinois Wesleyan University
2000-2004

PROFESSIONAL CREDENTIALS

Department of Public Instruction
License # 711248
K-12 School Social Worker (50)

VALUES

Learning
Collaboration
Joy
Empathy

RELEVANT PROFESSIONAL EXPERIENCE

TECHNICAL ASSISTANCE COORDINATOR

Wisconsin RTI Center 2015—Present

- Facilitate systems change through applied implementation science to support the scale-up of evidence-based practice, leveraging equitable multi-level system of support (EMLSS) features
- Design and execute high quality, team-based professional learning for teachers, principals, district administrators and other staff
- Analyze data and policies to disrupt systemic inequities by centering experiences of those historically marginalized to reimagine learning environments, instruction, and support
- Contribute to statewide networks and collaborate with DPI on embedding social emotional learning (SEL) within EMLSS framework

PBIS COACH & PROFESSIONAL DEVELOPMENT SPECIALIST

Cooperative Educational Service Agency #1 2014—2015

- Prepared schools and districts for implementing culturally responsive, positive climate and culture within the PBIS framework
- Coached schools and facilitated adult learning through initial training and implementation to align with school and district improvement plans and strategic plan goals
- Collaborated with leadership teams and stakeholders to evaluate program and student outcomes with the goal of eliminating disproportionality

SPECIAL SERVICES PROGRAM SUPPORT

Hamilton School District 2013—2015

- Lead the development of student-centered behavior intervention plans (BIPs) and contributed to multi-disciplinary teams designing interventions that result in high outcomes for all learners
- Partnered with staff, families, and students to improve classroom management and conduct functional analyses for behavior support
- Created and implemented comprehensive professional development plans for district staff aligned to district priority goals

PBIS EXTERNAL COACH

Wauwatosa School District 2010—2013

- Developed district infrastructure for the scale-up and sustainability of a systemic behavioral support framework incorporating social emotional learning and restorative practice
- Coached school and district leaders to examine formal and informal policy that exacerbated gaps in student outcomes and disproportionately impacted learners of color and learners with IEPs
- Assisted teams in collecting and using multiple sources of data (student outcome, process, and fidelity) to improve evidence-based practice at the individual student, classroom, and whole school level

EMILIE K. O'CONNOR

PROFESSIONAL SKILLS

Visioning with Teams
Stage-based Coaching
Team Development
Collaborative Problem Solving
Data Analysis
Deep Listening
Assertive Communication
Coaching-style of Leadership
Stakeholder Engagement
Project Management

TECHNICAL SKILLS

Microsoft Office
Google Suite
Microsoft Power BI
Zoom
Microsoft Teams
WebEx

ADDITIONAL APPLICATION
MATERIALS FOUND ON
WECAN

PROFESSIONAL EXPERIENCE CONTINUED

SCHOOL SOCIAL WORKER

Wauwatosa School District 2008—2010

- Utilized strengths-based, student-centered planning to co-design interventions and supports while advocating for systemic change
- Devised small, skill-based groups using restorative practices and experiential learning for community building and learning
- Engaged philanthropic organizations to creatively collaborate with the Social Work Department around student and family needs

SAFETY SERVICES CASE MANAGER

La Causa, Inc., Bureau of Milwaukee Child Welfare 2005—2006

- Monitored and supported the health and safety of children to maintain family preservation
- Confidentially and ethically co-created safety plans with family voice based on co-designing realistic goals and strategies
- Communicated with supervisors and partner organizations to seamlessly transition families to next steps in their care

DIRECT SERVICE COUNSELOR

My Friend's Place 2004—2005

- Assessed, planned for, and responded to immediate needs of youth experiencing homelessness
- Instituted a weekly creative arts workshop to provide a quiet, reflective space and assisted with Cirque du Monde workshop
- Built positive rapport with clients to facilitate trust and the change process

RELEVANT PROFESSIONAL TRAININGS

- Beyond Diversity I and II, Pacific Education Group
- Building Culturally Responsive Systems, Wisconsin RTI Center
- Educational Equity Series and Equity & Social Justice Institute, Disproportionality Technical Assistance Network
- Leadership & Coaching for Systems Change, Wisconsin RTI Center
- National Implementation Research Network and Global Implementation Society's Core Competencies Networks
- Nonviolent Crisis Intervention, Crisis Prevention Institute
- PBIS Tiers 1, 2, and 3 (i.e. Educational Wraparound, RENEW, and Complex FBA/BIP), Wisconsin RTI Center
- Restorative Practices, International Institute for Restorative Practices
- Wisconsin's Vision for Social Emotional Learning and SEL Network, DPI
- Wisconsin's EMLSS Framework, Wisconsin RTI Center