

Georgia's Systems of Continuous Improvement

The Friday Webinar Series **Effective Leadership**

Office of Federal Programs
Office of School Improvement

March 3, 2017

Presenter

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Agenda

- Georgia System of Continuous Improvement
- Effective Leadership System
- Effective Leadership System's Structures & Processes
- Effective leadership & the CNA Tool
- Resources

Georgia's Systems of Continuous Improvement





Comprehensive Needs Assessment 2017-2018 District Report



Georgia Department of Education

Comprehensive Needs Assessment



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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1.2 Identification of Stakeholders	8	Not completed <input type="button" value="v"/>
1.3 Project Management	11	Not completed <input type="button" value="v"/>
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2.1 Coherent Instructional System		
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2.4 Family and Community Engagement	33	Not completed <input type="button" value="v"/>
2.5 Supportive Learning Environment	39	Not completed <input type="button" value="v"/>
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Team Lead	
Name	
Title	
Email	
Phone	

Submission Log	
Initial Submission	
Resubmission	
Resubmission	

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Essential Systems for School Improvement

Effective Leadership System

A major support necessary for an effective instructional guidance system is the leadership in the school and at the district level

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Georgia's Systems of Continuous Improvement



- Creating and maintaining a climate and culture conducive to academic success
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the school and its resources
- Driving improvement efforts

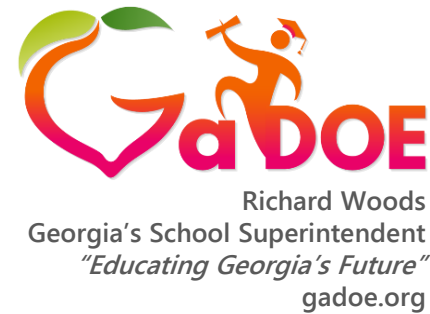
Five Structures of Effective leadership

#1

Creating and maintaining a climate and culture conducive to academic success- *the structure of the leadership system that ensure that the school allows both adults and children to put learning at the center of their daily activities*

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Creating and Maintaining a School Culture and Climate Conducive to Learning



Sample District Processes:

- Develop a common vision and understanding of quality teaching and learning
- Regularly monitor the progress of student learning goals
- Establish *high expectations and accountability for adults* in the school district

Five Structures of Effective leadership

#2

Cultivating and distributing leadership- *the structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization*

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Cultivating and Distributing leadership

Sample District Processes:

- Create professional learning communities to support and to build teacher knowledge and skills across the system
- Create authentic internship experiences to prepare teachers and staff for potential leadership positions

Five Structures of Effective Leadership

#3

Ensuring high quality instruction in all classrooms – *the structure of the leadership system that reduces the variability in the quality of instruction across all classrooms.*

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Ensuring High Quality Instruction in all Classrooms

Sample District Processes:

- Create a clear and specific curriculum across the entire system communicating exactly what students should know and be able to do
- Create benchmark or quarterly assessments to monitor student performance and curriculum implementation
- Provide explicit expectations for instructional practice and then use “walk throughs” to look at classroom instruction

Five Structures of Effective Leadership

#4

Managing the School and its Resources –
the structure of the leadership system that ensures leaders effectively use all resources at hand so that the school functions according to its mission

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Managing the School and its Resources

Sample District Processes:

- Provide programs that can address the diverse student needs, including remediation and acceleration
- Assess effectiveness of programs using student achievement results
- use data to make decisions regarding instruction and strategic resource allocation.

Five Structures of Effective Leadership

#5

Driving Improvement Efforts- the structure of the leadership systems that methodically, intentionally, and effectively improve the schools major systems, structure, and processes

Source: Organizing for School Improvement edited by Anthony Bryk (2010)

Driving Improvement Efforts

Sample District Processes:

- Establish policies and programs to ensure coherence with the central focus on all students learning and to support quality teaching and learning
- Invest in high quality professional development for superintendent, district staff, school principals, teachers, and school board members aligned to district's strategic improvement plan

Data Collection and Analysis



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2.2 EFFECTIVE LEADERSHIP

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

2.2.1 EFFECTIVE LEADERSHIP DATA







GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
<i>Exemplary</i>	The collaboratively- developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	<input type="radio"/>
<i>Operational</i>	The collaboratively- developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most actions across the district.	<input type="radio"/>
<i>Emerging</i>	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weaknesses due to insufficient collaboration with stakeholders, poor communication, or other limitations.	<input type="radio"/>
<i>Not Evident</i>	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	<input type="radio"/>
<i>Data Sources</i>		
<i>Comments (optional)</i>		

Data Collection and Analysis Cont.



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GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
<i>Exemplary</i>	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
<i>Operational</i>	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	
<i>Emerging</i>	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
<i>Not Evident</i>	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	
<i>Data Sources</i>		
<i>Comments (optional)</i>		

Data Sources

2.2 EFFECTIVE LEADERSHIP

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

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<i>Data Sources</i>		
<i>Comments (optional)</i>		

Data Review



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Leader Keys Effectiveness System	
Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric . Source: TLE Electronic Platform (FY16).	

Guiding Questions

2.2.2 EFFECTIVE LEADERSHIP GUIDING QUESTIONS

What district and school processes are in place to support and ensure schools allow both adults and children to put learning at the center of their daily activities? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	
What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes.	
What data sources were utilized to make the above determinations?	

Trends and Patterns



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2.2.3 *EFFECTIVE LEADERSHIP TRENDS AND PATTERNS*

Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?

References and Resources

- Altschuld, J. W., & Witkin, B. R. (2000). From needs assessment to action: Transforming needs into solution strategies. Sage Publications.
- Altschuld, J. and D. Kumar. (2009). Needs assessment: An overview. Sage Publications.
- GLISI (2013). Leading a team to analyze root causes using quality tools. <http://glisi.org/resources/leading-team-analyze-root-causes-using-quality-tools-pbm/>
- Gupta, K. (2007). A practical guide to needs assessment. Pfeiffer.
- WestEd. (2008). A guide for comprehensive needs assessment.

Georgia's Systems of Continuous Improvement



Professional Development: Georgia's Systems of Continuous Improvement



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Friday Webinar Series	Date
Georgia's Systems of Continuous Improvement Overview, Needs Assessment Overview; Tool Overview	February 10
Planning and Preparation	February 17
Coherent Instructional System	February 24
Effective Leadership	March 3
Professional Capacity	March 10
Family & Community Engagement	March 17
Supportive Learning Environment	March 24
Identifying Need: Root Causes, Drawing Conclusions, and Prioritizing	March 31
Problem Solving Process; Selecting Interventions	April 7
Improvement Planning – Systems and Processes	April 21
Planning – Budgeting	April 28
Submitting the Comprehensive LEA Improvement Plan (CLIP)	May 5

Questions?

- Samuel Taylor (staylor@doe.k12.ga.us)
- Randy Phillips (rphillips@doe.k12.ga.us)
- John Wight (jwight@doe.k12.ga.us)
- General Questions:
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