Governor's School Leadership Academy

Learning, Leading, Serving

Principal Support Program 2019
Day 1 – June 24, 2019
Governor’s School Leadership Academy

Today’s Agenda

• Welcome and Initial Introductions

• Guest Speaker: Mr. J. Alvin Wilbanks, CEO and Superintendent of Gwinnett County Public Schools

• ILC Overview and Logistics

• Guest Speaker: Mr. Richard Woods, Georgia’s School Superintendent

• Overview of the GSLA and Expectations (Lunch Breakout)

• Foundations of Leadership: Leadership Standards

• Contextualizing Turnaround Environments
A Brief History of the GSLA

House Bill 338
Joint Study Committee on the Establishment of a Leadership Academy
Recommendations to Governor Deal November 29, 2017
Funding for Inaugural GSLA Cohorts from Amended 2018 Budget

Phase 1 Implementation
Support for Principals in Low-Performing Schools
Development of Principal Pipeline for Georgia

Phase II Implementation
District Leadership Support
Ongoing Development and Training Opportunities

Additional Opportunities
Development of Teacher Induction Support Program
Development of Teacher Leadership Pipeline
Governor’s School Leadership Academy

A Brief History of the GSLA

2018-2019 Partnerships

Chief Turnaround Office
Gwinnett County Public Schools
Governor’s Office of Student Achievement
Solution Tree

2019-2020 Partnerships

Georgia Department of Education
Georgia’s RESA Network
Georgia Southern University
Gwinnett County Public Schools
Governor’s Office of Student Achievement
Governor’s School Leadership Academy

Partnership for Instructional Leadership Conference

Governor’s Office of Student Achievement

Gwinnett County Public Schools

GaDOE Division of School Improvement
Governor’s School Leadership Academy

Instructional Leadership Conference and Partnership Leads

Dr. Glenn Pethel
Assistant Superintendent for Leadership Development, Gwinnett County Public Schools

Dr. Stephanie Johnson
Deputy Superintendent, Office of School Improvement
Division of School and District Effectiveness, Georgia Department of Education

Ms. Stacey Lutz
Director, Governor’s School Leadership Academy, Governor’s Office of Student Achievement
Introductions: GSLA Visitors

Governor’s Office of Student Achievement

Joy Hawkins
Executive Director

Donovan Head
Deputy Director

Gwinnett County Leadership Development

Dr. Michelle Farmer
Director of Leadership Development

Dr. Kendra Washington-Bass
Director of Leadership Development
Introductions: GSLA Visitors

Introductions

Georgia Department of Education,
Division of School and District Effectiveness

Dr. Faya Paul
Division Director

Amy Alderman, Interim Atlanta Office Program Manager
Martha Jo Johnson, Interim North Program Manager
Susan Patrick, Metro Area Program Manager
Janie Fields, South Area Program Manager
Dr. Samuel Taylor, Alternative Education Program Manager
Dr. Patty Rooks, SIG Program Manager
Introductions: GSLA Visitors

Introductions

Georgia Department of Education,
Division of School and District Effectiveness
Session Co-facilitators

Dawn Ashmore
Interim Professional Learning Program Specialist
Lyn Wenzel
District Effectiveness Specialist
Dr. Barry Williams
District Effectiveness Specialist
Governor’s School Leadership Academy

Introductions

Governor’s School Leadership Academy

Tandi Tyler
Assistant Director for Principal Support Program

Kenneth L. Johnson, Jr.
Assistant Director for Aspiring Principal Program

Karen Collier-Brown, Regional Leadership Coach

Dr. Laine Reichert, Regional Leadership Coach

Marcia Strong, Regional Leadership Coach

Kimberly Creagh, Program Manager, Teacher Development and Retention
Governor’s School Leadership Academy

Session Objective

Guest Speaker, Mr. J. Alvin Wilbanks
Superintendent and CEO of Gwinnett County Public Schools

Objective: Participants will understand the importance of creating a vision of academic success for all students and the role of the principal in establishing and supporting that vision.
Mr. J. Alvin Wilbanks
CEO and Superintendent, Gwinnett County Public Schools

“Leadership Matters”
Governor’s School Leadership Academy

time
for
a break
Governor’s School Leadership Academy

Session Objective

Instructional Leadership Conference Overview

Objective: Participants will understand the roles of state agencies and partners, roles and expectations of participants, sequence of activities, resources, and grouping assignments for the 3-day ILC.
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Instructional Leadership Conference Overview

Day 1: Foundations of Leadership

Day 2: School Improvement

Day 3: School Climate And Culture
Governor’s School Leadership Academy

Instructional Leadership Conference Overview

Day 1
Foundations of Leadership

Objectives
Participants will…

• understand the importance of the role of principal in leading significant change;

• understand the professional standards associated with the role of principal;

• understand what current research shows about the impact of effective principals;

• understand what research shows about the context of turnaround environments and how the role of the principal is affected by that context.
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Instructional Leadership Conference Overview

Who’s on Your Team?

- Other Principals Leading in Similar Environments
  - GSLA Cohort Members
  - Non-GSLA Cohort Members
- Governor’s School Leadership Academy Team
- Georgia Department of Education District and School Effectiveness Team
- Local District Support and Supervision Team
A high-quality leader in just one school could potentially improve the performance of dozens of teachers and hundreds or thousands of students. An effective leader in every school could be a means of supporting high-quality teaching in every classroom across a district or state. In contrast, ineffective leaders might be unable to help teachers improve their craft and could drive away talented teachers. Ultimately, students suffer when schools have poor leaders.

Most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal. Indeed, leadership is second only to classroom instruction among school-related factors that affect student learning in school.

_The School Principal as Leader: Guiding Schools to Better Teaching and Learning_, The Wallace Foundation 2013
Governor’s School Leadership Academy

Instructional Leadership Conference Overview

Four Key Levers for Successful Principal Pipelines

- Consistent Leader Standards that Guide Practice
- Preservice Preparation
- Selective Hiring and Placement
- On-the-Job Induction, Evaluation and Support
Governor’s School Leadership Academy

Instructional Leadership Conference Overview

- Strengths Based Leadership and Leader Competencies
- Analysis of Systems and Structures
- Tools for Implementation and Monitoring
- Professional Standards:
  - LAPS,
  - PSEL,
  - GELS
- Research on Effective Leadership
- Research on Turnaround Schools
- Applying Research Effectively in Schools (Climate and Culture)
Instructional Leadership Conference Overview

- Shaping a Vision of Academic Success for All Students
- Creating a Climate Hospitable to Education
- Cultivating Leadership in Others
- Improving Instruction
- Managing People, Data and Process to Foster School Improvement
Governor’s School Leadership Academy

Instructional Leadership Conference Overview

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>North GSLA Cohort</td>
<td>Metro GSLA Cohort</td>
<td>South GSLA Cohort</td>
<td>Non-GSLA Principal Group A</td>
<td>District Leaders and Principal Supervisors</td>
</tr>
</tbody>
</table>

Breakout Session Instructions

• For all general breakout sessions, principals will follow their assigned cohorts.

• For all general breakout sessions that do not expressly separate district leaders and principal supervisors, Group 5 will attend with one of their principals.

• For all general breakout sessions, School Effective Specialists will attend with one of their principals.

• For self-select breakout sessions, all participants may select the session they feel will be most beneficial.
Objective: Participants will understand the importance of collaborative practices and maximization and alignment of resources by school leaders to achieve significant school improvement gains.
Mr. Richard Woods
Georgia’s School Superintendent

Leveraging Partnerships
Governor’s School Leadership Academy

Working Lunch

Lunch Breakout Sessions:

• **GSLA Cohorts – GSLA Components and Expectations** (Rooms 106-108)
• **Non GSLA – Expectations for Federally Designated Schools** (Room 230)
• **District Leaders – Choice of GSLA or Non-GSLA for Understanding of Expectations**

Following lunch, all participants will return to the Board Room.
Session Objective

GSLA Components and Participant Expectations

Objective: Participants will understand the components of GSLA and the expectations for the year-long Principal Support Program.
By the end of the year-long cohort experience, principals participating in the GSLA Principal Support Program will be able to…

- develop and refine essential leadership competencies and skills to improve student outcomes in their schools;
- understand how to apply those leadership competencies and skills in a chronically challenged environment; and
- develop, implement, monitor, and adjust plans, structures, and systems based on data to improve student outcomes.
The Wallace Foundation

Turnaround Literature
Public Impact
WestEd

Gallup
Clifton Strengths Finder

Georgia Department of Education
Governor’s School Leadership Academy

GSLA Components

- Face-to-Face Learning
- On-Site and Virtual Coaching
- Job-Embedded Activities and Assignments

Research and Resources
Governor’s School Leadership Academy

Expectations for Participants

Be Fully Engaged
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Expectations for Participants

Be Professional
Governor’s School Leadership Academy

Expectations for Participants

Be Collaborative
Governor’s School Leadership Academy

Expectations for Participants

Be Open to New Ideas and Methods
# Governor’s School Leadership Academy

## Face-to-Face Meeting Dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Session Topics</th>
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<tr>
<td>August, 2019</td>
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<td>September, 2019</td>
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<td>October, 2019</td>
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<td>March, 2020</td>
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<td>May, 2020</td>
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<tr>
<td>June, 2020</td>
<td>Capstone Presentations</td>
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Governor’s School Leadership Academy

Session Objective

Foundations of Leadership

Objective: Participants will understand the need for consistent leadership expectations, standards, and school improvement processes to support positive outcomes for all Georgia students.
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Foundations of Leadership

Location? Location? Location? Location?
It’s time for a test!

What’s in a location?

Find a partner who is not from your school or district.

Share the following information.
What is your…
• current position and location?
• city of birth?
• length of time in Georgia?
• most significant challenge school challenge?
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Foundations of Leadership

Cairo, Georgia

Cairo, Egypt
Governor’s School Leadership Academy

Foundations of Leadership

Manor, Georgia
Governor’s School Leadership Academy

Foundations of Leadership

Taliaferro County
Governor’s School Leadership Academy

Foundations of Leadership
Now, it’s time for the real test…

You will be shown an image with a question.
Determine an answer to the question individually.
Compare your answer with your partner’s answer.
Compare your answer with the correct answer on the screen.
Foundations of Leadership

What type of sandwich is this?

- Hero
- Submarine
- Hoagy
- Torpedo
- Garibaldi
- Poor Boy
What type of cheese is this?

- Cottage Cheese
- Dutch Cheese
- Pot Cheese
- Smearcheese
- Clabber Cheese
- Curd Cheese
Foundations of Leadership

How do you pronounce the following words?

- Cot
- Caught
- Cart
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Foundations of Leadership

How do you pronounce the following words?

Bomb

Balm
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Foundations of Leadership

How do you pronounce the following words?

- Oil
- Greasy
- Pecan
- Home
- Phone

Water
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Foundations of Leadership

Where a student is from in Georgia might mean they sound a little different, but it should not be an indication of the quality of the education they receive.
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Core Beliefs

Leadership Matters

Vision Matters

Knowledge Matters

Evidence Matters

Core Beliefs
Core Beliefs

There are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors contribute to such turnarounds, but leadership is the catalyst.

*Leadership Matters, NASSP and NAESP 2013* (from Leithwood, Louis, Anderson, and Wahlstrom)
Having high expectations for all students – and making those high standards clear and public – is key to closing the achievement gap between advantaged and disadvantaged students and raising the overall achievement of all students. Effective principals are responsible for establishing a schoolwide vision of commitment to high standards and the success of all students.

Leadership Qualities of Effective Principals, Northwest Comprehensive Center at Education Northwest
Core Beliefs

成功的领导者：
- 知道自己
- 知道他们的人民
- 知道工作

知识很重要
Evidence Matters

In order to successfully carry out any vision or goal, effective leaders go through a process of planning, implementing, supporting, advocating, communicating, and monitoring. All of these stages require relevant, timely, and accurate evidence.
Objective: Participants will understand key leadership standards and the connections among them in order to better understand behaviors that lead to more effective school leadership and more effective implementation of school improvement efforts.
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Instructional Leadership Conference Overview

Professional Standards: LAPS, PSEL, and GELS

Research on Effective Leadership

Research on Turnaround Schools

Applying Research Effectively in Schools (Climate and Culture)

Strengths Based Leadership and Leader Competencies

Analysis of Systems and Structures

Tools for Implementation and Monitoring

Governor’s School Leadership Academy

Learning, Leading, Serving
Introductions: 2018-2019 Principals

Breakout Sessions

<table>
<thead>
<tr>
<th>South Mill Creek Rooms</th>
<th>North Duluth Rooms</th>
<th>Rooms 1.106-1.108</th>
<th>QPLA Lecture Hall</th>
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<tbody>
<tr>
<td>GSLA South Cohort</td>
<td>GSLA North Cohort</td>
<td>GSLA Metro Cohort</td>
<td>Non-GSLA Cohort</td>
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<tr>
<td>District and DOE Support</td>
<td>District and DOE Support</td>
<td>District and DOE Support</td>
<td>District and DOE Support</td>
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</tbody>
</table>

GSLA South Cohort District and DOE Support
GSLA North Cohort District and DOE Support
GSLA Metro Cohort District and DOE Support
Non-GSLA Cohort District and DOE Support
Governor’s School Leadership Academy

time for a break
Getting to Know Each Other

Task 1: Introducing your Partner

You will have five minutes to learn the following information about your partner and be prepared to share that information with the group.

- Current school and district
- Previous schools and districts
- Favorite college or professional sports team
- Childhood dream job
Getting to Know Each Other

Task 2: One Word

Talk with your partner for approximately five minutes about the culture at each of your schools. (Each person should have about two minutes to share.)

• What makes each of your schools unique?
• What is similar about your schools?

As a team, identify one word that you believe describes the culture of a school that has been identified as chronically challenged and be prepared to share that word.
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Sharing Our Words

• Do these words accurately describe the culture of your schools?
• What other words might you include?
• Does your school culture support the success of your students?
• What would have to change in order for your word to change?
• What are the barriers to changing that culture?

At the end of this cohort, what will your word be?
Session Objective

Foundations of Leadership

Objective: Participants will understand key leadership standards and the connections among them in order to better understand behaviors that lead to more effective school leadership and more effective implementation of school improvement efforts.
Governor’s School Leadership Academy

Instructional Leadership Conference Overview

- Strengths Based Leadership and Leader Competencies
- Analysis of Systems and Structures
- Tools for Implementation and Monitoring
- Research on Turnaround Schools
- Applying Research Effectively in Schools (Climate and Culture)
- Research on Effective Leadership
- Professional Standards: LAPS, PSEL, and GELS

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Connections Between Research and Standards

LAPS

PSEL

GELS

Wallace
Governor’s School Leadership Academy

Connections Between Research and Standards

<table>
<thead>
<tr>
<th>LAPS Standards</th>
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<tbody>
<tr>
<td><strong>School Leadership</strong></td>
</tr>
<tr>
<td>1. Instructional Leadership</td>
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<tr>
<td>2. School Climate</td>
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<tr>
<td><strong>Organizational Leadership</strong></td>
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<tr>
<td>3. Planning and Assessment</td>
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<tr>
<td>4. Organizational Management</td>
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<tr>
<td><strong>Human Resources Leadership</strong></td>
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<tr>
<td>5. Human Resources Management</td>
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<tr>
<td>6. Teacher and Staff Evaluation</td>
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<tr>
<td><strong>Professionalism and Communication</strong></td>
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<tr>
<td>7. Professionalism</td>
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<td>8. Communication</td>
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Organizational Leadership

**Standard 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.*

- Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes.
- Supports the district’s mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.

<table>
<thead>
<tr>
<th>Level IV</th>
<th>Level III</th>
<th>Level II</th>
<th>Level I</th>
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</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Level III</strong></td>
<td><strong>Level III is the expected level of performance.</strong></td>
<td><strong>The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.</strong></td>
<td><strong>The leader fails to gather, analyze, or use data from varied sources to inform planning and decision making. Plans and decisions do not conform to established guidelines, policies, and procedures.</strong></td>
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<thead>
<tr>
<th>Domain</th>
<th>Performance Standard</th>
<th>Performance Indicators</th>
<th>Performance Appraisal Rubric</th>
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</thead>
</table>

Resource Guide
Handout: LKES Reference Sheet
Tab 2
Governor’s School Leadership Academy

Connections Between Research and Standards

Standards and Research Crosswalk

LKES Standard 1: Instructional Leadership

Key Characteristics of the Standard

Alignment to National and State Standards (PSEL and GELS)

Which of these standards are incorporated in this LKES Standard?

Alignment to Research

<table>
<thead>
<tr>
<th>Domain for Rapid Implementation</th>
<th>Evidence Impact Competencies</th>
<th>Marzano 21</th>
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</table>

Resource Guide

Handout: Standards and Research Crosswalk, Tab 1

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Connections Between Research and Standards

Professional Standards for Educational Leaders
National Policy Board for Educational Administration, 2015
(Formerly ISLLC Standards)

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Resource Guide
Handout: Professional Standards for Educational Leaders, Tab 3
Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
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Connections Between Research and Standards
Standards and Research Crosswalk

**LKES Standard 1 – Instructional Leadership**

<table>
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<th>Key Characteristics of the Standard</th>
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**Alignment to National and State Standards**
(PSEL and GELS)
Which of these standards are incorporated in this LKES Standard?

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<tr>
<th>Alignment to Research</th>
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<tbody>
<tr>
<td>Domain for Rapid Improvement</td>
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[Diagram showing the relationship between standards and research]
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LAPS Connections

LKES Standard 1 – Instructional Leadership

Key Characteristics of the Standard

__________________________________________________________

__________________________________________________________

__________________________________________________________

Alignement to National and State Standards (PSEL and GELS)
Which of these standards are incorporated in this LKES Standard?
## Governor’s School Leadership Academy

### Connections Between Research and Standards

<table>
<thead>
<tr>
<th>Georgia Educational Leadership Standards</th>
<th>Georgia Professional Standards Commission</th>
</tr>
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<tbody>
<tr>
<td>1. Mission, Vision, and Core Values</td>
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<td>2. Ethics and Professional Norms</td>
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Resource Guide
Handout: Georgia Educational Leadership Standards, Tab 4
Governor’s School Leadership Academy

Connections Between Research and Standards

- Affirmation
- Focus
- Optimize
- Change Agent
- Ideals and Beliefs
- Order
- Communication
- Input
- Outreach
- Contingent Rewards
- Intellectual Stimulation
- Relationships
- Culture
- Involvement in CIA
- Resources
- Discipline
- Knowledge of CIA
- Situational Awareness
- Flexibility
- Monitor and Evaluate
- Visibility

21 Leadership Responsibilities and Practices

What Works in Schools/McREL
Governor’s School Leadership Academy

Connections Between Research and Standards

Standards and Research Crosswalk

**LKES Standard 1 – Instructional Leadership**

**Key Characteristics of the Standard**

- __________________________
- __________________________
- __________________________
- __________________________
- __________________________

**Alignment to National and State Standards (PSEL and GELS)**
Which of these standards are incorporated in this LKES Standard?

<table>
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<tbody>
<tr>
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Governor’s School Leadership Academy

time
for a break
Session Objective

Making Connections to Research on Turnaround Schools

Objective: Participants will understand the connection between the Leader Assessment on Performance Standards and resources and research on successful school turnaround.
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Connections Between Research and Standards

- Leader Assessment on Performance Standards
- Research on Effective School Leadership and Turnaround
Governor’s School Leadership Academy

Connections Between Research and Standards

- Shaping a Vision of Academic Success for All Students
- Creating a Climate Hospitable to Education
- Cultivating Leadership in Others
- Improving Instruction
- Managing People, Data and Process to Foster School Improvement

Resource Guide
Wallace Foundation Pivotal Practices Articles, Tab 5
Governor’s School Leadership Academy

Connections Between Research and Standards

<table>
<thead>
<tr>
<th>Turnaround Leader Actions</th>
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<tbody>
<tr>
<td>PublicImpact.com; Copyright Public Impact</td>
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</table>

- Focus on a Few Early Wins and Use the Momentum
- Lead a Turnaround Campaign
- Get the Right Staff; Right the Remainder
- Drive Decisions with Open-Air Data
- Break Organizational Norms
- Do What Works; Raise the Bar
Governor’s School Leadership Academy

Connections Between Research and Standards

Driving for Results Cluster
- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster
- Impact and Influence
- Team Leadership
- Developing Others

Problem-Solving Cluster
- Analytical Thinking
- Conceptual Thinking

Turnaround Principal Competencies

Showing Confidence to Lead
- Self-Confidence

PublicImpact.com; Copyright Public Impact

Resource Guide
Turnaround Principal Competencies
Article, Tab 6, page 8 of 35
Governor’s School Leadership Academy

Connections Between Research and Standards

Instructions:
- Read the section for your group independently. (10 minutes)
- As a group discuss the following questions and be prepared to share with the whole group (5 minutes):
  - Which of the 8 Leader Keys Standards would be most impacted by the competencies in your cluster?
  - How can your stronger competencies be leveraged for quick wins?

Driving for Results Cluster
Group A: Pages 10-18

Influencing for Results Cluster
Group B: Pages 19-25

Problem-Solving Cluster
Groups C and D: Pages 26-33

Showing Confidence to Lead
Turnaround Principal Competencies

Resource Guide
Turnaround Principal Competencies, Tab 6
Governor’s School Leadership Academy

Connections Between Research and Standards

Standards and Research Crosswalk

**LKES Standard 1 – Instructional Leadership**

<table>
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<th>Key Characteristics of the Standard</th>
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<table>
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<th>Alignment to National and State Standards (PSEL and GELS)</th>
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<tbody>
<tr>
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</table>
The Center on School Turnaround (2017)

Four Domains for Rapid Improvement: A Systems Framework

Resource Guide
Four Domains for Rapid Improvement Article, Tab 7
## Connections Between Research and Standards

<table>
<thead>
<tr>
<th>Turnaround Leadership</th>
<th>Talent Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize Improvement and Communicate Urgency</td>
<td>Recruit, Develop, Retain, and Sustain Talent</td>
</tr>
<tr>
<td>Monitor Short- and Long-Term Goals</td>
<td>Target Professional Learning Opportunities</td>
</tr>
<tr>
<td>Customize and Target Support to Meet Needs</td>
<td>Set Clear Performance Expectations</td>
</tr>
</tbody>
</table>

**Group D, pages 4-8**

<table>
<thead>
<tr>
<th>Instructional Transformation</th>
<th>Culture Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnose and Respond to Student Learning Needs</td>
<td>Build a Culture Focused on Student Learning and Effort</td>
</tr>
<tr>
<td>Provide Rigorous Evidence-Based Instruction</td>
<td>Solicit and Act Upon Stakeholder Input</td>
</tr>
<tr>
<td>Remove Barriers and Provide Opportunities</td>
<td>Engage Students and Families in Pursuing Education Goals</td>
</tr>
</tbody>
</table>

**Group B, pages 18-22**

**Group C, pages 11-15**

<table>
<thead>
<tr>
<th>Four Domains of Rapid Improvement</th>
<th>Group A, pages 25-29</th>
</tr>
</thead>
</table>

The Center on School Turnaround (2017) *Four Domains for Rapid Improvement: A Systems Framework*
Governor’s School Leadership Academy

Connections Between Research and Standards

Instructions:

• Read the section for your group independently. (10 minutes)
• As a group discuss the following questions and be prepared to share with the group (5 minutes):
  • Which of the 8 Leader Keys Standards is closely aligned with this domain?
  • What are some areas at your school that you want to focus on in this domain?

Turnaround Leadership
Group D, pgs. 4-8

Talent Development
Group C, pgs. 11-15

Instructional Transformation
Group B, pgs. 18-22

Culture Shift
Group A, pgs. 25-29

Four Domains of Rapid Improvement
Connections Between Research and Standards

**LKES Standard 1 – Instructional Leadership**

<table>
<thead>
<tr>
<th>Key Characteristics of the Standard</th>
<th>Alignment to National and State Standards (PSEL and GELS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Which of these standards are incorporated in this LKES Standard?</td>
</tr>
</tbody>
</table>

**Alignment to Research**

<table>
<thead>
<tr>
<th>Domain for Rapid Improvement</th>
<th>Public Impact Competencies</th>
<th>Marzano 21</th>
</tr>
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<tbody>
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</tbody>
</table>
Governor’s School Leadership Academy

Review of Day 1

• Guest Speaker: Superintendent J. Alvin Wilbanks
• Guest Speaker: Superintendent Richard Woods
• Overview of the GSLA and Expectations
• Foundations of Leadership
  • Establishing Common Understanding of Leadership Standards in Georgia
  • Introduction to Turnaround Competencies
  • Introduction to Four Domains for Rapid Improvement
Getting Ready for Day 2

Pre-reading:

Materials to Bring:
2019-2020 School Improvement Plan
GSLA/ILC Notebooks
### Plus/Delta Debriefing

#### Plus +
- Elements of sessions that were positive or strong
- Components you felt were particularly useful or helpful

#### Delta Δ
- Elements that could be strengthened for better effect
- Suggested improvements

---

#### Organization and Pacing

#### Content

#### Opportunities to Interact

#### Materials
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