



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

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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

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A Brief History of the GSLA

2018-2019 Partnerships

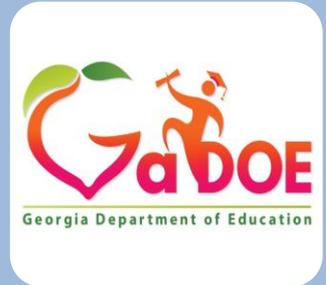


2019-2020 Partnerships



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

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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

Introductions

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 Manger

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

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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

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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.

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Guest Speaker

**Mr. J. Alvin
Wilbanks**

CEO and Superintendent,
Gwinnett County Public
Schools

“Leadership Matters”



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time
for
a
break

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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*

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Instructional Leadership Conference Overview

Objectives

Day 1 Foundations of Leadership



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

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Instructional Leadership Conference Overview

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.

Kaufman, Julia H., et.al. What it Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources. RAND Corporation, 2017.



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Instructional Leadership Conference Overview

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



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Instructional Leadership Conference Overview

Four Key Levers for Successful Principal Pipelines



Consistent Leader Standards that Guide Practice



Preservice Preparation



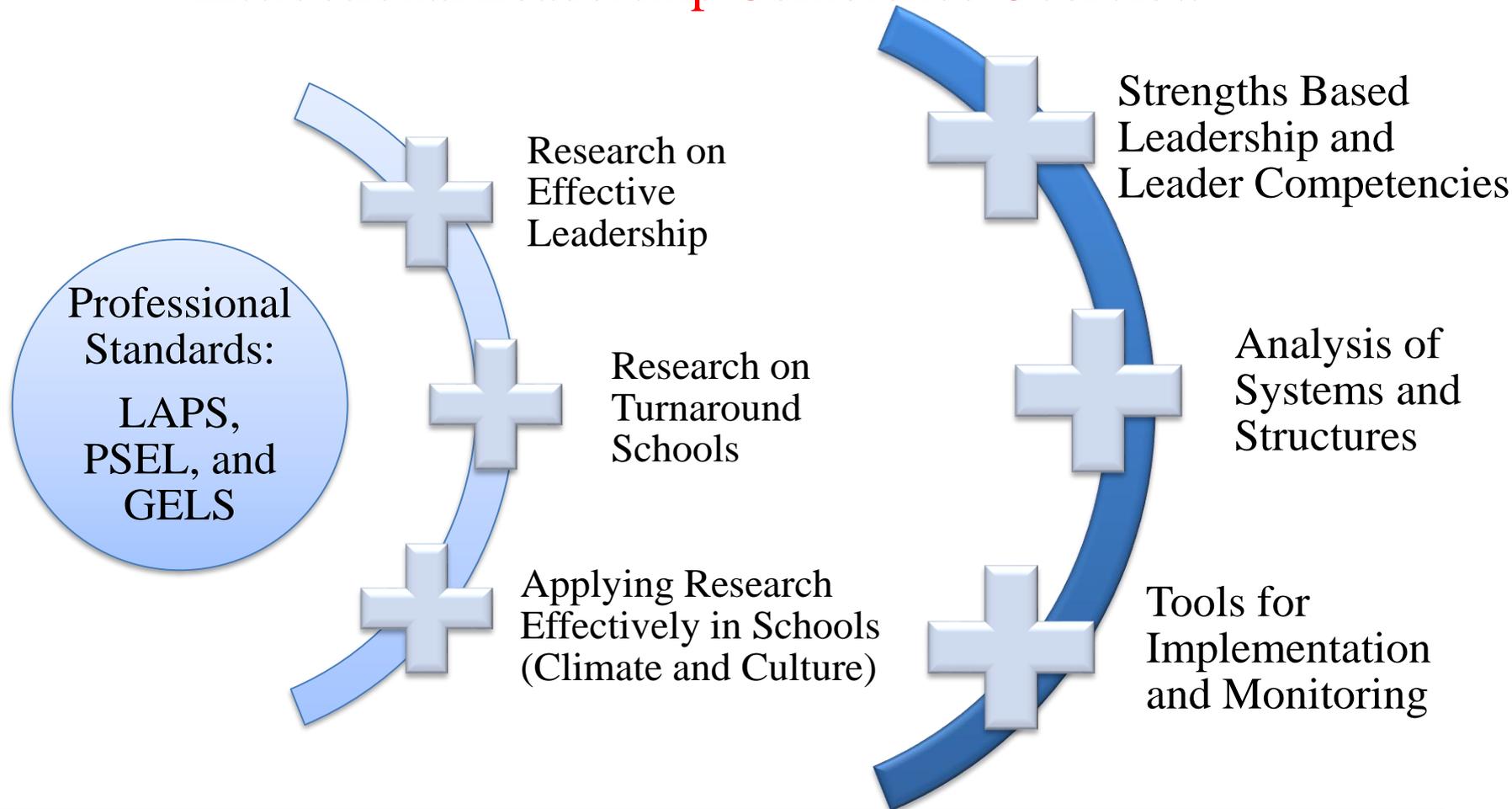
Selective Hiring and Placement



On-the-Job Induction, Evaluation and Support

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Instructional Leadership Conference Overview



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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



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Instructional Leadership Conference Overview

Group 1	Group 2	Group 3	Group 4	Group 5
North GSLA Cohort	Metro GSLA Cohort	South GSLA Cohort	Non-GSLA Principal Group A	District Leaders and Principal Supervisors

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.

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Session Objective

Guest Speaker, Mr. Richard Woods

Georgia's School Superintendent

Objective: Participants will understand the importance of collaborative practices and maximization and alignment of resources by school leaders to achieve significant school improvement gains.

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Guest Speaker

Mr. Richard Woods

Georgia's School
Superintendent

Leveraging Partnerships



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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.

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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.

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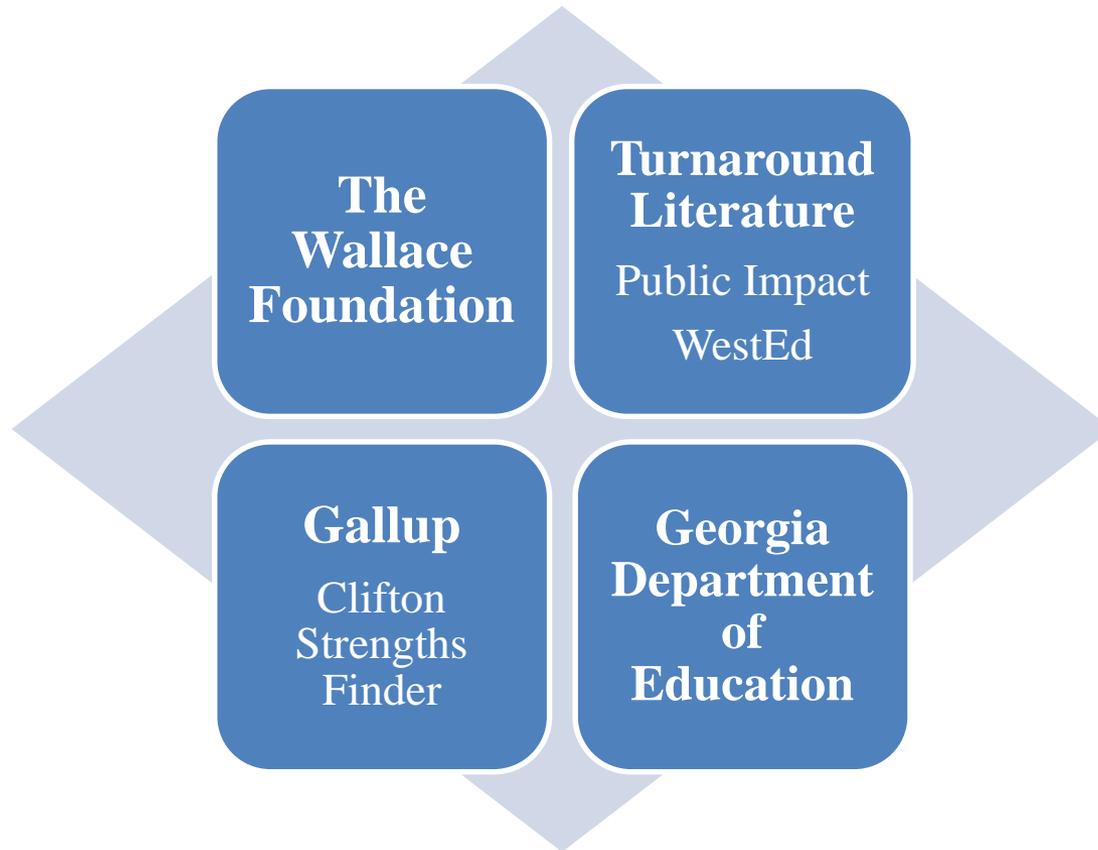
GLSA Overarching Goals

By the end of the year-long cohort experience, principals participating in the GLSA 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.

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Foundational Content Components



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GSLA Components



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Learning, Leading, Serving



Face-to-Face
Learning



On-Site and
Virtual
Coaching



Job-
Embedded
Activities
and
Assignments

Research and Resources

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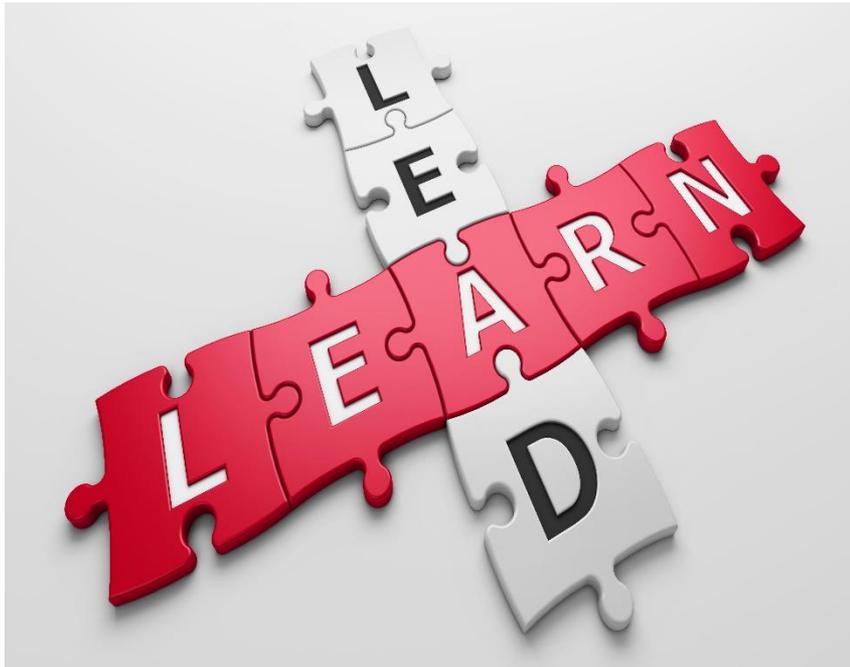
Expectations for Participants

Be Fully
Engaged



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Expectations for Participants



Be
Professional

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Expectations for Participants

Be
Collaborative



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Expectations for Participants



Be Open to
New Ideas
and Methods

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Face-to-Face Meeting Dates

Month	Session Topics
August, 2019	
September, 2019	
October, 2019	
November, 2019	
January, 2020	
February, 2020	
March, 2020	
May, 2020	
June, 2020	Capstone Presentations

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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.

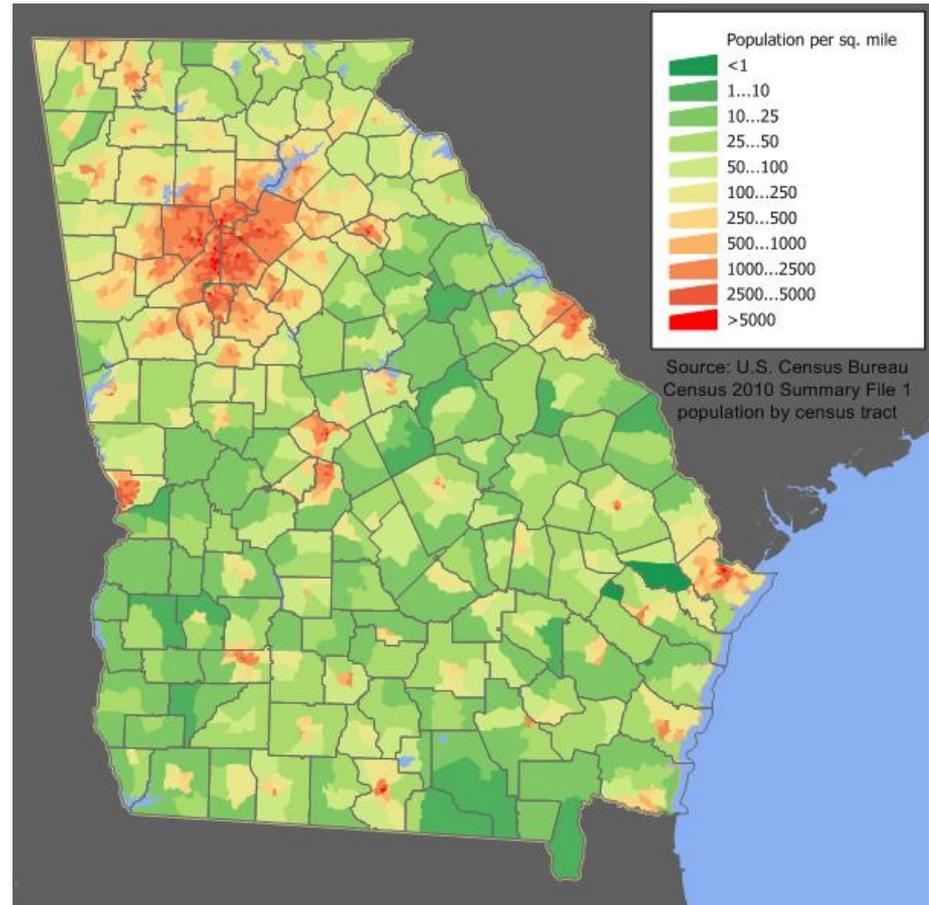
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Foundations of Leadership

Location?

Location?

Location?



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Foundations of Leadership

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



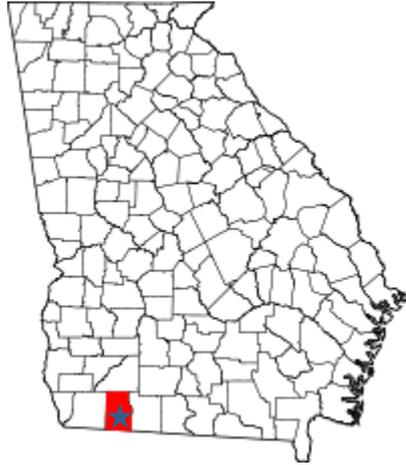
Houston County, Georgia



Houston, Texas

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Foundations of Leadership



Cairo, Georgia



Cairo, Egypt

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Foundations of Leadership



Manor, Georgia

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Foundations of Leadership



Taliaferro County

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Foundations of Leadership



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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.



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Foundations of Leadership

What type of sandwich is this?



Hero

Submarine

Hoagy

Torpedo

Garibaldi

Poor Boy

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Foundations of Leadership

What type of cheese is this?



Cottage Cheese

Dutch Cheese

Pot Cheese

Smearcheese

Clabber Cheese

Curd Cheese

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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?

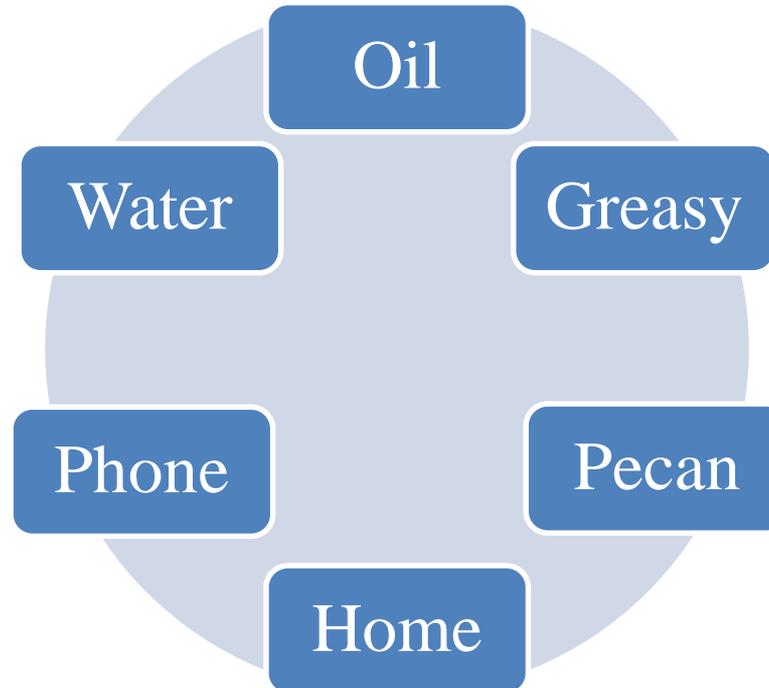
Bomb

Balm

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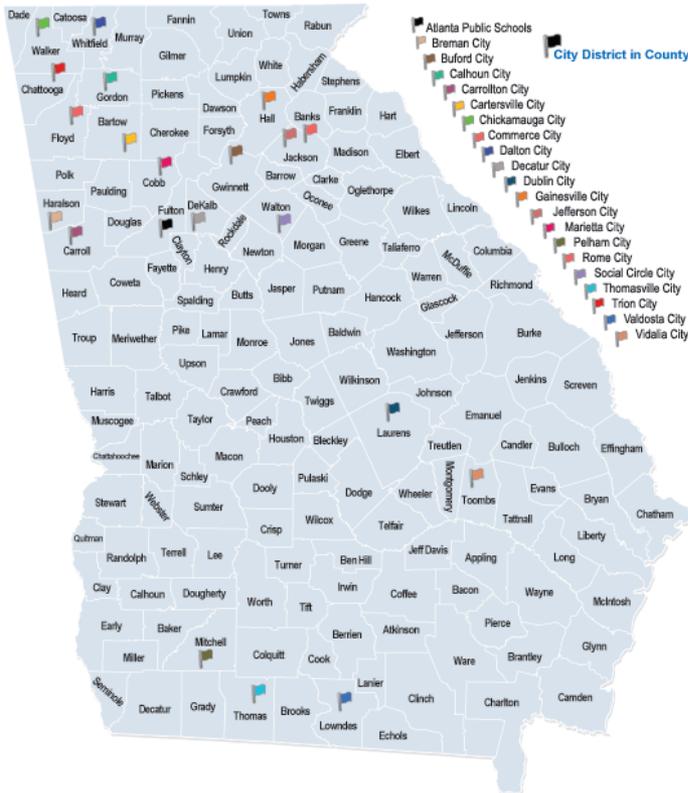
Foundations of Leadership

How do you pronounce the following words?



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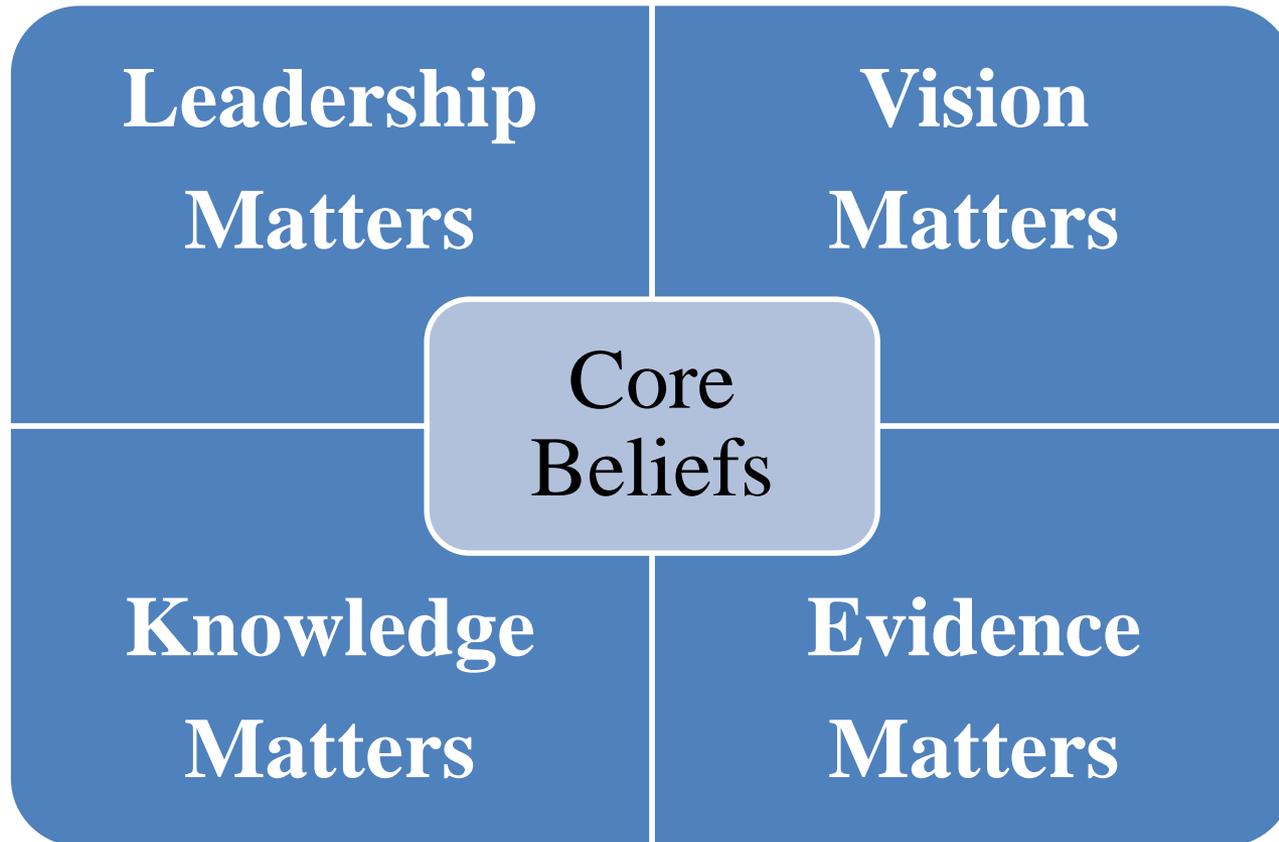
Foundations of Leadership



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



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Core Beliefs

Leadership Matters

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)

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Core Beliefs

Vision Matters

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

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Core Beliefs

Knowledge
Matters

Successful leaders:

- Know themselves
- Know their people
- Know the work

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Core Beliefs

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.

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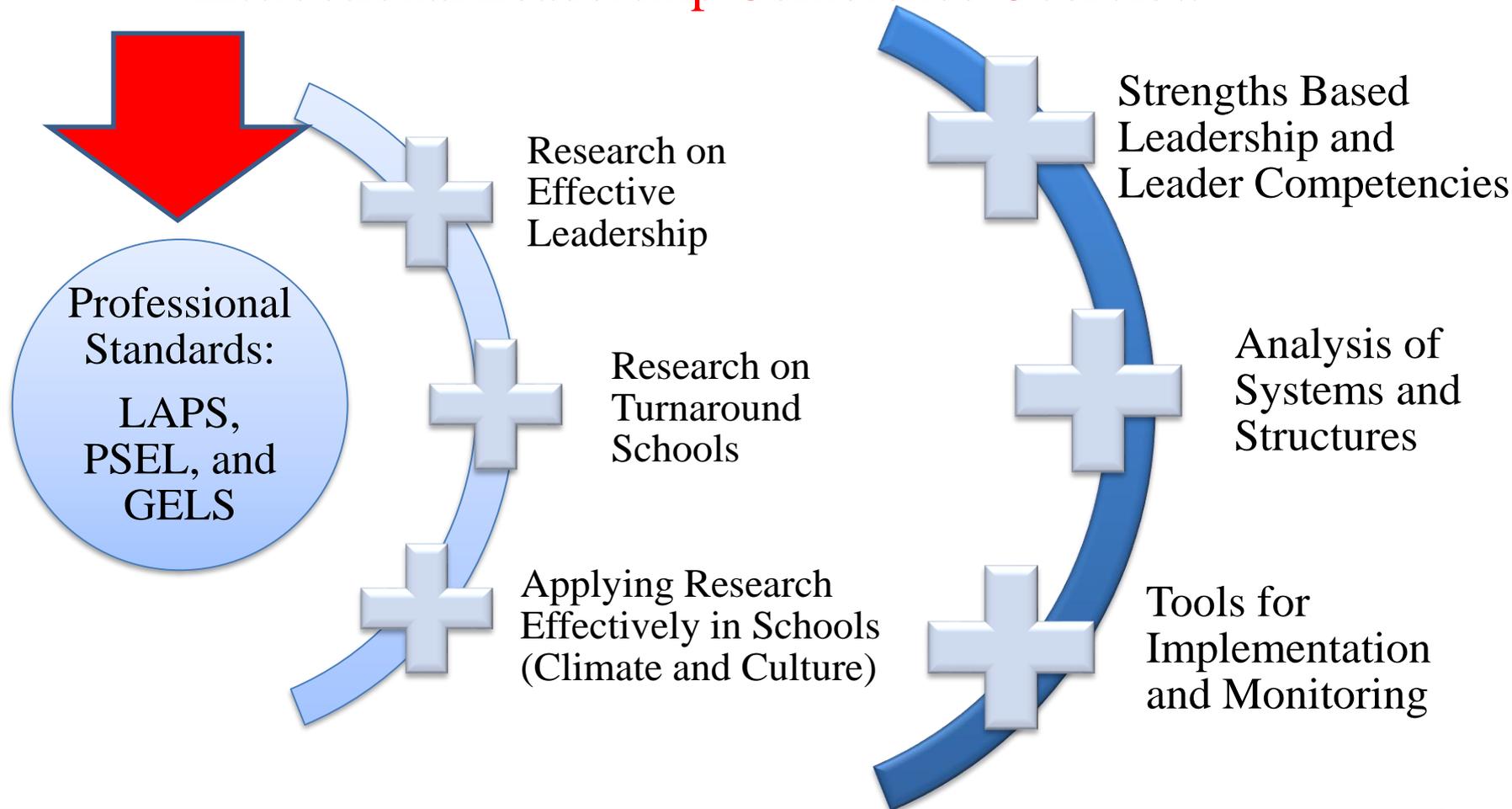
Session Objective

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.

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Instructional Leadership Conference Overview



Introductions: 2018-2019 Principals

Breakout Sessions



South Mill Creek Rooms	North Duluth Rooms	Rooms 1.106-1.108	QPLA Lecture Hall
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

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time
for
a
break

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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

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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?**

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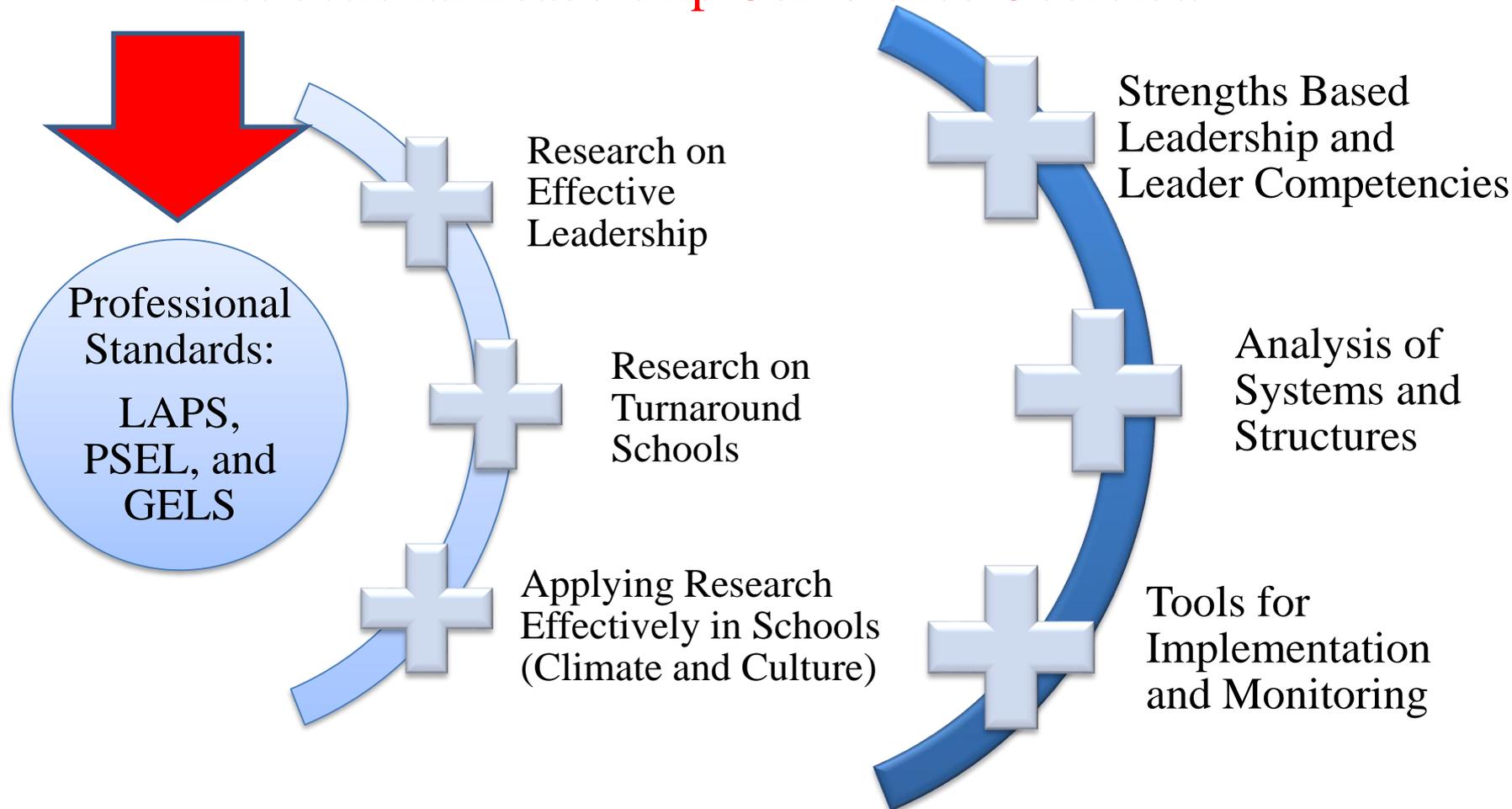
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Instructional Leadership Conference Overview



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Connections Between Research and Standards

LAPS

PSEL
GELS
Wallace

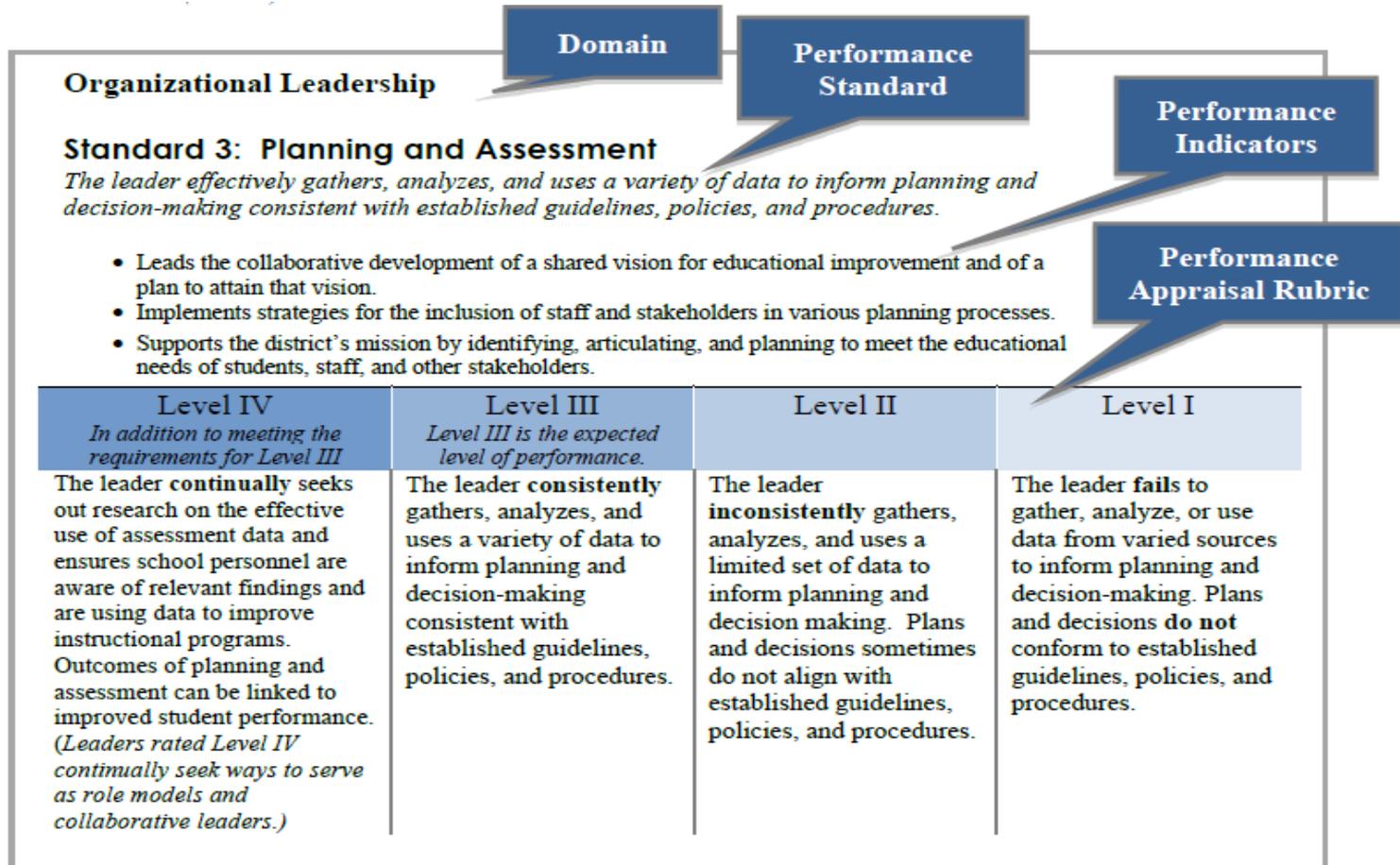
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Connections Between Research and Standards

LAPS Standards
School Leadership
1. Instructional Leadership 2. School Climate
Organizational Leadership
3. Planning and Assessment 4. Organizational Management
Human Resources Leadership
5. Human Resources Management 6. Teacher and Staff Evaluation
Professionalism and Communication
7. Professionalism 8. Communication

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Connections Between Research and Standards



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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

Domain for Rapid Improvement	Strategic Impact Competencies	Marzano 21

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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

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Connections Between Research and Standards

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

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

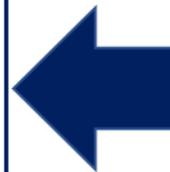
Domain for Rapid Improvement	Public Impact Competencies	Measurement

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LAPS Connections

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?

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Connections Between Research and Standards

Georgia Educational Leadership Standards Georgia Professional Standards Commission

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

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Connections Between Research and Standards

21 Leadership Responsibilities and Practices
What Works in Schools/McREL

- | | | |
|----------------------|----------------------------|-------------------------|
| ✓ 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 |

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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

Domain for Rapid Improvement	Public Impact Competencies	Marzano 21



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time
for
a
break

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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

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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



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Connections Between Research and Standards

Turnaround Leader Actions

PublicImpact.com; Copyright Public Impact

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

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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

Turnaround Principal Competencies

Problem-Solving Cluster

Analytical Thinking
Conceptual Thinking

Showing Confidence to Lead

Self-Confidence

PublicImpact.com; Copyright Public Impact

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Connections Between Research and Standards

Driving for Results Cluster

Group A:
Pages 10-18

Influencing for Results Cluster

Group B:
Pages 19-25

Turnaround
Principal
Competencies

Problem-Solving Cluster

Groups C and D:
Pages 26-33

Showing Confidence to Lead

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?

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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?



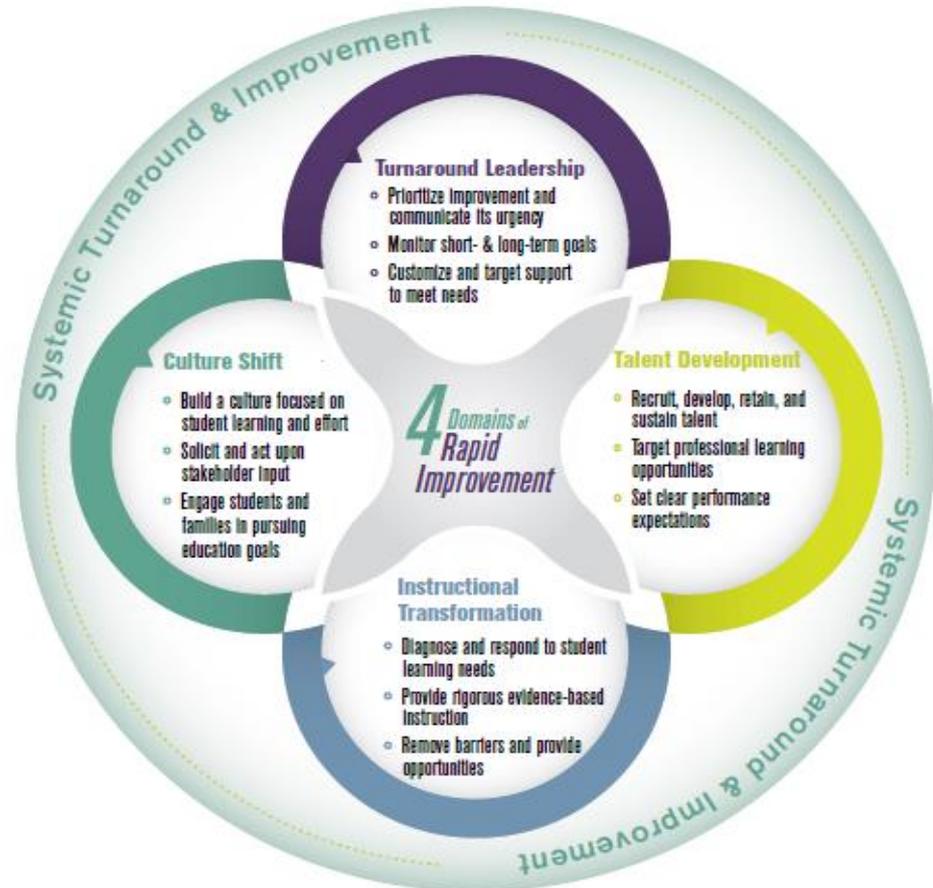
Alignment to Research

Domain for Rapid Improvement	Public Impact Competencies	Marzano 21

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Connections Between Research and Standards

The Center on School
Turnaround (2017)
*Four Domains for
Rapid Improvement: A
Systems Framework*



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Connections Between Research and Standards

Turnaround Leadership

Prioritize Improvement and Communicate Urgency

Monitor Short- and Long-Term Goals

Customize and Target Support to Meet Needs

Group D, pages 4-8

Talent Development

Recruit, Develop, Retain, and Sustain Talent

Target Professional Learning Opportunities

Set Clear Performance Expectations

Group C, pages 11-15

Four Domains of Rapid Improvement

Instructional Transformation

Diagnose and Respond to Student Learning Needs

Provide Rigorous Evidence-Based Instruction

Remove Barriers and Provide Opportunities

Group B, pages 18-22

Culture Shift

Build a Culture Focused on Student Learning and Effort

Solicit and Act Upon Stakeholder Input

Engage Students and Families in Pursuing Education Goals

Group A, pages 25-29

The Center on School Turnaround (2017) *Four Domains for Rapid Improvement: A Systems Framework*

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Connections Between Research and Standards

Turnaround
Leadership
Group D, pgs. 4-8

Talent Development
Group C, pgs. 11-15

Four Domains of
Rapid Improvement

Instructional
Transformation
Group B, pgs. 18-22

Culture Shift
Group A, pgs. 25-29

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?

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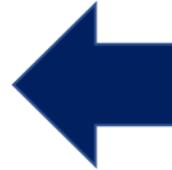
Connections Between Research and Standards

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

Domain for Rapid Improvement

Public Impact Competencies

Marzano 21

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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

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Getting Ready for Day 2

Pre-reading:

“The Health-Care Bell Curve” from *The New Yorker*,
December 6, 2004.

Materials to Bring:

2019-2020 School Improvement Plan

GSLA/ILC Notebooks

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Plus/Delta Debriefing



Plus +	Delta Δ
<ul style="list-style-type: none">• Elements of sessions that were positive or strong• Components you felt were particularly useful or helpful	<ul style="list-style-type: none">• Elements that could be strengthened for better effect• Suggested improvements

Contact Information

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(678) 372-0791



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