Governor's School Leadership Academy

Learning, Leading, Serving

Principal Support Program 2019-2020

Day 3 – June 26, 2019
Coffee Chat

Find a person with whom you did not interact yesterday and discuss the question below.

Be prepared to share at 8:05.

Yesterday we ended the day with root cause analyses. Hopefully you were able to identify some priority areas and begin thinking about activities you might do to determine root causes. Today we are going to begin to also talk about shifting culture. What are some cultural challenges that you face at your school in relation to changes that you would like to see?
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Review of Day 2

• Guest Speaker: Mr. Al Taylor, Principal, Berkmar High School
• Georgia’s Systems of Continuous Improvement
• Using the Right Data
• Using Case Studies: The Bell Curve
• Prioritization Scenario
• School Improvement Plans
• Root Cause Analysis Models

Conceptual

Concrete
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Plus/Delta Debriefing

Pluses | Deltas
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Connections to Previous Content and Core Beliefs

- Leadership Matters
- Vision Matters
- Knowledge Matters
- Evidence Matters

Core Beliefs
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GSLA Principal Cohort Norms

Be Collaborative

Be Open to New Ideas and Methods

Be Professional.

Be Fully Engaged
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Agenda for Day 3

• Review of Day 2 and Connections to Day 3
• Guest Speaker: Janel Keating, Deputy Superintendent for White River School District, Washington
• Introduction to Goal-Setting
• 30-Day Planning
  • Creating Goals
  • Establishing Expectations
  • Communicating the Plan
  • Implementing and Monitoring the Plan
• 30-Day Plan Scenario
• District Leader Breakout Session
Creating a Positive School Climate and Culture, You Can’t Do it Alone

Objective: Participants will have the opportunity to interact with experts in the field who have demonstrated success in leading and sustaining school improvement efforts.
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Guest Speaker

Janel Keating
Author, *Every School, Every Team, Every Classroom*

Deputy Superintendent,
White River School District
Washington
It’s time to move!
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Breakout Session

<table>
<thead>
<tr>
<th>North Duluth Rooms</th>
<th>Rooms 1.106-1.108</th>
<th>South Mill Creek Rooms</th>
<th>QPLA Lecture Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSLA South Cohort</td>
<td>GSLA North Cohort</td>
<td>GSLA Metro Cohort</td>
<td>Non-GSLA Cohort</td>
</tr>
<tr>
<td>District and GaDOE Support</td>
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time for a break
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Section Objective

Creating a Vision and Establishing Goals to Support the Vision

Objective: Participants will understand elements of effective goal development and how to incorporate those goals into existing priorities and structures to support a vision of academic success for all students.
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Pivotal Practice Connection

Shaping a vision of academic success for all students, one based on high standards.
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What’s in a Goal?

Goal setting is powerful because it provides focus. It shapes our dreams. It gives us the ability to hone in on the exact actions we need to perform to achieve everything we desire in life.

Jim Rohn

You can’t go back and change the beginning, but you can start where you are and change the ending.

C.S. Lewis
A New Take on Goal Setting

SETTING SMART GOALS
SMART Goals

- Is your goal *specific*?
- Is your goal *singular* to your project or population?
- Is your goal *strategic*?
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SMARTER Goals

- Is your goal *measurable*?
- Is the *metric* that you have chosen the most appropriate for the goal?
- Is the *metric* also *meaningful*?
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SMART Goals

• Is your goal ambitious?
• But, is your goal achievable?
SMART Goals

- Is your goal *realistic*?
- Is your goal *relevant*?
SMARTIE Goals

• Is your goal *time-bound*, and is the *timeframe* both relevant to the population and realistic for the work?
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Setting the Right Timeframe

versus

Long Term Goals
3-5 Years

Current Year
Goals

90-Day
Plans

Short Term
Goals

30-Day Plans
A New Take on Goal Setting

SMART GOALS

SMARTER GOALS
• Is your goal *Emotionally Compelling and Energetic*? Does the goal motivate and inspire the team to implement the actions with fidelity? Does the goal avoid disconnectedness from the school and district?
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SMARTER Goals

• Is your goal *Robust*? Did the leadership team attain input from all team members and leaders in the formation of the goal? Is there substantial team and leadership ownership of the goal? Does the goal statement include the major processes that will empower the improvement effort of the school or district?
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A New Take on Goal Setting

SMARTER GOALS

SMARTERIE GOALS

IDEA
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SMARTIE Goals

• Is your goal *Inclusive*? Are you bringing in all appropriate groups or individuals? Are there groups or individuals who you may not have thought about who could provide insight?
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SMARTIE Goals

- Is your goal *Equitable*? Does your goal seek to fairly and consistently address challenges for all stakeholders? Student groups? Departments?
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SMART, SMARTER, SMARTIE Goals

• Take out your school improvement plan.

• Consider the goals and initiatives that you have established for the year, and choose one to focus on for this activity.

• Take out your SMART, SMARTER, SMARTIE Goals Handout.

• Write down how your goal addresses each of the components we have been discussing.
Objective: Participants will understand the conditions and prerequisites for making significant changes and how to effectively plan for short-term goals aligned to school improvement efforts.
The type of change we seek is not incremental – not just a little more for a few more people or a little tinkering around the edges. It starts with a vision of the future and plans backward, rather than starting with what is and planning from there.
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Moving from Goals to Change

Prerequisites for Change

• Understanding the Dynamics
• Using Multiple Perspectives
• Making Strategic Decisions – And Backing Them Up
• Asking the Right Questions – and Taking the Time to Answer Them

Leading Change Step-by-Step
Jody Spiro
Governor’s School Leadership Academy

Moving from Goals to Change

Understanding the Dynamics

Leading Change Step-by-Step
Jody Spiro
Moving from Goals to Change
Using Multiple Perspectives

Leading Change Step-by-Step
Jody Spiro
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Moving from Goals to Change
Making Strategic Decisions – And Backing Them Up

Leading Change Step-by-Step
Jody Spiro
Governor’s School Leadership Academy

Moving from Goals to Change
Asking the Right Questions –
and Taking the Time to Answer Them

Leading Change Step-by-Step
Jody Spiro
Governor’s School Leadership Academy

Moving from Goals to Change

• Look back at the goal that you selected to work on today and that you revised with the SMART, SMARTER, SMARTIE handout.

• Think about which group – students, teachers, or administrators – must be the first to change something to make the goal a reality.

• What short-term goal would articulate the change that needs to happen for the first-step change you identified?

• Consider the pre-requisites for change that we have discussed. How might those impact the success of your intermediate goal?
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Moving from Goals to Change

Step 1: Identify Needs

Step 2: Select Interventions

Step 3: Plan Implementation

Step 4: Implement Plan

Step 5: Examine Progress

Georgia’s Systems of Continuous Improvement – School Improvement Process

Resource Guide
Handout: GCIS – The School Improvement Process Tab 11
### Moving from Goals to Change

**Defining Roles and Responsibilities – Administrators**

Goal or Priority Area:

<table>
<thead>
<tr>
<th>What is the Action that Must be Taken?</th>
<th>Why is it Important?</th>
<th>How is it Measured or Monitored?</th>
<th>Who Communicates the Expectations? When?</th>
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<tbody>
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<td>Step 1:</td>
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Planning and Development
Leaders and stakeholders collaboratively develop vision, goals, and a plan for implementation based on review and analysis of data.
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Defining Roles and Responsibilities

Identify the Action

- Clear
- Direct
- Simple
- Linear

What will we do?
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Defining Roles and Responsibilities

Provide the Rationale

- Aligned to Responsibilities
- Reasonable
- Aligned to requirements

Why will we do this?
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Defining Roles and Responsibilities

Establish a System to Monitor Effectiveness

- Reasonable Metric
- Collection and Recording
- Valuable

How will we know we have done the right thing the right way?
Defining Roles and Responsibilities

Communicate Expectations

- Who sets the expectation?
- How is it shared?
- By whom is it shared?

How will we make sure everyone knows what to do?
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**Moving from Goals to Change**

**Goal or Priority Area:** During the 2019-2020 school year, all Sunnyvale Middle School teachers will demonstrate effective implementation of the 20-60-20 instructional model in all classrooms and all content areas based on the expectations of the implementation rubric established by the collaborative leadership team.

<table>
<thead>
<tr>
<th>What is the action?</th>
<th>Why is it important?</th>
<th>How is it measured or monitored?</th>
<th>Who communicates the expectation? When?</th>
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</thead>
<tbody>
<tr>
<td>Step 1: Administrators trained on new instructional strategy</td>
<td>Establish consistent understanding among administrators</td>
<td>Assessment and discussion following professional development</td>
<td>Principal; summer training</td>
</tr>
<tr>
<td>Step 2: Administrators communicate expectation of new strategy to teachers</td>
<td>Establish consistent expectation for all classrooms</td>
<td>Conversation during pre-evaluation conference; documented in notes</td>
<td>All administrators who complete classroom observations</td>
</tr>
<tr>
<td>Step 3: Train teachers on expectations of 20-60-20 model</td>
<td>Establish consistent understanding of new protocol</td>
<td>Follow-up observation (walk-through) within one week of training</td>
<td>Administrators during first PLC of the school year</td>
</tr>
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</table>
Creating the 30-day Short Term Action Plan

GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT
SHORT-TERM ACTION PLAN

<table>
<thead>
<tr>
<th>School Vision</th>
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District Goal

School SMART Goal
(Specific and strategic, Measurable, Attainable, Results-oriented, and Time-bound)

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<tr>
<th>GSCI Systems and Structures</th>
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Resource Guide
Handout: GaDOE Short Term Action Planning Templates **Tab 12**
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Defining Roles and Responsibilities

### 30-Day Short-Term Action Plan

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<th>Data for Monitoring</th>
<th>Status</th>
<th>Next Steps</th>
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### Defining Roles and Responsibilities – Teachers

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</table>
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Using Data to Effectively Impact Student Achievement

Types of Data

Demographic

Student Learning

Perception

Process
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Working Lunch – Extending the Conversation

With your lunchmates, discuss the following questions and be prepared to share with the group after lunch.

• Did today’s work on goal setting and breaking down long-term goals into smaller bits bring about any A-ha moments for you?

• How can you more explicitly share long-term and short-term goals with your teams?

• Where do you need to share responsibilities for implementation and monitoring?
Objective: Participants will learn new, systematic methods designed to intentionally delegate responsibilities, ensuring collaborative leadership practices and cultivating leadership in others.
In fact if test scores are any indication, the more willing principals are to spread leadership around, the better for the students. One of the most striking findings of the universities of Minnesota and Toronto report is that effective leadership from all sources – principals, influential teachers, staff teams and others – is associated with better performance on math and reading tests.

“The School Principal as Leader: Guiding Schools to Better Teaching and Learning”
The Wallace Foundation 2013
Delegating Responsibilities for School Improvement Plans

Principals may be relieved to find out, moreover, that their authority does not wane as others’ waxes. Clearly, school leadership is not a zero-sum game. “Principals and district leaders have the most influence on decisions in all schools; however, they do not lose influence as others gain influence.”

“The School Principal as Leader: Guiding Schools to Better Teaching and Learning”
The Wallace Foundation 2013
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Delegating Responsibilities for School Improvement Plans
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Delegating Responsibilities for School Improvement Plans

Two Models

R A C I

M O C H A

Resource Guide
Handout: Delegating Responsibilities with RACI and MOCHA Tab 11
Delegating Responsibilities for School Improvement Plans

<table>
<thead>
<tr>
<th><strong>Who is Responsible?</strong></th>
<th><strong>Who is Accountable?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will actually be doing the work?</td>
<td>Who makes the final decisions related to the task?</td>
</tr>
<tr>
<td>Who is assigned to work on the task?</td>
<td>Who does the person who is responsible answer to?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who is Consulted?</strong></th>
<th><strong>Who is Informed?</strong></th>
</tr>
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<tbody>
<tr>
<td>Who must be asked before a decision is made or an action is taken?</td>
<td>Whose work is impacted by the task or action?</td>
</tr>
<tr>
<td>Who can give me context or background for the task?</td>
<td>Who needs information on the task to complete other tasks?</td>
</tr>
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</table>
### Delegating Responsibilities for School Improvement Plans

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td><strong>Manager</strong></td>
<td>• Assigns responsibilities • Holds <strong>Owner</strong> accountable • Reviews progress • Intervenes when necessary</td>
</tr>
<tr>
<td><strong>Owner (1)</strong></td>
<td>• Responsible for overall success of the goal • Ensures work is completed • Involves others as necessary</td>
</tr>
<tr>
<td><strong>Consultant</strong></td>
<td>• Provides input • Provides context</td>
</tr>
<tr>
<td><strong>Helper</strong></td>
<td>• Assists with or completes the work as assigned</td>
</tr>
<tr>
<td><strong>Approver</strong></td>
<td>• Signs off on stages or overall goal attainment • Can be the Manager but may be intermediate or external</td>
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</table>
Objective: Participants will understand the importance of establishing a plan for monitoring short-term and long term goals and will create a monitoring plan for their 30-day goals.
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Moving from Goals to Change

Georgia’s Systems of Continuous Improvement – School Improvement Process
Creating a Plan to Monitor Short-Term Goal

Communication of the Expectation
Direct Instruction and Observation
Independent Practice
Feedback
Consistent, Effective Implementation
Creating a Plan to Monitor Short-Term Goal

Change is not an event, it's a process.

Communication of the Expectation
Direct Instruction and Observation
Independent Practice
Feedback
Consistent, Effective Implementation

Who  How  When  Why
Who  How  When  Why
Who  How  When  Why
Who  How  When  Why
Creating the 30-day Short Term Action Plan

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Resource Guide
Handout: GaDOE Short Term Action Planning Templates Tab 12
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time
for
a
break
Objective: Participants will apply principles of data analysis and school planning in a real-world exercise.
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Using Data Effectively – Real World Scenario

Real World Scenario – Action Planning

Just when you think you have everything just like you want it…

Resource Guide
Handout: Real-World Scenario – Action Planning, Tab 13
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Plus/Delta Debriefing

Plus | Delta
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