

Advancing School Leadership for Continuous Improvement

Making a Difference: Using LKES as an Improvement Tool

**Winter Instructional Leadership Conference
February 25, 2020**

**Kathy Reese,
Evaluation System and Leader Induction Specialist
Teacher and Leader Support and Development - GaDOE**

Improving School Practice



Specific Feedback
Aligned to
Professional
Learning

Session Norms

- Place electronics on silence/vibrate.
- Remain engaged in learning.
- Respectfully share opinions.
- Ask questions for clarification to avoid making assumptions.

Objectives

- Provide a review of the purpose and intent of LKES
- Hear from peer district leaders and principals
- Share resources to help you strengthen implementation
- Answer your questions regarding implementation with fidelity

LKES PURPOSE

The overarching goal of LKES is to support the continuous growth and development of school leaders by providing the following:

- Meaningful Feedback
- Professional Learning Opportunities
- Flexibility to Innovate

Feedback

“The term feedback is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking. Basically, feedback is information about how we are doing in our efforts to reach a goal.”

Grant Wiggins

“Seven Keys to Effective Feedback”

***Educational Leadership* – September 2012**

Meaningful Feedback is Related to a Goal and Yes, it Takes TIME!

“No time to give and use feedback” actually means “no time to cause learning”.

- Robyn Jackson

LAPS Domains and Standards

4 Domains
8 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/Staff Evaluation

PROFESSIONALISM AND COMMUNICATION

7. Professionalism
8. Communication and Community Relations

Thrive or Just Survive?

We have a choice. We can simply defend what we have...or create what they [teachers, leaders and their mentors] need.

Gary Marx

**We know that every district has its own way of implementing evaluation that best meets the needs of its leaders:
(Carousel Activity)**

**Please describe how you
implement LKES in your district**

In your district, what is the key to timely implementation with fidelity?

What do you consider the most impactful component of LKES?

If you have used LKES to drive your district improvement plan, please describe how you have done so?

How do you use feedback to help your leaders grow? Where do you find the time for feedback?

What is the best implementation advice you can give to district leaders and principals?

Effects of High-Quality Leader Induction

Among school factors, the effect of principals is considered second only to that of teachers in facilitating student learning.

(Leithwood, Seashore, Louis, Anderson, & Wahlstrom, 2004); (Marzano, Waters, & McNulty, 2005) in Stronge, 2008.

Dr. Kathy Reese, GaDOE

Teacher and Leader Support and Development

Leader Induction

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Dr. Karen Wyler, GaDOE

Teacher and Leader Support and Development

Teacher Induction

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Just-in-Time Support

- **Conference Call Planning**
- **Onsite District Visit**
- **RESA Level**
- **P20 Level**
- **Presentations at State and National Level**



GaDOE Induction Guidance

Purpose:

To provide Georgia districts and schools guidance for the creation, implementation, and sustainability of a quality induction program.

To provide a program that supports retention and the induction phase educator's growth, thereby increasing learning for all.

GaDOE Induction Tools and Resources

- **Teacher and Leader Induction Guidance**
- **Process for the Creation, Implementation and Sustaining High-Quality Induction Programs**
- **Goal-setting and Self-assessment Documents**
- **Reflective Questions to Guide Targeted Discussions**
- **Teacher and Leader Mentor PL Modules**
- **Leader PL Modules (On-line Training for Leader Mentors)**

HOW TO ACCESS GaDOE INDUCTION RESOURCES

www.gadoe.org

1. Offices and Divisions (left of screen)
2. Teacher and Leader Support and Development (left)
3. To Left; Scroll Down: Teacher/Leader Induction Guidance
4. Choose What You Need

Center for Great Teachers and Leaders

<https://gtlcenter.org/>

**Evidence-Based Practices to Support Equity:
A Snapshot on Mentoring and Induction**

Mentoring and Induction Toolkit

**Coaching and Developing Turnaround
Leaders' Modules**

Teacher Leader Toolkit

GEORGIA's P-20 Collaboratives

Vision: *Communities united to empower educators to maximize student success.*

Mission Statement: *Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need.*

www.gapsc.com/P20.aspx



GEORGIA INDUCTION SUMMIT 2020

ATTAINING NEW HEIGHTS:
attracting, preparing, recruiting, and retaining

FRIDAY, MAY 1, 2020 | 7:45 a.m.–3:30 p.m.

Middle Georgia State University Robert F. Hatcher, Sr. Conference Center
100 University Parkway, Macon, GA 31206-5145

REGISTER ONLINE

http://www.ciclt.net/sn/resa/recl_application_bs.aspx?CL_ID=105450&ClientCode=mgresa

\$50 Registration fee payable to MIDDLE GEORGIA RESA



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SCHOOLS

GEORGIA
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OF EDUCATORS



QUESTIONS?



Session Feedback

Thank you for attending our session.
Please take a moment to provide
your feedback.

<https://tinyurl.com/2020ILC>



Share your conference highlights now!



[@GaDOESDE](https://twitter.com/GaDOESDE)

www.gadoe.org

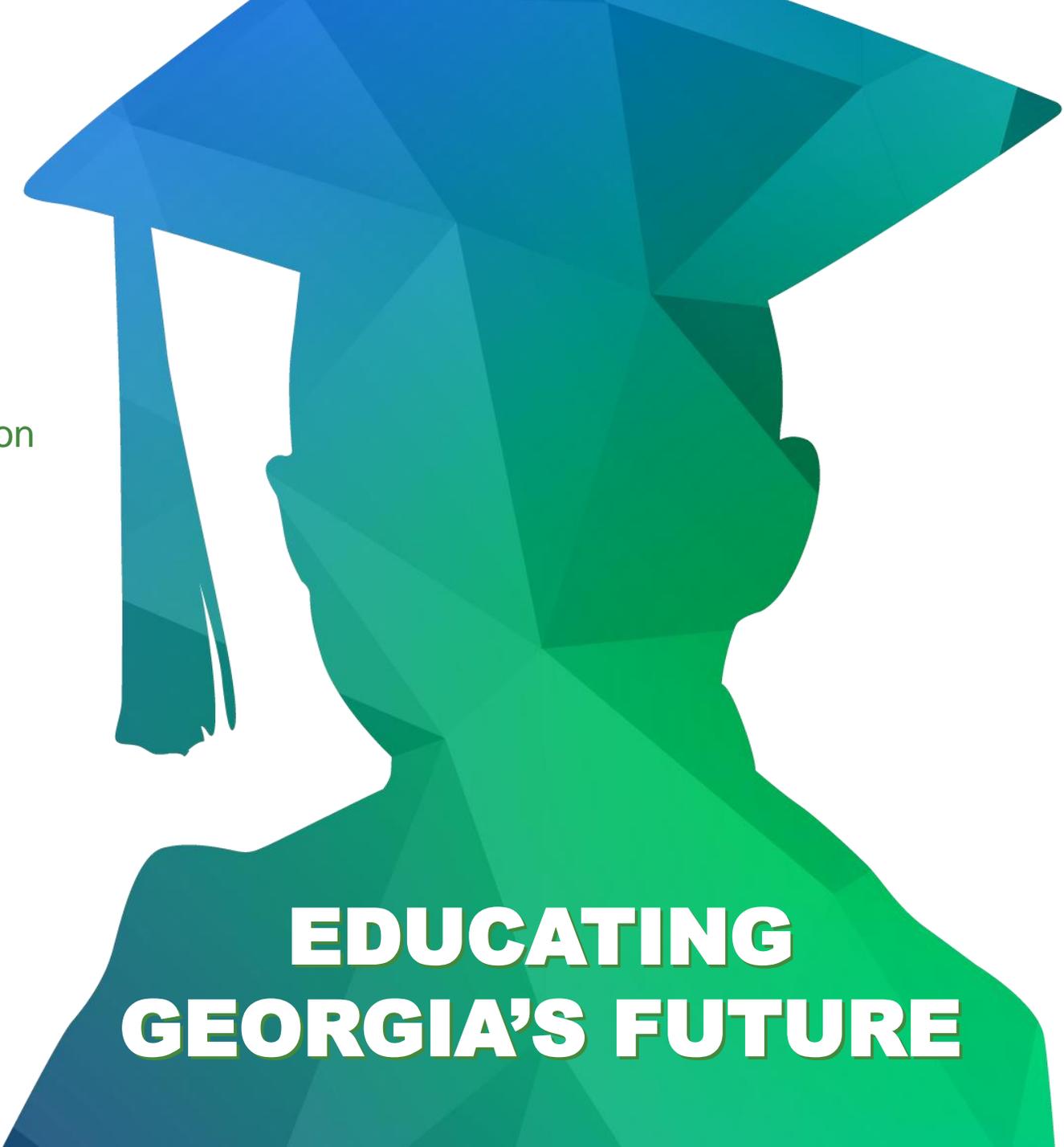
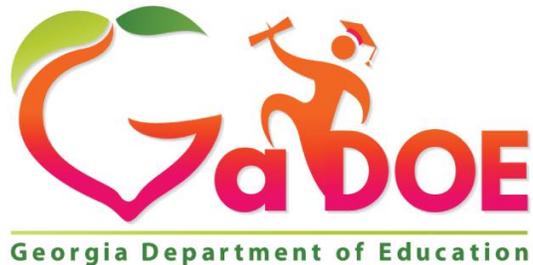


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 A large, stylized silhouette of a graduation cap (mortarboard) with a tassel, rendered in a gradient of blue and green colors.

**EDUCATING
GEORGIA'S FUTURE**