

2020 Winter Instructional Leadership Conference Program

ADVANCING SCHOOL LEADERSHIP FOR CONTINUOUS IMPROVEMENT



**Division of School and District Effectiveness
Macon Centreplex and Convention Center
February 25-26, 2020**



ADVANCING SCHOOL LEADERSHIP FOR CONTINUOUS IMPROVEMENT

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GEORGIA’S SYSTEMS OF CONTINUOUS IMPROVEMENT



The Georgia Department of Education’s strategic plan emphasizes transforming the agency into one that provides meaningful support to schools and districts. The agency has developed a common, continuous improvement framework to ensure these efforts are aligned across all agency divisions, departments, and programs. Georgia’s Systems of Continuous Improvement framework focuses on the systems and structures (the “what”) that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model (the “how”) to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts.

The 2020 Winter Instructional Leadership Conference has been designed to support school and district leaders with identified and expressed needs surrounding Georgia’s Systems of Continuous Improvement. Conference presenters will provide information on evidence-based resources that leaders can implement to support school improvement efforts. Georgia practitioners will share their success stories and provide first-hand experiences on how their schools improved practices, processes, and educator capacity to raise student achievement.



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LETTER OF WELCOME

Richards Woods, Georgia State School Superintendent



To all attendees of the 2020 Winter Instructional Leadership Conference:

Thank you for joining us today as we come together, in a spirit of partnership and collaboration, for the benefit of Georgia's students.

Each of us is here today because we care about students. We want to ensure they receive the best education possible, have every opportunity available to them, and are prepared to pursue their dreams when their time in our K-12 public schools comes to a close. It's our role at the Georgia Department of Education to support you as you lead your schools and systems in a cycle of continuous improvement to ensure those opportunities are in place.

This is my charge to our entire agency, led by the Office of School Improvement, and this is our vision for school improvement: all students, all schools, all districts, and all hands on deck. We support a school improvement process that gives districts the support they need – not a punishment or a label. And we're working together to leverage resources and expertise across the agency to support schools.

At this conference, you'll hear from people across the Department of Education and beyond who are committed to equipping you with the resources you need for school improvement. You'll have the chance to dig in and learn more about a wide variety of tactics and strategies, from co-teaching to family engagement to school climate.

I encourage you to take full advantage of this time, and of all the resources available to you through the Office of School Improvement. Thank you again for joining us, for your commitment to this process, and for your work on students' behalf each and every day. If I can ever be of service, please do not hesitate to let me know.

Sincerely,

Richard Woods

Richard Woods
State School Superintendent



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LETTER OF WELCOME

Stephanie Johnson, Deputy Superintendent of School Improvement



Welcome to the 2020 Winter Instructional Leadership Conference.

Essential question: *How do we ensure successful implementation of strategies, resources, and interventions to ensure equitable access to a high-quality education for all children served under my leadership?*

Whether you are new in your leadership role or seeking to continue to grow as a leader, this conference was designed to support valuable professional growth and peer-to-peer learning among your colleagues to effect change and advance equity for all students served under your leadership. Our conference continues to build on the work of Georgia's Systems of Continuous Improvement, implementation of the problem-solving cycle, and our commitment to advance equitable opportunities for all students in Georgia to be educated in a safe and orderly environment conducive to learning. We are honored to feature keynote speeches from 2020 Georgia Teacher of the Year, Tracey Pendley, and Dr. Anthony Muhammad. Both speakers are experienced educators with proven results for advancing equity in schools and districts. We will give you time in concurrent sessions to come together and grow as leaders so you can continue working in your schools and districts to create more equitable opportunities for all students. Specifically, you will:

- observe examples of evidence-based practices to improve outcomes for student performance
- hear how practitioners are leading and continuously improving the implementation of strategic visions focused on equity by creating a shared understanding for continued collaboration to support schools and districts
- develop strategies for engaging educators and targeting achievement gaps among other data-informed priorities
- identify challenges and share successes

Although successful implementation of school and district improvement plans can be challenging, we know every school leader is equipped and dedicated to take on this work together. We look forward to engaging with colleagues to further implementation planning, continue meaningful conversations, and act on shared priorities for all students.

It is our hope that you leave this conference engaged and ready to act collectively to make an equitable impact on student success.

Sincerely,

Stephanie Johnson
Deputy Superintendent
Office of School Improvement



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DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS VISION

What the Division of School and District Effectiveness envisions for Georgia’s future:

Quality leadership resulting in effective instruction and learning for all students in every Georgia region, district, school, and classroom - All Students, All Schools, All Districts - All Hands On Deck.

Our Strategy:

To provide a superior system of statewide support to districts and schools in Georgia to advance school improvement efforts that positively influence student learning.

Visit Us:

School and District Effectiveness Homepage www.gadoe.org/SDE

School and District Effectiveness Events and Conferences www.gadoe.org/SDEevents

School and District Effectiveness Review Processes www.gadoe.org/SDEreview

Alternative Education Programs (AEP) www.gadoe.org/alternative

DAILY SCHEDULE

DAY 1: TUESDAY, FEBRUARY 25, 2020

- 8:00 a.m.-9:00 a.m. Registration and Breakfast
- 9:00 a.m.-10:45 a.m. Welcome and Keynote
- 10:45 a.m.-11:00 a.m. Break
- 11:00 a.m.-12:15 p.m. Concurrent Session 1
- 12:15 p.m.-1:15 p.m. Lunch
- 1:15 p.m.-2:30 p.m. Concurrent Session 2
- 2:30 p.m.-2:45 p.m. Refreshment Break
- 2:45 p.m.-4:00 p.m. Concurrent Session 3

DAY 2: WEDNESDAY, FEBRUARY 26, 2020

- 8:00 a.m.-9:00 a.m. Registration and Breakfast
- 9:00 a.m.-10:30 a.m. Welcome and Keynote
- 10:30 a.m.-10:45 a.m. Break
- 10:45 a.m.-12:00 p.m. Concurrent Session 4
- 12:00 p.m.-1:00 p.m. Lunch
- 1:00 p.m.-2:15 p.m. Concurrent Session 5
- 2:15 p.m.-2:30 p.m. Refreshment Break
- 2:30 p.m.-3:45 p.m. Concurrent Session 6



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CONFERENCE SESSION FEEDBACK

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback on our conference to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience. Please provide feedback following each session you attend during the conference.

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



CONFERENCE PRESENTATIONS AND HANDOUTS

All presentations and handouts are available for download on the Division of School and District Effectiveness Events and Conferences webpage at www.gadoe.org/SDEevents.

MY CONFERENCE SCHEDULE

Schedule	Session Title	Presenter	Room
Day 1 Keynote	Every Data Point Has A Story	Tracey Pendley	Exhall A
Concurrent Session 1			
Lunch			Exhall B
Concurrent Session 2			
Concurrent Session 3			
Day 2 Keynote	Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment	Dr. Anthony Muhammad	Exhall A
Concurrent Session 4			
Lunch			Exhall B
Concurrent Session 5			
Concurrent Session 6			



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AGENDA TUESDAY, FEBRUARY 25, 2020										
8:00 a.m. – 9:00 a.m.	Registration Hot Breakfast Buffet								Centreplex Rotunda Exhibition Hall B	
9:00 a.m. – 9:45 a.m.	Welcome and Keynote Introduction: Dr. Stephanie Johnson, Deputy Superintendent, Office of School Improvement								Exhibition Hall A	
9:45 a.m. – 10:45 a.m.	Keynote: <i>Every Data Point Has A Story</i> Tracey Pendley, 2020 Georgia Teacher of the Year									
10:45 a.m. - 11:00 a.m.	Break									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Maple (306)	Oak (308)	Elm (309)	Magnolia A	Magnolia B
Concurrent Session #1	Providing Clarity: Using Learning Targets and Success Criteria to Impact Student Learning	Utilizing Effective Coaching to Bring ELITE Co-Teaching Practices to your Schoolhouse	Take A Pulse Check: Ways to Create a Positive Climate and Culture	Oh No! There's A Pink Elephant In the Room!	Making a Difference: Using LKES as an Improvement Tool	Disaggregating Georgia Milestones Data for Targeted Professional Learning, Planning and Instruction	Alignment Between the Assessed Curriculum and the Taught Curriculum in Science	What does a Coherent Instruction System Look Like for English Learners?	Leading Family Engagement in Effective Schools	Data Room – In Living Color
11:00 a.m. – 12:15 p.m.										
12:15 p.m.–1:15 PM	Lunch: Exhibition Hall B									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Maple (306)	Oak (308)	Elm (309)	Magnolia A	Magnolia B
Concurrent Session #2	Supporting Teachers through Meaningful Feedback	Support from the Start: What is the Leader's Role in Teacher Induction?	MTSS: Building a Robust Tier I System	Monitoring Culturally Relevant Teaching and Social Emotional Learning Strategies for Leaders	Developing a Data-Informed Approach to Improving Discipline and School Climate (Part 1)	SLDS: Instructional Improvement System (IIS) Data Analysis Tool	Self-Determination: Transforming Lives for Promising Futures	Leadership + English Learner Data + School Improvement = Working Together for Success!	Leading Family Engagement in Effective Schools	Data Room – In Living Color
1:15 p.m. – 2:30 p.m.										
2:30 p.m. –2:45 p.m.	Break: Refreshments in Exhibition Hall B									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Maple (306)	Oak (308)	Elm (309)	Magnolia A	Magnolia B
Concurrent Session #3	Providing Clarity: Using Learning Targets and Success Criteria to Impact Student Learning	Utilizing Effective Coaching to Bring ELITE Co-Teaching Practices to your Schoolhouse	MTSS: Building a Robust Tier I System	Monitoring Culturally Relevant Teaching and Social Emotional Learning Strategies for Leaders	Developing a Data-Informed Approach to Improving Discipline and School Climate (Part 2)	Disaggregating Georgia Milestones Data for Targeted Professional Learning, Planning and Instruction	Self-Determination: Transforming Lives for Promising Futures	I'm on a List. Now What?	Increasing Graduation Rate: What's Your Plan?	Making a Difference: Using LKES as an Improvement Tool
2:45 p.m. – 4:00 p.m.										

ADVANCING SCHOOL LEADERSHIP FOR CONTINUOUS IMPROVEMENT

KEYNOTE SPEAKER

TRACEY PENDLEY, 2020 GEORGIA TEACHER OF THE YEAR



Tracey Nance Pendley is a fourth grade teacher and instructional mentor at Burgess-Peterson Academy in Atlanta Public Schools. Ms. Pendley earned her Bachelor of Arts degree in sociology and religion from Furman University in 2006, where she directed an afterschool program in three underserved neighborhoods. Ms. Pendley graduated from the University of Chicago's Urban Teacher Education Program (UTEP) in 2009 with a Master's in Teaching. She taught third grade at a Chicago Public Turnaround School for three years before returning to her native Atlanta.

Ms. Pendley is a 2018 Teach On Project (TOP) winner and teacher leader within her building. She used the TOP award to establish her school's 4-H Club with the aim of celebrating students not often recognized and funding camp scholarships.

Ms. Pendley's most rewarding achievements include 10 years of mentoring student teachers, advocating for students through community partnerships, and witnessing students unlock their limitless potential. Student ownership of learning, forging relationships, and loving one's mistakes are at the heart of her philosophy, and are just a few of the ways that Ms. Pendley "brings the magic" to her classroom. Passionate as both teacher and student, Ms. Pendley enjoys learning from fellow educators and increasing awareness of both educational equity and the magnitude of teachers' impact.

KEYNOTE ADDRESS

EVERY DATA POINT HAS A STORY

The 2020 Georgia Teacher of the Year will discuss ways in which leaders can create a clear vision of data collection, accountability, and equity for classroom teachers. Educators know that data is powerful only if it is used to drive decision-making at the national, state, district, school, and classroom levels. Leaders will learn how to empower teachers with data collection and analysis, encourage ownership, and focus on student and teacher growth - not test scores. Sharing the impact her own teachers had on her as a child, Tracey will connect the importance of truly knowing our students and understanding classroom data. Every data point has a story.



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Alignment Between the Assessed Curriculum and the Taught Curriculum in Science</p> <p>This session will assist leaders in identifying the misalignment between the science curriculum that is assessed and the curriculum that is taught. Participants will explore where the differences are and ways in which they can be overcome.</p>	<p>Juan-Carlos Aguilar Director <i>GaDOE Innovative Programs and Research</i></p>	<p>Oak (308)</p>	<p>1</p>
<p>Data Room – In Living Color</p> <p>Data-driven school improvement – what does this mean? This session will demonstrate the importance of starting a data room and exploring the challenges that can occur. Successful practitioners will explain how they use the data to drive improvement efforts, how they share data with stakeholders, and how to create a system for ongoing monitoring of data for school improvement.</p>	<p>Kala Falker Academic Coach Quianna Watkins Academic Coach <i>Flat Shoals Elementary DeKalb County</i></p>	<p>Magnolia B</p>	<p>1 2</p>
<p>Developing a Data-Informed Approach to Improving Discipline and School Climate</p> <p>This session will provide a framework for using data to improve discipline and climate outcomes. Topics include the identification of relevant data, how to analyze the data, and making data-informed decisions to improve policies and practice. Attendees will learn how to apply the framework to improve student discipline outcomes and school climate. This will include being able to utilize local and state data to determine school, grade, classroom, and student-level challenges then identify and implement viable solutions. <i>(This is a 2-Part Session)</i></p>	<p>Nicholas Handville Research and Evaluation Specialist <i>GaDOE School Safety and Climate</i></p>	<p>Mulberry (303)</p> <p>Part 1 Part 2</p>	<p>2 3</p>
<p>Disaggregating Georgia Milestones Data for Targeted Professional Learning, Planning and Instruction</p> <p>This informational session will provide the process that Dalton Public Schools uses to disaggregate Georgia Milestones assessment data by examining trends and performance data in achievement to provide targeted professional learning, planning processes and delivery of quality instruction.</p>	<p>Wiley Dailey Deputy Superintendent of Data Analysis and School Improvement <i>Dalton Public Schools</i></p>	<p>Maple (306)</p>	<p>1 3</p>
<p>I'm On A List! Now What?</p> <p>FOR LEADERS OF NEWLY IDENTIFIED SCHOOLS</p> <p>This interactive session will provide an opportunity to discuss what it means to be federally identified for state support (CSI, TSI, Promise). We will clarify the roles of GaDOE and RESA specialists assigned to support schools and provide helpful hints on how to maximize resources to ensure school leaders are fully supported in their school improvement efforts.</p> <p>In addition, Stacey Lutz, the Director of the Governor's School Leadership Academy (GSLA), will share information on the GSLA Principal Support Program and how principals of identified schools can participate in the next cohort.</p>	<p>Amy Alderman Division Program Manager Susan Patrick Metro Area Program Manager <i>GaDOE School and District Effectiveness</i></p>	<p>Elm (309)</p>	<p>3</p>



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Increasing Graduation Rate: What's Your Plan?</p> <p>This interactive session will provide opportunities for participants to learn and collaborate on the challenges associated with improving graduation rates for at-risk students. The GaDOE High School Graduation Support Guide will be shared and utilized to support leaders in identifying evidence-based practices and practical strategies to address specific issues and implement change in practices.</p>	<p>Gail Parmer School Improvement Specialist <i>GaDOE School and District Effectiveness</i></p>	<p>Magnolia A</p>	<p>3</p>
<p>Leadership + English Learner Data + School Improvement = Working Together for Success!</p> <p>Participants will learn how to gather, understand, analyze, and communicate English Learner (EL) data to guide the design of the school improvement plan and other common school leader practices: scheduling, tiered supports, teacher capacity, and outside stakeholder conversations.</p>	<p>Margaret Baker Program Manager <i>GaDOE Title III, Part A, Language Instruction for English Language and Immigrant Students</i></p>	<p>Elm (309)</p>	<p>2</p>
<p>Leading Family Engagement in Effective Schools</p> <p>School leaders are in a unique position to engage parents, families, and the community in meaningful ways to build positive partnerships that promote student achievement. Strategies being implemented in Georgia, such as the SLDS Parent Portal, the Academic Parent-Teacher Team (APTT) model of family engagement, and other approaches by school systems, featured on the Georgia Department of Education's Power Tip videos, will be discussed.</p>	<p>Susan Holcomb Family Engagement Specialist, South Region Dawn Scott Family Engagement Specialist, Middle Region <i>GaDOE Family-School Partnership Program</i></p>	<p>Magnolia A</p>	<p>1 2</p>
<p>Making a Difference: Using LKES as an Improvement Tool</p> <p>Learn how to use the Leader Keys Effectiveness Systems (LKES) to drive improvement through focused, specific feedback and aligned professional learning. Network with your colleagues about changing school culture, improving leader practice and increasing teacher and student performance. Discover resources to make your job easier as you implement the Leader Keys Effectiveness System.</p>	<p>Kathy Reese Evaluation System Specialist and Leader Induction Specialist <i>GaDOE Teacher and Leader Development</i></p>	<p>Mulberry (303)</p> <p>Magnolia B</p>	<p>1 3</p>
<p>Monitoring Culturally Relevant Teaching and Social Emotional Learning Strategies for Leaders</p> <p>Instructional leaders will gain a greater understanding of how culturally relevant pedagogy and social emotional learning strategies act as a conduit for teaching for social justice. Attendees will explore what to look for in teachers' community gatherings, behavior protocols, and instructional practices, and will discuss ways to monitor these essential practices. Participants will engage with current research and learn not only how target strategies are supported by the Every Student Succeeds Act (ESSA), but also how they work together to create a more equitable classroom.</p>	<p>Tracey Pendley 2020 Teacher of the Year <i>Atlanta Public Schools</i></p>	<p>Ballroom D/E</p>	<p>2 3</p>
<p>MTSS: Building a Robust Tier I System</p> <p>In this session, participants will be introduced to high-leverage practices (HLPs) and evidence-based practices (EBPs) within Tier I of a multi-tiered system of supports (MTSS). By the end of the session, participants will be able to explain how HLPs and EBPs can be used together to create a strong Tier I instructional system. Practical tools and resources will be provided to assist with the selection, evaluation, and implementation of HLPs and EBPs. Participants will also have opportunities to reflect on Tier I in their districts/schools and identify next steps to strengthen or refine their current systems.</p>	<p>Karen Suddeth Program Manager Jody Drum Regional Coach <i>GaDOE Tiered System of Supports for Students</i></p>	<p>Ballroom C</p>	<p>2 3</p>



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Oh No! There's A Pink Elephant In the Room!</p> <p>Question: Do you know how to remove a pink elephant from a room? Answer: One barrier at a time.</p> <p>Join me as we start removing diversity barriers to devise a POWERFUL and STRATEGIC blueprint for a MEANINGFUL school improvement plan.</p>	<p>Kimberly George-Reid School Effectiveness Specialist <i>GaDOE School and District Effectiveness</i></p>	Ballroom D/E	1
<p>Providing Clarity: Using Learning Targets and Success Criteria to Impact Student Learning</p> <p>Are your students "flying blind"? Do your teachers post learning targets and success criteria? What is their intended purpose? Do teachers simply comply without having a clear understanding of the role these components play in student achievement? We will explore the purpose of having both clearly defined learning target(s) (learning intentions) and success criteria, and their impact on student learning. Two successful practitioners will share the impact this framework has had on their classroom practices.</p> <p>The session will provide an overview of the following:</p> <ul style="list-style-type: none"> the necessity of having a framework to promote student clarity in all classrooms the impact a framework can have on student learning building an understanding of the components necessary to fully engage students in their own learning 	<p>Dan DeWolf School Effectiveness Specialist <i>GaDOE School and District Effectiveness</i></p> <p>Kelli Campbell 1st grade Teacher</p> <p>Anthony Rumph 4th grade Teacher <i>Southfield Elementary School Bibb County</i></p>	Ballroom A	1 3
<p>Self-Determination: Transforming Lives for Promising Futures</p> <p>To achieve success, students need to be able to tap into their cognitive, social and emotional resources. Developing self-determination skills allows students to have better coping and executive skills to meet challenges as they transition to adulthood. Utilizing self-determination interventions and instruction empowers students to actively participate in their education, leading to improved in-school and post-school outcomes. Self-determination instruction facilitates the school's ability to address the needs of the whole child.</p>	<p>Elise James Program Specialist <i>GaDOE Transition Outcomes and Self-Determination Initiatives</i></p>	Oak (308)	2 3
<p>SLDS: Instructional Improvement System (IIS) Data Analysis Tool</p> <p>The Instructional Improvement System (IIS) Data Analysis Tool is an application that provides school and district-level users with the ability to create customized reports using the assessment, attendance, and student growth model data available in SLDS. The IIS Data Analysis Tool also allows users to collaborate and share reports they have created with other users in the school or district. Join me for this interactive training session where you will manipulate your own data and start building customized reports.</p>	<p>Hubert Bennett Technology Specialist <i>GaDOE Office of Technology Services</i></p>	Maple (306)	2
<p>Support from the Start: What is the Leader's Role in Teacher Induction?</p> <p>Principals who are knowledgeable about the issues affecting new teachers, proactive in supporting them, and committed to professional growth do make a significant difference (New Teacher Center).</p> <p>In this session participants will:</p>	<p>Karen Wyler Teacher Induction and IHE Evaluation Specialist <i>GaDOE Teacher and Leader Support and Development</i></p> <p>Mike Bochenko Educational Leadership <i>Valdosta State</i></p> <p>La'Ronda Fleming</p>	Ballroom B	2



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<ul style="list-style-type: none"> Review evidence and information on the role of the principal in a teacher induction program Explore resources to help districts, schools and IHEs support effective principal leadership for teacher induction programs Hear from two Georgia practitioners on their current work in supporting leaders in this role 	District Teacher Induction <i>Dublin City Schools</i>		
<p>Supporting Teachers through Meaningful Feedback</p> <p>Improving an educator's practice is the primary goal of an effective evaluation system, and meaningful feedback is essential to the process so that teachers can sustain their practice. In this session, school and district leaders will study and practice the use of meaningful feedback as part of the formative assessment process in TKES.</p> <p>There is a difference between evaluating a teacher and developing a teacher. As school leaders use the TKES instrument to accurately rate a teacher's performance, data is telling us that the impact of meaningful feedback along with the ratings is critical to improving teacher practice and student achievement. Rating a teacher's performance is not simply enough. Even the best teachers are hungry for an instructional partner who will coach them to become better.</p>	<p>Ginger Starling Programs Specialist Diana Baird Programs Specialist Alan Barge Programs Specialist <i>GaDOE Teacher and Leader Support and Development</i></p>	Ballroom A	2
<p>Take A Pulse Check: Ways to Create a Positive Climate and Culture</p> <p>School Culture is the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways. Some schools are said to have a nurturing environment that recognizes children and treats them as individuals; others may have the feel of authoritarian structures where rules are strictly enforced, and hierarchical control is strong. In this session we will examine teaching practices, diversity, and the relationships among administrators, teachers, parents, and students that contribute to school climate.</p>	<p>Vallerie Cave Executive Director of K-12 School Transformation <i>Savannah Chatham County</i></p>	Ballroom C	1
<p>Utilizing Effective Coaching to Bring ELITE Co-Teaching Practices to Your Schoolhouse</p> <p>Do you want to take your instructional strategies for co-teaching to the next level? Are you looking for ways to build partnerships that will increase capacity in your school? If so, this is the session for you! Join these successful practitioners as they share information about the partnership they created to amplify co-teaching practices by effective coaching on best practices and building positive professional relationships BCMS. Come learn where we are in this journey and hear about how implementation of coaching and co-teaching best practices has contributed to transforming a CSI school to an ELITE school!</p>	<p>Kim Bennett Director <i>Coastal GLRS</i> Katherine Ferreira Lead Teacher Elizabeth Raeburn Principal <i>Bryan County Middle School Bryan County</i></p>	Ballroom B	1 3
<p>What does a Coherent Instruction System Look Like for English Learners?</p> <p>Whether your school has many English learners or just a few, school leaders will want to ensure their instruction system is coherent for EL students at risk for failure simply because they aren't proficient in the language of school. Participants will learn how to plan for quality instruction for ELs, how teachers can deliver it successfully to ELs, how to monitor EL student progress using ELP and academic data, and ideas for refining and enriching existing instructional systems to support EL student success. Leaders will be provided with questions to evaluate their existing instruction systems from an English learner perspective.</p>	<p>Margaret Baker Program Manager <i>GaDOE Title III, Part A, Language Instruction for English Language and Immigrant Students</i> Maria Montalvo-Balbed ESOL Professor <i>Kennesaw State University</i></p>	Elm (309)	1



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AGENDA										
WEDNESDAY, FEBRUARY 26, 2020										
8:00 a.m. – 9:00 a.m.	Registration Hot Breakfast Buffet									Centreplex Rotunda Exhibition Hall B
9:00 a.m. – 9:15 a.m.	Welcome and Keynote Introduction: Dr. Faya Paul, Director, Division of School and District Effectiveness									Exhibition Hall A
9:15 a.m. – 10:30 a.m.	Keynote: Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment Dr. Anthony Muhammad, New Frontier 21 Consulting, LLC									
10:30 a.m. – 10:45 a.m.	Break									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Oak (308)	Elm (309)	Dogwood (310)	Magnolia A	Magnolia B
Concurrent Session #4	School Completion Strategies That Work!	CCRPI: Ensuring Accurate Data and Using Results for Newly-Identified Federally Designated Schools	Using Evaluation Data to Customize Professional Learning Opportunities	Mission Possible: Equity in Student Services and Supports	Instructional Support Strategies & Tools to Dramatically Increase Student Achievement	Increasing Graduation Rate: What's Your Plan? (Repeat of day 1)	I'm on a List. Now What? (Repeat of day 1)	The Lenses of School Improvement	Effective Co-planning to Address Specially Designed Instruction for SWD	Leveraging Technology (That We Own) to Support Students that are Struggling
12:00 p.m.–1:00 PM	Lunch: Exhibition Hall B									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Oak (308)	Elm (309)	Dogwood (310)	Magnolia A	Magnolia B
Concurrent Session #5	Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change	Digging Deeper into Your School's CCRPI Data	STEMulating the Culture of our High School through Leadership and Coaching	T.H.R.I.V.E.	Instructional Support Strategies & Tools to Dramatically Increase Student Achievement	Progress and Growth of Trauma Sensitive School	Strengthening the Infrastructure to Meet the Literacy Needs of the Whole Child K-12	Utilizing Wraparound Services to Support Student Achievement	“Tiered” Up to Support Numeracy Through Effective MTSS Practices	Leveraging Technology (That We Own) to Support Students that are Struggling
2:15 p.m.–2:30 p.m.	Break: Refreshments in Exhibition Hall B									
Location:	Ballroom A	Ballroom B	Ballroom C	Ballroom D/E	Mulberry (303)	Oak (308)	Elm (309)	Dogwood (310)	Magnolia A	Magnolia B
Concurrent Session #6	Time for Change! The Four Skills of a Transformational Leader	Assessment and Accountability for Alternative Schools	Using Evaluation Data to Customize Professional Learning Opportunities	T.H.R.I.V.E.	The Lenses of School Improvement	Progress and Growth of Trauma Sensitive School	Strengthening the Infrastructure to Meet the Literacy Needs of the Whole Child K-12	Utilizing Wraparound Services to Support Student Achievement	School Completion Strategies That Work!	Oh No! There's A Pink Elephant In the Room! (Repeat of day 1)

ADVANCING SCHOOL LEADERSHIP FOR CONTINUOUS IMPROVEMENT

KEYNOTE SPEAKER

ANTHONY MUHAMMAD, NEW FRONTIER 21 CONSULTING, LLC



Anthony Muhammad is an author and international thought leader. He currently serves as the CEO of New Frontier 21 Consulting, LLC, a company dedicated to providing cutting-edge professional development to schools all over the world. He served as a practitioner for nearly twenty years. Dr. Muhammad served as a middle school teacher, assistant principal, middle school principal, and high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal.

Dr. Muhammad is recognized as one of the field's leading experts in the areas of school culture and Professional Learning Communities (PLC). His work has allowed him to work with schools in all 50 U.S. states, 10 Canadian provinces, the Caribbean, Africa, South America, Europe, Australia, and Asia.

Dr. Muhammad is a best-selling author. He is the author of the books *Time for Change: The Four Essential Skills of a Transformational School Leader* (2019); *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change* (2015); *The Will to Lead and the Skill to Teach; Transforming Schools at Every Level* (2011); *Transforming School Culture: How to Overcome Staff Division 2nd Edition* (2017); and a contributing author to the book *The Collaborative Administrator: Working Together as a Professional Learning Community* (2008). He has published 26 articles in education journals and publications in seven different countries.

KEYNOTE ADDRESS

LEADERSHIP MATTERS: MOVING BEYOND “PLC LITE” AND NURTURING FULL COMMITMENT

Thirty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work model has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of “PLC Lite” still plague our profession twenty years later? Without exception, the schools that use this model to transform their practice have one thing in common; effective leadership. This keynote will explore the keys to effectively transitioning a school or district into a model PLC.

- ◆ Participants will understand the leadership challenges and lessons learned from twenty years of PLC practice
- ◆ Participants will learn the difference between leadership behaviors that undermine and promote the purpose of a PLC
- ◆ Participants will learn practical strategies that will improve their ability to lead others through the change process and build consensus



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Assessment and Accountability for Alternative Schools</p> <p>This session will examine the unique issues that might arise in alternative settings around assessment and accountability. Time will be allowed for questions and discussion.</p>	<p>Paula Swartzberg Director <i>GaDOE Accountability</i> Sandy Greene Director <i>GaDOE Assessment Administration</i></p>	Ballroom B	6
<p>CCRPI: Ensuring Accurate Data and Using Results for Newly-Identified Federally Designated Schools</p> <p>This session is for newly identified CSI, TSI, and Promise designated schools. The session will provide an overview of the data sources utilized for CCRPI and provide suggestions for improving data quality. Participants will delve into the meaning of a school or district CCRPI score. Participants will have a chance to ponder and discuss the story that the CCRPI tells.</p>	<p>Paula Swartzberg Director <i>GaDOE Accountability</i></p>	Ballroom B	4
<p>Digging Deeper into Your School's CCRPI Data</p> <p>This session will guide principals through the process of digging deeper into CCRPI data files to ask and answer questions such as "What is going well?" "What are the areas that need improvement?" "What other information is needed?" Participants will learn how to dig into the details to maximize CCRPI data for thoughtful decision-making regarding staffing, instructional programs and initiatives, professional learning, and allocation of resources.</p>	<p>Paula Swartzberg Director <i>GaDOE Accountability</i></p>	Ballroom B	5
<p>Effective Co-planning to Address Specially Designed Instruction for Student With Disabilities (SWD)</p> <p>This session will focus on ensuring that specially-designed instruction (SDI) is provided for students with disabilities (SWD) in the least restrictive environment (LRE). Rich discussions will be focused on how to support small group teachers and co-teachers in making appropriate accommodations/SDI for SWD to support them in accessing grade-level standards. Resources will be provided to maximize co-planning/planning efforts and to help ensure a free and appropriate public education (FAPE) for SWD in the LRE.</p>	<p>Deshonda Stringer School Improvement Specialist Mary McArthur School Improvement Specialist <i>Metro RESA</i></p>	Magnolia A	4
<p>I'm On A List! Now What?</p> <p>FOR LEADERS OF NEWLY IDENTIFIED SCHOOLS</p> <p>This interactive session will provide an opportunity to discuss what it means to be federally identified for state support (CSI, TSI, Promise). We will clarify the roles of GaDOE and RESA specialists assigned to support schools and provide helpful hints on how to maximize resources to ensure school leaders are fully supported in their school improvement efforts.</p> <p>In addition, Stacey Lutz, the Director of the Governor's School Leadership Academy (GSLA), will share information on the GSLA Principal Support Program and how principals of identified schools can participate in the next cohort.</p>	<p>Amy Alderman Division Program Manager Susan Patrick Metro Area Program Manager <i>GaDOE School and District Effectiveness</i></p>	Elm (309)	4



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<p>Increasing Graduation Rate: What's Your Plan?</p> <p>This interactive session will provide opportunities for participants to learn and collaborate on the challenges associated with improving graduation rates for at-risk students. The GaDOE High School Graduation Support Guide will be shared and utilized to support leaders in identifying evidenced-based practices and practical strategies to address specific issues and implement change in practices.</p>	<p>Gail Parmer School Improvement Specialist <i>GaDOE School and District Effectiveness</i></p>	<p>Oak (308)</p>	<p>4</p>
<p>Instructional Support Strategies & Tools to Dramatically Increase Student Achievement</p> <p>How do you implement high quality professional learning communities (PLCs), provide data-informed professional learning, and deliver instructional coaching that leads to dramatic increases in student achievement? Join this school-level practitioner as she shares the strategies and tools that have been utilized at Banneker High School to generate dramatic gains in student achievement through continuous monitoring and support processes.</p>	<p>Lauren LaMont School Improvement Specialist <i>Banneker High School Fulton County</i></p>	<p>Mulberry (303)</p>	<p>4 5</p>
<p>Leveraging Technology (That We Own) to Support Students that are Struggling</p> <p>How can a district with a limited budget and limited staff impact outcomes for all students?</p> <p>This session will provide research and data to better understand the impact that technology has on student success. Districts and schools already own or have free access to a myriad of assistive technology that can easily be utilized to impact educational outcomes of high incidence students. Join me to discover the unknown or underutilized built-in supports within currently owned technology that can assist students who struggle with accessing the general curriculum.</p>	<p>Paula Gumpman Program Specialist <i>GaDOE Special Education Services and Supports Federal Program</i></p>	<p>Magnolia B</p>	<p>4 5</p>
<p>Mission Possible: Equity in Student Services and Supports</p> <p>Professionals from the Special Education Division at the GaDOE will provide school and district leaders with information on the importance of cultural awareness and using data to decrease discipline disparities and appropriately identify students that have the greatest educational needs. (This session will assist districts in decreasing disproportionality.)</p>	<p>Alicia Mercer Program Specialist Bridget Still Program Specialist Monique McCoy Program Specialist Monique Frazier Program Specialist <i>GaDOE Special Education Services and Supports Federal Program</i></p>	<p>Ballroom D/E</p>	<p>4</p>
<p>Oh No! There's A Pink Elephant In the Room!</p> <p>Question: Do you know how to remove a pink elephant from a room? Answer: One barrier at a time.</p> <p>Join me as we start removing diversity barriers to devise a POWERFUL and STRATEGIC blueprint for a MEANINGFUL school improvement plan.</p>	<p>Kimberly George-Reid School Effectiveness Specialist <i>GaDOE School and District Effectiveness</i></p>	<p>Magnolia B</p>	<p>6</p>



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<p>Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change</p> <p>In this session, we will explore the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years, but this workshop will seek to establish that the primary culprit in the fight to overcome the achievement gap is our thinking. Learning outcomes:</p> <ul style="list-style-type: none"> • Understand the true meaning and value of school culture • Understand the power of mindsets and their influence on educator effectiveness • Understand how to shift from damaging mindsets (Superiority and Inferiority) to high levels efficacy (Liberation mindset) 	<p>Anthony Muhammad <i>New Frontier 21 Consulting, LLC</i></p>	Ballroom A	5
<p>Progress and Growth of Trauma Sensitive School</p> <p>At Northeast High School, progress is our only option! Getting students to bounce back from fixed mindsets and challenging situations in order to demonstrate their academic potential is our primary focus. We embrace the fact that all learning is social and emotional, from students' sense of identity and confidence to the content materials and activities we choose for students to learn. Through a school-wide advisement, known as RaiderVisement, staff members demonstrate their personal commitment to transforming our school culture so that students make a personal commitment to greatness. Participants will leave this session inspired and equipped to take social and emotional learning to the next level in their district or school and build effective teams through the P.U.S.H. process.</p>	<p>R. Steven Jones Principal <i>Northeast High School Bibb County</i></p>	Oak (308)	5 6
<p>School Completion Strategies That Work!</p> <p>Students who are not engaged, at-risk of falling behind, or even dropping out of school pose significant challenges for all district and school leaders. The implications of dropping out are high for students, families, communities, and society as a whole; therefore, it is pivotal that we bridge the gap for students at risk of dropping out by identifying students early and utilizing effective interventions. Research supports the idea that dropping out is not a one-time event, but rather a process that often starts early in a student's school career. This presentation will provide participants with steps to implement and monitor an early warning system as an evidence based practice to reduce dropout and increase student engagement. In addition, the School Completion Toolkit and examples of "best practices" from LEAs across the state will be highlighted.</p>	<p>Annette Murphy Program Specialist Susan Brozovic Program Specialist <i>GaDOE State Systemic Improvement Plan (SSIP)</i></p>	Ballroom A Magnolia A	4 6
<p>STEMulating the Culture of our High School through Leadership and Coaching</p> <p>Join these successful practitioners for an informative session that will assist school and district leaders in gaining an understanding of the process and time commitment necessary to build a quality STEM program with shifts in pedagogy, instruction, and school or program culture. This session will introduce innovative ways to positively impact teaching and learning through the implementation of interdisciplinary PLCs and the design thinking model. The facilitators will demonstrate how to use design thinking as a solution-based approach to problem solving that encourages instructional collaboration.</p>	<p>Valencia Bradshaw STEM Director Ava Debro 3DE Magnet Director <i>Banneker High School Fulton County Schools</i></p>	Ballroom C	5



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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Strengthening the Infrastructure to Meet the Literacy Needs of the Whole Child K-12</p> <p>Participants will explore <i>Georgia's Tiered System of Supports for Students</i> Fidelity Rubric in the area of <i>Infrastructure</i> and use self-assessment results to determine next steps for supporting literacy needs of the whole child in their district and schools. Participants will gain a deep understanding of the essential component, <i>Infrastructure</i>, and how it impacts a school's/district's ability to meet the literacy needs of the whole child. This reflection activity will allow participants to identify what is going well and identify opportunities for growth in meeting the literacy needs of the whole child.</p>	<p>Rondalyn Pinckney Research and Evaluation Specialist</p> <p>Franeka Colley Content Integration and Special Education Specialist</p> <p><i>GaDOE Tiered System of Supports for Students</i></p>	<p>Elm (309)</p>	<p>5 6</p>
<p>T.H.R.I.V.E.</p> <p>This presentation will focus on how one learning community is supporting 30 schools (20 elementary, 6 middle and 4 high schools) to T.H.R.I.V.E. through effective leadership, with a key focus on the following: ensuring high quality instruction in all classrooms, driving improvement efforts, and cultivating/distributing leadership.</p>	<p>Gyimah Whitaker Area Superintendent</p> <p>Jermaine Dawson Area Executive Director</p> <p>Ron Maxwell Area Executive Director</p> <p><i>Fulton County Schools</i></p>	<p>Ballroom D/E</p>	<p>5 6</p>
<p>The Lenses of School Improvement</p> <p>To create systemic change in federally identified schools, what must leadership implement, monitor, and sustain with fidelity for school improvement? This session will focus on four key evidenced-based administrative "lenses" necessary to lead schools to sustained improvement:</p> <ul style="list-style-type: none"> • Data • Instruction • School Climate • Family Engagement <p>Learn how our elementary school increased every component of the CCRPI by 10 points or greater (in one year) with this laser-like focus.</p>	<p>Elizabeth Greer Crawford Principal</p> <p><i>Miller County Elementary</i> <i>Miller County</i></p>	<p>Dogwood (310)</p> <p>Mulberry (303)</p>	<p>4 6</p>
<p>"TIERED" Up to Support Numeracy Through Effective MTSS Practices</p> <p>How do you support numeracy skills for the whole child? Through an effective tiered system of supports! This session will focus on ensuring the infrastructure component is solid to support instruction and strengthen numeracy skills in students within Tier I core instruction of the multi-level prevention system. Participants will identify next steps to increase outcomes for students in mathematics.</p>	<p>Deshonda Stringer Regional Coach</p> <p><i>GaDOE Tiered System of Supports for Students</i></p>	<p>Magnolia A</p>	<p>5</p>
<p>Time for Change! The Four Skills of a Transformational Leader</p> <p>This session will address the importance of transformational leadership. School culture provides the context for all good strategies. A leader who understands how to motivate, develop talent, and build consensus is worth his/her weight in gold.</p> <p>Today's era of constant change requires leadership who understands the development of human capital. We will examine four leadership competencies; communication, trust building, professional support, and accountability.</p>	<p>Anthony Muhammad <i>New Frontier 21 Consulting, LLC</i></p>	<p>Ballroom A</p>	<p>6</p>

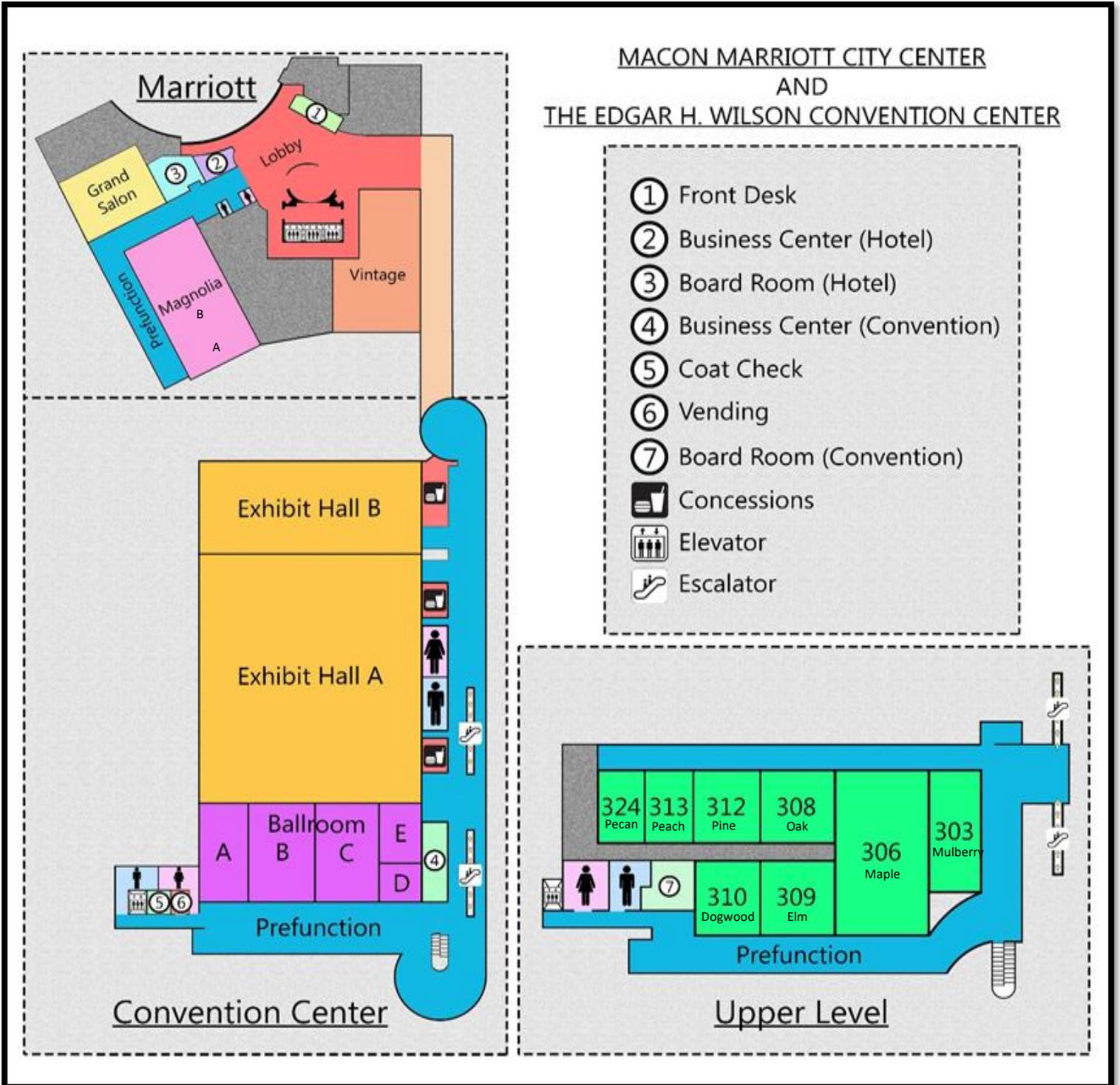


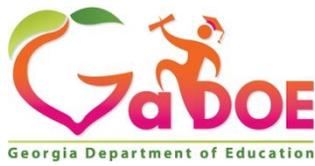
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CONCURRENT SESSIONS	PRESENTER(S)	ROOM	SESSION
<p>Using Evaluation Data to Customize Professional Learning Opportunities</p> <p>During this session participants will examine how to use TKES and LKES evaluation systems data as a growth tool. Participants will explore the process of building professional capacity by using data to inform effective and high-quality professional learning. In addition, presenters will share ways to develop systemic reviews to measure the effectiveness of the professional learning. Finally, we will share state supports provided by the Teacher and Leader Support and Development Division to help LEAs in this effort.</p>	<p>Shauntice Wheeler Program Manager <i>Title II, Part A State Activities and Professional Development</i></p> <p>Tanya Ogletree Education Program Specialist <i>GaDOE Teacher Leader Support and Development</i></p>	<p>Ballroom C</p>	<p>4 6</p>
<p>Utilizing Wraparound Services to Support Student Achievement</p> <p>How do successful schools utilize wraparound services to increase student achievement? Find out how this successful practitioner raised student achievement by implementing needs-based wraparound services for identified students. Strategies will be shared to assist school leaders in identifying students' needs and matching the services necessary for them to succeed.</p> <ul style="list-style-type: none"> • Understand what wraparound services are, and how to utilize them within a school • Understand how to identify students who are in need of wraparound services • Understand how to find wraparound supports in your local school community 	<p>Cassandra Davis Principal <i>Stoneview Elementary School</i> <i>DeKalb County</i></p>	<p>Dogwood (310)</p>	<p>5 6</p>

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Richard Woods, State School Superintendent
Educating Georgia's Future