Governor's School Leadership Academy

Learning, Leading, Serving

Program Overview

Stacey Lutz, Director
Governor’s School Leadership Academy

A Brief History of the GSLA

• House Bill 338
• Joint Study Committee on the Establishment of a Leadership Academy
• Phase 1
  • Principals in Low-Performing Schools
  • Principal Pipeline Preparation
• Phase 2
  • District Leadership Support
  • Ongoing Development and Training Opportunities
• Partnership with Gwinnett County Public Schools
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Primary Partnerships 2018-2019

CTO

GOSA

Gwinnett County Public Schools
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Potential Partnerships 2019-2020

- GOSA
- Gwinnett County Public Schools
- Colleges of Education
- RESAs
- State Agencies
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Program Structure

Face-to-Face Learning

On-Site and Virtual Coaching

Job-Embedded Activities and Assignments

Research and Resources
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Core Beliefs

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

Core Beliefs
Core Beliefs

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

*Leadership Matters*, NASSP and NAESP 2013 (from Leithwood, Louis, Anderson, and Wahlstrom)
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Core Beliefs

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

Vision 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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Core Beliefs

Knowledge Matters

Successful leaders:
• Know themselves
• Know their people
• Know the work
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2018-2019 Principals

- Partner Districts with Chief Turnaround Office
- 8 School Districts
- 26 Principals
- 13 Elementary Schools
- 10 Middle Schools
- 1 Combined Elementary/Middle
- 2 High Schools
Creating the Big Picture

Professional Standards
LAPS and PSEL

Research on Safe and Collaborative Schools

Research on Turnaround Schools

Research on Effective Leadership
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Core Beliefs

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

Core Beliefs
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Creating the Big Picture

- 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
Creating the Big Picture

- Competency-Based Education
- Standards-Referenced Reporting
- Guaranteed and Viable Curriculum
- Effective Teaching in Every Classroom
- Safe and Collaborative Culture
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Creating the Big Picture

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

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

Problem-Solving Cluster
- Analytical Thinking
- Conceptual Thinking

Turnaround Principal Competencies

Showing Confidence to Lead
- Self-Confidence

PublicImpact.com; Copyright Public Impact
## Four Domains of Rapid Improvement

### Turnaround Leadership
- Prioritize Improvement and Communicate Urgency
- Monitor Short- and Long-Term Goals
- Customize and Target Support to Meet Needs

### Talent Development
- Recruit, Develop, Retain, and Sustain Talent
- Target Professional Learning Opportunities
- Set Clear Performance Expectations

### Instructional Transformation
- Diagnose and Respond to Student Learning Needs
- Provide Rigorous Evidence-Based Instruction
- Remove Barriers and Provide Opportunities

### 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

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

Professional Standards

Research on Safe and Collaborative Schools

Research on Turnaround Schools

Research on Effective Leadership

Tools for Implementation and Monitoring

Analysis of Systems and Structures

Strengths-Based Leadership
## Governor’s School Leadership Academy

### Face-to-Face Meeting Dates – Principal Cohort

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Topics – Principal Cohort</th>
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<tbody>
<tr>
<td>July</td>
<td>Foundations of Leadership and Program and Research Review</td>
</tr>
<tr>
<td>September</td>
<td>Using High Reliability Schools Surveys and Personal Strengths for School Improvement</td>
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<tr>
<td>October</td>
<td>Leading for Results – Curriculum Alignment</td>
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<tr>
<td>November</td>
<td>Driving for Results – Removing Common Obstacles to Student Success</td>
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<tr>
<td>January</td>
<td>Self-Confidence and Building Leadership Capacity</td>
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<tr>
<td>February</td>
<td>Developing Others and Talent Management</td>
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<td>March</td>
<td>Problem Solving and Stakeholder Engagement</td>
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<td>May</td>
<td>Fiscal Management and Human Resource Management Practices</td>
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<td>June</td>
<td>90-Day Plan Presentations</td>
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2018-2019 Aspiring Principals

- 19 Participants
- 6 Districts
- 16 Assistant Principals
- 1 Instructional Coach
- 2 Teacher Leaders
- 9 High Schools
- 4 Middle Schools
- 6 Elementary Schools
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Creating the Big Picture

Professional Standards
LAPS and PSEL

Tools for Implementation and Monitoring
Effective Analysis of Systems and Structures
Strengths-Based Leadership and Team Building
Research on Effective Leadership
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How Was the Inaugural Cohort Formed?

Superintendent Recommendations

Individual Application

Group Interview Event

Activity Review and Observation of Group Interactions

2018-2019 Inaugural Cohort
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GSLA Coaching Plan

Coaching Structure for GSLA Coach

- **Face-to-Face Coaching Onsite**
  - 1 visit per month
  - Scheduled
  - 60-90 minutes

- **Phone Check-Ins**
  - 2 calls per month
  - Regularly Scheduled

- **Email**
  - As requested
  - Unscheduled
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GSLA Coaching Plan

- Thought Partner
- Clifton-Strengths Coaching
- Clarification of Content
- Additional Information on Content
- Face-to-Face Learning
- Capstone Project Support (Aspiring)
Questions and Contact Information

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