

**Joint Study
Committee on the
Establishment of a
Leadership
Academy**

November 29, 2017

**Final Recommendations to
Governor Nathan Deal**

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Letter from Committee Chairman

November 29, 2017

The Honorable Nathan Deal
Governor of Georgia
State Capitol
Atlanta, Georgia 30334

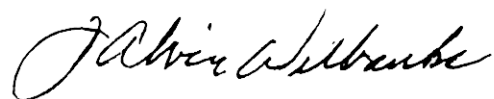
Dear Governor Deal:

The Joint Study Committee on the Establishment of a Leadership Academy that you appointed in August 2017 has completed its work and proudly submits to you its Final Report.

It has been an honor for the members of the Committee to serve you and the people of Georgia in this capacity. We believe this report responds to your charge that the Committee comprehensively review the need to establish a statewide school leadership academy for Georgia and provide meaningful recommendations, based on research and best practices, for how we might better prepare, develop, train, and support school leaders for service to the students of the 21st Century.

We look forward to hearing your response regarding our recommendations and to seeing the vision of a leadership academy for Georgia brought to reality.

Sincerely,

A handwritten signature in black ink, reading "J. Alvin Wilbanks". The signature is written in a cursive style with a large initial "J".

J. Alvin Wilbanks
Chairman
Joint Study Committee on the Establishment of a Leadership Academy

School Leadership in Georgia

Governor Nathan Deal's Education Reform Commission stated in December 2015 "...Georgia stands at a critical crossroads in education." Two years have passed since the Commission issued its recommendations, and there are some positive signs that progress has been made in moving the State from that crossroads to a new and better day for the children of Georgia. However, as the Commission advised, continued progress calls for a new way of thinking.

As we considered that new way of thinking, one that focuses on those elements of school improvement backed by pervasive, research-based evidence, we concluded that school leadership is a lever we must employ as effectively as possible to ensure a better day for the children of Georgia. The State must employ school leaders who hold high expectations for all children, support curriculum and instruction that is rigorous, foster school climates that are hospitable and caring, and engage our parents and communities at the highest levels possible.

Toward that end, the Joint Study Committee on the Establishment of a Leadership Academy (the Committee) set out to learn more about the current state of school leadership in Georgia and to assess the adequacy of training and support for school leaders throughout our State. This work included extensive reviews of the research on school leadership...what matters and what works best and where. The Committee invited those organizations currently engaged in school leader training and support to share information about their programs and the evidence of the programs' impact. This review and analysis informed the Committee about gaps in training opportunities that exist in certain parts of Georgia. The Committee sought to learn more about the future need for school leaders, looking at actual employment data and retirement eligibility across the State, and considered the immediate and long-range outlook. Data on these needs are included in this report. Representatives from other states, with nationally recognized leadership development programs, were invited to share information with the Committee, focusing especially on those practices that work and those that do not. Additionally, input was gained from school superintendents through a survey that sought to learn more about their needs and thoughts on how a statewide school leadership academy could benefit their districts. A summary of the survey results is included in this report.

The work of the Committee has led to a more informed understanding of what is in place, and what is not, across our State. The Committee's recommendations outlined in this report are essential to developing and retaining the most effective school leaders for the current and future success of Georgia's children. The following pages include a summary of the Committee's recommendations and documentation describing the

current state of school leadership. The report also includes a recommended leadership academy model for Georgia and actionable steps to implement this model.

Throughout their work, the Committee members remained highly engaged, consistently demonstrating a strong belief that behind successful schools you find effective and successful school leaders, especially principals.

Joint Study Committee Members

J. Alvin Wilbanks, Chairman

| | |
|---|---|
| <p>Dr. Glen Cannon President Gwinnett Technical College</p> | <p>Kyla Cromer Chairman Cherokee County Board of Education</p> |
| <p>Barbara Hampton Sixth Congressional District Member State Board of Education</p> | <p>Scott Justus Principal, West Hall High School Hall County Schools</p> |
| <p>Dr. Jeff Mathews Principal, Peachtree Ridge High School Gwinnett County Public Schools</p> | <p>Dr. Garry McGiboney Deputy Superintendent Georgia Department of Education</p> |
| <p>Penney McRoy Director Georgia Professional Standards Commission</p> | <p>Will Schofield Superintendent Hall County Schools</p> |
| <p>Ed Setzler Representative Georgia General Assembly</p> | <p>Freddie Powell-Sims Senator Georgia General Assembly</p> |
| <p>Valencia Stovall Representative Georgia General Assembly</p> | <p>Lindsey Tippins Senator Chairman, Senate Education and Youth Committee Georgia General Assembly</p> |
| <p>Martha Ann Todd Executive Director Governor's Office of Student Achievement</p> | <p>J. Alvin Wilbanks CEO/Superintendent Gwinnett County Public Schools</p> |
| <p>Dr. Steve Wrigley Chancellor University System of Georgia</p> <p>Dr. Wrigley was represented by: Dr. Robert Michael Associate Vice Chancellor University System of Georgia</p> | |

Special Thanks To:

Support Staff

| | |
|---|---|
| <p>Megan Andrews Senior Policy Analyst Senate Research Office</p> | <p>Dr. Frances Davis Associate Superintendent Gwinnett County Public Schools</p> |
| <p>Cortney George Budget and Policy Analyst Georgia House of Representatives</p> | <p>Berney Kirkland Chief of Staff Gwinnett County Public Schools</p> |
| <p>Jennifer Lopez Administrative Assistant Gwinnett County Public Schools</p> | <p>David McCleskey Legislative Liaison Gwinnett County Public Schools</p> |
| <p>Christine Murdock Deputy Director House Budget and Research Office</p> | <p>Alexis Oberg Education Policy Advisor Office of Governor Nathan Deal</p> |
| <p>Dr. Glenn Pethel Assistant Superintendent for Leadership Development Gwinnett County Public Schools</p> | <p>Amy Pratt Executive Administrative Assistant Gwinnett County Public Schools</p> |

Charge to the Committee

House Bill 338, signed into law (OCGA 20-14-49.4.) by Governor Nathan Deal, states, “The Joint Study Committee on the Establishment of a Leadership Academy is hereby created. The committee shall study the possibility of establishing a leadership academy to provide opportunities for principals and other school leaders to update and expand their leadership knowledge and skills. The committee shall study and recommend the scope of a potential leadership academy, including, but not limited to, conducting seminars and workshops, providing onsite technical assistance, focusing on leadership in schools that have unacceptable ratings, criteria for participants and faculty, and any other matters deemed appropriate by the committee. The committee shall identify a process for establishing such leadership academy, which may be known as the Georgia Academic Leadership Academy, with a proposed beginning date of July 1, 2018.”

The formation of the Committee was completed in late August 2017 and J. Alvin Wilbanks, CEO/Superintendent of Gwinnett County Public Schools, was appointed Chairman through Executive Order by Governor Deal.

The Impact of School Leadership

New Opportunities for a Focus on School Leadership

School leadership has changed and the change has brought new opportunities to have lasting and significant positive impact on children. No longer do school principals and assistant principals simply keep schools open, clean, and safe. They must focus on and be accountable for their students’ academic performance, in addition to taking care of the traditional administrative and managerial tasks.

School leaders are faced with increasing demands to improve the quality of instruction provided to children, close the achievement gap across populations of sub-groups, and serve all children at high levels. Instructional strategies have improved and the demand for greater accountability at all levels of schooling is constant. Boards of education, superintendents, parents, and the community at large want and expect more from school leaders today than at any other time in our history. The need to focus on community engagement is especially important for principals of low-performing schools.

The Wallace Foundation, a philanthropy based in New York City, states in a 2012 publication: “ Experience and new research suggest that heeding the following five lessons could help propel many more districts toward the goal of having strong leadership in every school:

- A more selective, probing process for choosing candidates for training is the essential first step in creating a more capable and diverse corps of future principals.
- Aspiring principals need pre-service training that prepares them to lead improved instruction and school change, not just manage buildings.
- Districts should do more to exercise their power to raise the quality of principal training, so that graduates better meet their needs.
- States could make better use of their power to influence the quality of leadership training through standard-setting, program accreditation, principal certification, and financial support for highly qualified candidates.
- Especially in their first years on the job, principals need high-quality mentoring and professional development tailored to individual and district needs.”

The Committee embraces these lessons and strongly believes that with the right vision, skillful execution, and fidelity to improving education for all children, Georgia can make significant progress in the development, training, and support of effective school leaders.

School Leader Impact on Teachers

Much has been written about the importance of having the most effective teachers in the classrooms, serving the needs of all children. The research is clear...the teacher is the single most important factor in ensuring the success of children. That is why Georgia and states across the nation continue to investigate, implement, and assess promising strategies for the recruitment, preparation, evaluation, development, and retention of great teachers. Many fine educators are stymied in their efforts to raise achievement, however, because the school lacks effective leadership from its principal. In fact, when looking at factors within a school, principals are second only to teachers in their impact on student achievement (Seashore-Louis, et al. 2010).

How do principals have an impact on teachers and, ultimately, on the students they serve? Effective principals not only recruit and retain effective teachers, but also improve the instructional capabilities of the teachers in their schools (Seashore-Louis, et al. 2010). They do this through providing constructive feedback on how to improve instruction and by ensuring teachers have the resources and support needed to maximize their students' academic performance.

The principal's impact on teacher turnover also is significant. Nationally, every year one out of six teachers leaves his/her school (Garza, 2017); among low-performing schools, the turnover rate is even higher. Normal attrition, through retirements, relocation, or ineffective performance, is expected and normal. However, turnover too often is the result of ineffective principal performance, and there are obvious ill effects. Poor teacher morale, fueled by negative school working conditions caused by a lack of quality leadership and staff cohesion, has an adverse impact on student outcomes.

The Gallup Organization reported in a 2016 publication that schools with greater employee engagement are more likely to have...

- Higher student achievement
- Lower absence risk
- Lower behavior risk
- Higher rates of course completion
- More requests to transfer into the school
- Fewer requests to transfer out of the school
- Talented teachers who are more likely to be engaged year after year.

Additionally, engaged teachers and leaders are more likely to be rated "Exemplary" across all standards on their performance.

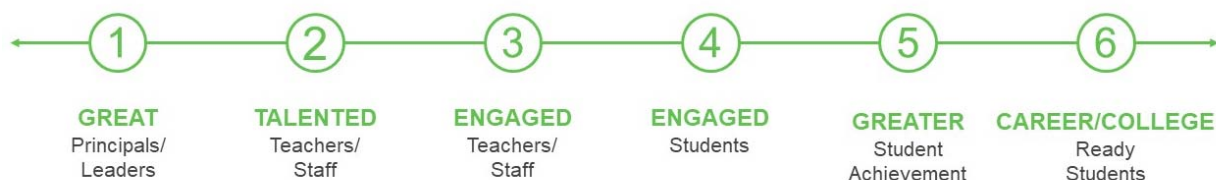
Principals have an impact on teacher and staff engagement. The impact can be either positive or negative, depending on the effectiveness of the principal. The Gallup research also illustrates the connection between higher levels of student achievement and teacher engagement. For example, in one study the results show schools with higher employee engagement are **two times more likely** to be rated as "above the mean" in student performance when compared with schools lower in engagement.

As was stated earlier, a high level of teacher turnover negatively impacts students. Gallup found that schools with higher levels of teacher engagement have **1.6 times more transfer requests into** the school, and **2.1 times fewer transfer requests out** of the school. Teachers who are less effective tend to leave a school that is led by an effective principal; more effective teachers tend to leave a school if it is led by a less-than-effective principal.

Gallup illustrates the connection between effective or great principals, this way:

The Path to School Success

The Latin root of "education" is "educere" or to draw out something hidden or to lead out of.



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GALLUP

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School Leader Impact on Student Achievement

The Wallace Foundation has examined principal effectiveness for 15 years and declares that principals are second only to teachers as the most influential in-school factor in student achievement (Leithwood, et al. 2004, Seashore-Louis, et al. 2010). The research estimates that teachers account for more than a third of the variation in a school's achievement. However, the same research shows that principals represent nearly 25% of the variation in a school's achievement. This is because while individual teachers have a tremendous impact on their students' achievement, it takes multiple in-school factors coming together to significantly improve student achievement on a large scale. Principals who are effective are in the unique position to bring all of those in-school factors together.

School Leader Impact in Chronically Low-Performing Schools

Principals have a greater positive impact on student achievement in the most challenging schools, i.e., those that are high-poverty, high-minority, and low-performing schools. As the Wallace Foundation-supported research stated, “There are virtually no documented instances of troubled schools turned around without intervention by a powerful leader” (Leithwood, et al. 2004). The tendency, therefore, is to look for a “superhero” principal and expect him or her to single-handedly turn around a low-performing school. When that principal leaves, however, despite short-term gains regression is seen in student performance. Sustained, stable leadership is essential for true school turnaround, and this is what the academy would seek to foster.

The impact of an effective principal in chronically low-performing schools can be viewed in this perspective as reported by the Center for Public Education in 2017:

- Students in schools led by a highly effective principal perform 5 to 10 percentage points higher than those in a school led by an average principal.
- Student and teacher absences decline under the leadership of a highly effective principal.
- Teachers stay at a school longer when supported by a highly effective principal.
- Highly effective principals typically replace low-performing teachers with teachers who are more effective.
- Highly effective principals are more likely to stay longer in the job.
- Highly effective principals have the most impact in elementary schools and in high-poverty, high-minority schools.

The last finding is especially relevant to the work in Georgia when considering the number of elementary schools on the list of “turnaround eligible” schools compiled by the Governor’s Office of Student Achievement.

Current State of Leadership Development in Georgia

The Committee heard from several organizations and programs that are currently providing leadership development, training, and support across the state. These included selected Regional Educational Service Agencies (RESAs), the Georgia Association of Educational Leaders (GAEL), the Principals' Center at Georgia State University, and the Georgia Leadership Institute for School Improvement (GLISI). Information on these programs is included in the Appendices section of this report.

Additionally, the Georgia Department of Education compiled information from the 16 RESAs on leadership development, training, and support initiatives currently in place, or planned for in the near future. This information is included in the Appendices. Information supplied to the Council of Chief State School Officers (CCSSO) by the Georgia Department of Education, as well as other states, was shared with the Joint Study Committee. The information for those programs, in place or planned for the near future, is included in the Appendices.

Each of the organizations currently providing some form of school leadership development, training, and support in Georgia is commended for its efforts. Unfortunately, these efforts do not address all of the needs in Georgia. The evidence points to geographical limitations, inadequate human capital and financial capacity, or variability in delivery of programs as factors contributing to this gap.

The Committee concludes that much more can and should be done to address the needs of the low-performing schools, and ensure a strategy is developed for addressing the need for future leaders for the State's public schools.

Recommendations

During its deliberations, the Committee considered the current state of school leadership development, training, and support in Georgia. The Committee's work also included listening to district superintendents, learning through panel discussions with leaders of programs that currently are providing services in selected areas of the state, reviewing results of a survey with superintendents, and considering what other model state programs include in their leader development approaches.

Governor Deal charged the Committee with thinking beyond the current state of school leader development, training, and support, however, in proposing an academy structure that not only will meet the State's immediate needs, but also enable Georgia to sustain its commitment to developing high-capacity leaders for schools regardless of location.

The Committee considered what The Wallace Foundation work determined to be the core functions of a more instruction-focused, collaborative concept of school leadership. The recommendations were formulated with these five pivotal practices at the center of the academy's curriculum:

1. Shaping a vision of academic success for all students
2. Creating a climate hospitable to education
3. Cultivating leadership in others
4. Improving instruction
5. Managing people, data, and processes to foster school improvement.

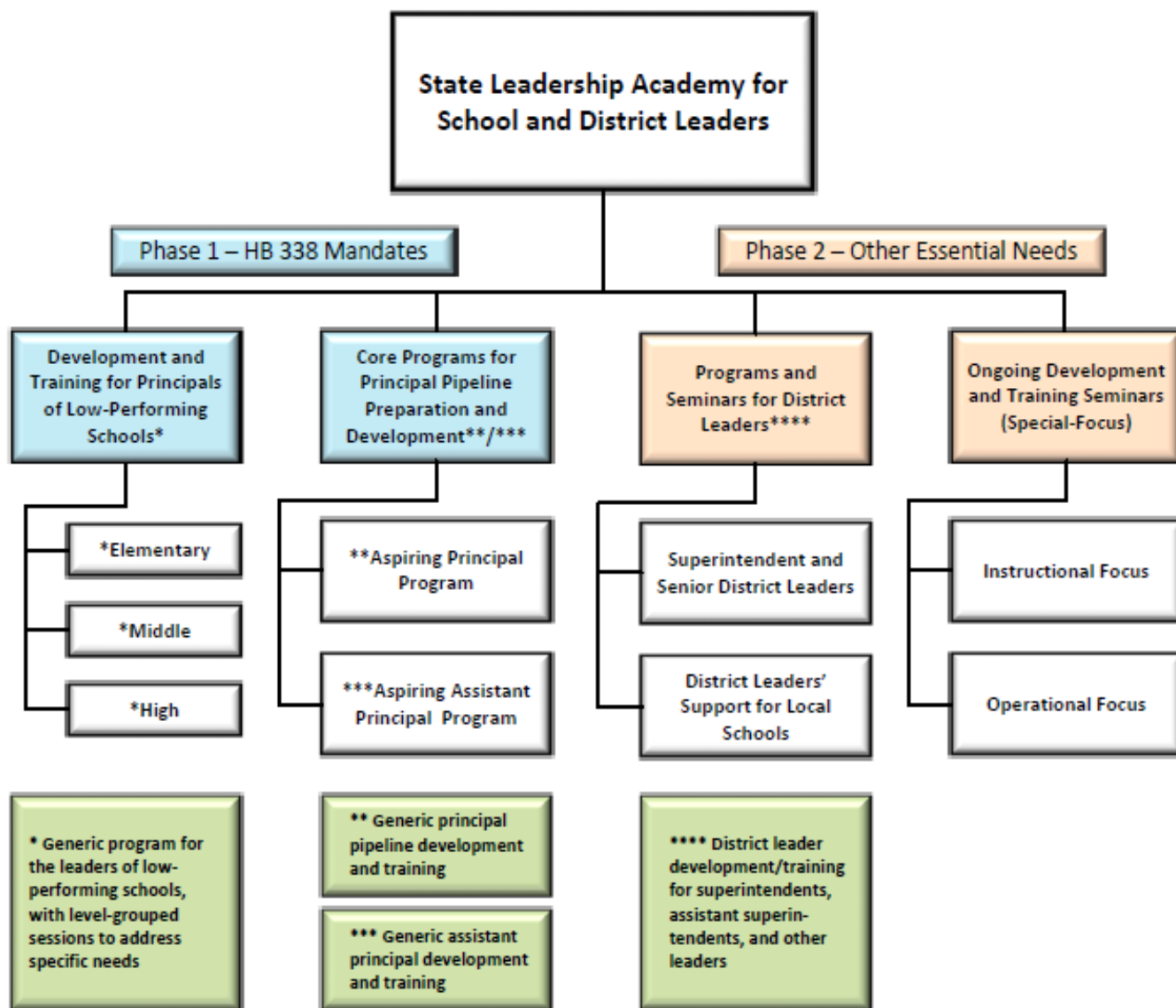
Furthermore, the academy's proposed curriculum is aligned with the current state Leader Assessment of Performance Standards (LAPS) and is cross-referenced with the newer, national standards for school leaders identified as the Professional Standards for Educational Leaders (PSEL). *See page 22 and the Appendices.*

Throughout its work, the committee demonstrated deep understanding of the research and effective practices studied, and it recommends a new and different approach to school leadership in Georgia. These recommendations encompass forward-thinking, innovative strategies aimed at meeting the needs of the broad range of school districts across the State so that all Georgia students may attend schools that are instructionally strong and well managed. The Committee is cognizant of the demands on current school principals to include those serving in low-performing schools. The recommendations reflect a compression of training to fit the demands on leader schedules and provide high-quality, job-embedded training. As the Governor's Education Reform Commission asserted in 2015, every child deserves a high-quality education, regardless of zip code or family income. That is the end-goal of establishing a leadership academy for Georgia and the foundation of the Committee's recommendations.

Recommendation 1 – Phase 1

Design and institute a school leadership academy for Georgia that is based on the following proposed model.

The Committee recommends a proposed structure for the leadership academy that would address the State's needs in two phases and four major areas. As mandated in HB 338, Phase 1 focuses on the leaders of low-performing schools and ensuring a pipeline of effective leaders for the future. Phase 2 addresses other non-mandated but essential components of an effective school leader development program for Georgia.



Recommendation 2 – Phase 1

Focus the initial phase of the statewide school leadership academy on training, developing, and supporting the leaders in the chronically lowest-performing schools in Georgia.

The Committee recommends that the first priority of the leadership academy be a year-long program on the development, training, and support of the principals in the State's lowest-performing schools.

The support would begin in 2018 with an intensive, four-day summer training session that focuses on culture and climate, teacher effectiveness, analysis of student performance data, and communication. This training is recommended to be delivered in a cohort format, with two concurrent cohorts of 52 principals each, addressing the 104 schools currently identified as the lowest-performing. A suggested calendar for the four-day summer training (beginning mid-day on Monday and ending mid-day on Friday) is shown in the Actionable Steps section of this report.

The next component of the training, development, and support for these principals would be delivered closer to home by a team of regional leadership specialists, mentors, and coaches. This support would begin immediately upon completion of the four-day summer training and continue throughout the year-long program. These support staff would be selected by regions and trained in effective coaching through the academy.

The final component of the training, development, and support for the lowest-performing schools' principals would be delivered through monthly one-day sessions on potentially one Friday each month.

Recommendation 3 – Phase 1

Establish a component of the academy dedicated to the preparation and development of aspiring principals and assistant principals.

The panel of leadership development experts from Missouri, Delaware, Kentucky, and Tennessee recommended a phased-in approach to the development of the statewide leadership academy. To that end, a second phase of Georgia's leadership academy is envisioned that would address the need for training, developing, and supporting future school leaders for districts across Georgia. A September 2017 report from the Governor's Office of Student Achievement (included in the Appendices) clearly reveals the significant need to create and support a pipeline of future school leaders. This need was reinforced in the responses from superintendents on the statewide survey administered by the Committee (included in the Appendices).

This phase of implementation will be more clearly identified after the launch of the academy and is expected to include the curriculum and support structure needed to meet the future needs of school districts across the state.

The Committee recommends close alignment of the content offered in the academy and the content required by the Georgia Professional Standards Commission (GaPSC) for certification purposes. Connecting participation in the academy to career advancement would benefit individuals and school districts. This alignment, thoughtfully designed and executed with fidelity, would justify the awarding of credit for academy courses toward certification by the GaPSC.

Ongoing professional development and support for aspiring assistant principals and aspiring principals would most likely be delivered through a five-day intensive summer workshop and monthly one-day sessions one Friday each month. Another possible schedule would call for two-day meetings on Friday and Saturday for six months.

Recommendation 4 – Phase 2

Strengthen the district-level support provided to local schools by offering training, development, and support programs for district leaders, including superintendents and senior district-level leaders.

The research on effective school leadership shows that a supportive, productive relationship between the district office and the local school is an essential factor in improving school and student performance. Fundamental to that type of relationship is a cohesive, student-focused governance team, i.e., the school board and the superintendent. The success of the academy's development and training programs within a local district will be dependent on the school board and superintendent endorsing the academy's efforts to improve and strengthen the capacity of leaders at both the district and school levels.

Academy staff would develop the curriculum, delivery strategies, and support structures necessary for this component of the academy model, based on further assessment of the needs of school districts in the State. It is anticipated that a standardized program would be developed for delivery on both a central and a regional basis.

(Although not mandated by HB 338, this component of the academy model is essential to continuously improve and sustain higher levels of performance among school and district-level leaders.)

Recommendation 5 – Phase 2

Develop a strategy for providing ongoing professional learning opportunities for school leaders of all experience levels. These development programs would focus on strengthening both the instructional leadership and operational management capacities of school leaders.

Ongoing professional learning is essential for the expected improvement in school and district-level leadership. While improvement in instructional leadership is critically important, the development and skillful execution of processes to effectively manage people, resources, and data is essential as well.

It is expected that academy staff would create the curriculum, content, and structures for effective delivery so as to provide relevant and timely professional learning opportunities for all school leaders. The curriculum, content, and teaching strategies would be standardized for implementation across the state, ensuring a cohesive and coherent approach to leader development in Georgia.

(Although not mandated by HB 338, this component of the academy model is essential to continuously improve and sustain higher levels of performance among school and district-level leaders.)

Recommendation 6 – Phase 1

Name the academy the “Governor’s School Leadership Academy” (GSLA).

The name given to the statewide school leadership academy will have implications for how it is perceived and embraced throughout the State. Therefore, care was taken by the Committee to recommend an appropriate name for the academy, an initiative that has great potential for positively impacting all of our State.

From the research done by the Committee, it is clear that having an effective leader, specifically the principal, in every school is imperative if the school is to perform at the level needed to serve all students well. To that end, the leadership academy will be a critical element in effecting the improvement needed in schools across Georgia and, most urgently, in the lowest-performing schools referenced in HB 338, signed into law as OCGA 20-14-49.4.

The need to improve Georgia’s public schools also is a crucial factor in the State’s economic development efforts and has been a priority for more than one Governor over the last few years. Although initiated by current Governor Nathan Deal, the academy proposed will need to be supported and sustained by his successors if it is to have its intended benefits. It is important, then, that a name be given to the academy that will accomplish the following:

- Communicate the essential purpose of the academy in promoting effective school leadership
- Intentionally reference the statewide focus and impact
- Provide a context for branding the significance of the academy to the future of public education in Georgia
- Encourage future Governors to continue the work in this critically important area.

Toward this end, the committee recommends that the statewide leadership academy outlined in this report be given the name the “Governor’s School Leadership Academy” (GSLA).

Actionable Steps

1. Staffing

An executive director, supported by a lead instructor and two additional instructors, would direct the activities and programs of the leadership academy. Office support is shown as two full-time administrative assistants. Nine part-time positions are included to support the academy work on a regional basis.

| DESCRIPTION | Low Estimate | High Estimate | ASSUMPTIONS / NOTES | |
|------------------------------------|-------------------|---------------------|---|------------------------------------|
| Positions | | | | |
| Executive Director | \$ 140,000 | \$ 170,000 | 1 full-time position | Salary Range \$140,000 - \$170,000 |
| Lead Instructor | \$ 90,000 | \$ 135,000 | 1 full-time position | Salary Range \$90,000 - \$135,000 |
| Instructor | \$ 120,000 | \$ 170,000 | 2 full-time positions | Salary Range \$60,000 - \$85,000 |
| Admin. Assistant / Meeting Planner | \$ 70,000 | \$ 110,000 | 2 full-time positions | Salary Range \$35,000 - \$55,000 |
| Regional Leadership Specialist | \$ 180,000 | \$ 195,000 | 3 part-time positions | Salary Range \$60,000 - \$65,000 |
| Regional Mentors | \$ 180,000 | \$ 195,000 | 3 part-time positions | Salary Range \$60,000 - \$65,000 |
| Regional Coachs | \$ 180,000 | \$ 195,000 | 3 part-time positions | Salary Range \$60,000 - \$65,000 |
| Subtotal | \$ 960,000 | \$ 1,170,000 | | |
| Benefits | | | | |
| Health Insurance | \$ 79,380 | \$ 79,380 | Employer cost (\$945 per month x 12 months x 7 full-time positions) -- assumed 9 part-time positions filled by retired employees | |
| Other (full-time employees) | \$ 104,832 | \$ 146,016 | Employer cost: 24.96% of total salary cost -- TRS, Social Security, Medicare, Workers Comp | |
| Other (part-time employees) | \$ 44,010 | \$ 47,678 | Employer cost: 8.15% of total salary cost -- Social Security, Medicare, Workers Comp | |
| Subtotal | \$ 228,222 | \$ 273,074 | | |

2. Program Content, Delivery Strategies

The first phase of implementation would focus on the training, development, and support of leaders in the lowest 5% among Georgia's lowest-performing schools. The regional locations of these schools are shown on the most recent map of turnaround eligible (TE) schools developed by the Governor's Office of Student Achievement (on page 25).

The first phase of implementation includes content delivery through an intensive training workshop, delivered over a four-day period in the summer of 2018, across two cohorts of principals. The initial training would be followed with regional support of these principals led by specialists, mentors, and coaches. The formal training would continue throughout the 2018-2019 school year with a monthly training session, again delivered across two cohorts, focusing on a specific area or strategy related to school improvement.

The academy would call on national and regional experts to deliver content that is relevant and timely for school improvement, and includes specific training and support aimed at developing and sustaining effective school leaders.

On the following three pages are tables showing the Curriculum and Standards Alignment for the State Leadership Academy, a proposed 2018-2019 Schedule for the Development of Principals of Low-Performing Schools, and a proposed 2018-2019 Schedule for Principal Pipeline Preparation/Aspiring Principal Program.

Curriculum and Standards Alignment – Statewide Leadership Academy

| Session Number | Pivotal Practice | Session Focus | Georgia LAPS | National PSEL |
|----------------|--|--|--------------|---------------|
| | | Orientation to program: Schedule, organization of learning, content, participant expectation | | |
| 1 | All – Focus on cultivating leadership | Foundations of Leadership | All | All |
| 2 | All – Focus on cultivating leadership | Leadership in a Practicing Quality Organization | All | All |
| 3 | All – Focus on cultivating leadership | Roles Responsibilities and Expectations of Georgia Leaders | All | All |
| 4 | Shaping a vision of academic success | School Improvement Strategies | 1 | 1, 10 |
| 5 | Shaping a vision of academic success | School Improvement Systems | 1 | 1, 10 |
| 6 | Improving instruction | Curriculum Alignment | 1 | 1, 4 |
| 7 | Improving instruction | Scheduling for Students, not Teachers | 1, 3, 4 | 1, 3, 4, 9 |
| 8 | Managing people, data and processes to foster school improvement | Building Capacity | 5, 6, 7 | 2, 3, 6, 7 |
| 9 | Managing people, data and processes to foster school improvement | Creating a culture of performance feedback | 5, 6, 7 | 2, 4, 6, 7, 8 |
| 10 | Creating a climate hospitable to education | Stakeholder Engagement | 1, 2, 7, 8 | All |
| 11 | Managing people, data and processes to foster school improvement | Fiscal Responsibility | 3, 4 | 9, 10 |
| 12 | | Reflection and Capstone presentation of group projects | All | All |

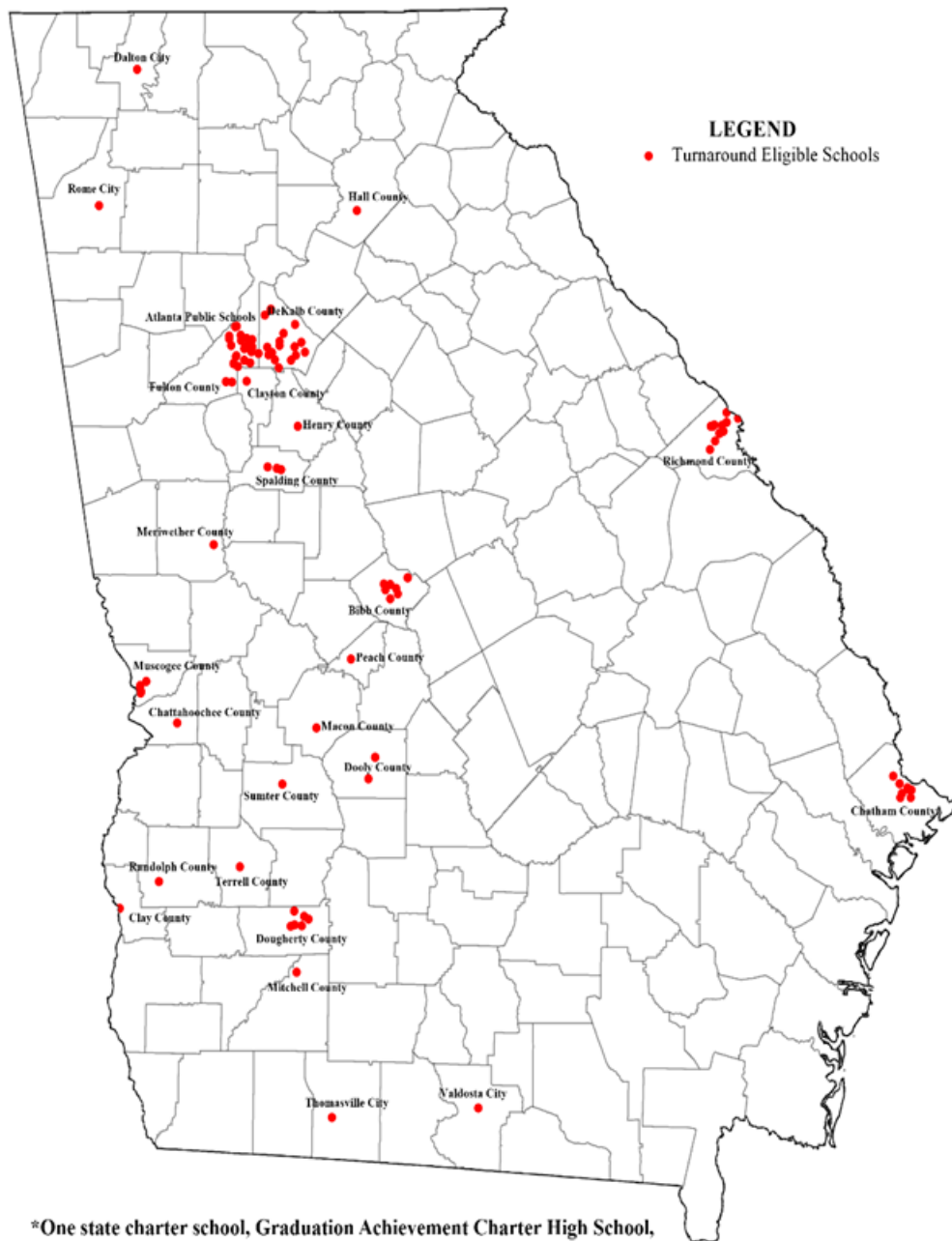
Statewide Leadership Academy - 2018-2019 Schedule for the Development of Principals of Low-Performing Schools

| Session Number | Cohort | Session Focus | Dates(s)/Time(s) | Hours | Totals | Location(s)/Comments |
|----------------|---------|---|--|-----------|--------------|-----------------------------|
| 1-4 | 1a | Summer Intensive Workshop | July 9-13, 2018 | 8 hrs/day | 32 | |
| 1-4 | 1b | Summer Intensive Workshop | July 16-20, 2018 | 8 hrs/day | | Repeat content of Cohort 1a |
| | 1a & 1b | School Visits by Regional Specialist, Mentor, and Coaches | August 13-17, 2018 August 20-24, 2018 August 27-31, 2018 | 8 hrs/day | | |
| 5 | 1a | School Improvement Strategies | Friday, Sept 14, 2018 | 8 | 8 | |
| 5 | 1b | | Friday, Sept 21, 2018 | 8 | | Repeat content of Cohort 1a |
| 6 | 1a | Curriculum Alignment | Friday, Oct 12, 2018 | 8 | 8 | |
| 6 | 1b | | Friday, Oct 19, 2018 | 8 | | Repeat content of Cohort 1a |
| 7 | 1a | Scheduling for Students, not Teachers | Friday, Nov 9, 2018 | 8 | 8 | |
| 7 | 1b | | Friday, Nov 16, 2018 | 8 | | Repeat content of Cohort 1a |
| 8 | 1a | Building Capacity | Friday, Jan 11, 2019 | 8 | 8 | |
| 8 | 1b | | Friday, Jan 18, 2019 | 8 | | Repeat content of Cohort 1a |
| 9 | 1a | Creating a culture of performance feedback | Friday, Feb 8, 2019 | 8 | 8 | |
| 9 | 1b | | Friday, Feb 15, 2019 | 8 | | Repeat content of Cohort 1a |
| 10 | 1a | Stakeholder Engagement | Friday, March 8, 2019 | 8 | 8 | |
| 10 | 1b | | Friday, March 15, 2019 | 8 | | Repeat content of Cohort 1a |
| 11 | 1a | Fiscal Responsibility | Friday, May 3, 2019 | 8 | 8 | |
| 11 | 1b | | Friday, May 10, 2019 | 8 | | Repeat content of Cohort 1a |
| 12 | 1a & 1b | Reflection and Capstone presentation of group projects | Friday, June 21, 2019 | 8 | 8 | |
| | | | | | Total | 96 |

STATEWIDE LEADERSHIP ACADEMY - 2018-2019 SCHEDULE FOR PRINCIPAL PIPELINE PREPARATION/ASPIRING PRINCIPAL PROGRAM

| Session Number | Cohort | Session Focus | Date(s) | Hours | Totals | Location(s)/Comments |
|----------------|--------|--|--|-------------------|-----------|----------------------|
| 1-5 | 1 | Summer Workshop | July 23-27 | 8 hrs/ day | 40 | Atlanta |
| | | School Visits by Regional Specialist, Mentor, Coaches | August 13-17 August 20-24 August 27-31 | During School Day | | TBD |
| 6 | 1 | School Improvement Strategies and Curriculum Alignment | Friday, September 28 | 8 | 8 | TBD |
| 7 | 1 | Scheduling for Students, not Teachers | Friday, October 26 | 8 | 8 | TBD |
| 8 | 1 | Building Capacity | Friday, November 30 | 8 | 8 | TBD |
| 9 | 1 | Creating a Culture of Performance Feedback | Friday, January 25 | 8 | 8 | TBD |
| 10 | 1 | Stakeholder Engagement | Friday, February 22 | 8 | 8 | TBD |
| 11 | 1 | Fiscal Responsibility | Friday, March 22 | 8 | 8 | TBD |
| 12 | 1 | Reflection and Capstone Presentation of Group Projects | Friday, May 31 | | 8 | Atlanta |
| | | | | TOTAL | 96 | |

Location of Turnaround Eligible Schools 2017*



3. **Budget:** On the following three pages are preliminary projected budgets for the State Leadership Academy overall, the initial two cohorts, and an Aspiring Principal Program. *Work continues on the budget for the final report.*

State Leadership Academy

DRAFT BUDGET

DRAFT 11/15/17

| DESCRIPTION | Low Estimate | High Estimate | ASSUMPTIONS / NOTES |
|---|---------------------|---------------------|---|
| Positions | | | |
| Executive Director | \$ 140,000 | \$ 170,000 | 1 full-time position Salary Range \$140,000 - \$170,000 |
| Lead Instructor | \$ 90,000 | \$ 135,000 | 1 full-time position Salary Range \$90,000 - \$135,000 |
| Instructor | \$ 120,000 | \$ 170,000 | 2 full-time positions Salary Range \$60,000 - \$85,000 |
| Admin. Assistant / Meeting Planner | \$ 70,000 | \$ 110,000 | 2 full-time positions Salary Range \$35,000 - \$55,000 |
| Regional Leadership Specialist | \$ 180,000 | \$ 195,000 | 3 part-time positions Salary Range \$60,000 - \$65,000 |
| Regional Mentors | \$ 180,000 | \$ 195,000 | 3 part-time positions Salary Range \$60,000 - \$65,000 |
| Regional Coaches | \$ 180,000 | \$ 195,000 | 3 part-time positions Salary Range \$60,000 - \$65,000 |
| Subtotal | \$ 960,000 | \$ 1,170,000 | |
| Benefits | | | |
| Health Insurance | \$ 79,380 | \$ 79,380 | Employer cost (\$945 per month x 12 months x 7 full-time positions) -- assumed 9 part-time positions filled by retired employees |
| Other (full-time employees) | \$ 104,832 | \$ 146,016 | Employer cost: 24.96% of total salary cost -- TRS, Social Security, Medicare, Workers Comp |
| Other (part-time employees) | \$ 44,010 | \$ 47,678 | Employer cost: 8.15% of total salary cost -- Social Security, Medicare, Workers Comp |
| Subtotal | \$ 228,222 | \$ 273,074 | |
| Operating - For Staff & Facility | | | |
| Office Space (Rent) | \$ 45,000 | \$ 75,000 | Based on 3,000 square feet Low est \$15 foot, high \$25 foot |
| Utilities | \$ 25,000 | \$ 40,000 | |
| Building Maintenance | \$ 30,000 | \$ 40,000 | Upkeep of facility including custodial service |
| Insurance | \$ 5,000 | \$ 10,000 | Building / Workers Comp / General Liability |
| Equipment | \$ 75,000 | \$ 75,000 | Equipment - technology, mobile phone, etc for Leadership Academy staff -- \$3,000 per employee; \$30,000 for infrastructure / software support |
| Conference / Registration | \$ 45,000 | \$ 55,000 | |
| Consulting Services | \$ 200,000 | \$ 300,000 | Staff Development / Training for Leadership Academy Staff |
| Subtotal | \$ 425,000 | \$ 595,000 | |
| TOTAL | \$ 1,613,222 | \$ 2,038,074 | |

State Leadership Academy
DRAFT BUDGET

DRAFT 11/15/17

| DESCRIPTION | Low Estimate | High Estimate | ASSUMPTIONS / NOTES |
|---|-------------------|-------------------|---|
| Assumptions for this presentation | | | |
| -- Two cohort classes -- total 104 participants | | | |
| Expenses | | | |
| Student Materials | \$ 104,000 | \$ 156,000 | Includes training documents, book, periodicals, for all participants |
| Travel / Lodging | \$ 62,400 | \$ 83,200 | Travel expenses for Leadership Academy staff to each participant school |
| Stipends | \$ 30,000 | \$ 40,000 | For Instructors who teach classes @ Academy |
| Food Costs | \$ 83,200 | \$ 104,000 | Costs for each cohort program |
| Subtotal | \$ 279,600 | \$ 383,200 | |
| Revenue | | | |
| Cohort Tuition | \$ 156,000 | \$ 208,000 | Paid by Local school district |
| Net additional cost | \$ 123,600 | \$ 175,200 | Low estimate \$1,500 per participant High estimate \$2,000 per participant |

Aspiring Principal Program
DRAFT BUDGET

DRAFT 11/10/17

| DESCRIPTION | Low Estimate | High Estimate | ASSUMPTIONS / NOTES |
|--|---------------------|----------------------|--|
| Assumptions | | | |
| 1. One cohort for 30 participants | | | |
| Operating Budget | | | |
| Office Space (Rent) | \$ 45,000 | \$ 75,000 | Based on 3,000 square feet Low est \$15 foot, high \$25 foot |
| Utilities | \$ 25,000 | \$ 40,000 | |
| Building Maintenance | \$ 30,000 | \$ 40,000 | Upkeep of facility including custodial service |
| Insurance | \$ 5,000 | \$ 10,000 | Building / Workers Comp / General Liability |
| Consulting Services | \$ 75,000 | \$ 125,000 | For instructors who teach classes |
| Student Materials | \$ 30,000 | \$ 45,000 | Includes training documents, books, periodicals for participants |
| Food Costs | \$ 24,000 | \$ 30,000 | For participants attending classes |
| Subtotal | \$ 234,000 | \$ 365,000 | |

State Leadership Academy

Budget by Program (based on high estimate from working documents)

| | <u>FY18</u> | <u>FY19</u> | <u>FY20</u> | <u>Notes:</u> |
|-----------------------------------|-------------------|---------------------|---------------------|--|
| Leadership Program | | | | |
| Salaries | \$ 390,000 | \$ 1,170,000 | \$ 1,193,400 | 6 full-time positions; 9 part-time positions |
| Benefits | \$ 91,024 | \$ 273,074 | \$ 278,534 | Health Ins; TRS; |
| Building Expenses | \$ 55,000 | \$ 165,000 | \$ 165,000 | Facility rent, utilities, maintenance, insurance |
| Consulting Services | \$ 75,000 | \$ 300,000 | \$ 300,000 | |
| Equipment | \$ 75,000 | \$ 75,000 | \$ 75,000 | Equipment for 15 staff positions |
| Conference / Registration | \$ 18,333 | \$ 55,000 | \$ 55,000 | |
| | \$ 704,357 | \$ 2,038,074 | \$ 2,066,934 | |
| Cohort Expenses | | | | |
| Salaries | \$ 6,666 | \$ 40,000 | \$ 40,000 | Stipends for instructors |
| Food costs | \$ 17,333 | \$ 104,000 | \$ 104,000 | |
| Supplies | \$ 26,000 | \$ 156,000 | \$ 156,000 | training documents, books, periodicals for participants |
| Travel | \$ 27,733 | \$ 83,200 | \$ 83,200 | travel for Leadership Academy staff to participant schools |
| Cohort tuition | \$ - | \$ (208,000) | \$ (208,000) | revenue from each local school district |
| | \$ 77,732 | \$ 175,200 | \$ 175,200 | |
| Aspiring Principal Program | | | | |
| Building expenses | \$ - | \$ 165,000 | \$ 165,000 | Facility rent, utilities, maintenance, insurance |
| Consulting services | \$ 20,833 | \$ 125,000 | \$ 125,000 | For instruction of classes |
| Supplies | \$ 7,500 | \$ 45,000 | \$ 45,000 | training documents, books, periodicals for participants |
| Food costs | \$ - | \$ 30,000 | \$ 30,000 | For participants attending classes |
| | \$ 28,333 | \$ 365,000 | \$ 365,000 | |
| GRAND TOTAL | \$ 810,422 | \$ 2,578,274 | \$ 2,607,134 | NOTE: These costs are all inclusive for Phase I |

Timeline for Implementation of Statewide School Leadership Academy

In order for the academy to begin operation in July 2018, as proposed in **HB 338**, the following timeline will apply:

| Activity | Date due |
|---|-----------------------|
| Final Recommendations of the Joint Study Committee on the Establishment of a Leadership Academy submitted to Governor Nathan Deal | December 1, 2017 |
| Startup costs funded in Amended FY2018 budget (recommendations 1, 2, 3, and 6) | February - March 2018 |
| Funding for Phase 1 of the academy recommended and approved for FY2019 | March 2018 |
| Academy executive director and staff hired and trained | March 2018 |
| Cohorts established of principals of low-performing schools | May 2018 |
| Recruitment and selection for the Aspiring Principal Program, Cohort 1, completed | June 2018 |
| Development and Training for Principals of Low-Performing Schools begins for two concurrent cohorts | July 2018 |

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Appendices

Georgia's Public School Principals and Assistant Principals, A summary of leadership experience, age, and retirement status

Survey of Georgia Public School District Superintendents

Representative Sample of Current Programs

Summary of Programs Across Regional Educational Service Agencies

Georgia and National Leader Standards

Georgia's Public School Principals and Assistant Principals

Summary of Leadership Experience, Age, and Retirement Status

October 2017

Prepared by:



Georgia's Public School Principals and Assistant Principals

Overview

In spring 2017, the General Assembly created a Joint Study Committee on the Establishment of a Leadership Academy to study the possibility of establishing a leadership academy to support public school principals and other school leaders. The committee requested the Governor's Office of Student Achievement (GOSA) provide a report on the current status of public school building-level leaders.

The following report summarizes the leadership experience, age, and retirement status of current principals and assistant principals. It examines statewide patterns, as well as by Regional Education Service Agency (RESA) and district size, combining data from the Professional Standards Commission (PSC) and the Teachers Retirement System of Georgia (TRS) for the 2016-2017 school year.¹

For the district size comparison, districts are placed into the following four groups of districts:²

- **Small** (76 districts with fewer than 10 principals and assistant principals)
- **Midsized** (79 districts with 11-50 principals and assistant principals)
- **Large** (11 districts with 51-100 principals and assistant principals)
- **Very Large** (13 districts with more than 100 principals and assistant principals)

Key Findings for Principals

- The average principal has nine years of building-level experience and five years of experience as a principal.
- Principals in small districts generally have much less building-level experience compared to large or very large districts.
- 41% have three or fewer years of experience as a principal. Only 12% have more than ten years of principal experience.
- The average age of a principal is 48 years old. Most are 54 or younger.
- One-fourth of principals are currently eligible for retirement, and another 29% will become eligible within five years.
- In districts with 100 or fewer leaders, roughly 6 in 10 leaders are either eligible now or will be eligible to retire within five years.

Key Findings for Assistant Principals

- The average assistant principal has five years of building-level leadership experience, but half have three or fewer years of building-level experience.
- As above, assistant principals in small districts tend to have less experience compared to large and very large districts, but the difference is not as wide.
- The average age of an assistant principal is 45 years old. Only 3% are 60 or older.
- One-third of assistant principals are either eligible for retirement now or within five years.
- In small districts, 46% are either eligible now or within five years.

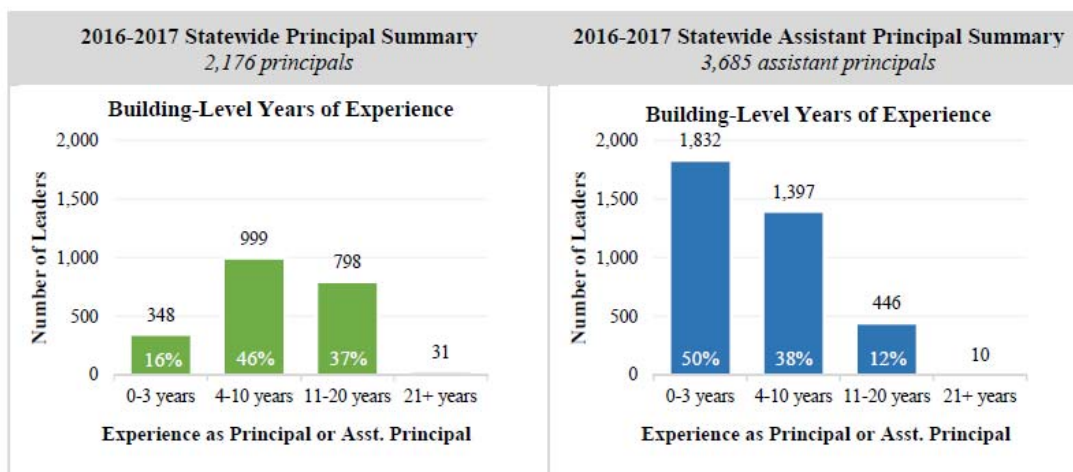
Georgia's Public School Principals and Assistant Principals

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Georgia's Public School Principals and Assistant Principals

Building-Level Leadership Experience



RESA and district size charts are on the following two pages. A map of RESAs is available in the report appendix for reference.

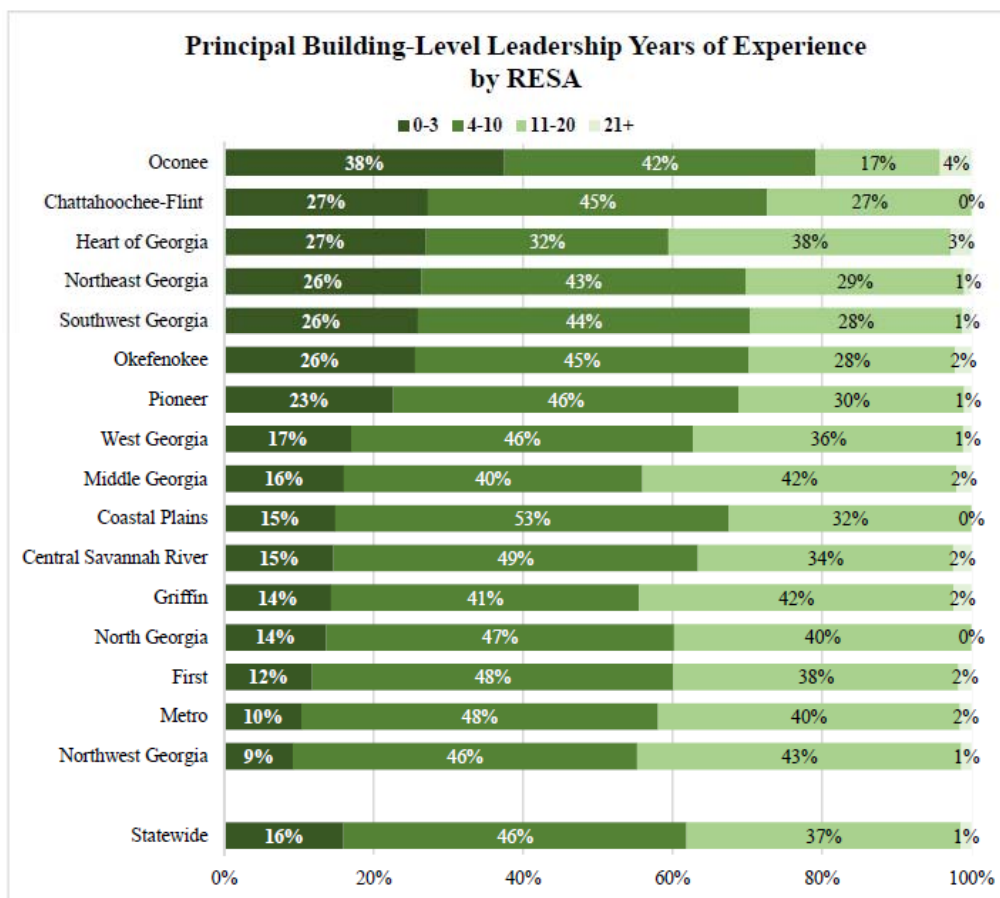
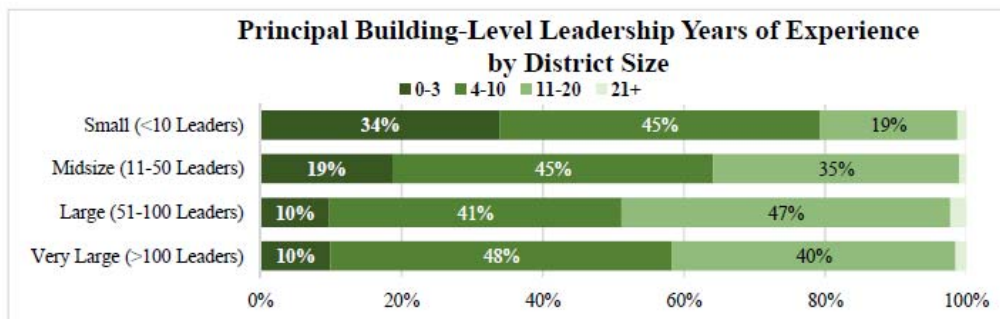
Summary Findings for Principals

- The average principal has nine years of building-level experience.
- 16% have three or fewer years of experience, while nearly half have four to ten years of experience.
- Principals in small districts generally have much less building-level experience compared to large or very large districts.
- Oconee RESA has the largest percentage of principals with three or fewer years of experience (38%). Metro and Northwest Georgia RESA have the smallest percentages (10% and 9%).

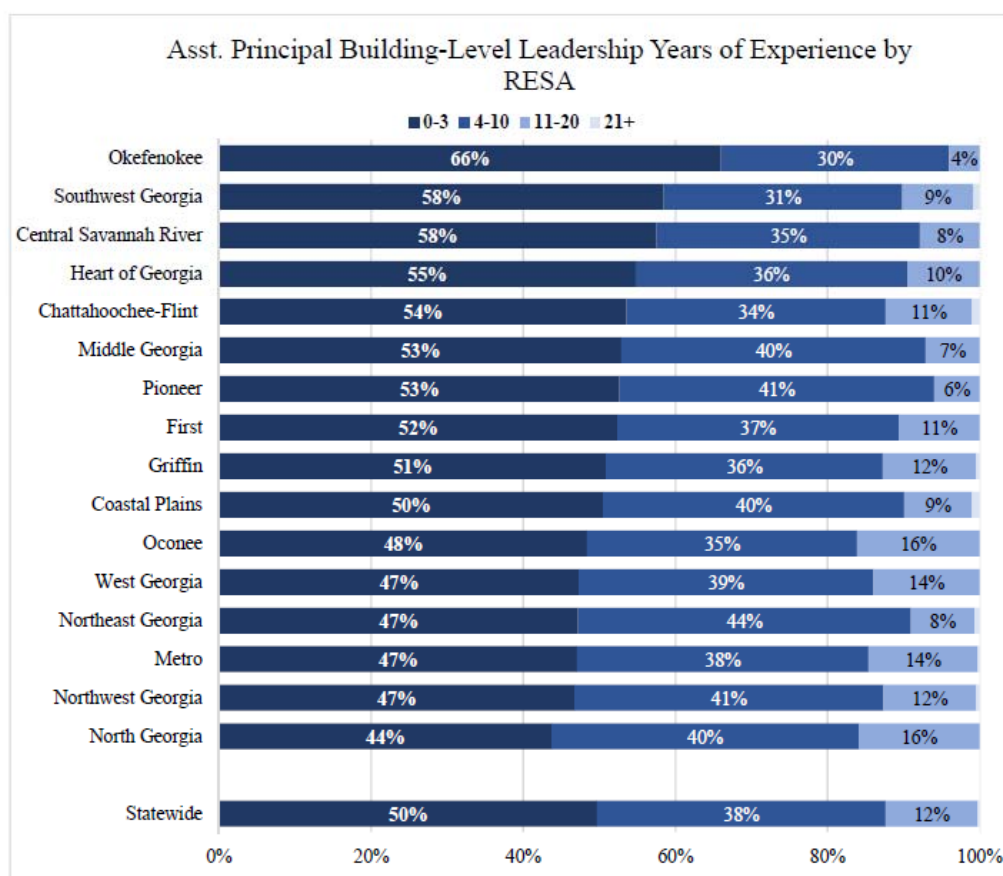
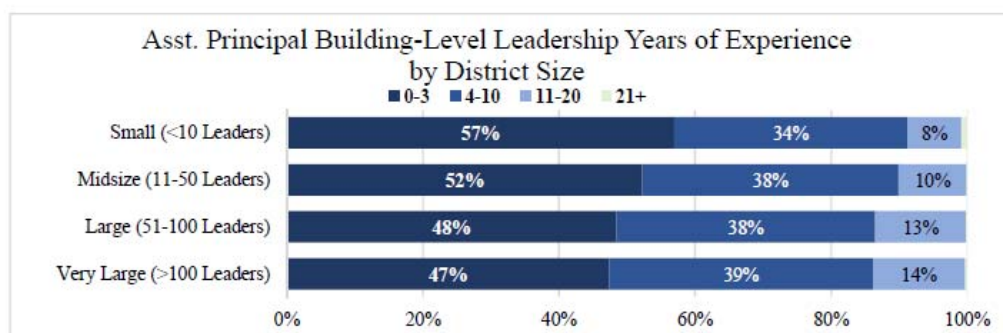
Summary Findings for Assistant Principals

- The average assistant principal has five years of building-level leadership experience, but half have three or fewer years of building-level experience.
- As above, assistant principals in small districts tend to have less experience compared to large and very large districts, but the difference is not as wide.
- Two-thirds of assistant principals in Okefenokee RESA have three or fewer years of experience.
- Ten of 16 RESAs have 50% or more assistant principals with three or fewer years of experience.

Georgia's Public School Principals and Assistant Principals

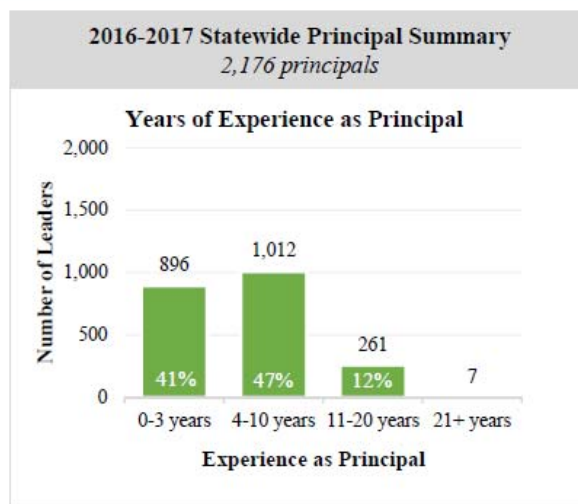


Georgia's Public School Principals and Assistant Principals



Georgia's Public School Principals and Assistant Principals

Building-Level Principal Years of Experience



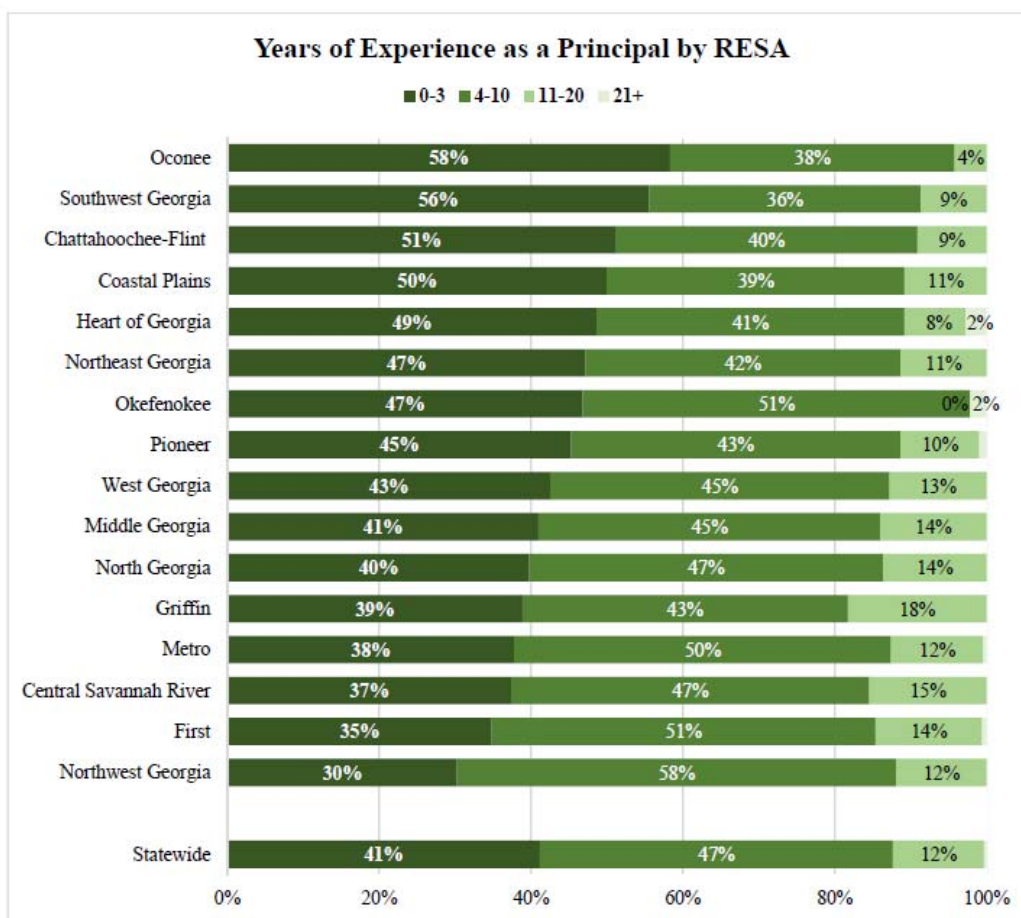
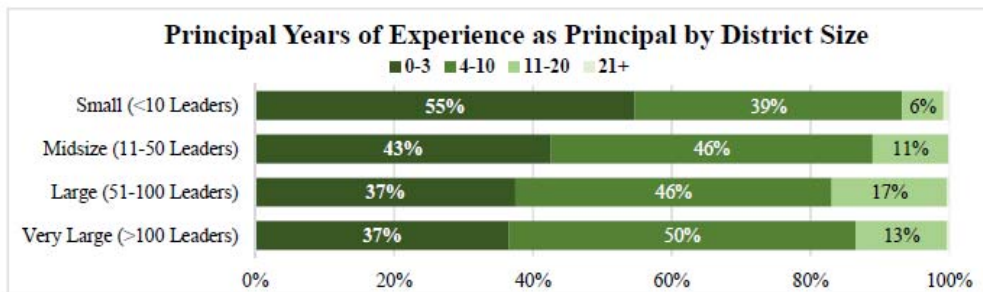
RESA and district size charts are on the following page. A map of RESAs is available in the report appendix for reference.

Summary Findings for Principals

- The average principal has five years of experience as a principal.
- 41% have three or fewer years of experience. Only 12% have more than ten years of principal experience.
- More than half of small district principals have three or fewer years of experience as a principal, compared to 37% in large and very large districts.
- Four of 16 RESAs have more than half of principals with three or fewer years of experience as a principal (Oconee, Southwest Georgia, Chattahoochee-Flint, and Coastal Plains). Another seven RESAs have 40% or more with fewer than three years of principal experience.

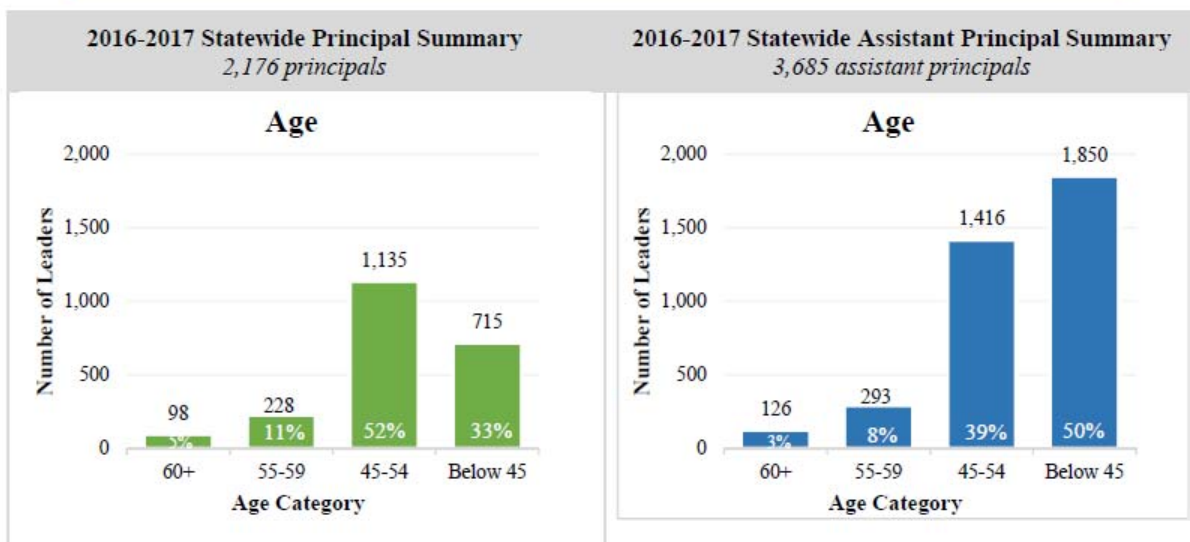
Most assistant principals do not have experience as a principal. However, 110 assistant principals (3%) have at least one year of experience as a principal.

Georgia's Public School Principals and Assistant Principals



Georgia's Public School Principals and Assistant Principals

Age of Building-Level Leaders



RESA and district size charts are on the following two pages. A map of RESAs is available in the report appendix for reference.

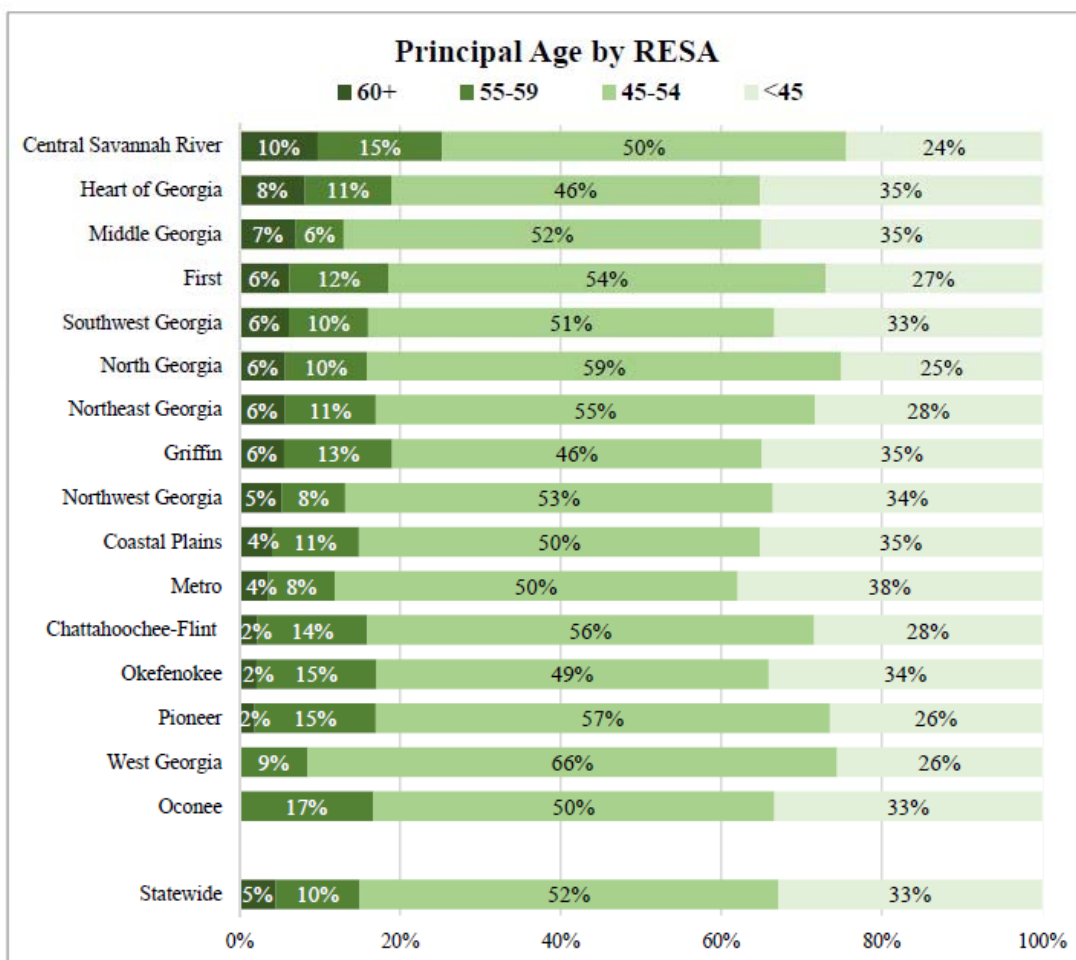
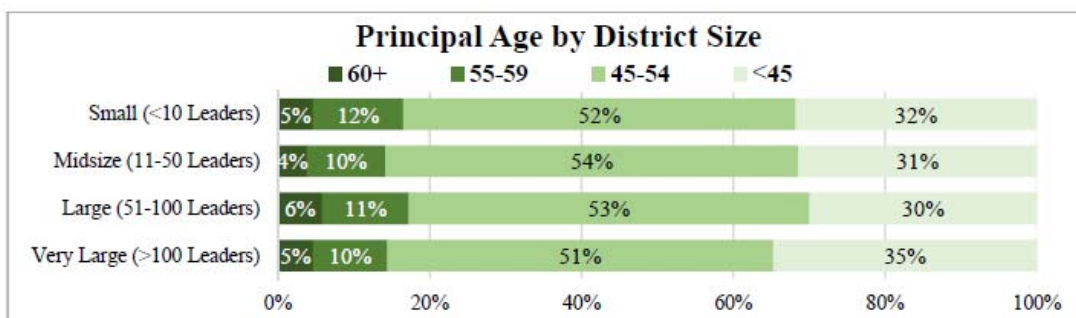
Summary Findings for Principals

- The average age of a principal is 48 years old. Most are 54 or younger.
- Principal age is generally consistent across various sizes of districts.
- Most principals in all RESAs are below 55 years old.
- 1 in 10 principals in Central Savannah River RESA are 60 or older. 25% are 55 or older.
- West Georgia RESA has no principals who are 60 or older, and only 9% who are 55 or older.

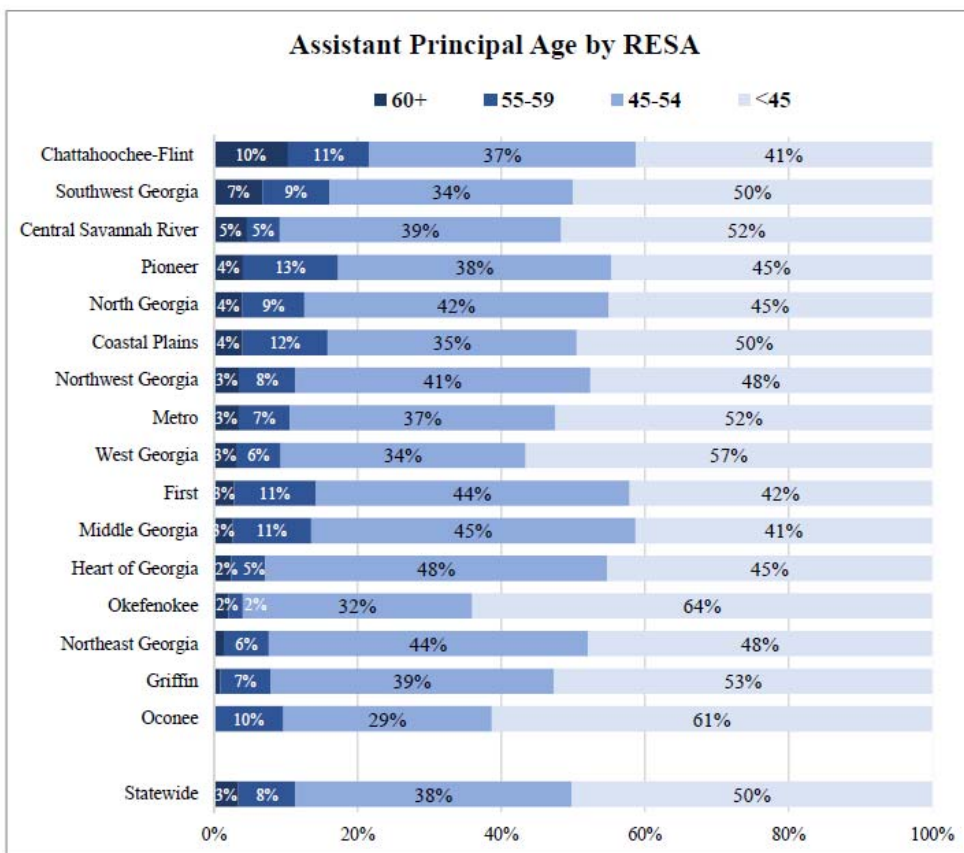
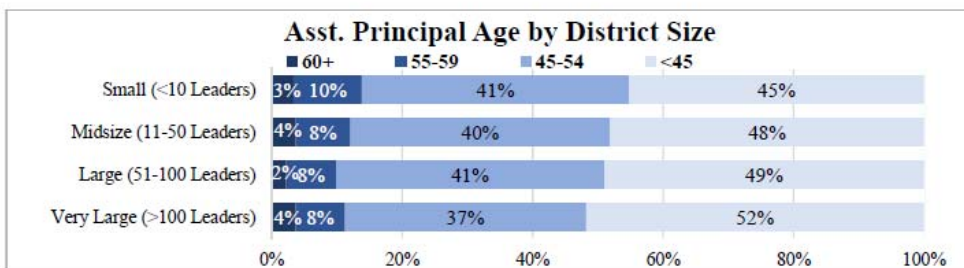
Summary Findings for Assistant Principals

- The average age of an assistant principal is 45 years old. Only 3% are 60 or older.
- Assistant principal age is similar across various district sizes. However, small district assistant principals tend to be slightly older.
- As with principals, most assistant principals in all RESAs are below 55 years old.
- One in five assistant principals in Chattahoochee-Flint RESA are at least 55 years old.
- Half of RESAs have 50% or more assistant principals who are younger than 45 years old.

Georgia's Public School Principals and Assistant Principals

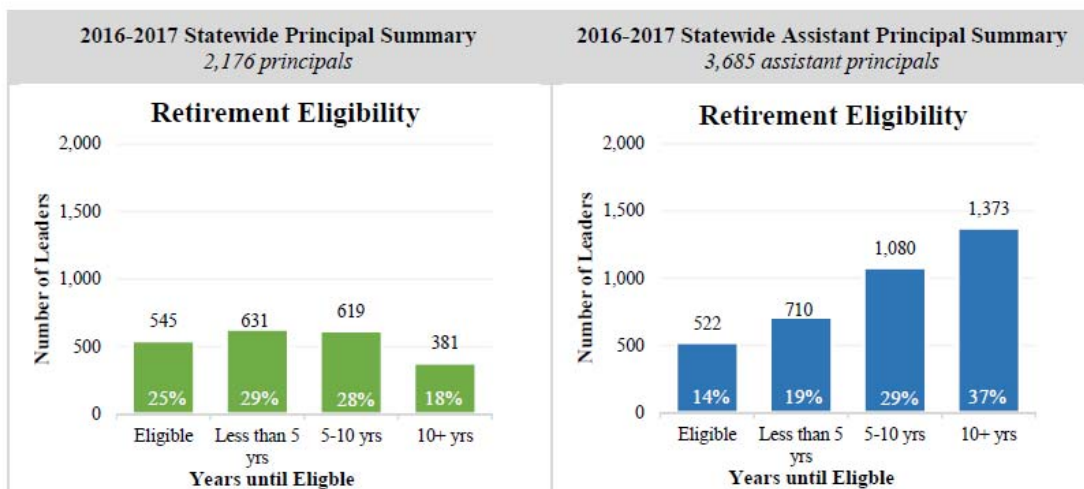


Georgia's Public School Principals and Assistant Principals



Georgia's Public School Principals and Assistant Principals

Retirement Eligibility



RESA and district size charts are on the following two pages. A map of RESAs is available in the report appendix for reference.

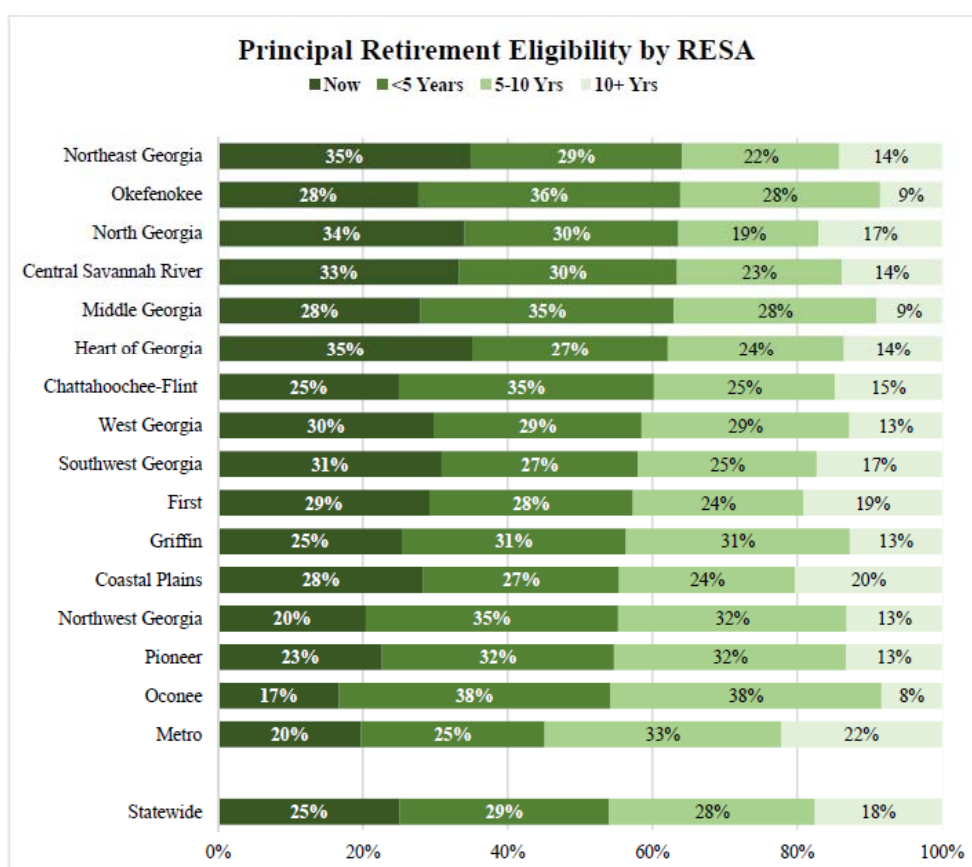
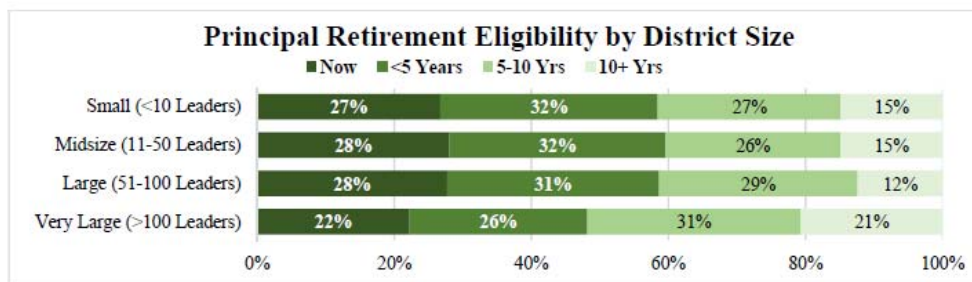
Summary Findings for Principals

- One-fourth of principals are currently eligible for retirement, and another 29% will become eligible within five years.
- In districts with 100 or fewer leaders, roughly 6 in 10 leaders are either eligible now or will be eligible to retire within five years.
- In four RESAs, 33% or more principals are currently eligible for retirement (Northeast Georgia, North Georgia, Central Savannah River, and Heart of Georgia).
- Metro RESA has fewer principals who are eligible for retirement now or within five years than other RESAs.

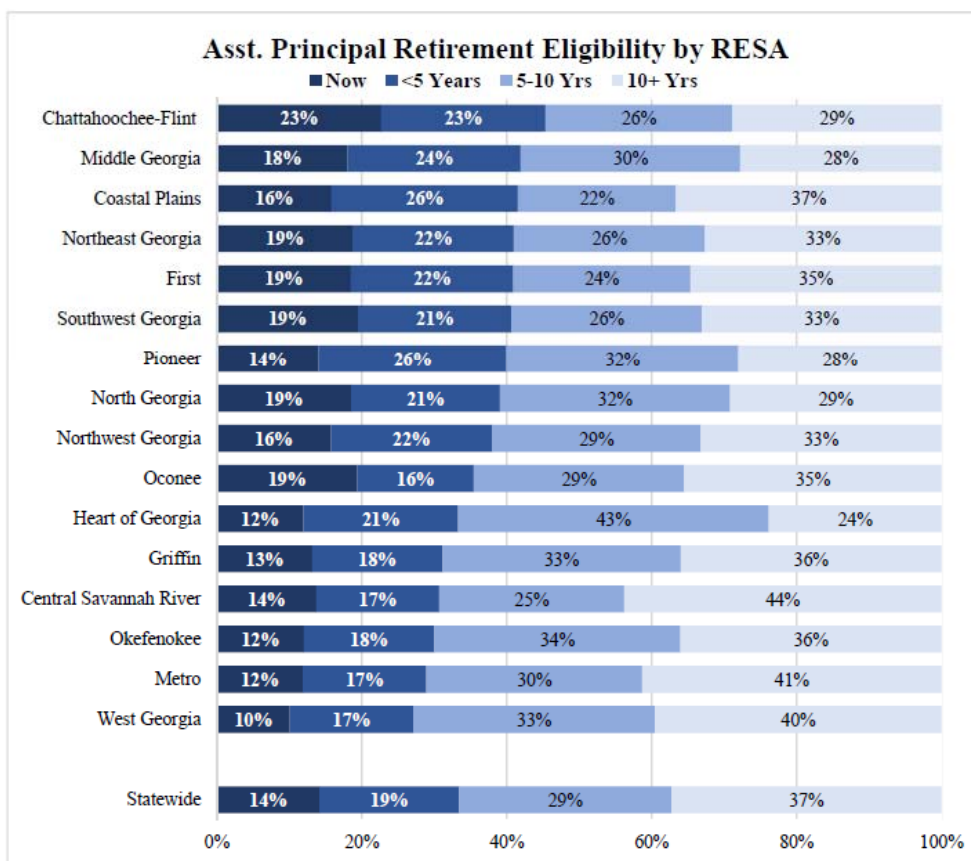
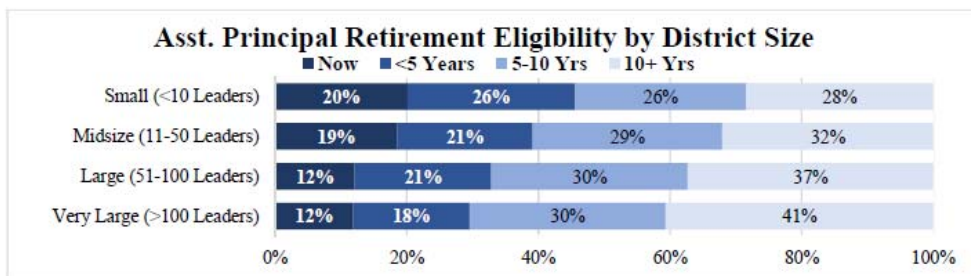
Summary Findings for Assistant Principals

- One-third of assistant principals are either eligible for retirement now or within five years.
- In small districts, 46% are either eligible now or within five years.
- Seven of 16 RESAs have 40% or more assistant principals who are eligible now or within five years.
- While Metro RESA has the second fewest assistant principals who are eligible now or within five years, the difference from other RESAs is not as large as with principals.

Georgia's Public School Principals and Assistant Principals



Georgia's Public School Principals and Assistant Principals



Georgia's Public School Principals and Assistant Principals

Appendix I: Leader Counts by District Size and RESA

| Count of Building-Level Leaders by District Size | | | |
|---|----------------------|----------------------------|--------------|
| District Size | Number of Principals | Number of Asst. Principals | Total |
| Very Large (>100 Leaders) | 928 | 1,922 | 2,850 |
| Large (51-100 Leaders) | 307 | 496 | 803 |
| Midsized (11-50 Leaders) | 678 | 1,002 | 1,680 |
| Small (<10 Leaders) | 236 | 239 | 475 |
| No Category* | 27 | 26 | 53 |
| Statewide | 2,176 | 3,685 | 5,861 |

**State Charter School, State School, and Department of Juvenile Justice leaders are excluded from the district size analysis.*

| Count of Building-Level Leaders by RESA | | | |
|--|----------------------|----------------------------|--------------|
| RESA | Number of Principals | Number of Asst. Principals | Total |
| Central Savannah River | 123 | 153 | 276 |
| Chattahoochee-Flint | 88 | 97 | 185 |
| Coastal Plains | 74 | 101 | 175 |
| First | 178 | 254 | 432 |
| Griffin | 126 | 228 | 354 |
| Heart of Georgia | 37 | 42 | 79 |
| Metro | 725 | 1,627 | 2,352 |
| Middle Georgia | 100 | 155 | 255 |
| North Georgia | 88 | 151 | 239 |
| Northeast Georgia | 106 | 144 | 250 |
| Northwest Georgia | 152 | 229 | 381 |
| Oconee | 24 | 31 | 55 |
| Okefenokee | 47 | 50 | 97 |
| Pioneer | 106 | 150 | 256 |
| Southwest Georgia | 81 | 118 | 199 |
| West Georgia | 94 | 129 | 223 |
| No RESA* | 27 | 26 | 53 |
| Statewide | 2,176 | 3,685 | 5,861 |

**State Charter School, State School, and Department of Juvenile Justice leaders are excluded from the RESA analysis.*

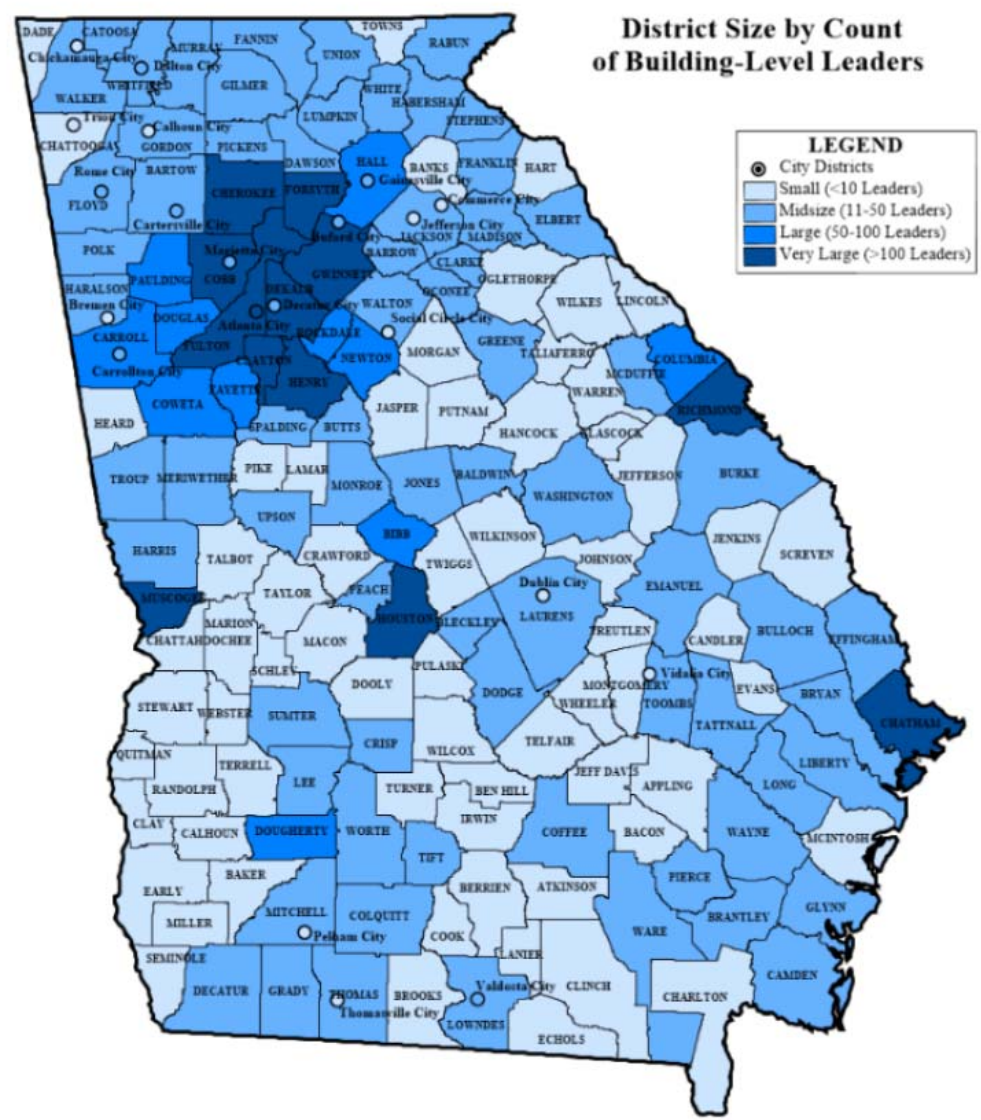
Appendix II: Geographical Information for Context

Map of Regional Educational Service Agencies (RESAs)



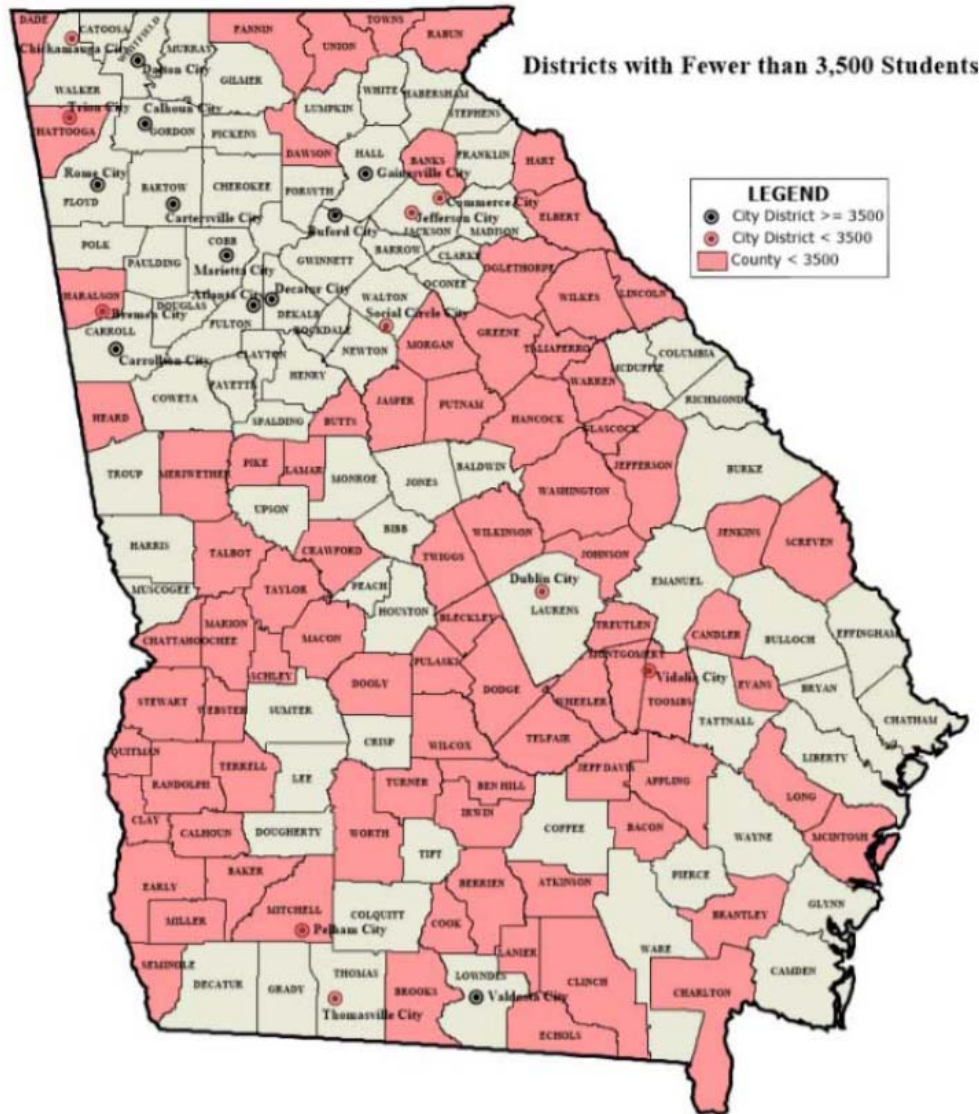
Georgia's Public School Principals and Assistant Principals

Map of Districts by Count of Building-Level Leaders



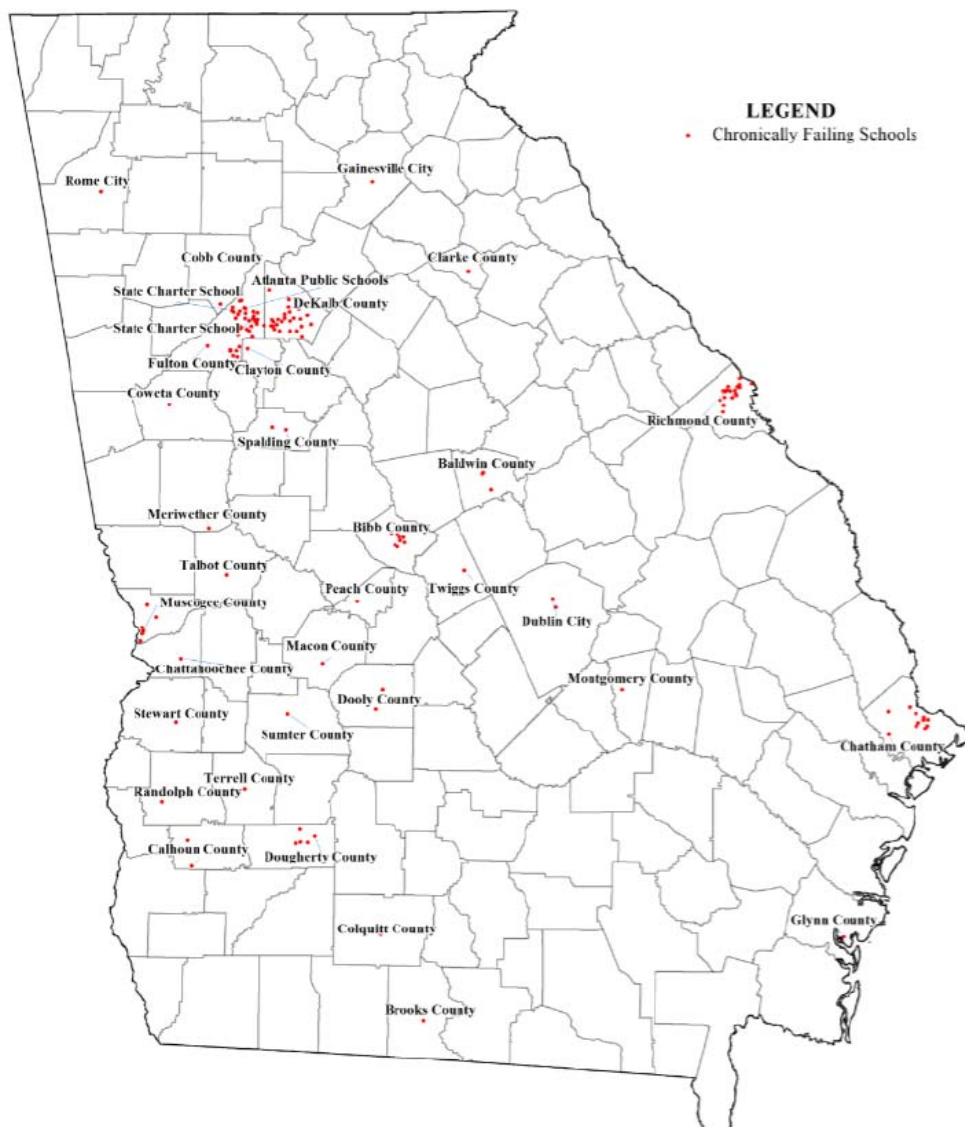
Georgia's Public School Principals and Assistant Principals

Maps of Districts with Fewer than 3,500 Students



Georgia's Public School Principals and Assistant Principals

Map of 2016 Chronically Failing Schools (as published by GOSA in January 2017)



*Georgia's Public School Principals and Assistant Principals***Notes**

¹ The report includes all Principals (610) and Assistant Principals (615) reported in the March 2017 Certified/Classified Personnel Information (CPI) Data Collection as provided by the Professional Standards Commission (PSC) who were still active in the Teachers Retirement System of Georgia as of June 30, 2017. 334 leaders from the 2016-2017 file were either already retired, refunded, or not in the system as of June 30, 2017. The report does not take into account employment changes between March and September 2017. For data matching, the PSC developed an individual-level file from the March 2017 CPI data collection that included years of experience and age and provided it to TRS. TRS then matched its retirement records and removed all identifying information before providing GOSA with an individual-level data file. For the purposes of this report, PSC is the source of leadership experience information, and TRS is the source for age and retirement eligibility.

² State charter schools, state schools, and the Department of Juvenile Justice schools were excluded from the district size analysis.

Superintendents' Needs Assessment survey for a state-supported Leader Academy

Thank you for providing your valuable feedback to the Joint Study Committee on the Establishment of a Leader Academy. We ask that Superintendents respond to this survey as candidly as possible so that we are able to collect important data on the needs throughout Georgia related to school leader preparation and support.

1. Please select the size of your district

- Less than 5,000 students
- 5,000-20,000 students
- 20,000 to 60,000 students
- 60,000-100,000 students
- More than 100,000 students

2. Which region most accurately describes the location of your district?

- Northeast Georgia
- Northwest Georgia
- Metro-Atlanta vicinity (e.g.within 60 miles)
- Southeast Georgia
- Southwest Georgia
- West Central Georgia
- East Central Georgia

3. How many Board members govern your district?

4. What do you feel are the greatest needs, in the field, in terms of school leader preparation and support?

5. In what ways do you think these needs could potentially be met through the creation of a state-supported Leader Academy?

6. What specific needs exist within your district in terms of school leader preparation and support?

7. How are the preparation and support needs of leaders currently met in your district?

- Mostly internal support, within your district
- Mostly external support, outside of your district
- a combination of both
- none provided

8. Does your district currently provide leader preparation professional development to aspiring leaders (e.g., before they are placed in a school leadership position)?

- YES
- NO

Superintendents' Needs Assessment survey for a state-supported Leader Academy

9. Please describe the professional development you offer to aspiring leaders. Include details about selection process, length, and types of activities conducted.

10. Does your district provide a paid residency for your aspiring leaders?

YES

NO

11. Please rate your level of satisfaction with the professional development your district currently offers to aspiring leaders.

Not at all
satisfied

Somewhat
satisfied

Extremely
satisfied



12. Does your district currently provide professional development to novice leaders after they are placed in a leadership position (e.g., induction, mentoring, etc.)?

YES

NO

**Superintendents' Needs Assessment survey for a state-supported
Leader Academy**

13. Please describe what types of support your district offers to its novice school leaders.

14. Do you have any other feedback for the study committee not provided elsewhere in this survey?

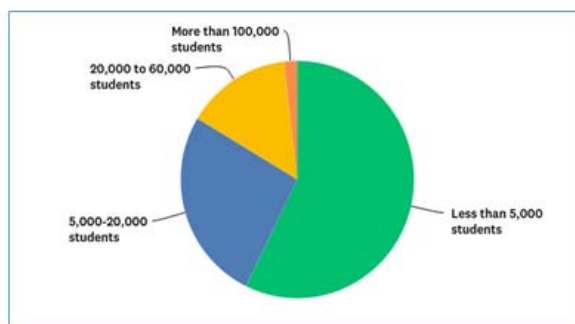
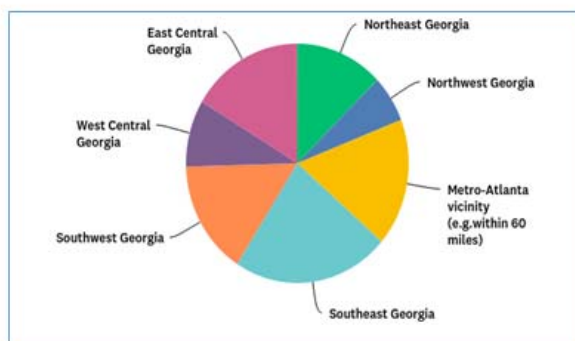
Superintendents' Needs Assessment survey for a state-supported Leader Academy

Thank you for taking the time to complete this survey. Your input is valued!

Superintendents' Needs Assessment survey for a state-supported Leader Academy

Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

In early October, the Chairman of the Joint Study Committee on the Establishment of a Leadership Academy, Alvin Wilbanks, prepared and distributed a survey to all superintendents in the state of Georgia. An email invitation was sent, along with one reminder email a few days later. The survey was administered online, designed to require about 10 minutes of one's time to complete, and the link to the survey was provided within the text of the emails. A total of 112 responses were received, which represents 62.2% of the superintendents who received the invitation. While the survey was design to be anonymous, demographic information was collected in order to ensure broad representation among a diverse group of districts. The pie charts below provide the descriptive information for the districts that responded, which is followed by narrative summaries of each of the open-ended survey questions.



The majority (84%) of the responses came from relatively small districts with less than 20,000 students. However, the responses were pretty evenly distributed across regions of the state. All superintendents reported having between 5 to 7 Board members in their district. A majority (64%) reported having five Board members, with an additional 32% indicating their district had seven. Only four superintendents reported having six Board members.

Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

What do you feel are the greatest needs, in the field, in terms of school leader preparation and support?

A total of 107 responses were received for this survey question, the majority of which were fairly brief, including one or two sentences. They were centered around some general 'themes' related to school leadership. Some of the more common topics cited as the greatest needs included:

- Clinical experiences (15%) - These are designed to bridge the gap between course work and the practical application of material contained in the courses, providing hands-on administrative experiences. Some comments specifically mentioned shadowing, residencies, job-embedded and 'real-life' types of experiences.
- General school climate (20%) – this includes stakeholders' experiences of school life, the norms, interpersonal relationships, teaching and learning practices and organizational structures. This theme applied to comments that included all of these different topics. However, these were further supported by more specific comments that focused on only one aspect, such as interpersonal relationships or stakeholder engagement.
- Developing a pipeline (24%) – Comments focused on the need to develop a strong applicant pool and recruit capable leaders into the profession in an intentional and systematic way. A few cited programs provided by their RESA.
- Instructional focus (14%)– Comments focused on improving teacher effectiveness, school improvement, data use, understanding of best practices. Some examples included: *“how to provide teachers with feedback for improvement”* and *“deep understanding of teaching and learning processes and extensive preparation in matters of personnel”*

Some other themes echoed by five or fewer respondents focused on developing leaders' communication skills, providing a system for mentoring, human capital management, navigating the political climate of a district and understanding a leader's role as a change agent.

In what ways do you think these needs could potentially be met through the creation of a state-supported Leader Academy?

Superintendents shared a variety of ways in which they thought a state-supported leader academy could be structured for the benefit of Georgia districts. Some shared examples of content that would need to be included, while others shared suggestions for logistics such as location and delivery model. Overall, the comments were supportive of the idea. In fact, fifteen superintendents cited “consistency” or “networking” as a potential benefit, allowing leaders to have consistent preparation and knowledge around the state while having an opportunity to collaborate with other districts. For example, one superintendent shared *“while a high school in Cobb Co and Wilkes Co....are similar in many ways, they are as different as night and day in*

Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

many, many ways.” Yet, 13 others specifically stated a desire for regional leader academies, rather than statewide, with many citing their RESA as the preferred provider. Regarding the content provided by a leader academy, fourteen superintendents felt the inclusion of clinical experiences and practical applications of learning were vital. Several others suggested the creation of modules that could be used within the academy and four others specifically cited the SPDP – Superintendents Professional Development Program – as a model worth studying for guidance on the design of a leader academy.

What specific needs exist within your district in terms of school leader preparation and support?

Over a dozen superintendents either indicated they didn't have specific needs, or the needs they did have were similar to what they had already stated in their answer to the previous question about greatest needs (i.e. “same as above” response). Many others reiterated needs that were shared in the previous questions with many overlapping themes. Twelve responses shared brief information about leader support provided through their district or RESA, rather than stating a specific need. Some superintendents shared a need for funding to facilitate their leader preparation activities, allowing aspiring leaders to have release time to participate in clinical experiences. Others mentioned a need for their leaders to better understand “how to transition from manager to leader”. Another need shared by six superintendents was for more development of quality mentors. As one stated, it was difficult “*finding competent mentors for principals*”, and another shared a “*need for principal supervisors to be effective mentors*”. A few superintendents stated a need for assistance with human resources or staffing issues such as building capacity among staff and “*assisting struggling teachers*”.

How are the preparation and support needs of leaders currently met in your district?

| District size | # of responses | Mostly <u>internal</u> support | Mostly <u>external</u> support | A combination of both | None provided |
|------------------|----------------|--------------------------------|--------------------------------|-----------------------|---------------|
| Less than 5,000 | 64 | 23.4% | 7.8% | 64.1% | 4.7% |
| 5,000 to 20,000 | 30 | 40% | - | 60% | - |
| 20,000 to 60,000 | 15 | 20% | 6.7% | 73.3% | - |
| 100,000+ | 2 | 50% | - | 50% | - |
| <i>OVERALL</i> | 111 | 27.9% | 5.4% | 64% | 2.7% |

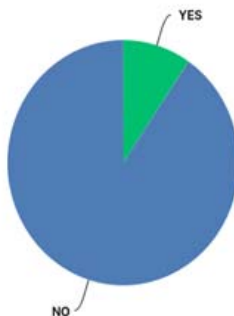
Does your district currently provide leader preparation professional development to aspiring leaders?

Approximately two-thirds of superintendents indicated their district provided professional development before leaders were placed in a school leadership position. If respondents selected

Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

'yes' to this question, they were directed to three follow up questions seeking a bit more detail about the professional development (PD) the district provides to aspiring leaders. There were 71 respondents who selected 'yes' and, of those, 64 completed all three follow-up questions. When asked about the selection process, length and types of activities conducted, respondents provided a variety of information. Some of the responses did not specifically address whether their program was open to anyone interested in being an administrator or participants were required to go through an application and selection process; others described a fairly rigorous selection process requiring interviews and writing samples. Overall, 19 responses mentioned an application or selection process. The responses also included a variety of content areas, many of which overlap with relevant topics discussed earlier in relation to leader preparation needs. Of the 64 responses, 17 mentioned partnering with their RESA and 8 mentioned partnering with GLISI to offer training to aspiring leaders. Over a third of the responses included information on the length of their program, with the most common response being a one-year program. Four superintendents indicated their aspiring leader program lasted six months, while two others indicated their program lasted 18-24 months.

(a) Does your district provide a paid residency for your aspiring leaders?



Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

(b)Rate your level of satisfaction with the PD your district currently offers to aspiring leaders.

| District size | # of responses | % Dissatisfied (1-3) | % Moderately satisfied (4-7) | % Highly satisfied (8-10) | Average satisfaction rating (1-10) |
|------------------|----------------|----------------------|------------------------------|---------------------------|------------------------------------|
| Less than 5,000 | 32 | 3.1% | 59.4% | 37.5% | 6.62 |
| 5,000 to 20,000 | 20 | 5% | 55% | 40% | 6.7 |
| 20,000 to 60,000 | 10 | - | 50% | 50% | 7.3 |
| 100,000+ | 2 | - | - | 100% | 8.5 |
| <i>OVERALL</i> | 64 | 3.1% | 55.6% | 41.3% | 6.8 |

Does your district currently provide professional development to novice leaders after they are placed in a leadership position?

A large majority (82%) of superintendents indicated their district provides professional development to novice leaders after they are placed in a leadership positions, through various forms of induction or mentoring. Those who selected 'yes' to this question were directed to one follow-up question allowing them to provide more narrative detail about the support they offer to novice leaders. Of the 88 who selected 'yes' to this item, 86 opted to respond to the follow-up question, providing additional brief details. Almost half of the responses indicated a combination of both mentoring and professional learning. The professional learning was sometimes targeting a specific level of novice leader (e.g. assistant principal) and was sometimes targeting both assistant principals and principals. The mentoring described was most often conducted by a veteran school leader. The professional learning described included both formal PL (e.g. 'principal academy') and informal types of PL (e.g. PLC for principals, or 'check-in' meetings with district staff). For example, 24 superintendents described programs offered by their RESA for novice leaders, most often 'new principals', while four mentioned partnering with GAEL and two mentioned partnering with UGA, two with GSSA and two with GLISI. Overall, superintendents indicated a myriad of opportunities available to novice leaders to support their development into effective leaders.

The final question simply provided an opportunity for superintendents to include any other information or opinions they felt were relevant but not provided elsewhere within the survey. There were 45 who opted to provide responses to this question, some of which were just general comments about needs in the area of leader preparation. Roughly 1/3 of them shared cautions

Superintendents' Survey on the Establishment of a Leadership Academy
Summary of responses
October 2017

related to things such as cost, high-quality content, equitable access to a state leader academy, and logistical issues inherent in a state-run program. For example, comments included: “*One size does not fit all*” and “*the costs of the program must be reasonable*” and “*the state should support, not control, the process of leadership development*”. Another third shared very positive and encouraging comments about how it was a great idea, they looked forward to seeing what was developed and thanking the study committee for their work “*to improve this process*”. Additionally, half a dozen suggested tapping into the resources of a specific partner in this endeavor, such as GLISI or the RESA’s. Two superintendents summed up their views by saying “*I think a quality program would be beneficial for school districts across the state.*” and “*The State of Georgia needs a Leadership Academy to properly prepare aspiring Principals and other educational leaders.*”

Information requested from invited program providers:

I'll ask that you prepare a one-page document that provides the following information about your program:

1. Name of program
2. Purpose of program
3. Audience(s) for program, include any geographic points of reference
4. Program content
5. Timeline or calendar for program
6. History of program, to include number of participants or graduates of program
7. Cost of program, either to individuals or organizations
8. Funding source(s) for program
9. Evidence of impact or measurement of attainment of program goals
10. Scaling of program



Serving School Leaders Since 1984

Signature Programs

Average: 370 leaders served/ year

Led by national visionary thinkers through presentations and group discussions. This series is designed to inspire and support new strategies for improving leadership for learning.



Average: 196 leaders served/ year

A series of developmental sessions, led by local school or community experts, that helps participants reach a level of understanding of a skill or set of strategies to move schools in a distinct direction.

All programs are scalable based on client request
Leader Development

Our Mission

To provide practicing and aspiring school leaders with learning and networking opportunities designed to develop their capacity to create schools that work for all children.

Evaluation of programs are customized based on program delivery.

Customized Programs

Fulton County Schools New Principals Induction Program

Average: 44 leaders served/ year
12 leadership coaches
Building the capacity of new principals in Fulton County Schools in years one through three through professional development sessions (professional learning communities and effective feedback) and leadership coaching for each principal.

Fulton County Schools Coaching Program

Developing a targeted group of approximately 84 instructional coaches (assigned to schools with a CCRPI score of 70 or below) to increase their capacity to coach teachers, thereby increasing student achievement in Fulton County Schools.

GADOE School and District Effectiveness Leadership Development

Creating a professional development program to train School and District Effectiveness Specialists to increase their leadership capacity to assess and monitor school improvement.

Atlanta Public Schools Aspiring Assistant Principals Program

Collaborating with Atlanta Public Schools to prepare 40 aspiring leaders to assume assistant principals roles in the district.

Partnership Opportunities

- District Partnership \$55/ school Capped at \$5,000
- Associate Partnership \$400
- School Partnership \$150
- Individual Partnership \$100

Average: 73 leaders served/ year

01 Beginning Principals Academy (Atlanta and Macon)
The purpose of the Beginning Principals Academy is to help new principals build their capacity to enhance student learning and create success for their schools and for themselves. The program will help participants identify their areas of focus, establish priorities, and develop plans in alignment with Georgia's Systems of Continuous Improvement and Georgia Leader Keys and Teacher Keys.

02 Seminar for Assistant Principals (Atlanta, Macon, Valdosta)
The Seminar for Assistant Principals is designed to build the capacity of leaders to enhance student learning and create success for their schools and for themselves while assuming a leadership role alongside the principal.

03 Instructional Coaches Collaborative (Atlanta)
The Instructional Coaches Collaborative is a learning forum for instructional coaches to strengthen their work while learning with their peers. The Collaborative provides interactive learning sessions that model the coach/teacher relationship to foster instructional improvement and student academic achievement.

04 Aspiring Leaders Institute (Atlanta)
The goal of the Aspiring Leaders Institute is to prepare participants to take on a higher leadership role and provide them with tools, frameworks, and leadership strategies to build and sustain high-quality teaching and learning environments. This cohort series is designed for teacher leaders who aspire to a position as an instructional coach or assistant principal over the next few years.

| www.PrincipalsCenter.org | | Expert Leader Series | Cohort Series | Toolbox Series |
|--------------------------|----------------------------------|----------------------|---------------|----------------|
| REGISTRATION | Principal Center Partners | \$220 | \$1,300 | \$120 |
| | Early Bird by Deadline | \$190 | | \$100 |
| | Non-Partners | \$270 | \$1,600 | \$140 |
| | Early Bird by Deadline | \$240 | | \$120 |

Developing & supporting educational leaders

Purpose

To prepare individuals with the knowledge, skills and resources necessary to be successful as a school leader.

Audience

Georgia public school employees currently serving in entry-level building leadership positions such as assistant principal, department chairperson, and grade level chairperson.

Goals

- Develop an awareness of the issues and problems encountered on the job, and the resources and processes available to address them.
- Provide information for the effective operation of schools within established legal and ethical principles.
- Provide opportunities for discussion with experienced school leaders concerning current issues and trends. Assist participants in the development of a network of professional contacts and resources.
- Develop a cadre of new school leaders who seek to identify and implement innovative approaches to educate Georgia's youth.
- Enhance participants' organizational and leadership knowledge and skills.



Program Content

- Human Resource – hiring and retaining qualified staff, and documenting performance levels for personnel decisions.
- Ethics – the Georgia Code of Ethics for Educators and its implications for school leaders. Procedures to be followed when an issue is encountered.
- Fiscal and Physical Resources – sources and effective utilization of resources, and the critical nature of using accepted financial procedures and controls.
- Special Education – dealing with program guidelines and rules. Identification of resources at the local, state and Federal levels.
- Communicating with Stakeholders – building and maintaining positive relationships.
- Building Capacity for Change – identification of issues and effective strategies for addressing them.

Timeline

The one-year program of six meetings starts each fall with a new group of 50-70 individuals.

Cost and Funding


Program tuition is \$800.00 for the year and includes GAEL and one affiliate membership.

Contact Information

For more information contact Hal Beaver at hbeaver@gael.org or 678-898-9673.




Aspiring Leaders Partnership

| | |
|---------------------------|---|
| Purpose | The purposes of GLISI's Aspiring Leaders Partnership (ALP) are to: <ul style="list-style-type: none"> • Inspire promising leaders to consider pursuing a leadership position; • Develop participant proficiency in research-based school leadership practices; and • Position program completers to be effective leaders. |
| Audience | GLISI's ALP partnership is with district leaders who have identified a need to cultivate leadership at all levels of the school system. ALP learning experiences are designed for teachers. We have or are currently partnered with the following districts/organizations to develop Aspiring Leaders: Bulloch, Carroll, Forsyth, Gainesville City, Hall, Monroe, Paulding, Tattall, Whitfield and Teach for America Atlanta.  |
| Content | ALP begins with a Design Team phase to define the leadership skills, competencies and dispositions required for leadership success in their school system. This process results in a leadership competency framework used to guide participant selection and curriculum for each Aspiring Leader program. Program content maps to the established research base reflected in state and national leader standards, with points of emphasis differentiated to reflect priorities of district leader and leader competency model. |
| Calendar | All three phases (Design Team, Selection, and Aspiring Leader Program delivery) are designed to span 18 months. |
| History | GLISI's first ALP cohort completed in 2015. Since then, 14 cohorts across six districts have completed ALP, serving a total of 265 aspiring leaders. GLISI has launched cohorts with four new partners this year. |
| Cost | Costs range depending on size of cohort and travel distance. |
| Funding Sources | Funding comes from a combination of district-funded fees plus philanthropic subsidy from corporate, foundation and individual sponsors |
| Evidence of impact | Three key outcomes emerge from ALP: <ol style="list-style-type: none"> 1) Improved perceptions of organizational culture. A case study in one ALP district found that the development of a leadership competency model improved district conditions for leaders and teachers by increased clarity about leadership expectations; increased uniformity of practice in identifying future leadership talent; and more effective efforts to grow aspiring leaders (Welch & Hodge, 2016). 2) Increased probability of teachers pursuing leadership positions. GLISI's evaluation data suggest that program participants have embraced an identity of themselves as leaders, cultivated a deeper understanding of their leadership beliefs and values, and developed critical knowledge and skills aligned with the district's leadership competency model. 3) Probability of promotion to leadership vacancy. As of November, 2016 over one-third of FY16 Aspiring Leaders graduates have been promoted to leadership roles within their school systems. |
| Scaling | GLISI plans to support between 4-6 AL partnerships each fiscal year. Need to scale is dependent on demand from district leaders. |



Base Camp and Leadership Summit

| | |
|--------------------|--|
| Purpose | GLISI's Base Camp and Leadership Summit (BCLS) is a unique training and coaching experience designed to grow teams of practicing school and district leaders. The ultimate aim is to empower teams to activate teachers and informal leaders at all levels of the school to achieve sustained culture change and instructional improvement. |
| Audience | BCLS is designed to serve intact teams operating within school and district contexts. Team participants may include teachers, guidance counselors, academic coaches, assistant principals, principals, central office leaders and superintendents. Over the last three years, GLISI has served nearly 50 Georgia counties hailing from all corners of the state. The map at right depicts the geographic distribution of the 32 districts participating in SY18.  |
| Content | BCLS content is aligned with <i>GLISI's Leadership Framework for System Improvement</i> synthesizing seminal research on systemic improvement, cultivating high performing teams, and building psychologically safe school cultures. Each team has a dedicated coach to shepherd them through the experience, connecting content to the problems of practice that are priority for each team. Learning is designed to create safe and authentic opportunities to practice new skills and receive feedback. |
| Calendar | BCLS is offered to three cohorts each school year. Cohorts begin with Base Camp (2.5 days) and conclude with Leadership Summit (2.5 days). There is a six week period between BC and LS for teams to apply their learning within their school and district contexts. Typically, cohorts run September/November, October/December, and January/February. |
| History | The first cohort of BCLS was convened in 2002. In October, 2016, GLISI welcomed its 50 th cohort of participants. To date, BCLS has served approximately 7,000 participants and more than two-thirds of Georgia's 180 school districts. |
| Cost | The cost per participant is estimated at \$3,000. However, GLISI awards scholarships to offset the cost of attendance based on statements of financial need and availability of scholarship dollars. |
| Funding Sources | BCLS is supported by a combination of district-funded fees plus corporate and philanthropic subsidies. |
| Evidence of impact | <ul style="list-style-type: none"> • 100% statistically significant gains across all pre-post assessment items of program goals. • Follow-up survey data administered six months after BCLS indicate 96% of teacher participants changed their approach to instruction as a result of the BCLS learning experience. These shifts in adult behavior are critical precursors to improved student outcomes. • Long-term partners, such as Morgan County Schools, report compelling results with respect to their performance goals. MCS has sustained a focus on improving literacy system-wide. From 2015-2017, their state ranking based on SGP for Grades 3-8 English/Language Arts improved from 72nd to 7th. District leaders in MCS attribute this growth directly to their participation in BCLS. |
| Scaling | No current plans to scale beyond current capacity of ~600 participants annually. |

Joint Study Committee on the Establishment of a Leader Academy

1. **Name of Program:** Griffin-Spalding County Schools Quality Leader Academy
2. **Purpose of Program:** The goal of the Griffin-Spalding County Schools (GSCS) Quality Leader Academy was initiated during the 2015-16 school year. The purpose is to increase student achievement by identifying, inducting, developing, and supporting our future and current school leaders to become effective instructional, adaptive and transformational leaders. The Quality Leader Academy (QLA) will help sustain and retain effective leadership at the school and district levels and to develop a leadership pipeline for the future. The end result will be quality leadership who will maximize student achievement, teacher effectiveness and organizational effectiveness.
3. **Audience(s) for program, include any geographic points of reference:** The GSCS Quality Leader Academy includes the following leader development levels for Griffin-Spalding County School employees:
 - **Aspiring Leaders** (aspiring assistant principals; i.e. instructional coaches, teachers, counselors, etc.)
 - **Aspiring Principals** (assistant principals and central office administrators; i.e. curriculum coordinators)
 - **Early Career Principals** (induction level principals with 0-3 years of experience)
 - **Leaders at Work** (veteran principals > 3 years of experience and central office leaders; i.e. directors)
 - **Aspiring District Office Leadership** (experienced and effective principals, new district level leaders)
4. **Program content:** The Quality Leader Academy includes local leadership training, participation in regional/state level leadership development programs, performance-based learning, and leadership coaching.
 - **Theory** – Classroom-based Learning, Book Studies, Local leadership seminars
 - **Research** – External leadership partnerships, Leadership conferences, Experts in the field
 - **Practice** – Mentor/Coaching, Performance-based learning, Panel discussions, Capstone Project, Feedback
5. **Timeline or calendar for program:** The GSCS Quality Leader Academy is a two-year program. Program participant learn as a unit in local leadership training sessions, they attend regional/state level leader development partnerships, and apply leader core competencies through performance-related activities and experiences.

GSCS Quality Leaders Academy Schedule (Aspiring Leaders Program, Aspiring Principals Program, Leaders at Work)

| | |
|--------------------------|--|
| Mon., September 18, 2017 | QLA Orientation, QLA Overview, Norms, Personal Assessment |
| Thur., December 7, 2017 | QLA Session 3 – Culture and Climate |
| Thur., January 25, 2018 | QLA Session 4 – Organizational Mgmt. & Governance (Budget, Finance) |
| Thur., February 22, 2018 | QLA Session 5 – Organizational Mgmt. & Governance (Safety, Operations) |
| Fri., March 2, 2018 | QLA Session 6 – School & Community Engagement & Equity |
| Thur., March 22, 2018 | QLA Session 7 – Leading Change and Capstone Project Presentation |

6. **History of program, to include number of participants or graduates of program:**

| Quality Leader Academy | Aspiring Leaders (ASL) Candidates | Aspiring Principals (ASP) Candidates | Aspiring District Office (ADO) Candidates | Early Career Principals (ECP) Candidates | Graduated |
|------------------------|-----------------------------------|--------------------------------------|---|--|-----------|
| 2015-16 Cohort I | 3 | 4 | 1 | 2 | 10 |
| 2016-17 Cohort II | 4 | 1 | 2 | 2 | 2 (ADO) |
| 2017-18 Cohort III | 5 | 3 | 0 | 4 | |

7. **Cost of program, either to individuals or organizations:**
 - Aspiring Leaders attend Griffin RESA Emerging Leaders Program - \$100 tuition
 - Aspiring Principals attend GAEL Aspiring Principals Program - \$800 tuition
 - Early Career Principals attend UGA Early Career Principals Residency Program - \$1,500 tuition
 - District Office Leadership attend GSSA District Office Professional Development Program - \$2,040 tuition
 - Leadership Consultant Fee (As needed) - \$1,500 daily rate
8. **Funding source(s) for program:** Title IIA funds; In 2016, the Gwinnett County Public School System supported the sustaining of GSCS Quality Leader Academy with a one-time \$15,000 contribution.
9. **Evidence of impact or measurement of attainment of program goals:**
 - 2 of 7 Aspiring Leaders promoted to Assistant Principal and Curriculum Coordinator positions
 - 1 of 4 Aspiring Principals promoted to Principal; 1 of 4 Aspiring District Office promoted to Deputy Superintendent
 - 1 of 4 Early Career Principals named Georgia Middle School Principal of the Year
 - 6 of 7 Aspiring Leaders retained in district; 4 of 4 Aspiring Leaders retained in district
 - 7 of 7 Aspiring Leaders Proficient or higher TKES/LKES; 4 of 4 Aspiring Principals Proficient or higher LKES
10. **Scaling of program:** Due to federal reduction of District Title IIA Funds, sustainability the current design of the GSCS Quality Leader Academy questionable. In FY2017, the GAEL Aspiring Principals Program was cut from program due to financial restraints. In FY2018, funding will need to be identified to sustain the GSSA District Office Professional Development Program partnership. Local leadership seminars are sustainable with current Director of QLA.

NEGA RESA - Lead Academy



Learn | Empower | Advance | Distinguish

Purpose To prepare leaders at the teacher, school and district levels with the knowledge, skills and dispositions to successfully lead school improvement efforts within each of the fourteen member districts of Northeast Georgia RESA.

Audience

Teachers and leaders of the following school systems:

Barrow County School System
Clarke County School District
Commerce City Schools
Elbert County School District
Greene County School System

Foothills Education Charter High School
Jackson County School System
Jefferson City Schools
Madison County School District
Morgan County Charter School System
Oconee County Schools
Oglethorpe County School System
Social Circle City Schools
Walton County School District



Program Content

Curriculum

The NEGA RESA Leader Academy curriculum is based upon the Georgia Leader Performance Standards.

Instructional Components

The NEGA RESA Leader Academy includes instructional components designed to develop leaders who are prepared to lead school improvement at all levels of the member districts.

- Case Studies
- Simulations
- Required Readings
- Project-Based Teamwork
- Online Collaboration Tasks
- Performance Tasks
- Coaching and Feedback
- Capstone Project

| | |
|--|---|
| SCHOOL LEADERSHIP | - Instructional Leadership - School Climate |
| ORGANIZATIONAL LEADERSHIP | - Planning and Assessment - Organizational Management |
| HUMAN RESOURCES LEADERSHIP | - Human Resources Management - Teacher/ Staff Evaluation |
| PROFESSIONALISM & COMMUNICATION | - Professionalism - Communication & Community Relations |

Timeline and History

July – November 2017: Program Planning, Development, Branding, Advertisement and Candidate Selection

December 2017 – May 2018: Launch of Cohort 1 Monthly Sessions with a Maximum of 25 Participants

Cost and Funding

NEGA RESA Membership includes one participant per system. Systems may fund additional candidates at a cost of \$900 per person.

Program Goals/Measurement of Impact

1. Increase the leadership skills of each participant, as measured by pre and post performance tasks.
2. Establish a pipeline of highly effective leaders to meet the needs of member districts, as measured by vacancy reports, the available candidate pool, hiring data and district feedback on effectiveness.

Scaling of Program

During the inaugural year, plans are underway for future program expansion to include implementation of concurrent multiple cohorts.



LEADERSHIP INITIATIVES

Pioneer RESA provides the following to support the educational leaders in our region.

SUCCESSFUL BEGINNINGS: PROFESSIONAL LEARNING FOR NEW OR NEWER PRINCIPALS

A day of PL for new principals designed to help get the year off to a good start.

YEAR-LONG PRINCIPAL SUPPORT PROGRAM - PRINCIPALS

Continuous, job-embedded professional learning designed to open conversations and focus on practical application of knowledge & skills. The LAP standards serve as the framework for all sessions.

YEAR-LONG PRINCIPAL SUPPORT PROGRAM - ASSISTANT PRINCIPALS

Continuous, job-embedded professional learning designed to open conversations and focus on practical application of knowledge & skills. The LAP standards serve as the framework for all sessions.

PIONEERS IN LEADERSHIP

A year-long foundational course for aspiring educational leaders. This program is designed to allow teachers to explore the work of educational leaders and to prepare them for the transition into leadership roles.

ANNUAL PIONEER RESA LEADERSHIP CONFERENCE

For the past 29 years, Pioneer RESA has planned and hosted a three-day conference for educational leaders in our region and beyond. The conference is designed to provide practical, timely information to support leaders in their work.

BOARD GOVERNANCE TRAINING

Pioneer RESA conducts GaDOE approved training for Board of Education members and superintendents in the areas of:

- Analyzing Demographic and Financial Data
- Analyzing Student Achievement and Outcome Data
- Board Building: Leveraging Individual and Governance Team Strengths Through Emergenetics
- Board Roles and Responsibilities
- Communicating the School System Message
- Curriculum & Instructional Leadership for Boards of Education

- Facilities Planning for Boards of Education
- Leading the Change from the Board Level
- Legal Issues & Ethics for Boards of Education
- Personnel Leadership for Boards of Education
- Planning for Boards of Education
- Review & Revision of System Goals and Priorities
- System Wide Technology Initiatives for Boards of Education
- Understanding Educator Ethics for Board Members

ANNUAL 'DAY WITH GAPSC'

Pioneer RESA hosts the annual Day with GaPSC in the spring of each year so that our educational leaders can hear the latest news from GaPSC and ask questions.

TRAINING FOR ADMINISTRATORS ON THE VARIOUS STATE EVALUATION INSTRUMENTS.

TKES, LKES, CKES, School Psychologist, School Social Worker, School Media Specialist.

LEGAL TALKS WITH HHH

Twice a year, Pioneer RESA brings in attorneys from HHH Law Firm to focus on superintendent selected topics for all school administrators.

TRIBUNAL TRAINING FOR ADMINISTRATORS

Pioneer RESA provides annual administrator training on conducting tribunals.

INDIVIDUAL ONE ON ONE COACHING FOR LEADERS

Pioneer RESA offers one on one coaching for superintendents who request this PL opportunity.

PLCS FOR VARIOUS EDUCATIONAL LEADER POSITIONS

Pioneer RESA hosts and facilitates job-alikes (PLCs) for several positions:

- CTAE Directors
- ESOL Directors
- Facility/Safety Directors
- Finance Directors
- Human Resource Directors
- Nutrition Directors
- Payroll Directors
- PBIS District Coordinators
- Transportation Directors

Priorities for Principal-Focused Work, by State

| Principal Support and Professional Development | |
|---|---|
| Developing programs or resources for principal mentoring or coaching | AR, DE, DoD, GA, ID, KS, KY, MI, MO, NC, NJ, NV, OH, PA, RI, SC, TN, WA |
| Developing programs or resources for the professional development of novice principals | AL, AR, AZ, CT, DE, DoD, GA, ID, KS, KY, MI, NC, NJ, NV, OH, PA, RI, TN, WI |
| Developing programs or resources for the professional development of veteran principals | AL, AZ, CT, DE, DoD, GA, HI, ID, KS, MI, MO, NC, NV, OH, PA, RI, TN, WI |
| Improving principal capacity to provide feedback and develop teachers | AL, AZ, DoD, GA, ID, KS, KY, MI, NC, NV, OH, PA, RI, SC, TN, WA, WI |
| Developing programs or resources to develop principals of low-performing or hard-to-staff schools | AL, AZ, GA, HI, ID, KS, KY, MI, MO, NC, NJ, NV, OH, PA, RI, SC, TN |
| Using Title II.A set-aside funds for principal development programs | DE, GA, ID, KS, MI, MO, NJ, NV, OH, PA, SC, TN, WA, WI |
| Principal Supervisors | |
| Improving principal supervisor practices in the support and development of principals | AL, AR, AZ, CT, DE, GA, HI, ID, KY, MI, MO, NJ, NV, PA, RI, SC, TN, WA, WI |
| Improving principal supervisor implementation of the principal evaluation system | AL, AR, AZ, CT, DoD, GA, MI, NJ, PA, SC, TN, WA, WI |
| Developing or revising principal supervisor standards | AR, CT, GA, MI, NV, SC, WA |
| Principal Preparation | |
| Developing programs or resources for principal preparation | AL, AR, CT, DoD, HI, ID, KY, MI, MO, NV, OH, PA, RI, TN, WA |
| Revising accreditation process or criteria for principal preparation programs | CT, ID, KY, MI, MO, NJ, NV, OH, TN, WA |
| Revising administrator licensure requirements | AR, ID, MO, NV, OH, TN |
| Principal Evaluation | |
| Promoting the use of evaluation data for principal development | AR, DE, DoD, GA, ID, KY, MO, NC, NJ, NV, OH, PA, SC, WI |
| Aligning the principal evaluation system to leader standards | AR, CT, DoD, KY, NJ, OH, RI, WI |
| Developing or revising the principal evaluation system | AR, DE, KY, NJ, OH |
| Principal Standards | |
| Aligning principal standards with PSEL | AR, DE, DoD, MI, OH, PA, WA, WI |
| Developing or revising AP standards | AR, DoD, MI, OH, SC, TN |
| Developing or revising principal standards | AR, CT, DoD, OH, RI, WI |

Source: Survey of Participants in CCSSO Principal-Focused Action Groups, April 2017, additional data September 2017.

Georgia

Georgia has recently finalized web-based interactive professional development modules for leaders and teachers. The leader modules focus on professional learning plans/goals, remediation plans, and professional learning communities as related to recertification. The modules include videos and activities.

Additionally, Georgia has been working with a consultant to develop what can be referred to as “just-in-time” online modules for new principals, based off of face-to-face modules with a proven track record. These 10 or so month-by-month modules provide guidance for novices that target practical issues principals face throughout the school year.

Through a statewide task force convened in 2011, Georgia has developed a series of resources on delivering effective principal induction programs to new principals. One resource is a 26-page guide that incorporates revised induction program standards developed by the New Teacher Center. Induction resources also include principal self-assessments, induction program assessment, and principal mentor modules and trainer guidance.

Principal evaluation data have led Georgia to consider how to help principal supervisors become more engaged in providing support and evaluative feedback to building leaders, thereby advancing principal professional growth. The state is also interested in engaging supervisors around ways to strengthen principal preparation, such as through councils of leaders from districts and preparation programs.

State Resources:

Teacher and Leader Support and Development section of the state website

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx>

Resources and guidelines for principal induction

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Teacher-and-Principal-Induction-Guidelines.aspx>

Georgia’s principal evaluation system, the Leader Keys Effectiveness System

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/Leader-Keys-Effectiveness-System.aspx>

Areas of Current State Priority

Based on the majority of the state’s survey respondents

Support and PD: Principal mentoring or coaching; Novice principal supports; Veteran principal supports; Principal development of teachers; Supports for principals in low-performing or hard-to-staff schools; Use of Title II.A funds

Supervisors: Supervisor development of principals; Supervisor implementation of principal evaluation; Changes to supervisor standards

Preparation: –

Evaluation: Use of evaluation data for principal development

Standards: –

Georgia Regional Education Service Agencies (RESA) Leadership Initiatives

| RESA | Initiatives |
|--------------------------------------|---|
| <p>Northwest Georgia RESA</p> | <p>Northwest Georgia RESA Principal’s Center-Leadership and Learning Program (sponsored by the Professional Association of Georgia Educators)</p> <p>Strand One: Nuts and Bolts of Leadership</p> <ul style="list-style-type: none"> • Operational Legal Issues (LKES Standards 4,6,7) • Human Resources Management (LKES Standards 2,5,6) • Human Resources - Recruitment, Induction, and Vetting (LKES Standards 2,5,6) <p>Strand Two: Leadership Development and Networking</p> <ul style="list-style-type: none"> • Metrics for CCRPI- An Ever Changing Landscape (LKES Standards 2,3,6) • Personal Professional Planning (LKES Standards 1-8) <p>3 Part Series for COHORT II - Participants new to PLC</p> <ul style="list-style-type: none"> • Pt. 1 - Necessary Steps to Create the Culture for Effective PLCs (LKES Standards 1-8) • Pt. 2 - Developing the Structure and Capacity at My School to Operate Effective PLCs (LKES Standards 1-8) • Pt. 3 - The Professional Learning Community Operational – Now What? (LKES Standards 1, 8) <p>3 Part Series for COHORT I - Continuation of PLCs from FY16-17</p> <ul style="list-style-type: none"> • Pt. 1 - Exemplary Teachers and PLCs: Connecting Teacher Growth and Student Achievement Through PLCs (LKES Standard 8) • Pt. 2 - Functional or Dysfunctional? Examining Teams That Work and Teams That Struggle (LKES Standards 1-8) • Pt. 3 - Built to Last: Developing PLCs That Extend Beyond The Initial Emphasis (LKES Standards 1-8) <p>Strand Three: The Poverty Puzzle</p> <ul style="list-style-type: none"> • Piece One - National Perspective on Poverty - HOPE: Helping Organizations & Agencies Promote Engagement (LKES Standards 1,2,3,7,8) • Piece Two - Georgia Perspective of Poverty and Strategies for Success - One of a Kind Student Success Center/Graduate Marietta (LKES Standards 1,2,3,4,7,8) • Piece Three - EdCamp - Catalysts for Conversations on Poverty - Networking for Solutions (LKES Standards 2,4,5,7,8) • Additional Session / Topic to be Identified* Brain Research (Register) • Additional Session / Topic to be Identified* Early Literacy (Register) <p>Strand Four: Innovation in Real Time</p> <ul style="list-style-type: none"> • The Wheels on the Bus Go Round Turning Ideas into Student-Centered Solutions with Focus on Innovation, Technology, STEM/STEAM. (LKES Standards 1-8) • North Tour - September Dade, Catoosa, Dalton City, Chickamauga City, Walker, Trion City, Chattooga • Central Tour - November Gordon, Calhoun City, Floyd, Rome City, Polk, Haralson • South Tour - January Paulding, Bremen City, Bartow, Cartersville City <p>The Center provides principals and other school based leaders with relevant and timely professional learning to strengthen their leadership capacity. The link is at: http://principals.nwgaresa.com/strands-and-sessions</p> |

| RESA | Initiatives |
|-------------------|---|
| Metro RESA | <p>Metro RESA is one of three RESAs in the state to develop an alternative leadership certification route for school leaders. We call ours “iLead”. It is a one year, job embedded program that provides educators an alternative route to obtaining leadership certification. Twenty- three people finished our first cohort last year, and this year, we are on course to complete 45 individuals in our second summer cohort. This has become an outstanding way for our districts to tap those who may already have higher degrees but not leadership certification. The work of the program is based on THEIR WORK as they conduct action research on an identified challenge. We offer both Tier I and Tier II programs, and we have received GLOWING feedback on the program and the support that is given to the candidates through the support team assigned to each one.</p> <p>Metro RESA offers the Teacher Leader Endorsement. This three course, 150-hour endorsement provides leadership training to those who may not necessarily be in a traditional leadership role (assistant principal, principal, etc.), but who have been tapped by their districts in other leadership positions such as instructional coaches, or those who want to grow their leadership experiences in the hopes of one day becoming a school leader. The curriculum is very action based, with strong elements of coaching. Providing quality feedback to candidates in an integral part of the program.</p> <p>Metro RESA provides SLDS training for school leaders throughout the year, either upon request at schools and systems or here at our office in Smyrna. This training focuses on using the statewide tool to student, teacher, school, system, and state level data. Metro RESA includes leadership components of many of the trainings that we do, especially those on-site in our schools. We always want school leaders to know the “look fors” so that they can monitor the implementation of the professional learning we have delivered.</p> |

| RESA | Initiatives |
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| Okefenokee RESA | <p>Leadership Activities</p> <ul style="list-style-type: none"> • Growing Leaders – Leadership development course (1 yr) that is designed to familiarize current teachers/ instructional coaches with school leadership fundamentals (budget, personnel, discipline, school safety, etc) as they consider obtaining leadership degrees and leadership positions. • Principal Collaborative - Quarterly meeting of RESA area principals to cultivate relationships and provide an opportunity to discuss relevant school leadership topics such as CCRPI changes, ESSA, scheduling for instruction, legal issues, technology, etc... • Assistant Principal Collaborative – Quarterly meeting of RESA area assistant principals to discuss issues relevant to the assistant principal position. • Principal Development Program – Currently in the design process. The program will focus on providing current assistant principals with performance-based professional learning opportunities and coaching to develop the knowledge and skills to serve as a school principal. • Board of Control meetings – Opportunities for Superintendents to meet and conduct the business of RESA plus discuss relevant school leadership issues. • PLAC – Collaboration of district curriculum directors to coordinate professional learning opportunities at RESA that meet the needs of the systems served. • RESA hosts various activities for school leaders such as “A Day with the PSC”; “TKES/LKES trainings provided by GADOE”; “PLCs for School Leaders”; “CCRPI Individual School Training with Bobby Smith”; “SLDS for Administrators” |
| Middle Georgia RESA | <p>Middle GA RESA provides leadership support to meet the individual needs of districts and schools. Districts should request support by contacting MGRESA’s Executive Director or the Leadership Coordinator. Some of these opportunities include:</p> <ul style="list-style-type: none"> • Strategic Planning <ul style="list-style-type: none"> • MGRESA offers training and guidance in Strategic Improvement Processes at both the school and district levels. This includes the use of the following: <ul style="list-style-type: none"> ○ Data analysis (using multiple sources to verify need) ○ Use of data to identify high priority needs ○ Identifying root causes ○ Developing district and school Improvement Plans ○ Aligning School Improvement Plans to district goals ○ Utilizing research to identify best practices ○ Developing plans to select and implement research proven strategies that have proven successful in similar schools and districts ○ Identifying and using leading data to measure and monitor successful implementation of selected interventions ○ Utilizing a Balanced Score Card to measure success of district and school goals ○ Communicating results to stakeholders <p>Data Analysis and Use-MGRESA provides training to support the disaggregation and use of data so that districts, schools, teachers and stakeholders understand the wealth of data which are available and know how to use the data to plan for and adjust instruction to ensure that the needs of all students are met. Several data support opportunities include:</p> |

| RESA | Initiatives |
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| | <ul style="list-style-type: none"> ○ Training in the use of SLDS ○ Analyzing multiple sources of data to influence instructional decisions ○ Implementation of the Data Teams Process by school level team <p>The Data Team Process is a cyclical process that begins with teams deconstructing unit standards to ensure teachers know what students should know, understand and be able to do as a result of standard mastery.</p> <p>Once this step is accomplished, teacher teams build a framework for unit plans, including identifying resources, best practices, interdisciplinary connections, performance tasks, STEM projects, and engaging learning experiences. A critical piece to this process is the development of assessments that are very tightly aligned to the standards. Following the pre-work, teachers take the following steps to complete the process:</p> <ul style="list-style-type: none"> ● Collect and chart pre-assessment data ● Analyze the data and prioritize student needs ● Set, review and revise incremental SMART Goals ● Elect appropriate instructional strategies for individuals and groups of students based on needs ● Analyze and adjust progress based on results indicators (formative data) ● Post-assess and determine standard mastery ● Develop a plan to reteach standards that have not been mastered <p>Leadership Team Training-A teams-based approach to decision making as well as the school improvement process supports buy-in, fidelity to implementation, and ownership for results by all engaged stakeholders. This training supports the development of leadership teams as well as other strategic and problem-solving teams that involve appropriate internal and external stakeholders in making informed and effective decisions. This training focusing on the following:</p> <ul style="list-style-type: none"> ● Use of various types of teams ● How to conduct meetings that get the desired results and are not time-wasters ● Identification of appropriate team members ● How to train team members for success (including the use of appropriate judgment and consideration of legal and ethical implications for all decisions) ● Leading others in the decision-making process ● Providing feedback that is not offensive or dictatorial ● Soliciting input from others ● Communicating between and among teams and other stakeholders <p>New Leader Coaching/Mentoring -MGRESA employs highly successful and qualified leaders from all levels who are trained in supporting the success of others. Former superintendents, district office leaders, and principals are available to provide coaching and mentoring to new leaders or struggling leaders. This model of coaching focuses on observing and providing feedback on performance without the punitive perception associated with the evaluation process.</p> |

| RESA | Initiatives |
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| | <p>School and district leaders help identify strengths and growth needs of the leader to be coached and a growth plan is developed that includes specific measurable outcomes. This process focuses on skills such as time management, successful completion of required leadership tasks, and dispositional characteristics (including communication, professionalism, etc.). Because the plan is developed with measurable goals and specific outcomes, results can be shared in a non-judgmental manner with appropriate district leaders.</p> <p>At-Risk Leader Support-This model of support is similar in structure to the New Leader Coaching; however, it is extremely targeted to growth needs identified through the LKES process. After communicating with the district superintendent or designee, MGRESA's Executive Director will make a recommendation as to the RESA employee most suited to provide the coaching for each unique situation. This model of coaching focuses on observing and providing feedback on performance without the punitive perception associated with the evaluation process. School and district leaders help identify strengths and growth needs of the leader to be coached and a growth plan is developed that includes specific measurable outcomes. This process focuses on skills such as time management, successful completion of required leadership tasks, and dispositional characteristics (including communication, professionalism, etc.). Because the plan is developed with measurable goals and specific outcomes, results can be shared in a non-judgmental manner with appropriate district leaders.</p> <p>AdvancED Support-Many districts struggle with finding the appropriate personnel who have the time to assume the task of leading the AdvancED process. MGRESA employs personnel highly experienced in this area. Support services involve leading your teams through the entire process, ensuring that information is comprehensive, accurate, and professionally submitted. Each district has a story to tell. The goal is to tell your district's story in a manner that accurately reflects the hard work that is going on in your district and clearly shows an ongoing commitment to continuous improvement. Specifics of the process include establishing a timeline for the work to be done, assigning ownership of all tasks, making recommendations as to team composition, communicating the process to board members, leading teams to identify and obtain the required information, communicating with team leaders to get information in a timely manner, compiling data and reports, soliciting information from appropriate resources, providing feedback on team submissions, revising and editing team reports, and submitting all reports through the ASSIST platform.</p> |

| RESA | Initiatives |
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| Chattahoochee-Flint RESA | <p>We have a principal and assistant principal cohort that meet each month Facilitated by Dr. Mark Wilson with focus on reflection, conversation, and needs of the participant Topics include:</p> <ul style="list-style-type: none"> • Instruction leadership • School Climate • Planning and assessment • Organizational management • Human resource management • Teacher/staff development • Professionalism • Communication and community relations <p>Additional initiatives</p> <ul style="list-style-type: none"> • Chattahoochee-Flint RESA Leadership Conference is held in the summer with breakout sessions on pertinent topics • Host site for Piedmont College for MEd and EdS in Educational Leadership • SW GA Superintendents Conference held in St Simons (held in conjunction with 3 other RESA's) • Ft Benning 4th Ranger Training Battalion-Leadership Style (planning stage) • RESA director meets with Superintendents for collaboration and strategic planning • In planning stage with Columbus State University for a cohort with rising leaders |
| Oconee RESA | <p>School System Scope of Work: The following is a proposed scope of work for two phases of the Institute for Performance Improvement (“The Institute”) Certified School Improvement Specialist™ (CSIS™) Development and Certification Program for the participating school systems in the Oconee RESA. (“The System”).</p> <p>Training Deliverables: The <i>LAUNCH!</i>™ Learning Experience Participants: <i>LAUNCH!</i>™ participants will complete ten Certified School Improvement Specialist (CSIS)™ courses during Phase 1 and 2 in alignment with their respective school improvement plans.</p> <p>Participant responsibilities: Prior to each course each participant will complete pre-work. During class, each participant will learn practices and tools and prepare for the post-class transfer of learning to on-the-job practice. Following each course, each participant will complete the post-class assignments demonstrating practice and proficiency in the work of each standard, in alignment with the school improvement plan.</p> <p>Participants will participate in a half-day orientation to the CSIS™ standards and the <i>LAUNCH!</i>™ Learning Experience process and requirements.</p> <p>Participants’ Supervisors: The supervisor of each participant will: 1) attend required sessions alongside participants; 2) Read assigned materials and attend monthly live online Supervisor Community of Practice sessions; 3) Provide participant pre-class assignments in alignment with strategic priorities of The System, the participants’ respective school improvement plans and performance evaluation goals; 4) State specific expectations for performance of the post-class assignments and results to participants; 5) Monitor transfer of learning to practice and results; 6)</p> |

| RESA | Initiatives |
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| | <p>provide support and direction; and 7) Provide regular briefings to the superintendent to maintain strategic alignment and request executive support as needed.</p> <p>Supervisors will participate in a one-day orientation to the CSIS™ standards and the <i>LAUNCH!</i>™ Learning Experience process and supervisor and participant requirements.</p> <p>Designations: Successful <i>LAUNCH!</i>™ program completers receive a digital badge, a verifiable micro-credential after sign-off by their supervisors and instructors.</p> <p>Phases: Phase 1 will cover Standards 1 – 4; Phase 2 will cover Standards 5 – 10.</p> <p>Optional Certifications: CSIS™ Individual, School and System Certifications</p> <p>Individuals: The System can choose to support individuals who have evidence of the ability to demonstrate proficiency in the work of the CSIS™ standards with three years of triangulated data related to a systemic performance improvement effort each individual candidate facilitated, with proof of correlation of efforts and student achievement gains. The candidates must attend one of The Institute-provided orientations. No certification fees are charged until each individual submits a completed online application. The System may purchase a set of application permits in advance and assign them to system-approved candidates, or pay the fees when the applicants submit their applications. The Institute strongly recommends carefully selecting candidates with review against provided rubrics before purchasing certification permits. The cost is \$695 per applicant.</p> <p>Schools: The System can choose to support School Leadership Teams and/or Local School Governance Teams individuals who have evidence of the ability to demonstrate proficiency in the work of the CSIS™ standards with three years of triangulated data related to a systemic performance improvement effort the teams facilitated, with proof of correlation of efforts and student achievement gains. The team members must attend one of The Institute-provided orientations. No certification fees are charged until the team submits a completed online team application. The System may purchase a set of team application permits in advance and assign them to system-approved teams, or pay the fees when the teams submit their applications. The Institute strongly recommends carefully selecting candidate teams with review against rubrics provided before purchasing certification permits. The cost is \$995 per team.</p> <p>System: The System can choose to apply for certification of the evidence of the ability to demonstrate proficiency in the work of the CSIS™ standards with three years of triangulated data related to a systemic performance improvement effort the system leadership team facilitated, with proof of correlation of efforts and student achievement gains. The team members must attend one of The Institute-provided orientations. No certification fees are charged until the team submits a completed online team application. The System may purchase a system application permit in advance, or pay the fees when the team submits their applications. The Institute strongly recommends carefully reviewing the certification rubrics before purchasing certification permits. The cost is \$995 per system.</p> <p>Designations: Successful certification candidates receive a digital badge, a verifiable micro-credential, along with a certificate, a name badge and CSIS lapel pin, after sign-off by their supervisors and instructors.</p> <p>Assumptions and Training Costs: The following assumptions guide the scope of work statement and costs:</p> <ul style="list-style-type: none"> • The minimum cohort size will be 25 participants total from The System(s) at a cost of \$3000 per person, per phase. If the cohort reaches 30 participants, the cost drops to \$2500 per person. |

| RESA | Initiatives |
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| | <ul style="list-style-type: none"> • Supervisors of education participants are not considered “participants”; however, some training sessions will require their active participation. Supervisors also engage via the online Supervisor Community of Practice sessions to ensure participants have appropriate direction and support. Districts may opt to enroll individual supervisors alongside their respective participants for all sessions at the full participant price. Otherwise, supervisors cost \$1500 per phase. Make-up CSIS™ online orientations are \$300 per session. • The System(s) will provide a suitable local facility for the live training sessions with audio-visual supplies and support, flip chart stands, flip chart pads, access to the web for participants and instructors, and a working space allowing for flexible grouping. • The Institute provides instruction, materials, one textbook and supplies. Meals are not included unless additionally included in the contracted price. Participant and supervisor travel is not included. • The two phases are contracted separately for the periods May 2017 through June 2017 and July 2017 to Spring 2018, concluding with the Showcase. • The System(s) will determine and state their specific areas of strategic focus, and will provide executive leadership and oversight so that participants and supervisors complete their respective assignments and demonstrate evidence of learning, performance and results, in alignment with their respective school improvement plan and performance evaluations. • The System(s) will each assign a Project Leader as act as a central point of contact with agreed-upon responsibilities for both phases. <p>Partner Participation Options</p> <p>Members of Local Governance Teams who are not system employees may attend as guests whose participation is paid by The System. Other individuals from the organizations or other partner organizations may participate, with the permission of The System(s), at the same cost as participants of The System(s). This also applies to other school systems from outside the Oconee RESA.</p> <p>The program focuses on system improvement needs, improvement needs of participating organizations and mutual interests for student, organizational and community success. Non-education partners will be required to sign a collaboration commitment as a condition of participation with The System(s).</p> <p>Note: Allowing partners to participate can help districts to provide two sessions of each class so that administrators can flex attendance and ensure schools have adequate leadership coverage at all times. It also helps reach cohort attendance goals to reduce per person costs. A single class = 25>.</p> |

| RESA | Initiatives |
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| Pioneer RESA | <p data-bbox="440 342 1354 369">Pioneer RESA provides the following to support the educational leaders in our region.</p> <div data-bbox="440 394 1411 464" style="border: 1px solid black; padding: 2px;">SUCCESSFUL BEGINNINGS: PROFESSIONAL LEARNING FOR NEW OR NEWER PRINCIPALS</div> <p data-bbox="440 470 1232 497"><i>A day of PL for new principals designed to help get the year off to a good start.</i></p> <div data-bbox="440 533 1411 569" style="border: 1px solid black; padding: 2px;">YEAR-LONG PRINCIPAL SUPPORT PROGRAM - PRINCIPALS</div> <p data-bbox="440 579 1390 659"><i>Continuous, job-embedded professional learning designed to open conversations and focus on practical application of knowledge & skills. The LAP standards serve as the framework for all sessions.</i></p> <div data-bbox="440 701 1411 737" style="border: 1px solid black; padding: 2px;">YEAR-LONG PRINCIPAL SUPPORT PROGRAM - ASSISTANT PRINCIPALS</div> <p data-bbox="440 743 1390 823"><i>Continuous, job-embedded professional learning designed to open conversations and focus on practical application of knowledge & skills. The LAP standards serve as the framework for all sessions.</i></p> <div data-bbox="440 844 1411 879" style="border: 1px solid black; padding: 2px;">PIONEERS IN LEADERSHIP</div> <p data-bbox="440 886 1401 966"><i>A year-long foundational course for aspiring educational leaders. This program is designed to allow teachers to explore the work of educational leaders and to prepare them for the transition into leadership roles.</i></p> <div data-bbox="440 1008 1411 1043" style="border: 1px solid black; padding: 2px;">ANNUAL PIONEER RESA LEADERSHIP CONFERENCE</div> <p data-bbox="440 1054 1396 1134"><i>For the past 29 years, Pioneer RESA has planned and hosted a three-day conference for educational leaders in our region and beyond. The conference is designed to provide practical, timely information to support leaders in their work.</i></p> <div data-bbox="440 1155 1411 1190" style="border: 1px solid black; padding: 2px;">ANNUAL 'DAY WITH GAPSC'</div> <p data-bbox="440 1197 1308 1249"><i>Pioneer RESA hosts the annual Day with GaPSC in the spring of each year so that our educational leaders can hear the latest news from GaPSC and ask questions.</i></p> <div data-bbox="440 1281 1411 1350" style="border: 1px solid black; padding: 2px;">TRAINING FOR ADMINISTRATORS ON THE VARIOUS STATE EVALUATION INSTRUMENTS.</div> <p data-bbox="440 1356 1344 1383"><i>TKES, LKES, CKES, School Psychologist, School Social Worker, School Media Specialist.</i></p> <div data-bbox="440 1425 1411 1461" style="border: 1px solid black; padding: 2px;">LEGAL TALKS WITH HHH</div> <p data-bbox="440 1472 1255 1533"><i>Twice a year, Pioneer RESA brings in attorneys from HHH Law Firm to focus on superintendent selected topics for all school administrators.</i></p> <div data-bbox="440 1554 1411 1589" style="border: 1px solid black; padding: 2px;">TRIBUNAL TRAINING FOR ADMINISTRATORS</div> <p data-bbox="440 1596 1232 1623"><i>Pioneer RESA provides annual administrator training on conducting tribunals.</i></p> |

| RESA | Initiatives |
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| | <p style="text-align: center;">INDIVIDUAL ONE ON ONE COACHING FOR LEADERS</p> <p><i>Pioneer RESA offers one on one coaching for superintendents who request this PL opportunity.</i></p> <p style="text-align: center;">PLCS FOR VARIOUS EDUCATIONAL LEADER POSITIONS</p> <p><i>Pioneer RESA hosts and facilitates job-alikes (PLCs) for several positions:</i></p> <ul style="list-style-type: none"> ▪ CTAE Directors ▪ ESOL Directors ▪ Facility/Safety Directors ▪ Finance Directors ▪ Human Resource Directors ▪ Nutrition Directors ▪ Payroll Directors ▪ PBIS District Coordinators ▪ Transportation Directors |
| <p>Central Savannah River RESA</p> | <p style="text-align: center;">CSRA RESA Leadership Initiatives</p> <p>CSRA RESA offered the following leadership opportunities during the 2016-17 and 2017-18 school years:</p> <p><i>Evaluation Training</i></p> <ul style="list-style-type: none"> • Leader Keys Effectiveness System Training/Credentialing/Re-credentialing • Teacher Keys Effectiveness System Training/Credentialing/ Re-credentialing • TKES: GaDOE TLE Electronic Platform Update • TKES and LKES: Changes, Challenges, and Collaboration – SB364 Changes • Evaluation trainings for personnel not covered under TKES/LKES: <ul style="list-style-type: none"> a. Georgia Media Specialist Evaluation Training b. Georgia School Counselor Evaluation Training c. Georgia School Psychologist Evaluation Training d. Georgia School Social Worker Evaluation Training <p><i>SLDS Training</i></p> <ul style="list-style-type: none"> • SLDS Administrator Training • SLDS Data Overview • SLDS Resource Folders • SLDS for Lexiles/Differentiation <p><i>State/Federal Training and Informational Sessions</i></p> <ul style="list-style-type: none"> • Annual Day with the GaPSC • GaPSC Certification Updates for Leaders • GSE Science Standards Training with Dr. Juan Carlos Aguilar • GSE Social Studies Training with GaDOE and Bruce Lesh • Assessment Updates with Dr. Melissa Fincher • GOSA Administrator Training |

| RESA | Initiatives |
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| | <ul style="list-style-type: none"> • Ga Rural/AP STEM Initiative with Stacy Lutz • STEM Training with GaDOE |
| | <i>Student Discipline</i> |
| | <ul style="list-style-type: none"> • Student Disciplinary Tribunal Training Updates with Dr. Jimmy Stokes • Investigation, Reporting, and Prosecuting Student Misconduct with Dan Murphey • Special Education Legal Issues with Dan Murphey |
| | <i>CCRPI/CNA Training</i> |
| | <ul style="list-style-type: none"> • CCRPI/CNA Training with Bobby Smith |
| | <i>Leadership Development</i> |
| | <ul style="list-style-type: none"> • Successful Beginnings for new Principals with Dr. Mark Wilson |
| | <i>Professional Learning Communities for Administrators</i> |
| | <ul style="list-style-type: none"> • Regional PLCs for District and School Leadership • Job-Embedded PLCs with Dr. Tom Bigwood • PBIS Training and PLCs • Media Specialist Collaborative • Regional PLCs in the areas of: <ul style="list-style-type: none"> a. Math b. ELA c. Reading d. Inquiry Based Learning e. Technology |
| | <i>School Improvement</i> |
| | <ul style="list-style-type: none"> • SIP Leadership Team Institute(s) <ul style="list-style-type: none"> a. District Level b. School Level |
| | <i>Leadership Partnerships</i> |
| | <ul style="list-style-type: none"> • Augusta University <ul style="list-style-type: none"> a. College of Education Leadership Partnership b. STEM Endorsement (<i>Augusta University</i>) c. Reading Endorsement (<i>Augusta University</i>) d. K-5 Math Endorsement (<i>CSRA RESA</i>) e. Gifted Endorsement (<i>CSRA RESA</i>) • Georgia Vision Project Partnership/SPARK Campaign |
| | <i>Other Professional Learning Opportunities for Leadership Personnel</i> |
| | <ul style="list-style-type: none"> • Engaged Readers with Kylee Beers and Bob Probst • Improving Student Outcomes on College Entrance Exams • Math Design Collaborative |

| RESA | Initiatives |
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| | <ul style="list-style-type: none"> • Literacy Design Collaborative • Poverty and Differentiation Training with John Almarode • Science Training with John Almarode • Math Training with Tina Cardone • Number Talks Training with Math Solutions • Technology Training with Microsoft and Goggle • ABCs of Guided Reading with Kathy Griffin • Youth Mental Health First Aid • STEM Training with GPB • Quantile Framework Training with MetaMetrics • Coaching Training |
| <p style="text-align: center;">Southwest Georgia RESA</p> | <p>Southwest Georgia RESA provides professional learning for leaders and quality educational services for the purpose of enhancing the education of children.</p> <p>Professional Learning Workshops:</p> <ul style="list-style-type: none"> • Teacher Keys Effectiveness System (TKES) Training/Credentialing/Re-credentialing • Leader Keys Effectiveness System (LKES) Training & Credentialing • Monthly RESA Board of Control Meetings with Superintendents • School Improvement Planning • Technology Directors Collaborative • Leadership Training for GOSA Reading • Leadership Training for GOSA Math • Planning Committee (Curriculum Directors) Meetings • Statewide Longitudinal Data System (SLDS) for Administrators • Science Leadership Academy • Tribunal Training with Dr. Jimmy Stokes • Counselors Workshops with Dr. Woody Thompson • Georgia Elementary School Principals (GAESP) • Georgia Middle School Principals (GAMSP) • Leader Approved Preparation Program (LAPP) • Inter-rater Reliability (IRR) Training • CCRPI Leadership with Mr. Bobby Smith • Gifted Endorsement Educator Conference • PAGE Poverty Trainings • A Day of the GA PSC • Multi-RESA Superintendents' Conference • Principals/Assistant Principals Workshops with Dr. Mark Wilson: <ol style="list-style-type: none"> 1. Instructional Leadership 2. School Climate 3. Planning & Assessment 4. Organizational Management 5. Human Resources Management 6. Teacher/Staff Evaluation 7. Professionalism 8. Communication & Community Relations |

| RESA | Initiatives |
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| Northeast Georgia RESA | <p>Northeast Georgia RESA is launching a brand-new Leader Academy to serve teachers and leaders in the 14-member school systems. The superintendents of each system are serving as an advisory board for the academy. We are currently in the program development, branding, communication and nomination process. Monthly leadership sessions for participants will begin in December 2017 through May 2018. Future plans include potential expansion to concurrent multiple cohorts and a yearlong program. (This is a leadership development program that is not tied to certification.)</p> <p>The NEGA RESA Academy includes instructional components designed to develop leaders who are prepared to lead school improvement at all levels of the member districts. 1. Case Studies, 2. Simulations, 3. Required Readings, 4. Project-Based Teamwork, 5. Online Collaboration Tasks, 6. Performance Tasks, 7. Coaching and Feedback, and 8. Capstone Project.</p> |
| First District RESA | <p>The First District RESA Initiatives – Each year FDRESA conducts a survey of our superintendents to determine our focus areas for the year.</p> <p>Courses: 1. Building Leadership Capacity: Developing and Supporting the Assistant Principal, 2. Aspiring Leaders</p> <p>Ongoing PL Events: 1. First District School Superintendent Association, 2. FDRESA Facilitated Collaboratives</p> |
| North Georgia RESA | <p>Tribunal Training Update Leadership Academies with Dr. Mark Wilson Hoping for an aspiring leaders program Leader Keys Training and Credentialing Teacher Keys Training and Credentialing SLDS Training GACIS Consortia A variety of technology trainings Administrative Assistants Summit Data Academies with Bobby Smith DOK and Increasing Rigor Workshops</p> |

Leader Standards – Georgia and National

Side by Side: Leader Assessment on Performance Standards (LAPS) and Professional Standards for Educational Leaders (PSEL)
 Georgia LAPS Standards 2014 National PSEL 2015

SCHOOL LEADERSHIP

1. Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

2. School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

ORGANIZATIONAL LEADERSHIP

3. Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

4. Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

HUMAN RESOURCES LEADERSHIP

5. Human Resources Management

The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

6. Teacher/Staff Evaluation

The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

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.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Leader Standards – Georgia and National

PROFESSIONALISM AND COMMUNICATION

7. Professionalism

The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

8. Communication and Community Relations

The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

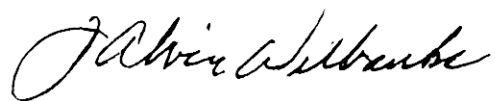
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Respectfully Submitted,

**FINAL REPORT OF THE JOINT STUDY COMMITTEE ON THE ESTABLISHMENT OF A
LEADERSHIP ACADEMY**

A handwritten signature in black ink, reading "J. Alvin Wilbanks". The signature is written in a cursive style with a large initial "J".

J. Alvin Wilbanks, Chairman

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