August 8, 2005

From:  Sharie Smoot

To:  Tish Seay, Craig Smith, Cheryl Reynolds, JW Good, Bill Rowe

Re:  Leadership Program Evaluation Questionnaire Pilot Study

Here are the results from the pilot study using this questionnaire with the graduating Ed.S. cohorts who did this in June. This version took the respondents some time to do, the median time was about 11 minutes with a range of 5 to 27 minutes. That is the only disadvantage I can see to this version. If you want to send it out to graduates of our program, I don’t know what kind of voluntary response rate you would get. Your students had some ideas for improving it though, see below:

How would you improve this questionnaire?

After each response give ways to enhance leadership skills
Include opportunities for reflection on high points of the leadership experience.
It may be more efficient if the responses were easier to manipulate......yes....no....or agree....disagree....strongly disagree, etc.
Maybe have more multiple choice questions instead of essay questions. People can quickly become tired of this process. Just give some typical answers for participants to pick. To me, it may be difficult to quantify these results.
More detailed questions on each frame
More specific questions
You would have received more responses from me with a checklist form of survey.

Overall you got a great deal of information about what these students who just finished are doing already in their schools in the responses to the eight roles of a leader. From their responses there seems to be a great deal of overlap in these roles as they described their activities.

If you print this out, it is 19 pages long. I’m sure you can use this information for some of your reports. The qualitative information is detailed and you can be very proud of this group.
Leadership Program Evaluation Questionnaire Pilot Study

Graduate students in the current Ed.S. program completed the Leader Questionnaire on May 21 as a pilot study for the department. There were 34 respondents to this on line questionnaire set up by Jennifer Puckett for the Leadership Council who had a series of meetings to develop this final format. We decided to pilot test it with current students in the Ed.S. program in a computer lab. These students completed their program this summer.

The first question asked for an overall rating of their leadership preparation at GC&SU.

Rate your leadership preparation at GC&SU.

38% (n=13) chose Exceptional
44% (n=15) chose Very Good
15% (n=5) chose Good
3% (n=1) chose Limited Benefit

To see the survey go to
http://surveys.gcsu.edu/instructors/SOE/leadershipsurvey.tp3

If that doesn’t work, try the address below: The server has been problematic this summer. The user ID to enter is “guest”.

http://surveys.gcsu.edu:8888/instructors/SOE/leadershipsurvey.tp3
The next question asked the participants to *Make recommendations for strategies to improve the leadership program at GC&SU.*

Responses from those who rated the program **Exceptional:**

Continue to use the cohort method of instruction. I believe all cohorts should be switched to the new methods used by Dr. Good and Dr. Reynolds.

I feel that the real life scenarios that we were able to do were quite beneficial and would hope that even more of these types of opportunities would be provided in the future.

More group sharing, team building among separate systems.

More in-depth information on financial components of education.

More work with real scenarios/ less author studies

The leadership program could be improved to include specific expectations of the students.

The Specialist Cohort at GCSU was extremely useful for me. It was both relevant and rigorous. I would say to continue to use the technology, live text and IBM, etc.

There are already numerous opportunities for interaction among peers; I would like to see more continued use of this strategy.

There should be more time or opportunity to engage the class in discussion of situations that he or she may encounter in his or her role as an administrator.

This is a great program here at GCSU.

This program is extremely effective; for instance, a student has the opportunity to demonstrate or improve communications skills, to conduct various research, to receive constructive criticism for peers as well as instructors, etc.; therefore, I would highly recommend this program to any educator.

Responses from those who rated the program **Very Good:**

Continue the work that we have started that crosses over into the business world. Leadership training crosses job field areas. Continue use of the IBM toolkit to communicate the work required. This tool has great carry over to the real world.

Have a syllabus at the beginning of class spelling out what is expected.

I think that if there were more instructional input...and best practices in leadership as well as more actual real case scenarios, the program would be better.

In the class students can participate more in role playing of different styles of leadership. Also, more hands on group work would be beneficial.

Leadership program was well handled. Cohort has taken partial responsibility for the direction of the learning process. There could have been more clarity in assignments and expectations early on, however this could have slowed the growth process. All things considered I am pleased with the progress our cohort has made.

More communication between cohort leaders and internship coach

More concentrated work on preparation for the Praxis II

More organization

Narrow focus of instruction Increase student to student learning

Organization of the tasks and assignments need to be improved.

Real life situations that may give added insight into being an effective administrator.

Syllabus should be required so that students understand what is expected of them on assignments
Responses from those who rated the program **Good or Limited Benefit**:

Allow more time for dialogue about leadership decisions that cohort administrators make and how they arrive at them.
Flexibility is great, but there should be a shared curriculum that is followed.
It would be beneficial to do more role play scenarios to model real life problems that occur. Also, I would like to have current administrators talk to us about their day to day struggles.
More collaborative discussions.
More structure and organization; more concentration on school law; more direct instruction
There should be a definite curriculum that should be followed that includes definite assignments, objectives for those assignments, follow-up to the assignments, connections between assignments, and class discussions relevant to the courses required.

**Profiles of respondents**

Are you currently in a leadership position? 21 of the 34 said yes (62%). 17 of the 21 said that it was a paid position (salary supplement), 4 said that it wasn’t. All together, 50% of these students responded that they are currently in a paid Leadership Position. Three of those not getting paid were lead teachers, the other was a support staff person.

**Present Roles**
1 Superintendent
2 Assistant superintendent or similar support position at that level
1 County special education director or similar support position at that level
1 Principal
9 Assistant principals
0 Athletic director
0 Instructional coordinator
1 Department chair
1 Committee chair
3 Lead teacher
2 other

**Past Roles (Indicate any past leadership positions)**

0 Superintendent
1 Assistant superintendent or similar support position at that level
0 County special education director or similar support position at that level
0 Principal
2 Assistant principals
0 Athletic director
0 Instructional coordinator
6 Department chair
8 Committee chair
7 Lead teacher
7 other
2 none
How many years have you held a leadership position since you left GC&SU?

Six respondents said 1 year, four respondents said 2-3, five respondents said 6-8 years.

If you are not in a leadership position, why not?

A job has not presented itself.
At this time I am happy in the classroom and feel that this is where I am currently needed the most. I have not yet applied for a leadership position, even though I have been encouraged to by both my local board of education and a principal who specifically asked me to apply for a vacancy for an assistant principal at his school.
Because I am very outspoken and will do an excellent job and will not participate in any wrong doings....when you are categorized as a
I am actually serving as school counselor but have been hired as the assistant principal at my school for the upcoming school year.
I am certified and there was not a position available.
I am in the process of interviewing.
I have not finished my Leadership degree.
I would like a leadership position in special education and there are not any available at this time within my system.
Just getting qualified.
Not certified yet
Want to get more experience teaching first
Will not complete my certification in leadership until this summer.

In what school system are you employed?

Baldwin County (2)
Clarke County
Columbia County (3)
Crawford Co.
Dodge County
Glascock County (2)
Houston County
Jefferson County (2)
Jones County
McDuffie (2)
Monroe County
Montgomery County (2)
Newton County (3)
Putnam County
Richmond
Social Circle City
Wilkes County (2)
Wilkinson County (2)

What year did you complete your degree in Leadership at GC&SU?

What degree(s) did you receive from GCSU?

- 3 B.S.
- 13 M.Ed. in Leadership
- 2 Master's in another area
- 10 Ed.S. in Leadership
- 1 Ed.S. in another area

How many years of teaching and/or administrative experience do you have, including this year?

The average was 14 years with a range of 0-26.
The next set of questions asks about opportunities that the student has had to apply what he or she has learned at GC&SU in one or more of the eight roles of the leader as defined by the Georgia Leadership Institute for School Improvement. The respondent is asked to describe one or two actions or projects that they consider successes or accomplishments. If they haven’t had the opportunity to assume this leadership role yet, they were asked to respond anyway with a “not yet” or similar answer.

The eight roles given on the questionnaire follow:

- OPERATIONAL LEADER
- CURRICULUM, ASSESSMENT AND INSTRUCTIONAL LEADER
- PERFORMANCE MANAGEMENT LEADER
- RELATIONSHIP DEVELOPMENT LEADER
- PROCESS IMPROVEMENT LEADER
- CHANGE LEADER
- LEARNING AND DEVELOPMENT LEADER
- DATA ANALYSIS LEADER

OPERATIONAL LEADER: Examples: identifying needs of students, stakeholders, teachers and staff; accessing resources on behalf of teachers and staff.

Analyzed test data, conducted needs assessment
Checking with teachers to see what they need for their classrooms; Working with the P.T.A. to see how we can work together to help the students in school. Talking with teachers to check on the status of their students.
Developing a improvement plan for areas identified in the special education department; assisting in developing a budget for the special education department; organizing monthly meetings to discuss concerns with special education teachers
Dismissal procedures implemented for buses loading and unloading as well as route to be taken by the buses with the four schools involved.
Dissect test data and gave feedback to peers, reviewed staff development classes for upcoming year, communicated with other department heads to order material so that each content area is meeting the requirements for GPS, etc...
During the End of Course testing, the students needed calculators for the math tests. Recognizing the need, I gathered and distributed sets of calculators for each class which was required to take a test.
Enforced new dismissal procedures Designed more accessible emergency procedures for wheelchair students. Made new emergency procedures for classes in portables to relocate to inside school building
For SAC review I was in charge of conducting a survey to gain school information from faculty, parents, and students.
GPS implementation Learning Focused Schools Curriculum Alignment
Had experiences with analysis of test data through School Improvement to determine student needs; served as Student Support Team chairperson; assisted principal with budgeting and ordering of materials, etc.
I constantly use the results from the GHSGT to redefine the academic needs for students
I have assisted teachers and students in accessing appropriate language arts and math software in an effort to increase test scores.
I have been able to work with my principal on budgeting and how money is allocated.
I have been involved with dissecting the CRCT data at my school. As a result of this, we created a sheet that each of my students had which told them not just what level there were on the CRCT in reading and math, but also gave them specific strands in which they needed to focus on for the year.

I have had the opportunity to participate in several IEP meetings for students with special needs and have had input in those meetings. In addition, I have performed informal observations of other faculty members and have been allowed to articulate suggestions of things that may be helpful in improvements. I have been intensely involved in SACSCASI as it pertains to our school and have used information shared within our cohort for that purpose.

I have performed as the operational leader of our school system. I have identified and analyzed problems in all areas of our educational program. I have researched and reviewed in order to solve these problems and delegated resources to needs are met.

I have used school demographics, test data, and surveys to determine the needs of the students and stakeholders. Teachers and staff needs are identified through formal and informal classroom observations and analysis of test data. Using the data, I have assisted in the planning of staff development needs as well as acquiring the resources that are needed in order to implement new or existing programs. I have planned schedules to allow teachers common planning time for collaborative meetings and I am responsible for 90 percent of the school discipline to maintain a safe and orderly learning environment.

I headed up a project which brought a motivational speaker (Bob Alexander) to our school to speak to our faculty and to our student leaders (90 or so club presidents, captains, etc.) on the subject of leadership, goal setting, and individual improvement. Mr. Alexander will be speaking to the parents who have children playing sports on the importance of being a good role model and setting good examples for our young people.

I performed a needs assessment for my partners in education to use as a tool to make decisions about how to best help my school.

I think that given my role, I have had a great deal of experience as an operational leader. I have been forced to utilize and gain resources outside the school itself that have made me adept at accessing and acquiring those things that are not necessarily provided for me and my staff.

In addressing the emergency release procedure, I developed a process for all stakeholders to follow in the event of such an event.

In taking a more active role in our school's 5-years SACSCASI study, I have become more aware of our school weaknesses by reading, discussing, and analyzing community, parent, teacher, and student surveys. We have a clear plan of action to work on those weaknesses.

In the area of discipline, which will ultimately lead to increased student achievement, I have made suggestions for improvement by involving the stakeholders (students) in the process. With improvements in this area, all stakeholders (community, school, teachers, parents, and etc.) receive benefits.

Meeting and discussing staff needs and allocating resources to meet those needs

Recently our students, faculty and parents completed a needs assessment questionnaire. After reviewing the results, I began setting goals to address some of the needs that were noted throughout each group.

Review test data.
Reviewing statistical data to disseminate to instructors
Reviewing GPS information for redelivery to instructors

Sent out surveys to parents, teachers and stakeholders on the school's strengths and weaknesses. Used this information to assess what areas are in need of improvement.

Through discussions with faculty, staff, parents, and students and conducting surveys, needs of students, parents, teachers, and staff are noted and addressed.

Use standardized test scores to identify strengths and weaknesses of students and teachers.
Use surveys and small group discussions to gather students', stakeholders, teachers, and staff opinions
Working with students, parents and teachers is a very big task. The school administrator has to work at making sure that he or she can clearly identify their needs as they pertain to making life more productive. Because education has changed and we are all being held accountable for the product that we're producing it's important to look closer at the total organization.

CURRICULUM, ASSESSMENT AND INSTRUCTIONAL LEADER: Examples: learning focused on what the students need to be able to know and do; match learning and assessment to standards.

All teachers received training on the new GPS standards
Analyzed curriculum to align with new GPS standards
Any administrator who is not a curriculum—assessment leader must be living in the fifties. You must know what must be taught and you had better make sure that the teachers are teaching it. Otherwise, you will be quickly among the ranks of the unemployed. Today, every administrator must be the leader of instruction in his/her school.

Created questions for benchmark tests that housed Blooms higher level thinking, reviewed different test questions, unpacked standards and elements and cross referenced them with other content areas especially social studies and reading, attended conferences that offered ways to create units to help with the new trends being implemented in GA, etc...

Curriculum maps are done and teachers are expected to teach what students need to be able to know and do by following these curriculum maps. The standards are addressed in the instructional objectives and methods.

GPS information that has to be analyzed and processed.
Have not done that at this point.
Have worked extensively with the implementation of the Learning Focused Schools concept for the past four years, and is presenting assisting with the implementation of the Georgia Performance Standards within my school. Have implemented the Standards in Practice (SIP) process to assess whether work being assigned enables students to master standard being taught.

I assist the principal in helping the teachers create curriculum maps for their subject areas.
I have assisted teachers in prioritizing the curriculum, developing and administering benchmark assessments, and administering and analyzing mock CRCT assessments.
I have insured that our administration and curriculum director have all available resources and encouragement to bring our system into compliance with the new Georgia Performance Standards.
I have taken the opportunity to evaluate curriculum objectives as being either essential, important, or compacted and have made sure that all assessments address the essential and important objectives.
I have worked with other teachers to unpack the new Language Arts standards and create performance tasks and activities. Also, I conducted meetings on book studies about co-teaching and
I mentored teachers on ways to implement Learning Focused Strategies so that they could begin to adopt the philosophy and the methods that would improve student learning.
I use the national standards to decide what students need to know. Based on the standards, I have my teachers make assessments that will properly evaluate the learning. Then I routinely analyze the results of these assessments.
I was part of an administrative team which conducted a study on the End of Course Test and compared student scores with pass/fail of class. I was part of a professional learning team which met monthly to discuss strategies (learning and teaching) to improve student achievement. This was our best practice cohort.

It is very important to be familiar with the curriculum objectives, whether they be in the form of QCC objectives or GPS standards, in each department or grade level. Analysis of teacher lesson plans along with observations in the classroom would allow the instructional leader to know whether the learning is matched to those
standards/objectives and whether the assessments are actually measuring student performance in regards to those standards/objectives.

Learning Focused Schools  Differentiated Instruction  Instructional Calendar  
Linking learning focused strategies to the new Georgia performance standards.

Made sure that each student with modifications were getting what they needed. It could be extra help (peer tutoring), making sure extra time and simplified assignments were enforced. Inclusion classes were ability stacked. Meaning special needs children were not in a class w/ other underachieving general ed. students. Test scores were charted to see which students needed extra help and enforced through extended day school.

Once the CRCT data was looked at and the sheets were created, I was able to go to the CRCT on-line and create personal tests for each student; these tests focused on their identified areas of weakness.

review test scores to identify areas of improvement for special education students; participate in the Georgia Performance Standard Training for administrators

set measurable outcomes based on the standards and establish assessments that measure those outcomes

Staying on top of the GPS changes and understanding where I need to lead my staff so they can lead their students. Working with my teams to make sure that we are teaching what we need to do.

This year is the first year of the implementation of End-of-Course tests. I helped gather information from the state department in each area tested and made it available for students and parents to use. I was also instrumental in making parents aware of the assessment and how it would effect their child's grade in the course.

Took info gathered from data collection and developed a summary of skills needing to be taught. Examined standards in order to provide instructional leadership to my instructors, i.e., things I felt we needed to reteach.

Trained about new Georgia Performance Standards; provided redelivery to staff; training involved learning about and implementing balanced assessments that matched standards.

Was able to work with other teachers to identify what standards needed to be taught with relation to the EOCT and discussed methods to teach the material.

We will use the results of the HSGT and the EOCT to form a plan of improvement for our departments. We will use a common planning time each week so teachers may have uninterrupted time together to standardize grading policies, lesson plans and other teaching techniques.

We work very hard to make sure that we are meeting the needs of every child and not just the chosen few. In doing so we must collect an analyze data so that no child is left behind.

Worked as a member of a team to develop best practices for the student body.

PERFORMANCE MANAGEMENT LEADER: Examples: strategic planning, organization and management of school improvement; monitoring and measuring performance against key indicators.

Absentee committee; keeping a record of each student’s absences; improving the school’s absentee rate.

By taking on a leadership role in one of our seven school study groups, I have taken the opportunity to lead others in identifying ways to help our first-time GHSGT takers. It will be interesting to see if our strategies have paid off when scores are received.

Compare data to the school improvement.

Data disaggregating,  Reward Programs

Gather input from ALL stakeholders on the strengths and weaknesses of the school; set a few measurable goals and constantly work towards meeting those goals (all goals should be related to student achievement)

I am quickly becoming a proficient data analyzer and interpreter. The SIP process dictates that I must be. I have to be able to read data and discuss and address it with my staff, students, the public, and parents. They want to know. I have to monitor what is being
taught against what the curriculum says must be taught. The new GPSs will help all of us become experts in this area.

I assist in writing and monitoring the School Improvement Plan. I also assist the teachers with analyzing student data by grade level, individual teachers, classrooms, and individual students.

I co-chair the strategic planning committee for my school system and have presented to numerous school councils a proposal for improved student achievement.

I convened meetings of our School Improvement Team, which consists of teachers and administrators of all levels. This SIT meets at least bi-monthly and is responsible for the general direction and long range initiatives that our system takes.

I helped coordinate our SACS study and was on the administrative team which organized and presents our study to the Review Team. I utilized student and community data in our discussions with the review team.

I routinely analyze my school improvement plan and make sure that we are accomplishing the things we need to accomplish. I monitor my staff to make sure they are all moving in the right direction.

I worked with the leadership team to analyze test data and develop a school improvement plan. Management of our school Better Seeking Team to improve the achievement gap. Planned the last meeting. Distributed and received survey needed by the county. Collated data from the survey.

Member of School Improvement team, assisted with writing of school improvement plan

Not yet but would like to
Not yet but would like to
Not yet but would like to do so

Organized teachers into different committees to help the school run smoothly. School improvement plan is reviewed with a liaison from outside agency. She helps us to make goals for areas that need improvement.

Our school improvement committee met throughout the year to evaluate the goals that were set and to make arrangements for in-service to help our faculty make plans to meet the goals.

Review school improvement plans system wide to incorporate areas included into continuous improvement monitoring plan for special education department

School improvement meetings were held and plans were put into motion regarding the years objectives that were to be addressed.

School Improvement team STARS team (site-based management team) SWAT team (school-wide assessment team) Served as counselor and monitored individual and school-wide behavior management plan

Technology is a major part of our school improvement plan. I have helped to measure these needs in the classroom.

The Principal faces tremendous challenges daily. One such challenge is the day-to-day management of personnel, finances and curriculum. If all three are not monitored daily total chaos will erupt. To make for a smooth transition in opening school each year I have put together a leadership team that meets every other week. One of our major tasks that we will examine in April is putting together a master schedule. This will encompass several areas: 1. Common planning time at each grade level 2. A 90 minute block for reading and writing 3. A 60 minute time slot every week for computers Included in this planning process, every student will have Physical education (P. E.), art and music. All Special education teachers and early Intervention teachers (EIP) will meet with grade level teachers to set up their class schedules. Once this is done we begin taking a closer look at each grade level and their individual needs. We also have to set up times throughout the year in which students are given benchmark tests so that we can examine the results and the data for student progress. In the area of Personnel a good teacher takes the time to get to know their employees. The people in your organization need to know that as the Principal of such a large organization you still know what keeps everything running smoothly. A leader is only as good as the people that he/she has following. A Principal has to be prepared for all of the highs and the lows
that come with the job. You will find that if you try to please everyone you’ll not please anyone. In order for your organization to grow and improve you have to be open and honest with your employees in regards to their job performance. Attempting to spare their feelings by not identifying areas that are in need of improvement will not benefit your students. Finances This is the one area that many administrators run into problems. The first graduate class I took in educational leadership the professor said that there were two things that will get you into trouble – one was sex and the other was money. In my years as an administrator I have seen several educational leaders loose their jobs and in some case their certificate for both. I meet with our bookkeeper three times a week to go over expenditures. Since we’re an elementary school, we don’t generate a great deal of capital in the form of profit. As a Principal I am responsible for analyzing our schools budget and making sure that the money we have last an entire school term (July1st- June 30). Most school districts restrict spending after May 31st .Due to the struggling economy our budgets have become smaller each year. The only schools that seem to have an extra surplus of money are the Title 1 schools.

This would include analysis of standardized test scores and student performance in developing and maintain a

This year as the AP I became familiar with the SIP and was very pleased to see our school had achieved 90% of the goals. We have been concentrating on the remainder. Close monitoring of our second indicator for AYP, attendance, has been very critical for us this year.

Using test score data, I met with grade levels and helped facilitate plans to boost student achievement in the deficit areas.

We only Friday got our CRCT results so we have not yet been able to see whether or not this strategy has ultimately worked for all students involved.

We will use test scores to formulate and execute a school improvement plan. Teachers will use common planning to come up with lesson plans to incorporate

Working with teams to do the work we need to do.

RELATIONSHIP DEVELOPMENT LEADER: Examples: developed relationships that compel stakeholders to invest time and resources in school improvement; engages customers and stakeholders in planning.

Attended many parent meetings to encourage attendance, invited community members to planning meetings

Being the PR person for the school with P.T.A. and the staff members.

Conducted parental meetings to explain organizational goals and solicit input.

Conversed with stakeholders about supporting novel project, such as providing supplies and novelist to speak to students,

Develop relationships with leaders in the community; encourage community leaders to be involved with the school through providing a variety of opportunities for involvement; include stakeholders and community members in school planning

Have identified ideas, but implementation has not taken place as of yet.

I am a pretty efficient public relations person. I believe in my school and in what I do. It is my job to make all stakeholders aware of this, too. I make sure that I go the extra mile to take care of this. The public demands it and parents expect it.

I am the spokesperson for the strategic planning committee for my school system and work with the media and school councils.

I consistently reach out to community leaders. I try to build a trust with community leaders. I ask these leaders what can my school do for them.

I have been involved in explaining to parents the information on their child's previous CRCT performance, how the sheet identified their child's needed areas of focus and how to interpret this year's test results when they received them at home over the summer.

I make sure that there is an open line of communication with the parents through the use of newsletters, school talk hotlines, and parent conferences.
I participated in our monthly school council meetings. I have planned and organized guest speakers (Bob Alexander), and have worked closely with community leaders in the area of Youth Apprenticeship. I currently serve as the coordinator for the high school and am responsible for helping place students with jobs.

I take every opportunity to develop respectful relationships with students, staff and community. Many times even during difficult circumstances relationships can be strengthened if problems are handled ethically and fairly.

I worked with my partners in education to plan how they could use their resources to assist teachers in the classroom. I contacted Wal-mart our school supplies for our needy students.

Implemented mentoring program, participate in Boys and Girls Club, invite the community into the school for various events

In conjunction with the PTSO, I presented the school improvement plan and the associated goals and collaborated with them to develop programs that would motivate students for higher achievement.

Making sure school council is involved in decisions. Meeting w/ them on a monthly basis. Making sure outside partners in education are involved in school activities.

Not yet, but would like to.

Organize department monthly meetings; include articles of interest in the weekly local newspaper

Parents, students, and teachers were all asked to complete a survey on the school that they were affiliated with. Results were compiled and information was shared. A committee will take the results and develop ways to improve our school.

Professional Learning Communities

Spoke at stakeholders meetings (parents, local civic organizations) to update school perceptions.

The collaboration between school and home is a very unique part of the learning process. Because the faces of many communities have changed we no longer have that small town atmosphere were students are going to the same school that their parents attended. We now have to be creative as well as innovative in our approach to communicating with parents. Many schools have installed automatic phone systems that call homes to notify parents about upcoming events as well as student tardies and absences. Some schools have hired full time parent coordinators. Their job is to set up workshops, reading days in the schools, parent breakfast and pizza bingo just to name a few. Our school puts on a monthly assembly program in which we recognize students with perfect attendance, students that have been ‘caught’ being kind and our Quality Kids of the Month. We also have give a ways for the teachers and the students. These programs are put together by each grade level. Parents and business partners are invited to participate. Some months we have standing room only. Each year we have a health fair in which our local health department comes in and sets up programs on the most current health issues. Parents are free to ask questions or to simply take material home to read at their leisure. Our students are also featured on the local school district television station. This 24 hour station runs pictures and videos about events going on at our school. Last but not least we have a newsletter that goes home to our parents informing them of all the events taking place at school. Through this letter we also include tips that parents can use to help their child be successful at school.

The needs assessment surveys gave parents the opportunity to share how they feel about the school system- positive and negative. The input from these stakeholders allowed valuable information to be assessed.

The requirement of some accreditation, SACSCASI, allowing all stakeholders to be involved in school improvement.

The school council will be constantly engaged in the planning and execution of school improvement. The various booster clubs, such as academic, athletic, and band will be given the task of keeping the school improvement plan in a forward motion.

Through stepping out and becoming more of a faculty leader I have developed relationships with other faculty members that I have not existed before. Developing a closer relationship with the faculty and staff leads to school improvement.
Used the IBM Toolkit to introduce a discussion area to the team. The team was then able to conduct conversations through the Toolkit about the team's mission.

We put on a career fair for our students and I was responsible for contacting local business leaders and arranging for speakers for our students.

Worked with staff in making plans to implement new GPS (required motivating staff and developing positive relationships in order for this to be effective). Worked with local Salvation Army and community members in the planning of summer camp for underprivileged kids. Served as contact person for DFCS and other local community resources.

Worked with the school counsel concerning issues as they have surfaced, built a media committee to serve for the school. This was with 2 teachers, 2 parents and 2 students.

PROCESS IMPROVEMENT LEADER: Examples: finding research-based solutions and proven practices; experimenting by systematically seeking, testing, and developing new solutions and practice.

Applying for reading first grant  applying for leap frog grant  charting students improvement on dibels, gcrct, and itbs
Being a program manager to run programs that benefit my school best.
By reading books related to closing the achievement gap, gaining ideas to implement next year.
Current educational trends and research are constantly discussed during School Improvement Meetings and the School Improvement team takes the information back to the grade level meetings.
Have observed this taking place within the school, and have reviewed results of the findings.
Having served closely on the SACS review, I am aware of the goals that our school has set for the next five years. Because of this, I will have a better understanding of our goals. GPS will also change the way that we test and teach. This is an exciting time for me as an educator.
Helped developed ways to improve vocabulary skills in the entire school, worked with elementary and high school so that students can make a smooth transition to the middle school, created a team of teachers to help students that are two years behind, created benchmark test bank to help improve students' testing, helped implemented reading and language arts' notebooks for the entire school so that students will have the opportunity to learn or be exposed to different elements, etc..
I assisted my grade level with book studies on co-teaching and unpacking the standards. I attended several training workshops on the standards to redeliver to my grade level.
I have been on the lookout for best practices in schools. Talking with faculty members in other schools, surfing the Internet, and especially discussions in the cohort have given me an assortment of ideas to think about and develop in years to come.
I have built a leadership committee and we have attended conferences, looked at our SIP, met on issues involving decisions to be made for the staff and student body, and discussed any concerns which come up from staff.
I have researched the effects and protocols for effective teacher collaboration. I attended a workshop directly related to this topic and have implemented a simulation using the protocols with two grade levels at my school. This pre-view will help to facilitate the goals for school improvement next year.
I routinely research effective methods that foster student achievement. If I find a particular method that seems positive, I will then research that method some more. I want to see if the method used had results on a similar population of students. If so, I will then seek support on that method and eventually try to pilot it in my school.
Middle School Conference School Visits to view the use of Student Led Conferences
New program for developing reading skills and reducing gap between special ed and regular ed will be implemented.
Not yet but would like to (3 said this)
Our transition to GPS leaves opportunity to change some instructional processes that although longstanding are not research-based and scientifically proven. Rolling these GPS's out will give opportunity to change in this area.

Participate in training on GPS, budget workshops, special education certification workshop

Procured resources for implementation of research based program.

Read current research and information on educational best practices; engage teachers in action research at the school and in testing researched

Research current research-based programs to implement in the school system

Served as Student Support Team chairperson, facilitating the analysis of individual student progress/needs and providing the needed support. Implemented Learning Focused Schools strategies throughout my teaching and helped other staff members implement best practices Participating in first year of the Reading First initiative which incorporated best practices

Staff development will be continuously used to keep the administration and the faculty aware of new innovative techniques for the betterment of education.

Study groups should be formed to investigate/research best practices and submit a presentation of their findings to the general faculty.

The after school program was implemented using best practices regarding math and reading development.

This school term our teachers took a look at the demographic population data of our school and decided that we needed to take a professional course on ‘Spanish in the workplace’. Our population has shifted from 3% Hispanic to 11% over the last three years. It is predicted that our population will increase up to 30% in the next five years. Noticing this change we decided as a faculty to become proactive and not reactive to this change in our school population. Our teachers are also taking a closer look at instructions. We have begun to extend and refine our approach towards teaching. Our teachers are using more word walls, graphic organizers and vend diagrams in their lessons. In our preparation for rolling out the new Georgia Standards we have begun looking at essential questions and how they can help the learning process.

We are still in the process of determining whether or not this method has been effective.

We have just completed an in-depth study of the best practices in student-teacher relations at my school. We will lead change to improve this process in the fall. GSC has gone a long way at asking me adept and proficient at being able to do this.

Worked with the teachers to develop a plan to make better use of all the computers within the school—for example, before school, during classes, etc.

**CHANGE LEADER:** Examples: balancing pressure and support to drive and sustain change; communicates an inspiring vision that creates urgency.

A school calendar is sent home each month to inform parents of what is going on at the school that month. Survey teachers periodically to see what are some things they like or what could stand a change

A schools' vision tells us where we want to be in the near future. It should be innovative, challenging and looking towards planning for tomorrow. The building Principal should always have an idea of what he or she perceives as the future of a school. Contrary to what most believe the Principal should not create the vision of learning without involving all stakeholders. The vision statement should be something that can be achieved not only by the teachers, students and parents but the community as well. The Principal must put together a committee to help draft the first stages of a schools vision. It is very important to: 1. Be positive. 2. Describe what you want to see in the future. 3. Draw on the belief of all members. 4. Be open to modifications to your current way of doing things. Once you have created a vision that all committee members can support you have to present it to the school community as a whole. Be sure that you allow everyone an opportunity for input before you write your final draft. Selling your vision The schools’ vision should have been created and centered on the best practices of
education. Using schools current data and projected data we should have a valid selling point for where our organization is going. It is important when the change process begins that everyone involved understands and supports the goals of your organization. After your team has created the vision you must live the vision daily in all that you do. A simple statement such as when you care enough to give your best or you are in good hands with All – State tends to not only make the employee believe but the client as well.

Acting as a cheerleader to encourage the rest of the school staff to keep them focused. Acting as mediator for various teams, I helped bring certain contentious factions on board so that the educational approach used was more unified and consistent with the SIP.

after determining where the school stands, work with a group of stakeholders to determine a vision and measurable goals for the school that ALL will adopt

Always seeking ways to improve our special education department

Articulated the need to restructure the teams for better presentation of academic material. As a result, the administration did find validity in this request and sought to make changes. The number of students created a limitation in implementation.

As facilitator/redeliverer of GPS training, I provided constant support for the staff as they worked toward second order change. I used my counseling skills to help recognize and relieve the pressure staff was feeling while reaching this new way of thinking.

Distributive leadership roles. Meet frequently with the leadership team. Include personal in decisions so that when changes must be made they are more susceptible to it.

Developed strategies to assist with attendance and school calendar.

GPS has sparked a drive to change. To change the way we assess, to change the way we observe, to change the way we present and teach our learners. Our faculty, both new and old, are very excited about the future at our school.

I am currently learning a new system of planning for the teachers titled Whole Faculty Study Groups. This is a program that we plan on implementing at our school in the fall.

I have done quite a bit of reading on professional learning communities throughout this year. I came to the conclusion that our school vision not serving its purpose. After discussing this with faculty, I decided to turn what I heard into a new vision. This vision was accepted and approved to be our school's vision.

I provided support and advise in my grade level during unpacking the Language Arts standards and implementing co-teaching with special ed. teachers in regular ed. classrooms.

I routinely try to live a balanced life. I try to spread my vision of my school with anyone who will listen. I also constantly seek support from the community.

I try to support the staff members when implementing change and work through all of the questions and issues.

In order to alleviate stress and pressure that teachers sometimes feel when presented with change, I have learned to communicate with them the changes and give them the opportunity to share in the decision making process. Most of the faculty has been receptive to this procedure and although I was the only teacher using it this year, we expect more to adopt it next year if the results show that it was effective.

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Must first have a vision that is based on best practices and be able to N/A

Not yet but would like to. (2)

Our school leader has the opportunity to create remarkable change, but the support is not there. I would like to be in charge of the team and get it moving, but he does not seem to want to relinquish control.

Showed the teachers were we were in relation to our test scores and were we needed to get. Set up several meetings over 1 month and developed strategies that could be applied to each class meeting the needs of the students who either barely met or did not meet. Focus on those students and not such a large sample made the teachers less overwhelmed.

Spoke in a motivation setting for staff in preparation for standardized testing.

Strive to be a strong leader for our faculty, students, and community members

Through the work of the strategic planning committee which I co-chaired, I was able to bring knowledge and understanding to the school councils on teacher collaboration which
proposed a plan for early release in our elementary schools. This enabled the proposal to move to the board of education for a decision. On another note, our cohort's study on vision allowed me to formulate my vision and then articulate it when interviewing for a principal's position. I was hired in Feb. 2005 as a principal for one of the elementary schools in my system.

Vision is communicated to staff members and community. There is a gap between regular ed and special ed students in the area of reading. A new program will be implemented to decrease this gap.

You have got to have a vision. That vision must be conveyed to everyone involved. You have to get others to tap into and believe in what you believe. Change is uncomfortable. It does not have to be painful. GSU has helped me understand the human relations side of dealing with people and situations.

LEARNING AND DEVELOPMENT LEADER: Examples: ensures focused, on-going high quality professional development; deepens knowledge and skills to support quality teaching and organizational excellence.

Again, the Whole Faculty Study group would be the example for this area. By having the faculty All staff members will be encouraged to continually experiment and learn new techniques, then have the opportunity to share these ideas with other staff members.

All teachers are provided opportunities throughout the school year for staff development. Learning is viewed as an ongoing process so teachers are encouraged to find classes to suit their particular needs.

Allow teachers to go to other schools to observe. Professional development days 1/2 day learning focused days for grade levels to collaborate on curriculum and new ideas. Have special meetings set up for parents such as: helping your child read, helping your child be successful, and summer activities just to name a few.

Asked principal to subscribe to different companies such as Educational Practices, etc. and buy different educational books so that we can improve practices within the school, increase teacher sharing at faculty meetings instead of principal centered, include more staff development for teachers

Attended several seminars on best practices for quality teaching. Working on a new degree has furthered my knowledge of skills for both teaching and leading.

Conducted independent GPS research for redelivery. Presented information from educational journals on new concepts in education.

Continually seek high quality professional learning opportunities for our teachers and staff, offer stipends, release time, etc.

gather data on what professional development is most needed for teachers through discussions, observations, and surveys and provide professional development on those topics

Going back to school is an excellent means of showing how and what learning is important. not just for children but adults as well. AS leaders, we must allow our students to know that lifelong learning is of grave importance.

Have participated in many professional development opportunities but have not officially led any of the efforts, except for the redelivery of the Georgia Performance Standards.

I am responsible for every area that my school needs to do. I encourage everyone to participate in staff development as well as lead staff development sessions.

I guided my grade level through book studies on co-teaching and unpacking the standards. I gave them the responsibility of reading and guiding the discussion on each chapter. I was going to read, but I wanted to make sure that they also read.

I have organized staff development for my faculty and staff based on the county's and school's needs.
I obtained a classroom management program that will address various weaknesses of some of our faculty so that they can improve in this area.

I routinely send surveys out to my staff so will tell me their needs. Based on their needs, I try to schedule helpful classes that will help them.

Lead a book study with staff during staff development day in Jan.

Not involved at this time. (3)

Once a month we had in-service after school to provide professional development opportunities to our faculty.

Our school is constantly focused on how to best help our teachers to improve the instruction given to all students in order for all students to be successful.

Provide faculty with staff development opportunities based on stated needs of staff.

provide staff development to all special educating teachers to ensure continuous learning and broaden knowledge base

The face of education as we know it has changed from the one room school house to “No Child Left Behind” and “Standards Based Education.” As educators if we are going to meet the needs of all students. The faculty and staff will have to be committed to continuous school improvement. Each year our teachers are provided opportunities to take class that range from improving students writing skills, Spanish in the work place, curriculum mapping and rolling out the new Georgia Standards. It is through such course work that we are able to adapt to the ever changing face of education. It is very important that the principal take the lead in reading the most current research and carrying out that research in order to sustain continuous school improvement. If classes are held in your school it is a must that the principal participates in the class. This will let teachers know how important staying abreast of the latest trends in education is if we are to improve as an organization.

Through our in-service programs for both teachers and administrators, we have an on-going professional development plan.

DATA ANALYSIS LEADER: Examples: analyzed multiple sources of data for disaggregated sub-groups to identify improvement needs and symptoms; performed a root cause analysis of deficiencies or spikes in improvement.

Assist teachers in analyzing their class/grade data and analyze school data on tests and use these to make decisions for improvement

Assisted teams to generate a list of the students who are at risk of not meeting goals on CRCT, by analyzing data. Determined plans to assist these students.

Collated data from common finals to determine problem areas and find means of improvement.

Compiled all Math scores and gave 6th grade teachers lists to work from

Conducted an in depth analysis of our Adequate Yearly Progress (AYP) information to determine strengths and weaknesses

Constantly reviewing data to determine a relationship between special education students performance as compared to that of regular education students

Constantly reviewing data to identify that need improvements and students who will require additional support, through special services, SST, remediation or acceleration.

Data analysis is an area that we all could use more information.

EOTC scores will be looked at to find out how TP students and CP students test results varied.

Every year our administrators and teachers break down data to see what areas we are doing well in, and what areas we need more help. During these times we can determine the direction of our school in the area of instructional improvement.

Georgia High School graduation test scores and ways to enrich and remediate during the summer are approaches we are studying to improve our students.

GLISI through GSU has certainly helped me in becoming more of a data analysis leader. The data is there. We must study and analyze all of it.....regardless as to how painful it is...the data reflects who you are and what you are about.
I analyze our school's test scores to determine strengths and weaknesses and disaggregate them to find deeper interpretations. I also analyze individual student scores to look for discrepancies when helping a child through the student support team process.

I analyze the school data and assist in establishing and monitoring the goals for the School Improvement Plan.

I attended a workshop on CRCT data analysis, and helped central office personnel redeliver the workshop locally.

I consistently analyze data to help us identify what we need. I have not done this at this time.

I met with subject area teachers and devised strategies that would address the low scores on the CRCT, providing benchmarks that would help us know when improvements were evident.

Look at data all the times; departments are meeting to see how to improve students test taking skills.

Looking at data from all sides to look for ways to improve my schools scores and how to do it. Many of our teachers are involved in this process in order to determine whether the sub-group as a whole was not successful or whether or not if it had been taught in a different way that most students could have gotten it. We look at trends across strands, grade levels, teachers, and sub-groups.

Participated as part of a team that evaluated data and identified areas in need of improvement.

Served as Student Support Team Chairperson and disaggregated data to determine students with specific needs, etc. Served on School Improvement Team which involved analysis of test data which required disaggregating of sub-groups, etc.

Test scores data and percentages analyzed by school testing committee. Special ed team charts continuous data on students based on IEP is then averaged to find out which areas need improvement.

There is constant analysis of test data. Using the EOCT we look for areas of weakness and then place emphasis upon those in classrooms.

Used information from surveys to identify areas that need improvement.

End of Report on Pilot Study