

Making Instructional Moves

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Who is GSCS?

- **18 Schools**
 - **11 Elementary Schools**
 - **4 Middle Schools**
 - **3 High Schools**
- **2 Programs**
 - **Gifted Center**
 - **Regional College and Career Academy**
- **Approximately 10, 000 students**



Our Mission and Vision...

Vision:

Distinctive Brand • Strong Leaders • Great Schools

Mission:

To empower each student to graduate college and career ready.



Our Non-negotiables:

Be Professional

Be Accountable

Communicate

Effectively



Our Focus Areas:

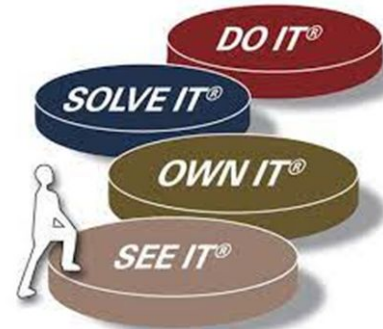
Literacy

Enrollment

Attendance

Discipline

Solving



Our Instructional Vision for Student Success

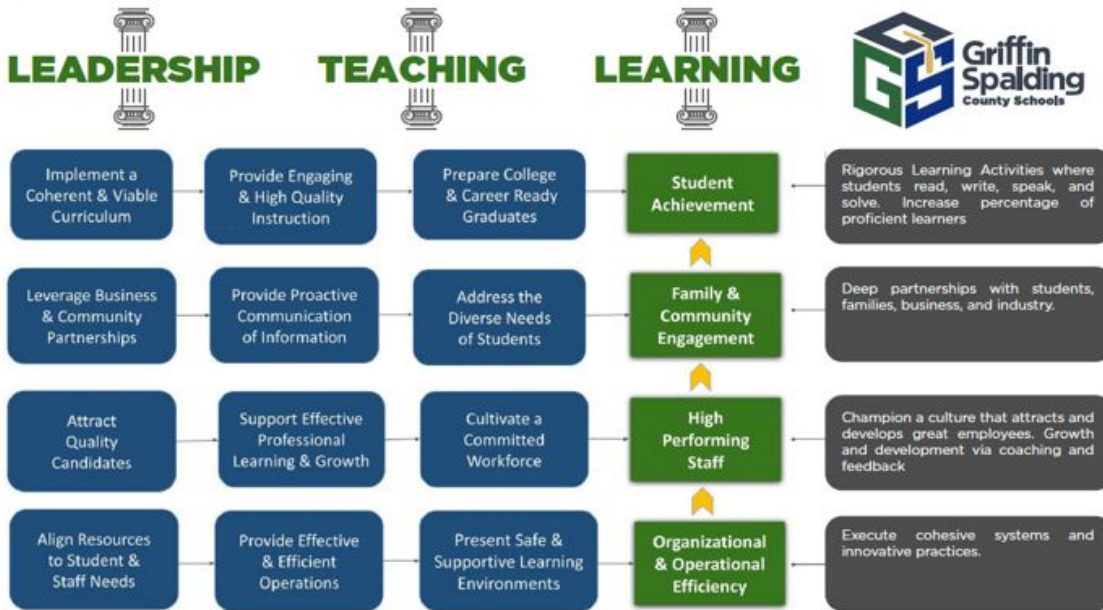
Our vision for instruction is that we provide high quality instructional practices where students are engaged in *reading*, *writing*, *speaking* and *solving* on grade level daily.



ROAD MAP TO SUCCESS

INSTRUCTIONAL VISION FOR STUDENT SUCCESS

High quality instructional practices where students are engaged in reading, writing, speaking and solving grade-level work/tasks everyday.



DISTRICT WIDE FOCUS

SCHOOL LEVEL ACTION

Strategic Goal Areas

Student Achievement

Strategic Priorities

Provide high quality instructional practices where students are engaged in reading, writing, speaking, and solving on grade level

Strategic Performance Objectives

Rigorous reading activities where students read, write, speak, and solve.

SMART GOAL : All students will experience rigorous literacy activities in 75% of their lessons.

1 or 2 Initiatives
per goal areas

All k-2 teachers will be trained on effective balanced literacy strategies.

1-3 Action Steps
per initiative

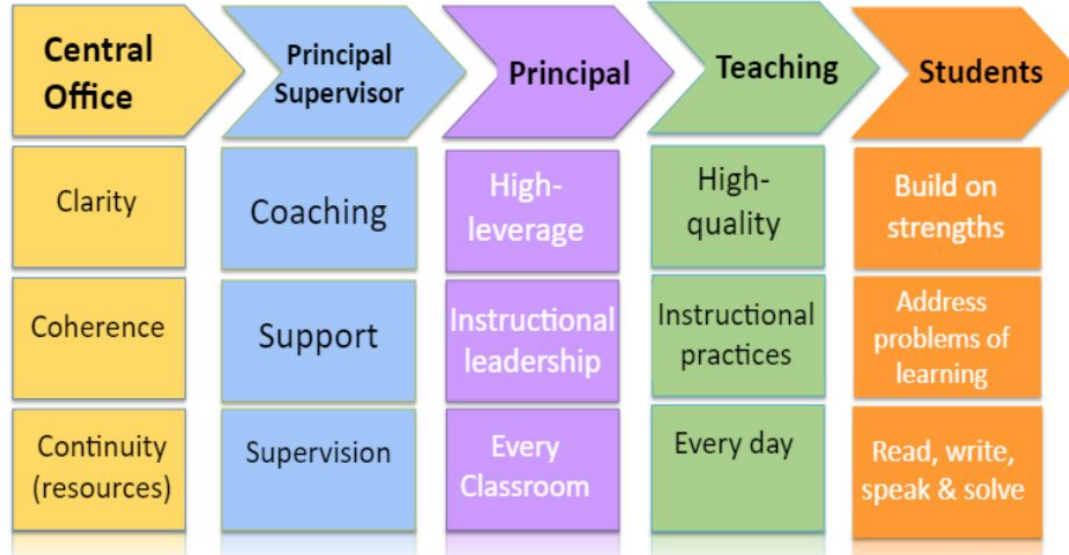
Teachers will implement strategies from training each week as evidenced by student work samples.



Non Negotiable Practices for Leading, Teaching, and Learning

- *Prepare lessons during Professional Learning Communities (on grade level reading, writing, speaking and solving) using the Teaching and Learning Frameworks*
- *Deliver effective instruction following the Instructional Framework*
- *Teach using High Yield Instructional Strategies*
- *Support teachers through observation, feedback and professional learning*

The Throughline



Session Objectives:

To share how the Griffin Spalding County School System leverages the throughline to maximize instructional moves using Time Track

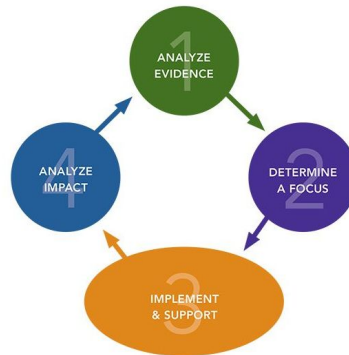


Measuring and Monitoring

- **School Level**
 - **Professional Learning Communities** ([GADOE High Impact Practice Observation Tool: Collaborative Planning/Kickup](#))
 - **Observation and Feedback**
Principals, Assistant Principals and Instructional Coaches/Teacher Development Specialists each conduct **3** classroom observations daily and provide feedback ([GSCS Instructional Observation Tool/Kickup](#))
- **Central Office**
 - Performance Reviews
 - Learning Walks
 - Inquiry Cycle

Cycle of Inquiry

1. We have analyzed the **adult practice data** in this triangulation process of data.
2. We have a focus on adult **practice** with Unit Assessments, PLC Observations and Classroom Walks.
3. We have put a **Mini Plan of Action** to close the **gap in adult practice**.
4. Now, we implement the plan and analyze the impact to see if we get a change in adult practice.



Note Catcher

THROUGHLINE

**How does the Superintendent drive
Instructional Moves?**



Griffin



Principal Supervisor Standards

DL2 PRINCIPAL SUPERVISOR PERFORMANCE STANDARDS 3.0

STANDARD 1.

Dedicates their time to helping principals grow as instructional leaders.

STANDARD 2.

Works intensively with principals to help them lead their own growth as instructional leaders.

STANDARD 3.

Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.

STANDARD 4.

Uses teaching-and-learning moves when leading principal communities of practice (e.g., professional learning communities, networks) to support principals' growth as instructional leaders.

STANDARD 5.

Engages principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders.

STANDARD 6.

Selectively and strategically participates in other central office work processes to maximize the extent to which they support principals' growth as instructional leaders.

Level of practice: Not adopting

Does not yet talk about their practice or engage in practices consistent with the standard.

Level of practice: Adopting the talk

Talks about their leadership practice in ways consistent with the standards, but actual practice does not yet reflect the standard.

Level of practice: Engaging at a surface level

Practice begins to reflect the standard, but does not yet demonstrate deep understanding of which leadership practices are consistent with the standard or why to engage in those practices.

Level of practice: Engaging with understanding

Practice often reflects the standard and demonstrates deepening understanding of what practices are consistent with the standard and why to engage in those practices.

Practices consistent with the standard are a regular part of daily practice.

Level of practice: Mastery

Practice routinely reflects the standard at the level of engaging with understanding across multiple contexts and years.

Practice across settings and over time demonstrates the ability to improvise—to use the standard as a jumping off point to develop new ways of working consistent with the standard and likely to contribute to progressively more powerful results.

Principal Supervisor Standards

STANDARD 3.

Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.

STANDARD 3.

Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders

NOT ADOPTING	ADOPTING THE TALK	ENGAGING AT A SURFACE LEVEL	ENGAGING WITH UNDERSTANDING	MASTERY
<p>A PS who works at this level typically directs principals, monitors principals' compliance, or completes tasks that principals should be doing themselves.</p>	<p>A PS who works at this level reports that they routinely use teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. However, they do not yet do so in their actual practice.</p>	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> Begins to use teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. Begins to demonstrate an understanding of <i>what</i> is involved in using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. Begins to demonstrate an understanding of <i>why</i> using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders matters to those results. 	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> Regularly uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. Demonstrates a deepening understanding of <i>what</i> is involved in using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders. Demonstrates a deepening understanding of <i>why</i> using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders matters to those results. 	<p>A PS who works at this level:</p> <ul style="list-style-type: none"> Demonstrates performance at the level of "engaging with understanding" across multiple contexts and years. Improvises—uses the standard as a jumping-off point to develop new ways of using teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders.

TimeTrack®

Antwayne Sanders
Griffin-Spalding County School System



9:29 AM Today January 22, 2024 - January 26, 2024

2024	Mon., Jan. 22	Tue., Jan. 23	Wed., Jan. 24	Thu., Jan. 25	Fri., Jan. 26
Start - 7:30AM	Start - 7:30AM	Start - 7:30AM	Start - 7:30AM	Start - 7:30AM	Start - 7:30AM
7 am	Getting Started, Morning Huddle	Getting Started, Morning Huddle	Getting Started, Morning Huddle	Getting Started, Morning Huddle	Getting Started, Morning Huddle
8 am	EXO Meeting	Beaverbrook	Oris	17th Annual National SAM Conference	17th Annual National SAM Conference
9 am			CRE 2nd Round Performance Reviews (virtual)		
10 am	SAM Daily Meeting	Crescent			
11 am	Instructional Admin Team - WT Benefits and plan (Cowan Rd.)		Moreland Road Performance Reviews		
End - 4:30PM	End - 8:00PM	End - 4:30PM	End - 4:30PM	End - 4:30PM	End - 4:30PM
Goal	50%	50%	50%	50%	50%
% Instruction	66.7%	66%	48.1%	94.4%	94.4%
Notes			Moore Ele Performance Reviews Jackson Road Performance Reviews		

Cycle of Inquiry

Executive Director and Principal Supervisor

Coaching Conversation

Thank you!

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