

Georgia Educational Leadership Conference
Elevating Educational Leadership for School Improvement
 Sponsored by The Wallace Foundation

October 25, 2018 ❖ 8:30 a.m. – 3:30 p.m. ❖ Middle Georgia State University, Macon
Robert F. Hatcher, Sr. Conference Center

7:45 – 8:30 Conference Check-in and Networking				
8:30 – 8:40 Welcome and Overview of the Day: Mr. Kelly Henson, GaPSC Executive Secretary				
8:40 – 9:25 Keynote Address -- Principal Leadership and School Improvement: From Vision to Plans to Action, Dr. Paul Manna				
9:30 – 10:20 Moderated Panel Discussion: Teacher Perspectives on School Leadership				
Transition				
	A – Recruitment	B – Preparation	C – Professional Learning and Support	D – Policy
10:30 – 11:20	A1 - Identifying and Assessing Prospective Leaders	B1 - Leadership Dispositions: Establishing a Model for Assessing Educational Leadership Candidates	C1 - Transformational Professional Learning Strategies for Supporting New and Veteran Leaders	D1 - Levers for Change: Identifying Supporting Structures for School Improvement and Moving Past the Barriers
Transition				
11:30 – 12:30 Working Lunch -- ESSA: How Funds May be Used to Impact Leadership Development, Dr. Cindy Saxon				
12:35 – 1:25 Words of Wisdom from a Neighboring State: Tennessee’s Equity Playbook for Principals, Dr. Paul Fleming				
Transition				
1:35 – 2:25	A2 - District and University Partnership: From Recruitment to Placement	B2 - Unpacking Tier II Clinical Experiences	C2 & 3- Introduction to New York City Leadership Academy’s Facilitative Competency-Based Coaching Model	D2 - Using Equity Data to Impact School and District Improvement
Transition				
2:35 – 3:30		B3 - Authentic Professional Learning: Equipping Principals at the Intersection of Reform, Culture, and Inclusivity		D3 - Leveraging Shared Leadership for School Improvement

Session Titles and Descriptions, and Presenter Biographies

Concurrent Strands:

- A. Recruitment of Educational Leaders**
- B. Preparation of Educational Leaders**
- C. Professional Learning and Support for New and Veteran Educational Leaders**
- D. Policy Levers for Driving School Improvement**

Strand / Time	Title	Description
<p style="text-align: center;">General Session</p> <p style="text-align: center;">8:30 – 8:40</p>	<p>Welcome and Overview of the Day</p>	<p>Opening remarks from Mr. Kelly Henson, Georgia Professional Standards Commission Executive Secretary</p>
<p style="text-align: center;">General Session</p> <p style="text-align: center;">Keynote Address</p> <p style="text-align: center;">8:40 – 9:25</p>	<p>Principal Leadership and School Improvement: From Vision to Plans to Action</p>	<p>Much evidence shows that talented principals can have a tremendous effect on teachers, students, and overall school performance. Despite that fact, in policy debates and planning discussions for school improvement the role of the principal often plays a peripheral, rather than central, role Why is that? And what can be done about it?</p> <p>Presenter: Dr. Paul Manna</p>
<p style="text-align: center;">General Session</p> <p style="text-align: center;">9:30 – 10:20</p>	<p>Teacher Perspectives on School Leadership</p>	<p>In this general session, a panel of teachers representing diverse regions of the state will speak to the importance of school leadership. Moderated by Dr. Walter Stephens, Principal of Thomson Middle School, these teachers will tackle the tough issues and critical leader skills and traits that can make or break a high-performing school culture.</p> <p>Moderator: Dr. Walter Stephens</p> <p>Panelists: Ms. Joanna Beck, Mrs. Susanne Honeycutt, Ms. Jordan Waller, Miss Leslie Warren, and Mr. Jdhordane Williams</p>
<p style="text-align: center;">Strand A</p> <p style="text-align: center;">Concurrent Session A1</p> <p style="text-align: center;">10:30 – 11:30</p>	<p>Identifying and Assessing Prospective Leaders</p>	<p>Great schools start with great leaders. Recruiting and selecting the right leadership candidates is an integral part of ensuring a pipeline of leaders who can improve teaching practices and student performance. In this session, you will explore strategies and tools for identifying leadership talent. These include job descriptions, success profiles, screening processes, virtual and in-person assessments, and interview strategies.</p> <p>Presenters: Dr. Kendra Washington-Bass and Dr. Michelle Farmer</p>
<p style="text-align: center;">Strand B</p> <p style="text-align: center;">Concurrent</p>	<p>Leadership Dispositions: Establishing a</p>	<p>There is a need to intentionally address dispositions in educational leadership preparation programs. This interactive session will provide an overview of the design process being used to develop a model for</p>

Strand / Time	Title	Description
Session B1 10:30 – 11:30	Model for Assessing Educational Leadership Candidates	<p>assessing leadership dispositions. Session participants will be engaged in a collaborative review of the proposed model and will have the opportunity to contribute their expertise by providing feedback on the importance of each proposed disposition. Additionally, participants will be asked to contribute ideas for clarifying operational definitions for the dispositions being considered for inclusion in the assessment instrument.</p> <p>Presenter: Dr. Mary Hooper</p>
Strand C Concurrent Session C1 10:30 – 11:30	Transformational Professional Learning Strategies for Supporting New and Veteran Leaders	<p>This interactive session will engage participants through discussion of the key professional learning strategies and tools that have been implemented in Tennessee to support new and veteran leaders. Participants will explore how these strategies and tools can be adapted and implemented into the school, district, and leader preparation landscape in Georgia, including a leader induction framework developed by the Tennessee Transformational Leadership Alliance.</p> <p>Presenter: Dr. Paul Fleming</p>
Strand D Concurrent Session D1 10:30 – 11:30	Lever for Change: Identifying Supporting Structures for School Improvement and Moving Past the Barriers	<p>In this interactive session designed to build upon the keynote address, Dr. Paul Manna and facilitator Penney McRoy will lead participants through a discussion of how key state policy levers to enhance the work of principals can support school improvement efforts. With the Georgia context and their individual roles and perspectives in mind, participants will explore how to translate policy into practice in their settings in ways that will eliminate barriers and support school and district success.</p> <p>Presenters: Dr. Paul Manna and Ms. Penney McRoy</p>
General Session 11:30 – 12:30	ESSA: How Funds May be Used to Impact Leadership Development	<p>This session will provide specific details for the allowable uses of federal funds to address leadership development. It will provide historical information to set the context and enhance understanding. Leadership development will be explored and defined in relation to teacher and leader development and support, school and district effectiveness, and turnaround efforts currently underway throughout the Georgia Department of Education.</p> <p>Presenter: Dr. Cindy Saxon</p>
General Session 12:35 – 1:25	Words of Wisdom from a Neighboring State: Tennessee's Equity Playbook for Principals	<p>Dr. Paul Fleming will share this new resource developed by a statewide team of school, district, higher education, and state leaders to increase equitable outcomes for all students. The Playbook includes an action plan framework to assist leaders in the selection, implementation, and monitoring of the most relevant equity commitments for their community, an equity shifts continuum describing the common misconceptions that must be examined and discussed before moving to an equity mindset, and key actions and resources that can be used by school, district, school board, and</p>

Strand / Time	Title	Description
		<p>community leaders for seven equity commitments.</p> <p>Presenter: Dr. Paul Fleming</p>
<p>Strand A</p> <p>Concurrent Session A2</p> <p>1:35 – 2:25</p>	<p>District and University Partnership: From Recruitment to Placement</p>	<p>In order to ensure that there is a robust pipeline of leaders in every district, universities and districts need to work together to identify promising leaders who are more likely to succeed in today's schools. Participants will learn how Gwinnett County Public Schools has partnered with local universities to recruit, train, support, and place leaders.</p> <p>Presenters: Dr. Kendra Washington-Bass, Dr. Michelle Farmer, and a University Partner</p>
<p>Strand B</p> <p>Concurrent Session B2</p> <p>1:35 – 2:25</p>	<p>Unpacking Tier II Clinical Experiences</p>	<p>In this interactive session, representatives of Georgia Educational Leadership program providers will facilitate an examination of strategies for ensuring Tier II Educational Leadership clinical experiences meet the learning needs of pre-service leaders and address problems of practice in their employing schools and districts, all while meeting the intent and spirit of Georgia's Educational Leadership standards. Participants will leave this session with ideas for improving the design, supervision, and documentation of clinical experiences.</p> <p>Facilitator: Dr. Jami Berry</p> <p>Presenters: Dr. Janis Carthon, Albany State University Ms. Kimberly NeSmith, Pelham City Schools Dr. Navella Jean Walker, Mercer University</p>
<p>Strand C</p> <p>Concurrent Sessions C2 and C3</p> <p>1:35 – 3:30</p>	<p>Introduction to NYC Leadership Academy's Facilitative Competency-Based Coaching Model</p>	<p>Coaching is about fostering self-insight, promoting reflection, and building capacity for adaptive leadership. This session provides an overview of the NYC Leadership Academy's signature Facilitative Competency-Based (FCB) coaching model and offers participants the opportunity to practice critical coaching skills of listening, questioning, low inference evidence gathering and feedback. Activities will illustrate how coaching can be used to surface mental models as well as unpack and address biases in service of ensuring all students receive what they need to achieve their potential.</p> <p>Presenter: Ms. Michelle Jarney</p>
<p>Strand D</p> <p>Concurrent Session D2</p> <p>1:35 – 2:25</p>	<p>Using Equity Data to Impact School and District Improvement</p>	<p>This session will engage P12 practitioners, program providers and state agency personnel in an in-depth look at available equity data. It will include opportunities to explore and brainstorm ways stakeholders can work collaboratively to address equitable access for all students. Presenters will highlight the development of effective partnerships to promote engagement and ensure a well-rounded approach to school and district improvement with a focus on equity.</p> <p>Presenters: Dr. Cindy Saxon</p>

Strand / Time	Title	Description
<p>Strand B</p> <p>Concurrent Session B3</p> <p>2:35 – 3:30</p>	<p>Authentic Professional Learning: Equipping Principals at the Intersection of Reform, Culture, and Inclusivity</p>	<p>This session will explore the challenges principals face amid expectations for professional learning that is both diverse and personalized. Through the lens of professional learning reform in Georgia with resources from the CEEDAR Center, the CCSSO, and other initiatives, participants will examine and discuss strategies to create and maintain authentic professional learning communities.</p> <p>Presenter: Dr. Sheryl Cowart Moss</p>
<p>Strand D</p> <p>Concurrent Session D3</p> <p>2:35 – 3:30</p>	<p>Leveraging Shared Leadership for School Improvement</p>	<p>This interactive session will engage participants through discussion of the key policy levers that have been implemented in Tennessee to develop a cohesive leader development system and that have contributed to Tennessee being the fastest improving state in the nation since 2013. Participants will explore how these policy levers have imbedded shared leadership into leader preparation, district, and school practices, including the use of ESSA funds to develop transformational principals across the state.</p> <p>Presenter: Dr. Paul Fleming</p>

Presenter Biographies follow on pages 7-13.

Presenter Biographies

Beck, Joanna

Joanna Beck teaches Emerging Technologies at Jefferson City Middle School. A double Dawg, Joanna earned both her bachelor's and master's degrees in middle grades education from the University of Georgia. Beginning her teaching career in Elbert County, Joanna was excited when she had the opportunity to return to Athens to teach science in Clarke County. At Burney-Harris-Lyons Middle School, Joanna served on several committees including, technology team, PBIS, 6th grade team leader and school leadership team. A lifelong learner, Joanna will soon start her computer science endorsement and is an active member of the Georgia Science Teachers' Association (GSTA). In 2014, Joanna was recognized as the Clarke County District Teacher of the Year. The National School Boards Association's (NSBA) Technology Leadership Network (TLN) recognized Joanna as one of its "20 to Watch" honorees in 2016. The only educator from Georgia, Joanna was chosen for her ability to inspire colleagues to explore and embrace innovative technology solutions and instructional strategies that contribute to high-quality learning experiences for all students. She is excited to build a new program at Jefferson City Middle School and ignite the passion of learning among her students.

Berry, Jami

Jami Royal Berry is a clinical assistant professor in the Educational Administration and Policy Program (EDAP) at the University of Georgia and a co-director of the UCEA Center for the International Study of Educational Leadership. Her research interests include leadership in high needs schools, leadership certification, the performance-based leadership model, principals' perceptions, individualized education plans, and leadership interns, and she has presented on these topics nationally and internationally. Berry has developed numerous educational leadership programs and served as a dissertation chairperson or committee member for over twenty doctoral students. Her graduates include local school leaders, system level leaders, and superintendents throughout Georgia and the United States. Prior to her university service, she was a music teacher and elementary school administrator. She remains active in K-12 education through volunteering in schools and serving as a board member for several education organizations.

Carthon, Janis

Dr. Janis Carthon is an Associate Professor and served as Coordinator of the Educational Leadership Program at Albany State University, Albany, Georgia. She has more than 23 years of teaching and leadership experience in higher education in her professional interest areas of mathematics, statistics, research, and technology. Prior to her current position, she served as the Director of one of Georgia’s 13 Educational Technology Centers that supported 14 school systems and other education agencies in southwest Georgia. In addition to holding a Lean Six Sigma certification, she worked for the federal government for 13 years as a Quality Assurance specialist, and an Operations Research Analyst. Dr. Carthon was awarded a Certificate of Commendation by the Commanding General of the Marine Corps Logistics Base, Albany, Georgia for her work in the area of Total Quality Leadership. She currently serves as a faculty member and the Project Director of the University Principal Preparation Initiative (UPPI) at Albany State University supported by The Wallace Foundation.

**Cowart Moss,
Sheryl**

Sheryl Cowart Moss directs Advanced Programs in Educational Leadership at Georgia State University. A national Technical Assistance Consultant for the CEEDAR Center, a partnership of forty states, Dr. Cowart Moss is President-Elect for the Georgia Educational Leadership Faculty Association (GELFA), an invited member of the Council of Professors of Instructional Supervision (COPIS), and a site visitor for the Georgia Professional Standards Commission. Dr. Cowart Moss participated in developing a guidance document for principals with the Chief Council of State School Officers (CCSSO) earlier this year. Her research interests include aesthetics of leadership, particularly as they impact marginalized populations.

**Farmer,
Michelle**

Michelle Farmer joined Gwinnett County Public schools in 1994 and has been instrumental in promoting Gwinnett’s core business of teaching and learning as a classroom teacher, assistant principal, principal, and currently, Leadership Development Director. As instructional leader of two high achieving elementary schools, Dr. Farmer led her staff and students to be recognized by the Governor’s Office of Student Achievement as a “Highest Performing School” for nine consecutive years. While principal, one school was named a Georgia School of Excellence. Dr. Farmer’s commitment to building the instructional and leadership capacity of her school staff is now being applied through her involvement in Gwinnett’s Quality-Plus Leader Academy.

Paul Fleming is the Assistant Commissioner for the Teachers and Leaders Division at the Tennessee Department of Education. The Teachers and Leaders division is responsible for the design, implementation, evaluation, and support of impactful policies, practices, and programs related to teacher and leader preparation institutions, licensure, evaluation and development, and educator talent. Examples of current work Paul leads include the Tennessee Teacher Leader Network comprised of 59 districts, the Tennessee Transformational Leadership Alliance to foster innovative principal pipeline models across the state, and a micro-credential pilot with 160 teachers designed to increase personalized professional learning opportunities.

Fleming, Paul

Before joining the Department in 2012, he was principal at Hume-Fogg Magnet High School in Nashville, TN (2006-2012). Hume-Fogg has been ranked as one of the top 50 public high schools in the United States since 2006 and was named a national Blue Ribbon School (2011) by the US Department of Education. Paul has served as an adjunct faculty member at Vanderbilt and taught in the Urban Masters TLUS program, and is a graduate of the Leadership, Policy and Organization Doctoral program at Vanderbilt. He has traveled to Shanghai and Guangzhou, China with Tennessee principals to study the Chinese educational system related to teacher leadership and leadership development and to Brussels, Belgium to study the education system of the European Union as part of two grants from Vanderbilt University.

Kelly C. Henson serves as Executive Secretary of the Georgia Professional Standards Commission (GaPSC). Before joining the GaPSC in 2007, Mr. Henson served as Superintendent of Schools in Floyd County, Georgia and as Principal of Walton High School, Principal of Pope High School, and Associate Superintendent in Marietta City Schools. Under his leadership, the GaPSC has developed and maintained strong partnerships with other state agencies, institutions of higher education, local school systems, and legislators. Due in part to his guidance and the work of the GaPSC on reforms of Educational Leadership programs and Certificate Upgrade rules, Georgia educators continue to be paid for earning relevant and rigorous advanced degrees related to their roles in schools.

Henson, Kelly

Through his work with the Alliance of Education Agency Heads Math/Science Task Force, Mr. Henson played a pivotal role in advancing the preparation and compensation of Georgia mathematics and science teachers. Mr. Henson co-chaired the Professional Learning Study Committee convened by the Georgia House of Representatives, and the work of this group resulted in a set of recommendations which will lead to revolutionary changes in certificate renewal and professional learning for all Georgia educators. Mr. Henson served as a member of Georgia's Race To The Top design team and subsequently led the GaPSC in implementing a number of Race To The Top initiatives, such as preparation program effectiveness measures (PPEMs) and tiered certification. He also chaired the Governor's Task Force on Dual Enrollment, focused on advancing Georgia's goal of preparing high school graduates for college and careers.

**Honeycutt,
Susanne**

Mrs. Susanne Honeycutt has over twenty years of classroom experience. A graduate of the University of Tennessee at Chattanooga, she has taught all grades from kindergarten through fifth grade. For the past eighteen years she has taught at Stone Creek Elementary School in Walker County Georgia. Susanne has a love for teaching math and for the last few years, her classroom instruction has been focused on fourth and fifth grade math. She truly enjoys motivating students to like math and reach their full potential. Susanne holds the Gifted Endorsement, as well as the K-5 Math Endorsement, and she always seeks new ways to grow and improve as a teacher. This year she began serving as a Teacher Leader and Mentor, and in this new role she enjoys working with her fellow teachers to help them learn new strategies and improve their instructional practices.

Jarney, Michelle

Michelle Jarney joined NYC Leadership Academy in 2004 and now serves as the organization's Vice President of Leadership Coaching Services. As the designer of NYCLA's signature coaching model, Michelle is responsible for the implementation of direct service programs as well as capacity building for clients seeking to develop in-house expertise. Michelle develops, supports, and supervises NYCLA's cadre of expert coach practitioners. She also brings her extensive experience as a curriculum designer, facilitator and consultant to a range of leadership development initiatives in districts throughout the country.

Prior to her work with NYC Leadership Academy, Michelle was the Director of Education for the Union Square Partnership. In that capacity, she developed an award-winning, public-private partnership that leveraged the resources of the private sector to support NYC public school students through innovative enrichment programs and career readiness opportunities.

Michelle holds an MA from Teachers College, Columbia University and a BA from Union College in Schenectady, NY.

Manna, Paul

Paul Manna is the Chair of the Department of Government, the Isabelle and Jerome E. Hyman Distinguished University Professor of Government, and faculty affiliate in the Public Policy Program at the College of William & Mary. His research and teaching focus on policy implementation, federalism, bureaucracy, and applied research methods. Manna is the author of *School's In: Federalism and the National Education Agenda* (Georgetown University Press, 2006), which examines the evolving relationship between federal and state education policy since the 1960s, and *Collision Course: Federal Education Policy Meets State and Local Realities* (CQ Press, 2011), which assesses No Child Left Behind's implementation from 2002-2009, early Obama administration initiatives, and potential future directions for federal policy. He is co-editor of *Education Governance for the Twenty-First Century: Overcoming the Structural Barriers to School Reform* (Brookings, 2013). In 2015, he published a report for The Wallace Foundation entitled "Developing School Principals to Advance Teaching and Learning: Considerations for State Policy." He has presented results from that report in venues across the United States. After graduating with his B.A. in political science from Northwestern University, Manna taught social studies in his home-town public high school for three years before earning his M.A. and Ph.D. in political science from the University of Wisconsin.

McRoy, Penney

Educator Preparation Division Director, Penney McRoy, joined GaPSC in 2003 as a Program Approval Education Specialist. She served as Director of Program Approval from 2008 until 2011, and as the Assistant Division Director for Educator Preparation from 2011 to June of 2016 when she was tapped to lead the Division. Penney holds a Bachelor's degree in Business Education, a Master of Education degree in Educational Administration, a Master of Science degree in Technology Education, and in May 2019 she plans to complete a Doctor of Education degree in School Improvement. As Educator Preparation Division Director, Penney is responsible for the development and enforcement of policies governing the preparation of educators through traditional and non-traditional programs, the review and approval of programs leading to Georgia certification, support and training initiatives for program providers, and the implementation of Preparation Program Effectiveness Measures. She works closely with other state education agencies, as well as Georgia professional associations, to assure alignment of education initiatives and inclusive policy-making. Throughout her tenure with the agency, Penney has been engaged with state and national organizations related to her work. Currently, she leads Georgia's multi-agency Network for Transforming Educator Preparation, she serves on Georgia's Center for Teaching Quality Teacher Leadership Cross-State Collaborative team, and she is the Vice Chair of the Council for the Accreditation of Educator Preparation (CAEP) Board of Directors.

Michael, Bob

Bob Michael is the Associate Vice Chancellor of Educator Preparation and Policy for the University System of Georgia (USG). In this role, he works with the public colleges and universities and the state educational agencies to develop policies and innovations supporting the USG educator preparation programs. Bob is a member of several statewide interagency task forces on educator preparation, and he serves as the USG representative on the Georgia Network for Transforming Educator Preparation. Previously, Bob was the Dean of the College of Education at the University of North Georgia, where he worked with colleagues to develop several innovative programs, including the first Early Childhood and Special Education dual major undergraduate degree in Georgia, Professional Learning Communities for two year-placements of pre-service teachers, an alternative teacher certification program, and international programs for student placements and faculty exchanges. Bob also has worked at Valdosta State University and Georgia State University, and he began his education career as a middle grades language arts and science teacher.

Saxon, Cindy

Cindy Saxon is a 36 year veteran educator. She taught in the elementary grades (Pre-K through 8th grade) for 15 years. After which she served as an assistant principal, principal, and district office administrator for 14 and a half years. Cindy retired from Carroll County Schools in November of 2011 and has been with the Georgia Department of Education since January of 2012. She served as program specialist, program manager, and director before assuming her current role in March of 2013. Mrs. Saxon leads the Title IIA work which includes educator recruitment, preparation, retention, and development, and the teacher and leader evaluation initiatives for the state.

Cindy holds bachelor's, master's, and specialist degrees in Early Childhood Education and an Educational Leadership Add-on from the University of West Georgia. She is the mother of 31 year old twin daughters and grandmother to Brooke (14), Reese (9), Griffin (3), Whitleigh (10 months) and Levi (2 months). Cindy lives in Bowdon, Georgia with Randy, her husband of 35 years. She is an active member of Bowdon Baptist Church and the Women of Grace Sunday School Class.

**Stephens,
Walter**

A practitioner entering his 20th year as an administrator, Walter Stephens, Ph.D., has proudly served as a high school teacher, assistant principal and principal and is currently a principal at Thomson Middle School in Houston County Georgia. Dr. Stephens has received several awards as administrator. His most recent accomplishment as principal of Thomson Middle, a Title I school, came last year, when his school was recognized as a Breakout School of the Year award from the Georgia Association of Secondary School Principals for showing substantial growth in student achievement.

Dr. Stephens serves on the Middle Georgia P20 Collaborative designed for improving both teacher and leader effectiveness and he serves as interim president for the Professional Education Faculty Council (EPAC) in the College of Education at Fort Valley State University.

**Walker, Navella
Jean**

During her successful career of service in public education, Dr. Walker has held several leadership roles with Gwinnett County Public Schools. She served as the assistant superintendent of curriculum and instruction, area superintendent/executive director for school improvement, principal and assistant principal. She also served as an elementary school teacher in DeKalb County and in Warren, Ohio. Upon retiring from Gwinnett County Schools in 2010, she served as the Vice President of Education for United Way of Greater Atlanta until 2013. Currently, Dr. Walker is serving as an assistant professor in the Educational Leadership Department at the Tift College of Education at Mercer University. Additionally, she is the lead consultant with N. Jean Walker & Associates, LLC. These positions afford her the opportunity to inspire and train aspiring and practicing leaders to build their leadership capacity and maintain their passion to lead. Dr. Walker graduated with a bachelor's degree in elementary education from Kent State University and earned master's and specialist degrees in educational leadership from Georgia State University. She received her doctorate in educational leadership from Mercer University.

She is married and has two children who are teachers in Gwinnett County and has an 11 month old granddaughter, Nia, who she absolutely adores.

Waller, Jordan

Jordan Waller teaches second grade at Martin Luther King, Jr. Elementary School in Dougherty County. Recognized as the 2017 Dougherty County Schools Teacher of the Year, Jordan is known for her non-traditional approach to classroom instruction, which includes engaging students in song and dance to bring content to life. In 2017 Jordan was among 15 Dougherty County School System teachers named to the prestigious 40 Under 40 List.

Warren, Leslie

Miss Leslie Warren, M. Ed., teaches third grade math at Sharp Creek Elementary School in Carroll County. She taught the previous twelve years in Douglas County, in both third grade and kindergarten. Leslie currently serves as Webmaster at her school. In her thirteen years of teaching experience, Leslie has chaired multiple committees including Media, Public Relations, Diversity, Hospitality, and Yearbook. Leslie also served as the Lead Mentor for nine years at Factory Shoals Elementary School. In addition, Leslie served as the Douglas County Elementary Lead Mentor, where she facilitated the mentoring program of twenty elementary schools. She is a member of the 2018 GaPSC Teacher Leadership Task Force, as well as the seven person committee from the Task Force that is working in conjunction with the Center for Teaching Quality. She was also a presenter at the 2017 GaPSC Program and Officials Conference. Leslie attends Southern Hills Christian Church where she serves on the Worship and Hospitality Teams and in the Southern Graces Life Group. Leslie is also a certified Zumba instructor.

**Washington-
Bass, Kendra**

Kendra Washington-Bass, a 1994 TFA corps member, began her teaching career in the South Bronx. After nine years of teaching elementary and middle school, Kendra was selected by her district along with two other educators to design and open Knowledge and Power Preparatory Academy III, an Ivy League middle school in the Bronx. In 2004, Kendra was appointed principal of KAPPA II middle school in Harlem. In 2008, Kendra joined Gwinnett County Public Schools as the Director of the Quality-Plus Leadership Academy where she assists current and aspiring leaders in becoming “Quality-Plus” leaders in Gwinnett County.

**Williams,
Jdhordane**

Mr. Jdhordane T. Williams is a native of Savannah, Ga. He received a Bachelor of Science from Armstrong Atlantic State University, and is currently seeking a Master’s degree in Educational Leadership. Jdhordane has spent the last few years working at Savannah Arts Academy as a science teacher and soccer coach. Recognized as the 2018 Outstanding Faculty member by the senior class, Jdhordane has a teaching style that aims to engage students using their artistic major, external hobbies, and popular culture. In 2017, Jdhordane successfully published a K-12 Activity in Current: The Journal of Marine Education.