Arkansas Leadership Academy

School Support/Organizational Development Program

Act 222 of the 87th General Session, 2009

- Created the School Support Program, to be administered by the Arkansas Leadership Academy for the support of schools and districts that choose to participate, or that are determined as being required to participate by the Division of Elementary and Secondary Education.

1. Build the leadership capacity of school and district personnel

- Participants attend ALA learning experiences, supported by Performance Coaches.
- Performance Coaches attend school/district collaborative meetings to process-observe and provide actionable feedback.
- Performance Coaches support implementation of research-based practices and provide additional resources for reflection.
- Performance Coaches guide principals to conduct a self-assessment and analyze survey data on their leadership.
- Performance Coaches engage in ongoing reflective questions with leaders.

2. Train a diverse school leadership team, including, but not limited to, superintendents, principals and teachers

- School or district leadership teams have the opportunity to attend 18 days of training over three years to become a highly effective team.
- School or district leadership teams are positionally diverse (Ex: a school team will be composed of someone from central office, the principal, and four building-level leaders).
- The Performance Coach assigned to the school or district attends the sessions with the team and then supports the transition of theory to practice back in the school or district.

3. Provide a cadre of highly experienced, trained Performance Coaches to work in a school or district on a regular basis

- The Performance Coach supports the transfer of learning from the "on-site" learning experiences (THEORY) to the school/district setting (PRACTICE).

- The Performance Coach provides ongoing support and accountability for the implementation of the "next steps" for the leadership team and participants in our Master Principal Program.

- The Performance Coach is on-site an average of one day per week (approximately 42 site visits per year).

4. Work with school and district staff, along with all stakeholders, to develop a support system to ensure sustainability of the work after the completion of the program

- Sustainability occurs through implementation of the Academy's Theory of Change.

- Guided by the Performance Coach, leaders conduct annual needs assessments to monitor attainment of levels on our Leadership Development System.

- Guided by the Performance Coach, leaders continuously evaluate implementation of the school/district's evidence-based strategic plan and develop "next steps."

- Leadership capacity is built through participation in learning experiences, as supported by the Performance Coach.

5. Ensure access to training programs and leadership skills development

- Executive Leadership Collaborative
- Master Principal Program
- Assistant Principal Institute
- Leadership Team Institute
- Teacher Leadership Institute
- Facilitation of Adult Learning Institute
- Student Voice Institute
- School Board Training

6. Develop incentive programs for institute and program participants

- We are currently investigating opportunities to recognize participating schools by creating a certification process. This process would establish a criteria to determine the level of implementation fidelity, in addition to school and principal performance.

ARKANSAS LEADERSHIP ACADEMY

7. Assist in the development of partnerships between university leadership programs and school districts

- The ALA is in partnership with the University of Arkansas on the Impact Arkansas Fellowship Program.
- The IMPACT Arkansas Fellowship assists school districts in the selection of prospective leaders who show great promise to succeed and persist in a school leadership role. This entails preparing current lead teachers for their first administrative position as instructional facilitators or assistant principals.
- IMPACT Arkansas fellows can build a vast, knowledgeable, professional network as they interact with other fellows and Teacher Leadership Institute participants.

ARKANSAS LEADERSHIP ACADEMY

8. Work closely with the LCC and DESE to coordinate cohesive leadership goals

- Currently supporting the High Reliability Schools initiative through the DESE by providing a Performance Coach to schools identified as in need of Level 4 support and choose to receive services provided by the ALA.
- Recipient of a grant to provide an ALA expert on HRS to schools being served under contract.
- The Director of the ALA serves on the Leadership Coordinating Council, has an active role in the goals of the LCC and works to ensure the work of the ALA is aligning with those goals.

History of Organizational Development/ School Support Program

- In 2001, the Arkansas Leadership Academy was selected by the Southern Regional Education Board to design a program for low-performing schools.
- The School Support Program was created by ACT 129 during the Arkansas 85th General Assembly in 2005.
- In 2009, ACT 222 provided the continued authorization of the School Support Program.
- The Organizational Development Program was first implemented during the 2015-16 school year to expand the work of the School Support Program to the district level.
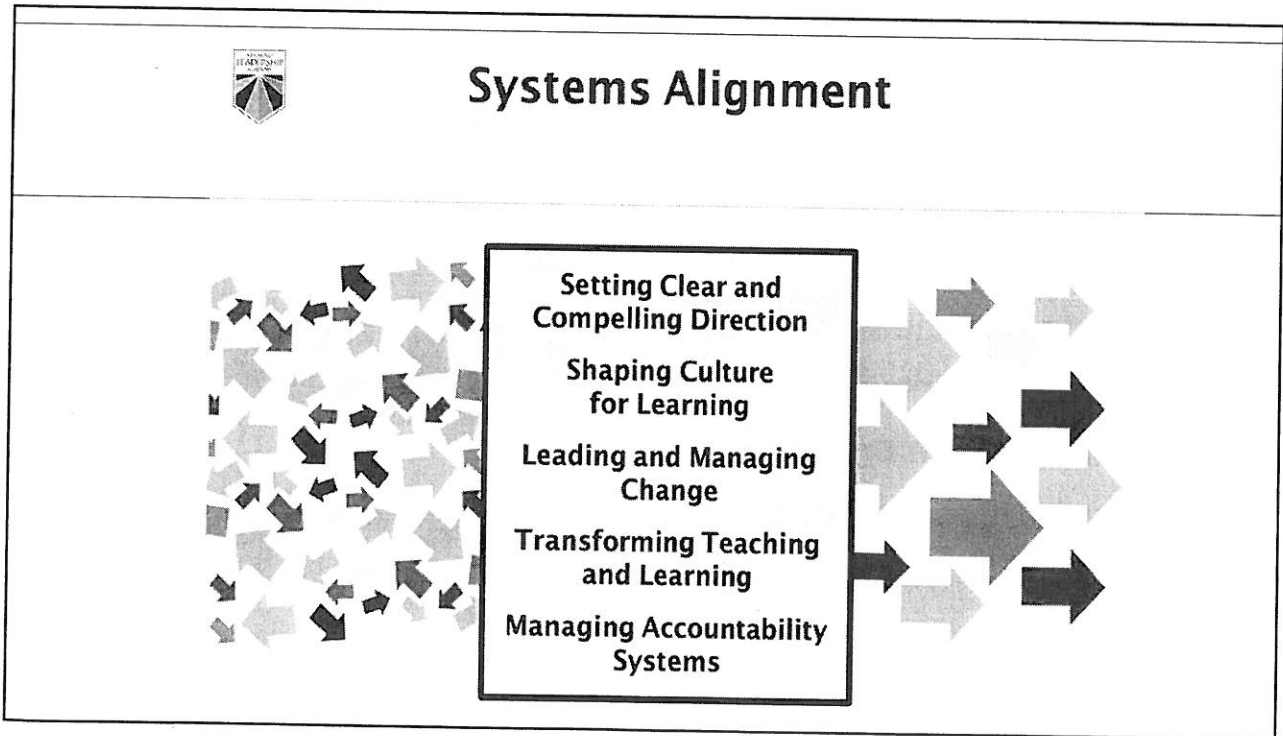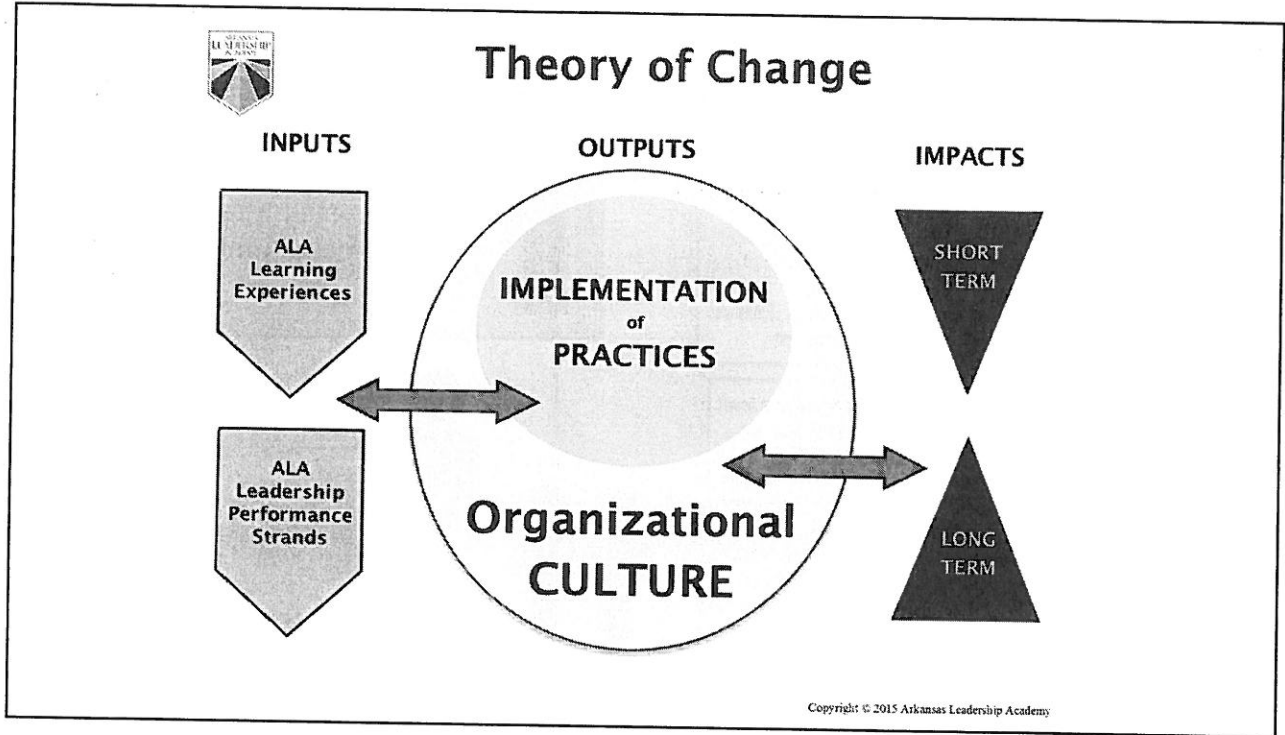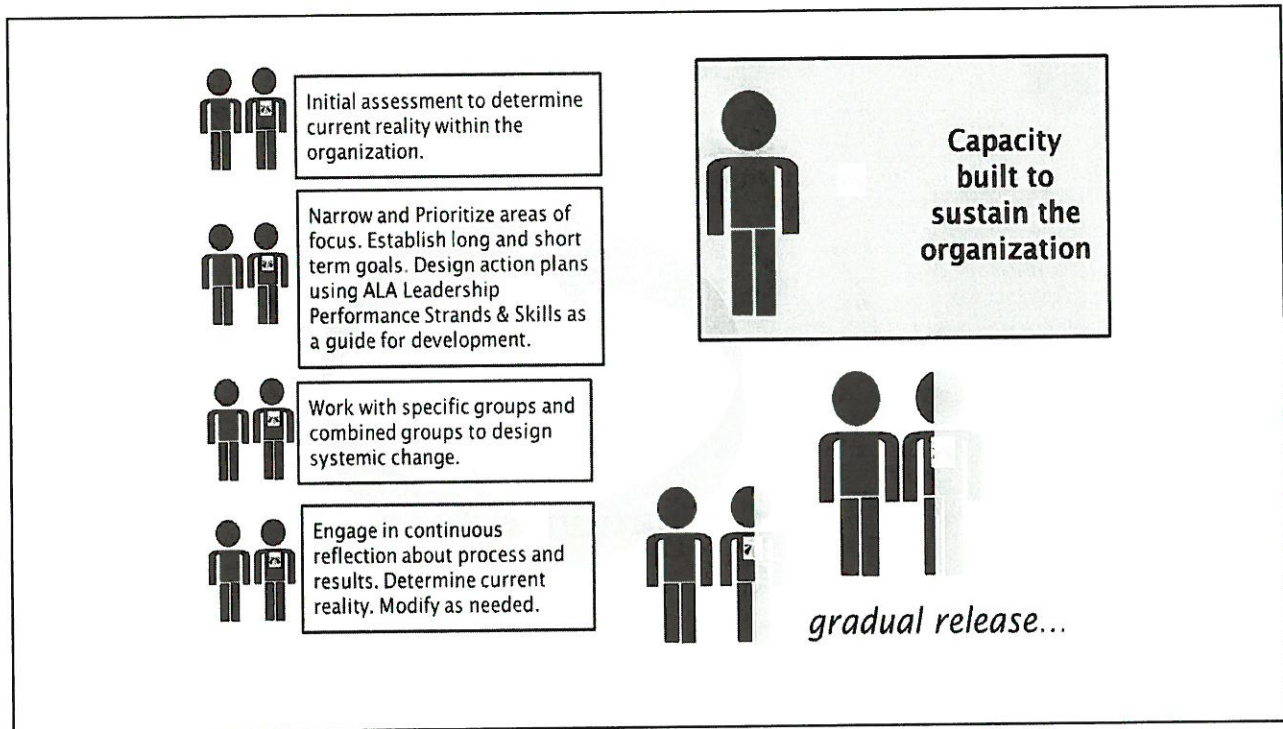
Organizational Development/ School Support Program

- Creates sustainable systems for the purpose of improving student achievement.
- Builds leadership capacity within schools and districts.
- Provides expertise and support to all stakeholders (educators, students, and community members).

"The Arkansas Leadership Academy had the best record for getting schools back on track."

Review of School Improvement Consultation Expenditures and Results
Presented by the Bureau of Legislative Research to the Joint Education Committee (Feb. 7, 2012)

Theory of Change

INPUTS   OUTPUTS   IMPACTS

ALA Learning Experiences

ALA Leadership Performance Strands

IMPLEMENTATION of PRACTICES

Organizational CULTURE

SHORT TERM

LONG TERM

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Systems Alignment

Setting Clear and Compelling Direction

Shaping Culture for Learning

Leading and Managing Change

Transforming Teaching and Learning

Managing Accountability Systems

Initial assessment to determine current reality within the organization.

Narrow and Prioritize areas of focus. Establish long and short term goals. Design action plans using ALA Leadership Performance Strands & Skills as a guide for development.

Work with specific groups and combined groups to design systemic change.

Engage in continuous reflection about process and results. Determine current reality. Modify as needed.

Capacity built to sustain the organization

gradual release...

Learning Experiences

- Executive Leadership Collaborative
- Master Principal Program
- Assistant Principal Institute
- Leadership Team Institute
- Teacher Leadership Institute
- Facilitation of Adult Learning Institute
- Student Voice Institute

Strategic Plan

- The Performance Coach and the leadership team engage in a process to establish priority areas from the needs assessment and develop a strategic plan that will guide the work of the coach and the team throughout the current school year.

- Strategic plan focus areas are determined collaboratively and are based on the data provided by the leadership team during the needs assessment.

- The strategic plan is updated continuously, and evidence of implementation of measurable actions in the plan is collected and used to monitor the work in the school/district.

Arkansas Leadership Academy
School Support Program Schools
All Schools
(as of September 2019)

Arkansas Leadership Academy
Organizational Development Program
**2015-2019**
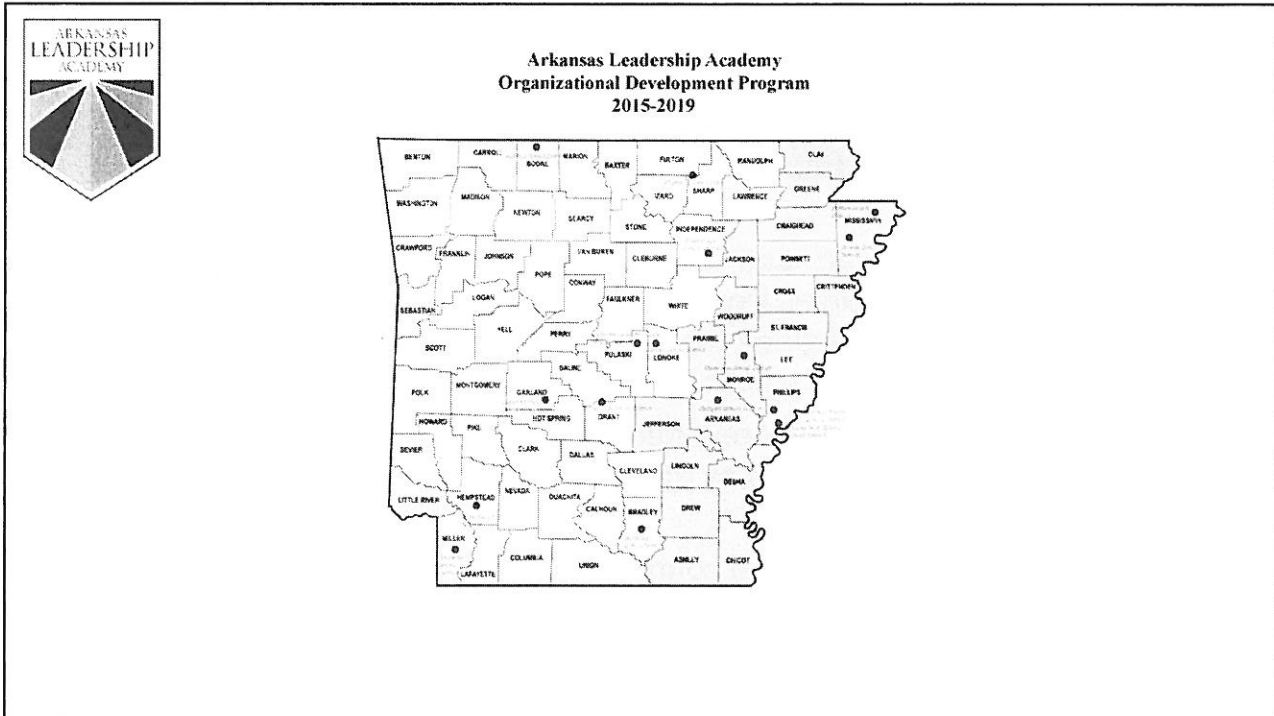
OD/SSP Contracts in 2019-20

- We are currently serving nine schools under School Support contracts, six school districts under Organizational Development contracts, and two school districts through a grant with DESE.
- 1st Year – 6
- 2nd Year – 5
- 3rd Year – 4
- 4th Year – 1
- 5th Year – 1

Testimonials from School Leaders

- "With the support of our Performance Coach this year, I have seen tremendous growth in my principals. It has been the best thing I have done as a superintendent." – Dr. Tracy Tucker, Superintendent, Hermitage School District

- "Our learning with the Arkansas Leadership Academy has given us a strong foundation for the incredible PLC work we are doing with Solution Tree!" - Sally Cooke, Director of Curriculum, Blytheville School District

- "The Arkansas Leadership Academy has transformed me as a teacher and as a teacher-leader, and has also transformed our high school and our district. They have helped us align all our arrows." - Cameron Welch, Teacher, Clarendon High School

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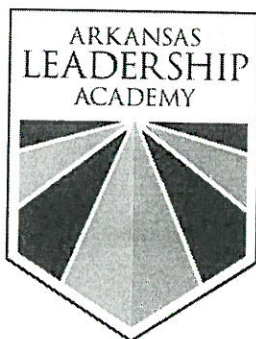
Progress Monitoring

Baseline – Year 1:

OHI-S, OHI-M, OHI-E, TSES, TCES, & PSES

Progress Monitoring

- LEADS Optional Staff Survey
- Principal Self-Efficacy Survey
- Teacher Self-Efficacy Survey
- Teacher Collective Efficacy Survey
- Organizational Health Inventory (E,M,S)
- Leadership Development System Self Assessment
- Student Achievement Data (cohort data and case study approach)

All surveys are delivered electronically in the fall of a school/district's first contract year and in the spring of each year thereafter to measure longitudinal changes in efficacy, performance, and school culture.

Participation Rates

- Our schools participate at a rate above 95% annually.
- Survey response rates are above 80% for all subjects in our distribution, compared with 30% for the national average of emailed email surveys (Lindemann, Nigel 2009).
- Proprietary survey reports are delivered back to school leaders and used to guide the work of the Performance Coach, assist in implementation of the strategic plan and determine professional development needs.
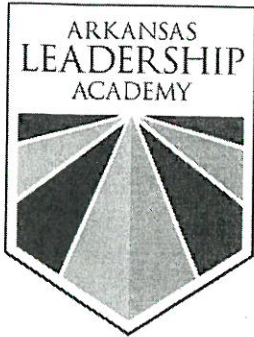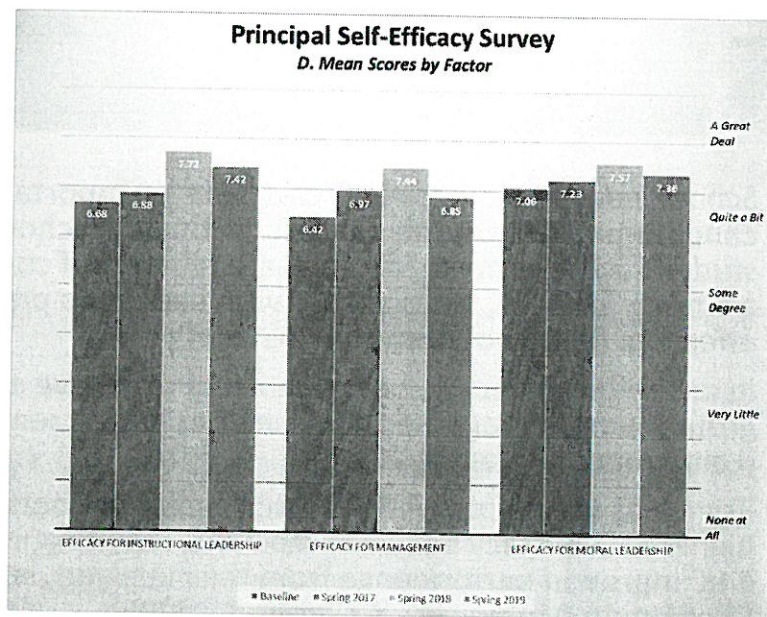
Principal Sense of Efficacy

Cohort Data trend

*Schools with baseline data in 2016 and longitudinal collection in 2017, 2018, and 2019

Changes in Principal Efficacy over 3 years

Principal Self-Efficacy Survey
D. Mean Scores by Factor

About the Scale

- Principals' Self-Efficacy Beliefs are the beliefs in their capability to make a difference in the schools they lead, to effectively manage the challenges they face. The Principal Sense of Efficacy Scale asks principals to assess their capability concerning instructional leadership, management, and moral leadership.

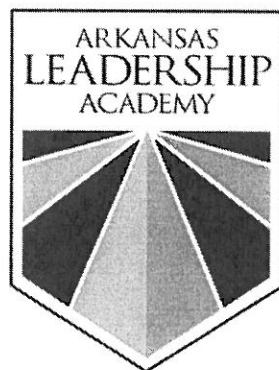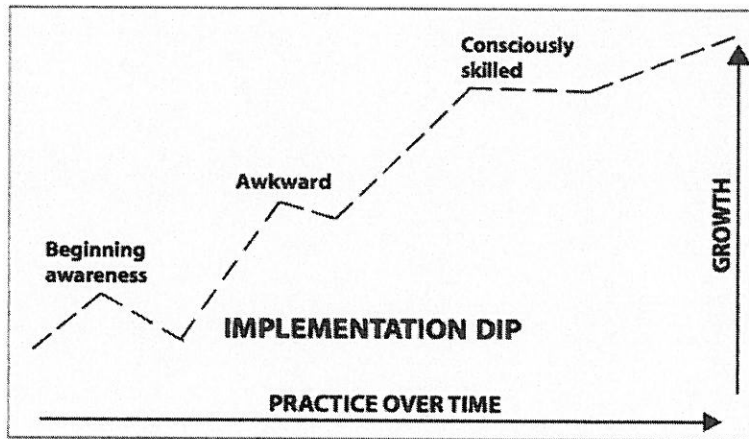 *Tschannen- Moran and Gareis (2004)*

Why do we measure Self-Efficacy?

- School leaders' collective efficacy was an important link between district conditions and both the conditions found in schools and their effects on student achievement. School leaders' sense of collective efficacy also had a strong, positive, relationship with leadership practices found to be effective. (Leithwood and Jantzi, 2008)
- In order for leaders to have a sense of collective efficacy, which involves groups working together, they need to have a sense of self-efficacy first. (Leithwood and Jantzi, 2008)
- Principals with strong self-efficacy beliefs are better able to cultivate higher self-efficacy beliefs in teachers, resulting in stronger motivation and improved performance from teachers and, indirectly, from students. (Tschannen-Moran, M., & Gareis, C. (2005)

Implementation Dip

GROWTH

Consciously skilled

Awkward

Beginning awareness

IMPLEMENTATION DIP

PRACTICE OVER TIME

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