


A REPORT TO THE
ARKANSAS
JOINT EDUCATION COMMITTEE

SEPTEMBER 10, 2012



AN ACT TO STRENGTHEN THE SYSTEM OF ARKANSAS
EDUCATIONAL LEADERSHIP DEVELOPMENT; AND FOR
OTHER PURPOSES.

Two Focuses of the ACT

- Strengthen Arkansas Educational Leadership Development
- Provide School Support

DIVISION OF REPORT

- Work of the Leadership Coordination Council (Act 222; Section 1)
- Work of the Arkansas Leadership Academy (Act 222; Section 2)

LEADERSHIP COORDINATING COUNCIL

Three Purposes:

- Serve as a central body to coordinate the leadership development system efforts across the state;
- Assist the Department of Education, the Department of Higher Education, the Department of Workforce Education, the Arkansas Leadership Academy and other leadership and school support efforts; and
- Aid in the development of model evaluation tools for use in the evaluation of school administrators.

LEADERSHIP COUNCIL MEMBERS 2012-12

Mary B. Gunter, Chair	Arkansas Association for Supervision and Curriculum Development
Tom Kimbrell	Arkansas Department of Education
Shane Broadway	Arkansas Department of Higher Education
Debbie Davis	Arkansas Leadership Academy
Bob Gunter	Arkansas Department of Career Education
Richard Abernathy	Arkansas Association of Educational Administrators
Don Sharp	Arkansas Rural Education Association
Merle Dickerson	Arkansas Center for Executive Leadership
David Bangs	Arkansas Professor of Educational Leadership
John Manning	Educational Service Cooperatives
Peggy Doss	Arkansas Association of Colleges of Teacher Education
Dan Farley	Arkansas School Board Association
Richard Nagel	Arkansas Education Association

VISION FOR EDUCATIONAL LEADERSHIP

Educational leaders will create a culture of systems thinking which builds leadership capacity and results in student and adult growth, success and achievement.

CORE BELIEFS

- Collaboration
- Continuous improvement
- Student and adult growth and achievement
- Leadership capacity building
- Positive learning culture
- Effective evidence-based strategies and practices

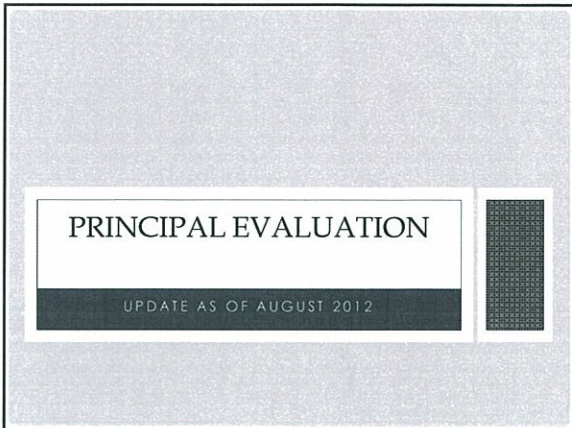
COUNCIL WORK TO DATE

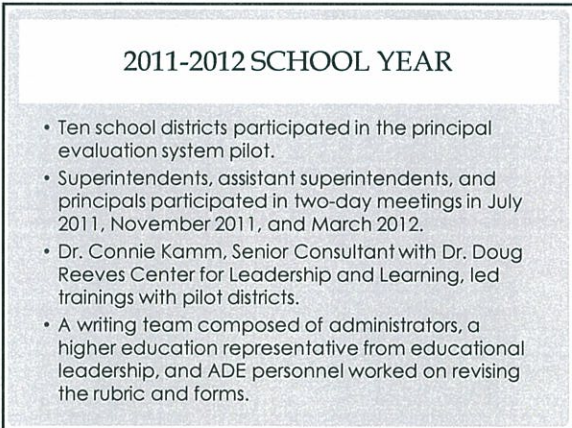
Meeting Dates Since Last Report to Committee:

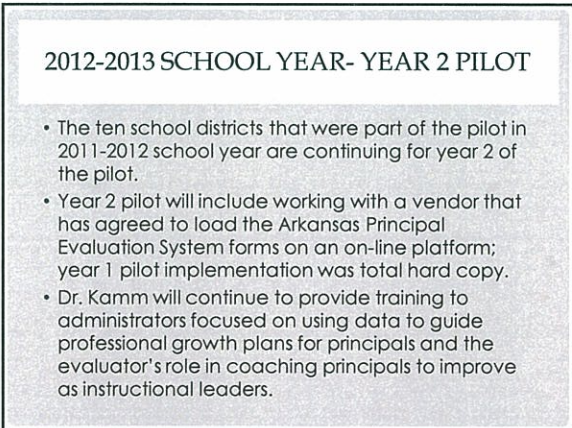
- November 9, 2011
- March 15, 2012
- June 1, 2012

FOCUS OF WORK FOR 2011-12

- Principal Evaluation Model and Pilot School Support
- Superintendent Mentoring Program Development and Implementation
- Review of Recruitment Issues and Needs for Leadership







2012-2013 SCHOOL YEAR

- ADE staff will work with a Committee of Practitioners to determine appropriate measures of student growth and achievement to include in the principal evaluation system.
- In the summer of 2013, superintendents, assistant superintendents, and principals will be trained in the principal evaluation system to implement a state-wide pilot in the 2013-2014 school year.

DISTRICTS PARTICIPATING IN PRINCIPAL EVALUATION PILOT

Foreman	Prescott
Mena	El Dorado
Greenbrier	Harrisburg
Gentry	Elkins
Hoxie	Van Buren

ARKANSAS SCHOOL SUPERINTENDENT MENTORING PROGRAM

AUTHORIZED BY ACT 586 OF 2011



SUPERINTENDENT MENTORING PROGRAM

- Required for first-year Arkansas superintendents.
- Includes professional development and the assignment of a trained mentor.
- Requirements must be completed within twelve (12) months of employment to maintain licensure.

2012 NEW SUPERINTENDENTS

- There are nineteen (19) first-year Arkansas superintendents in 2012-2013.
- All 19 have started the required professional development and all have been assigned a trained mentor.

**TRAINING PROVIDED
SUMMER 2012**

- 6 hours of training on school finance, facilities, and accreditation standards
- Developing a school budget – calculating revenue and projecting expenditures
- Understanding adequacy, the funding matrix, and the foundation print-out
- Master planning and the partnership program
- Arkansas Standards for Accreditation

ANNUAL TRAINING REQUIRED FOR ALL SUPERINTENDENTS
(4 HOURS)

- Categorical and NSLA funding
- Loans and bonds
- Rules for accounting and reporting
- Audit compliance
- Fiscal distress
- Federal programs

SUPERINTENDENT MENTORING

- July-September – New superintendents have been meeting with their assigned mentors.
- Mentors were trained in the spring in a nationally recognized "coaching" model that allows experienced professional colleagues to assist new superintendents in establishing focused goals, prioritizing work, and developing thought-provoking questions regarding system operations.

FALL AND SPRING TRAINING
2012-13

- Superintendent-School Board relations
- Leadership
- Technology
- Follow-up training on needs identified by new superintendents
- Mentor-mentee interaction

PROGRAM ASSESSMENT

- The purpose of this ongoing assessment is to gauge the new superintendent level of understanding and track their completion of all state requirements.
- New superintendents will maintain a *year-long portfolio* of the training showing their implementation/completion of both ADE requirements and the recommended components of the training received through the superintendent mentoring program.

FUTURE PLANS 2012-13 OF SCHOOL LEADERSHIP COORDINATING COUNCIL

- Leadership Recruitment Plan
- Superintendent Evaluation
- Other areas identified by Council

QUESTIONS OR COMMENTS

CONTACT INFORMATION FOR THE ACT 222 SCHOOL
LEADERSHIP COORDINATING COUNCIL

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SCHOOL SUPPORT

ARKANSAS LEADERSHIP ACADEMY

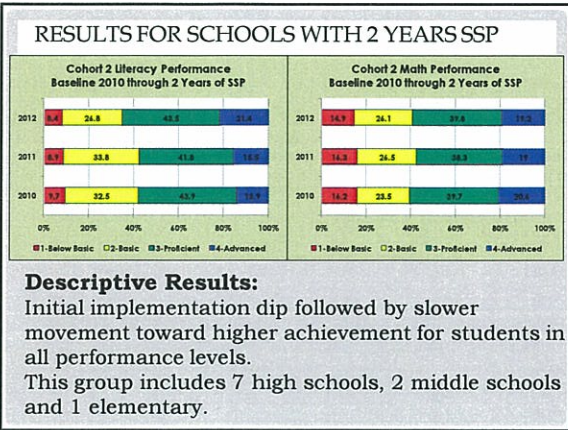
WHAT ARE THE OUTCOMES OF THE
SSP WORK WITH TEACHERS,
LEADERS, AND STUDENTS?

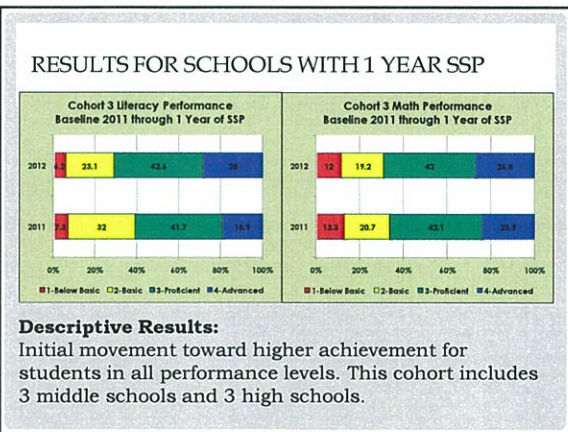
RESULTS FOR SCHOOLS WITH 3 YEARS SSP

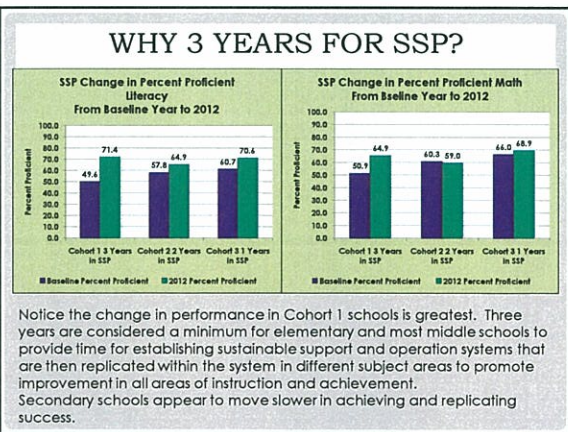
Cohort 1 Literacy Performance Baseline 2009 through 3 Years of SSP					Cohort 1 Math Performance Baseline 2009 through 3 Years of SSP				
Year	1-Below Basic	2-Basic	3-Proficient	4-Advanced	Year	1-Below Basic	2-Basic	3-Proficient	4-Advanced
2012	2.1	28.6	48.7	20.6	2012	11.1	24	57.3	9
2011	8.4	30.3	46.8	14.5	2011	19.4	27.9	48.7	4
2010	6.7	32.2	42.3	18.8	2010	14.8	24.5	56.1	14.6
2009	15.8	24.7	39.6	20	2009	10.1	30	58.7	11.2

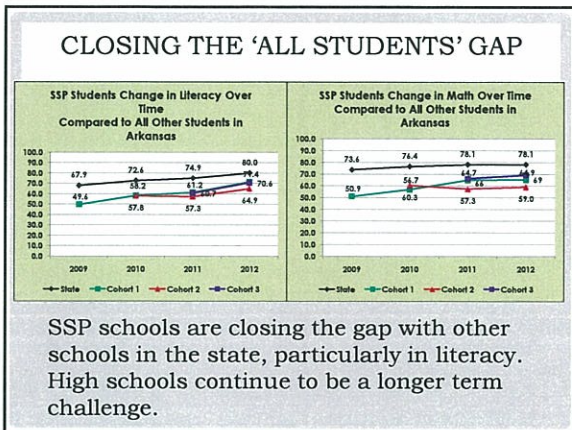
■ 1-Below Basic
 ■ 2-Basic
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 ■ 4-Advanced

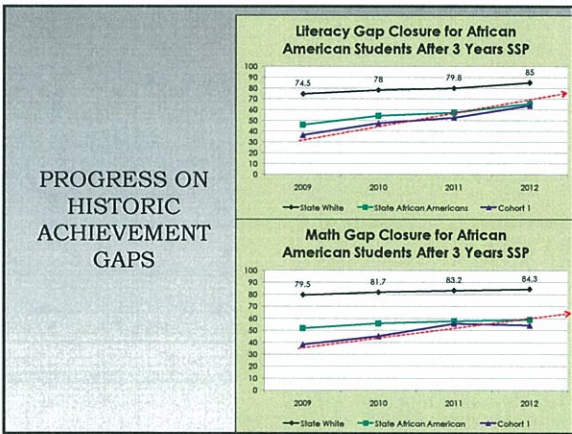
Descriptive Results:
 Consistent movement toward higher achievement for students in all performance levels. This cohort includes 6 elementary schools, 1 middle school and 3 high schools.











- ### ACADEMY RESEARCH ADVISORY TEAM
- Formed spring 2011
 - Meetings
 - June 2, 2011
 - October 21, 2011
 - March 16, 2012
 - Fall 2012 To Be Scheduled

RESEARCH ADVISORY TEAM MEMBERS


- Merribeth Bruning, Dean, Huckabee School of Education, Ouachita Baptist University
- Donna Hunnicutt, Assistant Professor, UA Monticello
- John Jones, Dean, College of Education, UAFS
- Kathy Pillow-Price, Director of Teacher Education, Lyon College
- Diana Pounder, Dean, College of Education, UCA
- Angela Sewall, Dean, College of Education, UALR
- Tom Smith, Dean, College of Education & Health Professions, UAF
- William Torrence, Chairperson, Health, Physical Education & Recreation, UAPB

ROLE OF THE TEAM

- Provide guidance in assessing/evaluating ALA programs on adult and student learners.
- Assist in framing findings for dissemination to a variety of audiences
 - Partners
 - Local, state and national media outlets
 - Peer reviewed journals
 - Peer reviewed conference presentations

**ACADEMY
ACADEMIC ACTIVITY**

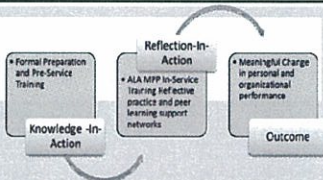
PRESENTATIONS AND SUBMISSIONS FOR
PRESENTATION OR PUBLICATION



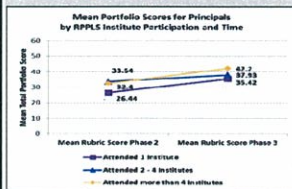
MASTER PRINCIPAL PROGRAM: REFLECTIVE PRACTICE & PEER SUPPORT NETWORKS

- Study presented at the 2011 University Council for Educational Administration Annual Convention
- November 19, 2011 Pittsburgh, PA
- Submitted for publication to the *International Journal on Leadership Preparation*
- Bengtson, E., Airola, D. T., Peer, D., & Davis, D.

MPP THEORY OF CHANGE



Was Change Evident?



Yes: Higher rate of increase in portfolio scores for principals that participated in more opportunities for reflective practice and peer networking.

PRINCIPALS' SENSE OF EFFICACY: THE INFLUENCE OF THE ARKANSAS LEADERSHIP ACADEMY

- Paper accepted for presentation at the 2012 University Council of Educational Administration Annual Convention
- November, 2012 Denver, Colorado
- Airola, D. T., Bengtson, E., & Davis, D.

LEADERSHIP EFFICACY: HOW CONFIDENT IS A LEADER IN THEIR ABILITY TO ACHIEVE LEADERSHIP TASKS AND PERSIST THROUGH CHALLENGES AND OBSTACLES?

- Principals starting their Year 3 of SSP had higher leadership efficacy in all areas, with significantly higher efficacy in Instructional Leadership Efficacy as compared to principals starting Year 1 of SSP.

Efficacy Category	Cohort 1	Cohort 2	Cohort 3
Principals' Management Efficacy	6.75	6.5	6.94
Principals' Instructional Leadership Efficacy	7.47	7.21	8.48
Principals' Moral Leadership Efficacy	7.57	7.54	8.16

WHAT WE ARE LEARNING ABOUT LEADERSHIP EFFICACY DEVELOPMENT?

After 1 Year of SSP: Instructional and moral leadership efficacy increased.

After 1 - 3 Years of SSP: management efficacy increased.

Efficacy Category	Fall 2011	Spring 2012
Principals' Management Efficacy	6.54	6.22
Principals' Instructional Leadership Efficacy	6.44	7.08
Principals' Moral Leadership Efficacy	6.54	7.28

Efficacy Category	Cohort 1	Cohort 2	Cohort 3
Principals' Management Efficacy	7.07	7.19	7.72
Principals' Instructional Leadership Efficacy	7.4	7.26	7.77
Principals' Moral Leadership Efficacy	7.77	7.83	7.74

Leaders exhibit higher Instructional Leadership Efficacy after 1 year of SSP and sustain it over the next two years.
 Leaders in 2 or 3 years of SSP exhibit higher management efficacy.

A VIEW FROM THE INSIDE: SCHOOL TURNAROUND ENABLING FACTORS AND PERSISTENT OBSTACLES

- Presentation accepted for the 2012 University Council of Educational Administration Annual Convention
- November, 2012 Denver, Colorado
- Airola, D. T., & Davis, D.

SSP CHANGES ASSOCIATED WITH IMPROVED ACHIEVEMENT

- Positive change in school culture:
 - Increased ownership of shared vision and responsibility,
 - Increased collaboration
- Focus on data to inform decisions and identify students' needs
- PLCs and adult learning embedded in school routine
- Staff change: Collective responsibility for students' behavior and learning, student engagement
- Improved instruction and higher student engagement

INSIDE SCHOOL TURNAROUND: INSTRUCTIONAL LEADERSHIP EFFICACY AND STUDENT ACHIEVEMENT

- Paper submitted for presentation at American Educational Researchers Annual Conference
- April 2013 San Francisco, CA
- Airola, D. T., & Bengtson, E.

INSTRUCTIONAL LEADERSHIP EFFICACY & STUDENT ACHIEVEMENT

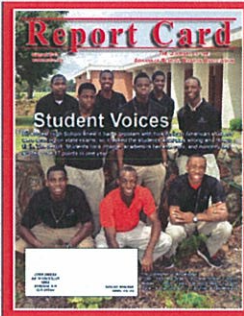
- For SSP students, the differences in the levels of principals' Instructional Leadership Efficacy explained some of the differences in student achievement.

CULTIVATING AND SUPPORTING A CULTURE THAT FOSTERS INNOVATION AND THE USE OF EVIDENCE

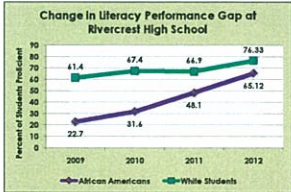
USING EVIDENCE-BASED AND PROMISING PRACTICES, AS WELL AS INNOVATING TO MEET PERSISTENT AND/OR UNIQUE CHALLENGES, REVEALED THROUGH OUR SCHOOL SUPPORT WORK.

GENTLEMEN OF KNOWLEDGE, RIVERCREST HIGH SCHOOL

- The Impact of Student Voice on Achievement



One School's Story of Student Impact



Year	African Americans (%)	White Students (%)
2009	22.7	41.4
2010	31.4	47.4
2011	48.1	64.9
2012	45.12	74.33

Academy Goal: Replicate and sustain this impact in every school!

QUESTIONS OR COMMENTS

CONTACT INFORMATION

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