

A report to the
Arkansas
Joint Education Committee

November 2, 2015

ACT 222 of 2009: 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 Coordinating 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 [now Career] 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, 2015-16

Mary B. Gunter	Arkansas Association for Supervision and Curriculum Development
Johnny Key	Arkansas Department of Education
Brett Powell	Arkansas Department of Higher Education
David Cook	Arkansas Leadership Academy
Charisse Childers	Arkansas Department of Career Education
Richard Abernathy	Arkansas Association of Educational Administrators
Bill Abernathy	Arkansas Rural Education Association
Merle Dickerson	Arkansas Center for Executive Leadership
Christopher Trombly	Arkansas Professors of Educational Leadership
Jeff Williams	Educational Service Cooperatives
Peggy Doss	Arkansas Association of Colleges of Teacher Education
Tony Prothro	Arkansas School Board Association
Tracey Nelson	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.

Arkansas School Superintendent Mentoring
Program

Authorized by Act 586 of 2011

Arkansas School Superintendent
Mentoring Program

- * Authorized by Act 586 of 2011
- * 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.

Superintendent Mentoring Program Requirements

- A minimum of 18 hours of professional development on curriculum/instruction, ethics, finance, facilities, human resources, school board relations, technology, leadership, and the AR Standards for Accreditation.
- 12 hours of documented interaction between the new superintendent and a practicing or recently retired superintendent that has successfully completed mentor (coaching) training.

Arkansas School Superintendent Mentoring Program

- * 2012-13: 19 first-year AR superintendents completed the mentoring program.
- * 2013-14: 29 first-year AR superintendents completed the mentoring program.
- * 2014-15: 35 first-year AR superintendents completed the mentoring program.
- * 2015-16: 24 first-year AR superintendents are currently enrolled in the mentoring program.

Evaluation of 3rd Year Conducted Summer, 2015

- * Q1: Duplication of mentoring curriculum and college preparation program?
 - * 73.33% responded "no duplication."
 - * Comments from those that responded "some duplication."
 - * "Finance information was duplicated, which was good!"
 - * "Yes, but this was practical information and application."
 - * "I've been out of school for awhile, this was timely, a lot has changed!"

Evaluation of 3rd Year, Continued

- * Q2: What value was the training to you?
 - * 96.6% responded the training was beneficial.
 - * "The networking was very helpful."
 - * "A snapshot of what is really going to happen."
 - * "It's nice to have so many different sources to reach out to"
 - * "My mentor was and still is a major resource for me"
 - * "Mentoring program was good, but not enough"
 - * "No support from my mentor and very little communication"

Evaluation of 3rd Year, Continued

- * Q3: What changes would you recommend?
 - * More training on school finance, the budget. "
 - * "More training on managing a construction project; dealing with architect, CM, State Fire Marshal, Facilities Div." \$\$
 - * "Having a mentor from the same cooperative."
 - * "Having a mentor with 1-5 years of superintendent experience that still understands the struggle of being new"
 - * "More time with a mentor, maybe extending the program another year."

2015-16 Training to Date

- * July 23/24- 12 hours of training on school finance, legal issues, ethics, bid laws, audits, assessments, etc.
 - Developing a school budget - calculating revenue and projecting expenditures.
 - Understanding adequacy, the funding matrix, and the foundation print-out.
 - Ethics laws for educators and school boards.
 - Legal issues pertinent to school districts.
 - School purchasing and bid laws.

Training to Date, Continued

- * Tier 1 Financial Training.
- * Dyslexia and RTI - Response to Intervention.
- * Computer Coding and CTE.
- * Initial meeting with mentor.
- * School facilities and the Partnership program.
- * Teacher licensure, background checks, etc.
- * What administrators need to know about special education.
- * TESS/LEADS.

Principal Evaluation

Update

November 2, 2015



The **Arkansas Leader Excellence and Development System (AR-LEADS)** perfects teaching and learning by expanding the knowledge and skills of educational leaders. It provides a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development.

<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/leader-excellence-and-development-system-leads>

History of the Leader Excellence and Development System (LEADS)

- ★ Act 222 of the 2009 Legislative Session created the Leadership Coordinating Council
- ★ Creating a principal evaluation system was a charge given to the Leadership Coordinating Council
- ★ Evaluation of Principals required for ESEA Waiver
- ★ Evaluation System named LEADS is designed to mirror TESS
 - ★ Quality Assurance important
 - ★ Primary Focus is on Growth and Development

LEADS 2015-16

- * LEADS Rules outline the Leader Excellence and Development System
 - * Rules revised based on 2015 legislation
- * LEADS includes administrators in other school (building) and district leadership roles, such as:
 - * Federal Program Coordinators, Curriculum Program, Special Education, and Gifted and Talented Administrators
- * Building and District Leaders are evaluated on:
 - * Professional Practice
 - * Student Growth (in the future)

- * Districts have implemented LEADS
- * Since June 2013, ongoing training has been provided by ADE for all school and district-level administrators for LEADS
 - * Fall, spring and summer trainings ongoing
 - * Most recent training is very targeted for superintendents and principals, using BloomBoard for practice and support

How Ratings Are Determined

Professional Practice

Performance Rating:
Observations;
Artifacts/Evidence;
Professional Growth Plan

Student Performance

Growth Not Included
In 2015-2016

Student Growth:
Must meet threshold

Overall Rating

Growth is not a % of the overall rating but acts as a trigger to alter the rating if there is a discrepancy between the performance of the teacher and performance of students.

Data Regarding LEADS

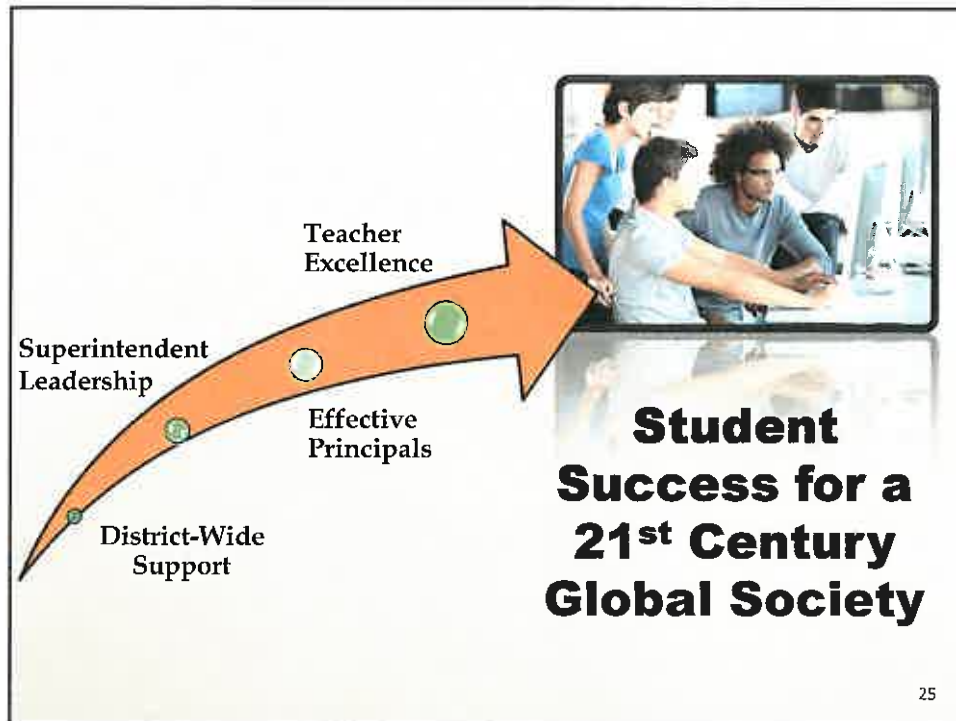
- * Southern Regional Education Board (SREB) conducted twenty-nine regional focus groups of Arkansas educators and leaders
 - * Feedback from educators used to design summer and fall 2015 support trainings
- * SREB has also conducted a Needs Assessment to better understand the state's current status and needs and provided feedback to the Department to assist with improvements to the system
 - * Technical and financial assistance forthcoming
- * ADE will receive the following performance data at the end of the school year
 - * Ratings by Standard, Function, and Overall Rating

Next Steps

- * Review SREB Recommendations
 - * Communication
 - * System monitoring and data collection
 - * Data and Technology
 - * Growth Measures
 - * Monitoring Implementation
 - * Training and Coaching
- * Collaborate on key areas for improving the system and implementation
- * Implement actions and monitor impact

Superintendent Evaluation

Update
October 2015



Arkansas' Superintendent Evaluation System's Purpose

- * Provide the board with an *effective, useful instrument* to conduct an annual evaluation.
- * Assist the superintendent to *grow professionally*.
- * Support an *instructional improvement and reflection* model.
- * Incorporate *intervention tools* for districts to ensure high academic and fiscal practices through a superintendent's *accountability* system.
- * Support *collaboration* between board and superintendent regarding superintendent/board/district growth.
- * Create *alignment* between superintendent, leader, and teacher evaluation systems to develop *equity, credibility, and consistency* between systems.
- * Prompt districts to develop *strategic plans for long-range goals* for the district.

Process during Development

- ✓ Reviewed Leadership Research
- ✓ Researched Other State Superintendent Evaluation Systems
- ✓ Determined Components to Include in Arkansas' System
- ✓ Set Goals for System
- ✓ Developed a timeline for work
- ✓ Year 1 pilot
- ✓ Met with pilot superintendents and boards
- ✓ Revised system components and resources
- ✓ Continue with Year 2 pilot

Questions?