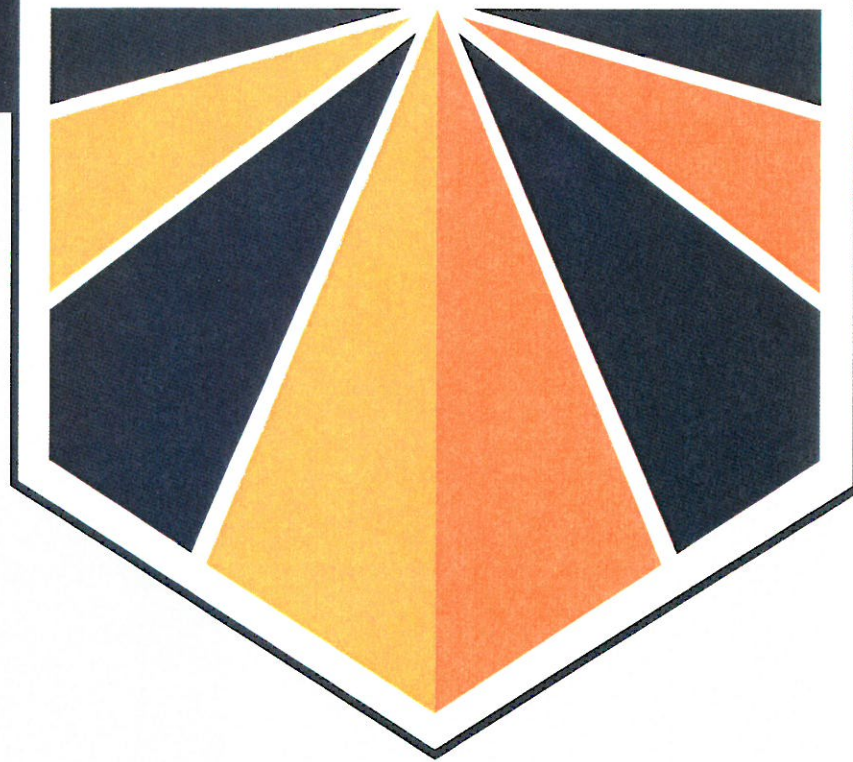


# ARKANSAS LEADERSHIP ACADEMY



*Our mission is to develop and support leadership capacity  
that fosters equity and excellence in education.*



[www.arkansasleadershipacademy.org](http://www.arkansasleadershipacademy.org)

479-575-3030 • 346 NORTH WEST AVENUE, ROOM 300 • FAYETTEVILLE, AR 72701



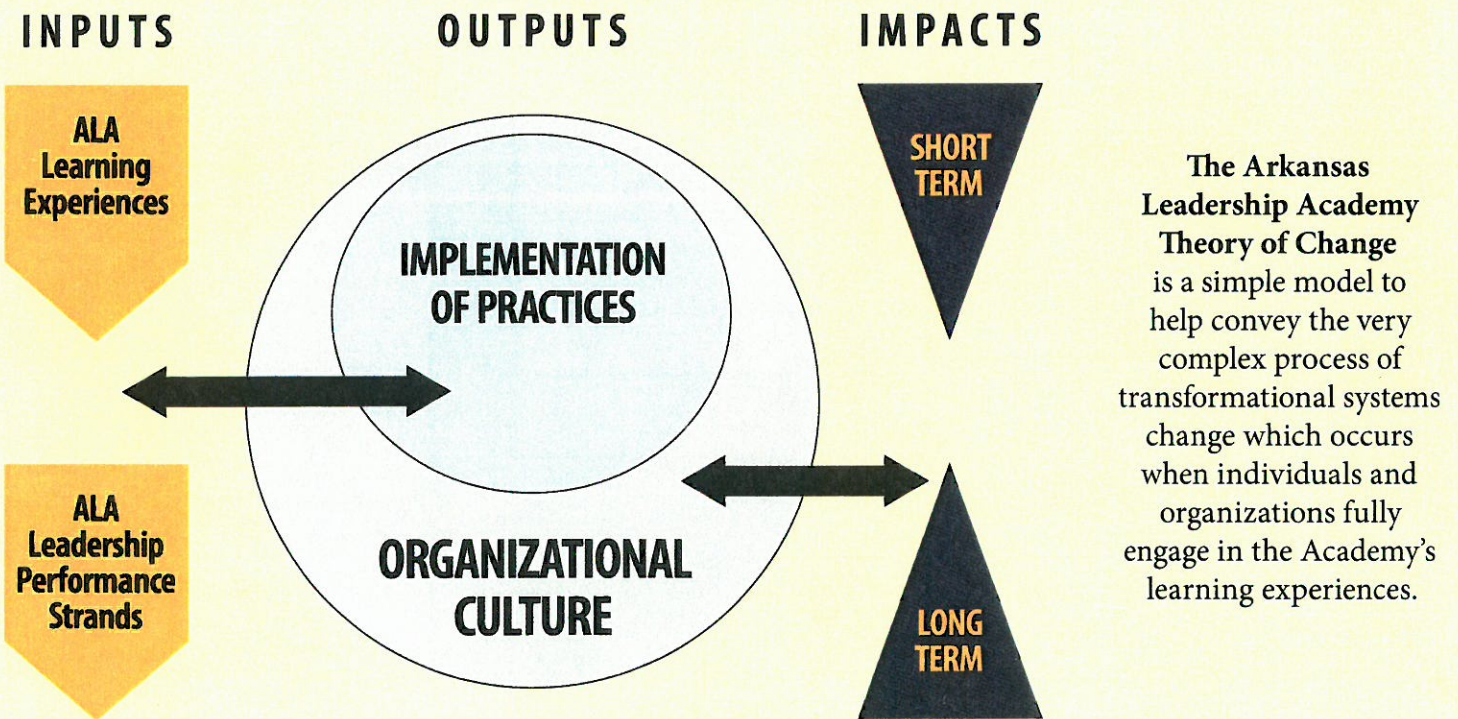


# ABOUT THE ARKANSAS LEADERSHIP ACADEMY

Established in 1991 through legislation of the Arkansas General Assembly, the Arkansas Leadership Academy is a nationally recognized statewide partnership of 51 organizations across the state. The Academy develops leadership skills that bring coherence for everyone in understanding transformational and sustainable system change by managing system components within the big picture. We embrace and model a collaborative learning and work culture to facilitate the development of high-performing individuals and organizations and concentrate on developing adult leadership and learning as strategic drivers for improving statewide learning and performance.

Our partners play an integral role in the Academy through collaborating to identify common concerns, developing consensus on common solutions and implementing strategies and action plans to achieve common goals in Arkansas education. Our partner organizations include universities; professional associations; educational cooperatives; the Arkansas Departments of Education, Higher Education, and Career Education; the Arkansas State Chamber of Commerce; the Arkansas Educational Television Network; Tyson Foods, Inc.; Wal-Mart Stores, Inc.; superintendent representatives; legislative liaisons; the Office of the Governor; and the State Board of Education.

## ALA THEORY OF CHANGE



15-240



# Leadership Performance Strands and Skills

PERFORMANCE  
STRAND: 1

## Setting Clear and Compelling Direction

- 1.1 Develop shared purpose and coherent effort through mission, vision and beliefs
- 1.2 Develop, implement and communicate a results-based strategic action plan
- 1.3 Establish a sense of urgency that leads to action

PERFORMANCE  
STRAND: 2

## Shaping Culture for Learning

- 2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies
- 2.2 Promote a safe, positive, interactive and supportive climate
- 2.3 Build and sustain collaborative relationships and structures for learning and work
- 2.4 Infuse diversity of people, perspectives, ideas and experiences into the work
- 2.5 Use skills of influence, persuasion and advocacy to engage with multiple community sectors as a public leader

PERFORMANCE  
STRAND: 3

## Leading and Managing Change

- 3.1 Develop and distribute leadership to sustain a high-performing organization
- 3.2 Deploy an integrated management system for systemic results
- 3.3 Use individual, group, and organizational change research, processes and tools
- 3.4 Use reflection, inquiry and assessment practices for continuous learning and improvement
- 3.5 Lead change efforts to scale

PERFORMANCE  
STRAND: 4

## Transforming Teaching and Learning

- 4.1 Expect high-quality teaching and learning
- 4.2 Observe teaching practice and provide actionable feedback for professional learning
- 4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences
- 4.4 Become literate as a leader of digital learning environments
- 4.5 Ensure alignment of standards, curriculum, teaching, assessment and professional learning

PERFORMANCE  
STRAND: 5

## Managing Accountability Systems

- 5.1 Use student performance-based accountability systems for decision-making
- 5.2 Use adult performance-based accountability systems for decision-making
- 5.3 Acquire, allocate and distribute resources equitably
- 5.4 Embrace implications from emerging knowledge to improve student and adult learning and performance



# STRATEGIC LEAD

The Academy supports and provides developmental learning experiences for different leadership roles grounded in our five performance strands.

## Leadership IMPACT Institute

### Innovation, Motivation, Performance, Accountability, Collaboration & Technology

How do leaders improve a school district, community or state when faced with changing contexts of expectations and accountability? What are the skills and strategies needed to bring excellence to all students or community members? Our Leadership IMPACT Institute explores these questions through the use of leading research and effective tools. The purpose of this institute is to convene a diverse group of school, community and state leaders to develop and refine the leadership skills necessary to support and expand organizational capacity to handle internal and external functioning and relationships and to develop a network of leaders committed to exploring emerging knowledge that informs new ideas and processes.

## Master Principal Program

The purpose of our Master Principal Program is to provide training and opportunities to expand the knowledge base and leadership skills of public school principals in all five of the Academy's Leadership Performance Strands. It is a voluntary, three-year program of leadership development which occurs through several residential experiences with embedded practice throughout each year. Participants must be full-time, practicing principals with at least one year of experience and hold a state principal certificate/standard building level administrator license. Master Principal Designation will be made after successfully completing Phase III, passing extensive reviews of school results and rigorous examination of principal and school practices in the five Performance Strands. After attaining Designation, Master Principals receive annual financial bonuses for five years.

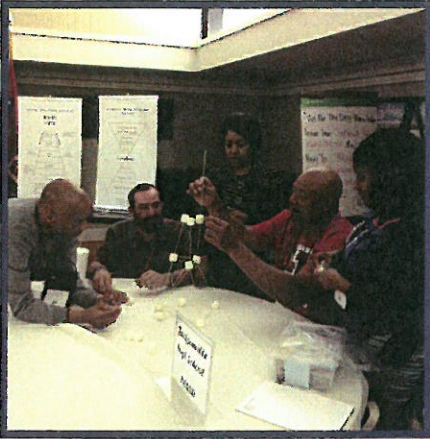
## Assistant Principal Institute

Our Assistant Principal Institute offers learning experiences to increase the leadership capacity of the assistant principal and positively impact the school's learning environment and student achievement. Participants are current assistant principals whose building principal is a graduate of Phase I of our Master Principal Program. The assistant principal, as a leadership team member, will use the organization's mission, vision and beliefs to integrate administrative and instructional practices; lead transformational change efforts at the intersection of administrative and instructional practice; assist in the development, implementation and evaluation of effective practices for teaching and learning for adults and students; model effective communication skills with all stakeholder groups; assist with the access, analysis and use of data that results in improved student and adult performance; and assist in decision-making for the strategic use of resources to improve student and adult performance.





# ERSHIP DEVELOPM

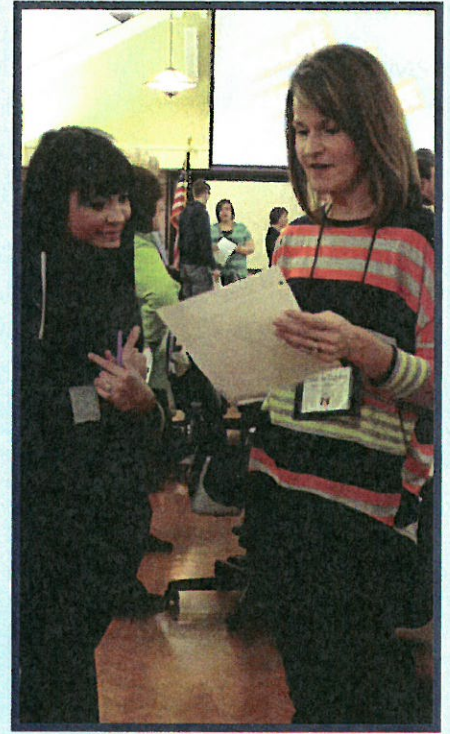


## Organizational Development Program

Our Organizational Development Program provides support for system-wide improvement through building leadership capacity at all levels. Organizations engaging in this work could be from the public or private sector including education, government, non-profits, business and industry. The work begins with an initial assessment involving the organization's leadership and other relevant stakeholders to determine current reality within the organization. The data gleaned from this assessment is used to narrow and prioritize areas of focus and establish short and long term goals. Customized action plans are then designed using our Leadership Performance Strands and Skills as a guide. The action plans guide our staff as they work alongside members of the organization to build leadership capacity for sustained improvement.

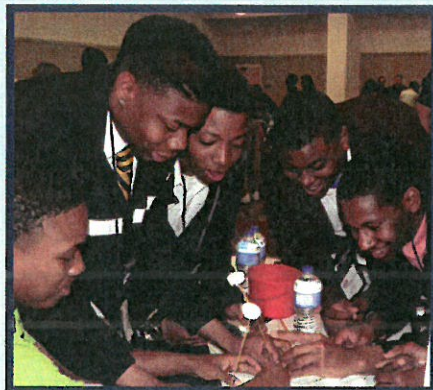
## Teacher Leadership Institute

The Teacher Leadership Institute provides learning experiences, resources and support for teacher leaders who are committed to improving the performance of all learners within the systems they work. Ideal participants are PreK-12 classroom teachers and instructional facilitators/coaches who have a desire to improve student achievement by creating systems to build and sustain high performing professional learning communities, hold high expectations for adult and student learners and believe to change others, you must be willing to change yourself. In order to apply, the teacher's building principal must have completed or be in the process of completing Phase I of our Master Principal Program. Institute sessions include engaging learning experiences connected to development of best practices, reflective practice and message development, building and sustaining high performing professional learning communities and practical tools and strategies for student and adult learners.



## Leadership Team Institute

The Leadership Team Institute takes transforming teaching and learning to scale in school districts across the state by building leadership capacity within districts themselves. This is accomplished by working with teams from a single school to increase their capacity to plan for adult learning and support implementation of the learning process in their school and district. The principal must have completed or be concurrently attending Phase I of our Master Principal Program. Team members should include the principal, teacher leaders, instructional facilitators and a district level staff member. The team should be supported by the superintendent and be an integral part of the school structure focused on continuously improving teaching and learning.





# ENT INITIATIVES

## Student Voice Institute

The purpose of our Student Voice Institute is to engage students in the problem-solving process and give them a sense of empowerment and ownership in their academic outcomes with the goal of improving the learning culture and closing achievement gaps. This institute is aimed at equipping school leaders with a process to engage students as partners in every facet of their school culture and to strengthen their commitment to education and community. Student Voice gives students the ability to influence decisions regarding policies and programs and take charge of their learning. Engaging students as educational decision-makers can lead to invested interest in their own educational outcomes and for the broader school community. Each school team is comprised of two students and two faculty members.

## Facilitation of Adult Learning Institute

Our Facilitation of Adult Learning Institute builds the capacity of individuals to design and lead adult learning experiences within their school, district or organization. The curriculum helps participants establish learning communities by modeling and advocating collaboration, shared decision making, team learning, calculated risk taking and problem solving. The skills and tools participants learn through this training will help them develop agendas and lead professional development, meetings or other adult learning activities. This institute is open to any educator who conducts adult learning. Participants include teachers, principals, instructional facilitators, curriculum coordinators/specialists and program directors.



## School Support Program

In collaboration with the Arkansas Department of Education, our School Support Program works to provide support with proven methods for empowering educators in their efforts to improve student outcomes and to build leadership capacity that embraces positive change. Grounded in evidence-based research and best practices, the Academy's Capacity Builders offer innovative approaches to establishing learning communities in public schools. By developing human resources and by advocating collaboration, support, shared decision making, team learning, risk taking and problem solving methods, the Academy provides schools and districts with the tools they need to create system-wide improvement for student achievement.



For more information about our initiatives, please visit [www.arkansasleadership.org](http://www.arkansasleadership.org) or contact us at 479-575-3030.