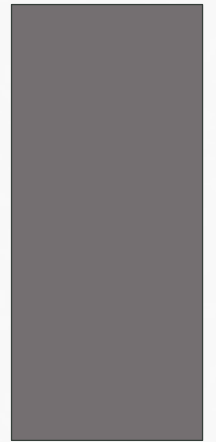


A REPORT TO THE  
ARKANSAS  
JOINT EDUCATION COMMITTEE

DECEMBER 12, 2016



ACT 222 (2010): AN ACT TO STRENGTHEN THE SYSTEM OF  
ARKANSAS EDUCATIONAL LEADERSHIP DEVELOPMENT;  
AND FOR OTHER PURPOSES.

Two Focuses of ACT 222

- Strengthen Arkansas Educational Leadership Development
- Provide School Support

# 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

## 2016-2017

<b>David R. Cook, Chair</b>	<b>Arkansas Leadership Academy</b>
Johnny Key	Arkansas Department of Education
Dr. Maria Markham	Arkansas Department of Higher Education
Dr. Mary Gunter	Arkansas Association for Supervision and Curriculum Development
Dr. Charisse Childers	Arkansas Department of Career Education
Dr. Richard Abernathy	Arkansas Association of Educational Administrators
Dr. Larry Smith	Arkansas Rural Education Association
Dr. Merle Dickerson	Arkansas Center for Executive Leadership
Dr. Shelly Albritton	Arkansas Professor of Educational Leadership
Jeff Williams	Educational Service Cooperatives
Dr. Kenneth Taylor	Arkansas Association of Colleges of Teacher Education
Dr. Tony Prothro	Arkansas School Boards Association
Tracey-Ann Nelson	Arkansas Education Association

# COUNCIL WORK TO DATE

## 2016

- Council has met 3 times in 2016
  - January 19, 2016
  - March 8, 2016
  - September 28, 2016
- Adopted the Arkansas Leadership Academy's IMPACT Institute Strategic Plan to guide the work of the LCC this year (see next slide)
- Plans are being developed to work on the alignment of the PSEL with ADE and the LCC

# Arkansas Leadership Academy

## IMPACT Institute Strategic Plan

- 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?
- The Leadership IMPACT Institute convened a diverse **group of school, community and state leaders** to explore these questions and engage in collaborative efforts to determine a goal informed by the shared vision of the group. To support reaching this goal, the group developed strategies and recommended actions.

# IMPACT MEMBERS

Bobby Acklin-Superintendent, Warren	Clint Hull-School Board Member
Sally Bennet-Superintendent, Armorel	Tracey-Ann Nelson-Director, AEA
Sherri Bennet-VP for Advancement, ANC	Ivy Pfeffer: Assistant Commissioner of Human Resources, ADE
Lamont Cornwell- Executive Director, Saline County Economic Development Corp.	Tony Prothro-Director, ASBA
Joyce Cottoms-Superintendent, Marvell-Elaine	David Rainey-Implementation Chair, ForwARd Arkansas
Bruce Cozart-Chairman, Arkansas House Education Committee	Jim Rollins- Superintendent, Springdale
Charles Cudney-Director, NWA Educational Cooperative	Daryl Turner-Intake Officer, Mississippi County Juvenile Services
Geania Dickey-Director of Human Capital, DHS	Kathi Turner-Deputy Director, AR. Dept. of Career Education
Charlotte Douglas-State Representative	Mitch Walton-Director of Professional Development, AAEA
Susan Harriman-Executive Director, ForwARd Arkansas	Jerrod Williams-Superintendent, Sheridan

# Arkansas Leadership Academy Impact Institute Strategic Plan

## **Vision**

- Education is a valued profession and a career path that attracts quality individuals.
- Leadership is proactive in engaging the community in supporting actions that lead to all students being college and career ready.

## **Goal**

- To positively impact student readiness for college, career and beyond through the support of leaders (teachers, administrators and school board members) by enhancing systems that encourage collaboration, student centered decision making and opportunities for maximizing all available resources.



# Arkansas Leadership Academy Impact Institute Strategic Plan

## Strategies

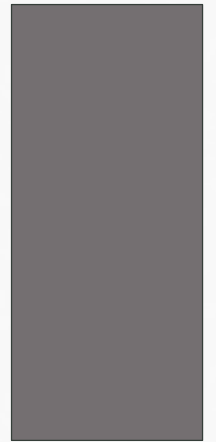
- A. Collaborate with stakeholders to improve legislation related to leadership, professional development, and recruitment and retention.
- B. Foster collaboration to eliminate gaps and maximize resources among organizations focused on building leadership capacity.
- C. Implement innovative approaches to recruitment and retention of quality teachers, administrators and school board members.

**\*Complete information with the listed strategies and recommended actions is available in handout form**



# SCHOOL SUPPORT PROGRAM

ARKANSAS LEADERSHIP ACADEMY





# School Support Program

- Grounded in research and proven best practices.
- Provides weekly on-site coaching and facilitation.
- 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.

***“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)



# Organizational Development Program

- Expanded the work of School Support Program to the School District Level to support wide-scale improvement efforts
- Organizational Development was first implemented during the 2015-16 school year in 6 school districts across the state
- 4 districts were added in 2016-2017 school year (26 total schools served under these contracts)
- Provides leadership development at the district and individual school level
  - *Hypothesis:* sustainable change happens faster when all levels focus on aligning organizational energy toward identified needs areas that are based on student and adult learning data

# Organizational Development/School Support Program Logic Model

**Purpose:** Supporting systematic organizational development through building leadership capacity in building and district level school leaders.

## Inputs

- ALA core beliefs
- Legislation (ACT 222)
- Program history
- Leadership Structure
  - staff
- Participants
- Funding
- Contracts
- Theoretical Framework
- Leadership Development System

## Activities

### Differentiated Support:

#### •Onsite

- Leadership teams
- Individuals
- Stakeholder groups

#### •Learning Experiences

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

#### •Embedded implementation of learning through action steps and reflection

## Outputs

- Total participation numbers
  - Demographic data
  - Maps (spread)
- Schedules
- Artifacts
- Strategic Plans
- Weekly Reports
- Professional Learning Plans
- Total survey participation data
- Survey reports

## Impact

- Participant satisfaction
- Increased leadership efficacy
- Increased leadership performance
- Improved organizational culture
- Improved student achievement

**CONTEXT or CONDITIONS of your work:** Schools/Districts contract with ALA for a period of 1-3 years to engage in a system wide improvement effort to increase leadership capacity at all levels.

## Prior to School Year

- \*Select Participants for Institutes and complete applications
- \*Assign Performance Coach
- \*Kickoff Event
  - Introduction to Leadership Development System
  - Completion of Needs Assessment
  - Development of Strategic Plan

## School Year

- \*Performance Coach develops the learning experiences with the Leadership Teams and Principals
- \*Reports weekly on the progress on the Strategic Plan
- \*Progress Monitoring (Baseline data collection and longitudinal follow-ups)

## Summer

- \*Annual Report delivered to superintendent and school board
- \*Participants selected for year 2 learning experiences
- \*Update strategic plans for year 2 work

# PROGRESS MONITORING

- LEADS Optional Staff Survey (1,728)
- Principal Self-Efficacy Survey (30)
- Teacher Self-Efficacy Survey (778)
- Teacher Collective Efficacy Survey (778)
- Organizational Health Inventory (E,M,S)(539)
- Stages of Concern Questionnaire (850)
- Leadership Development System Self Assessment (30)

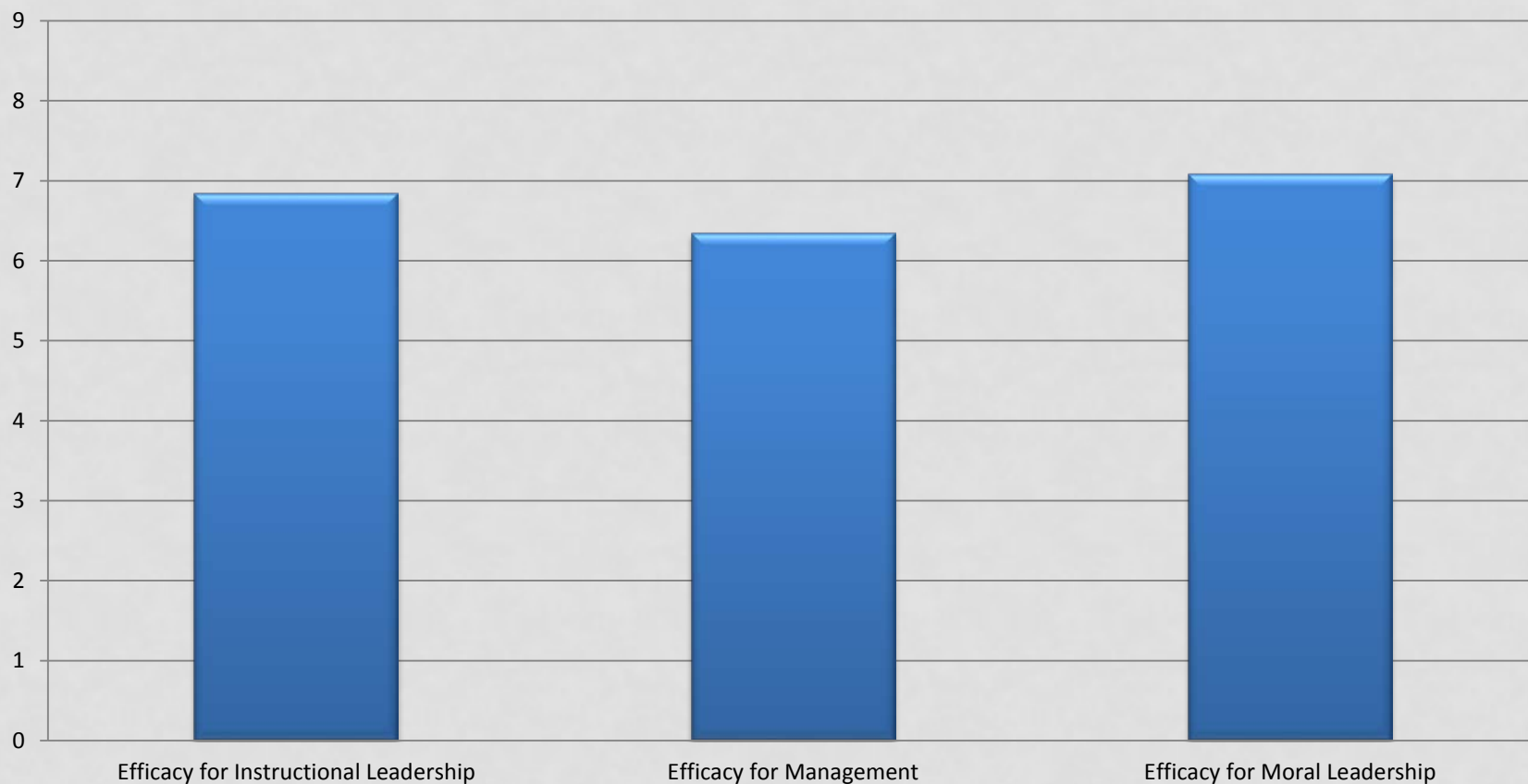
*\*All surveys are delivered electronically in the fall of a school/district's first contract year and in the spring of each year to measure longitudinal changes in efficacy, performance, school culture, and concern profiles*

*\*Reports are delivered to principals and data is used to plan services and learning experiences of school*

- Indicates response totals for 2016 baseline collection

# PRINCIPAL EFFICACY AGGREGATE DATA

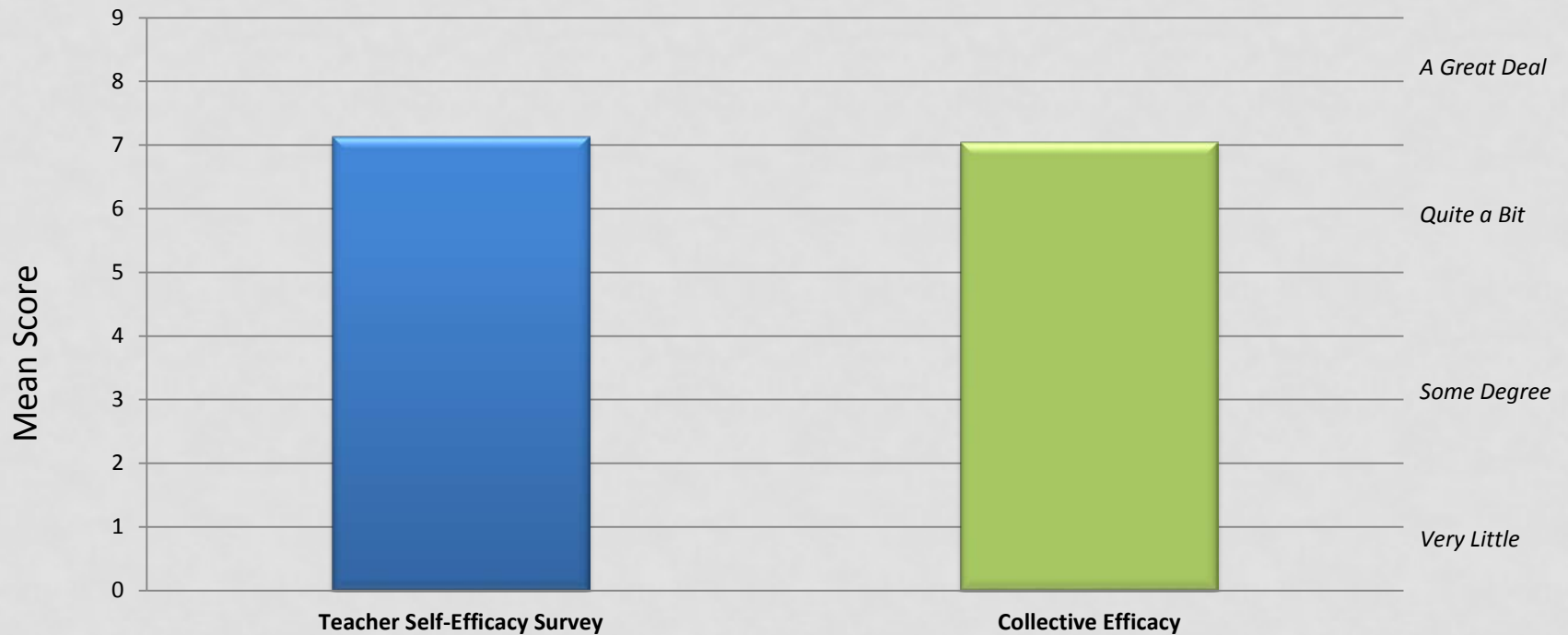
*Mean Scores by Factor*





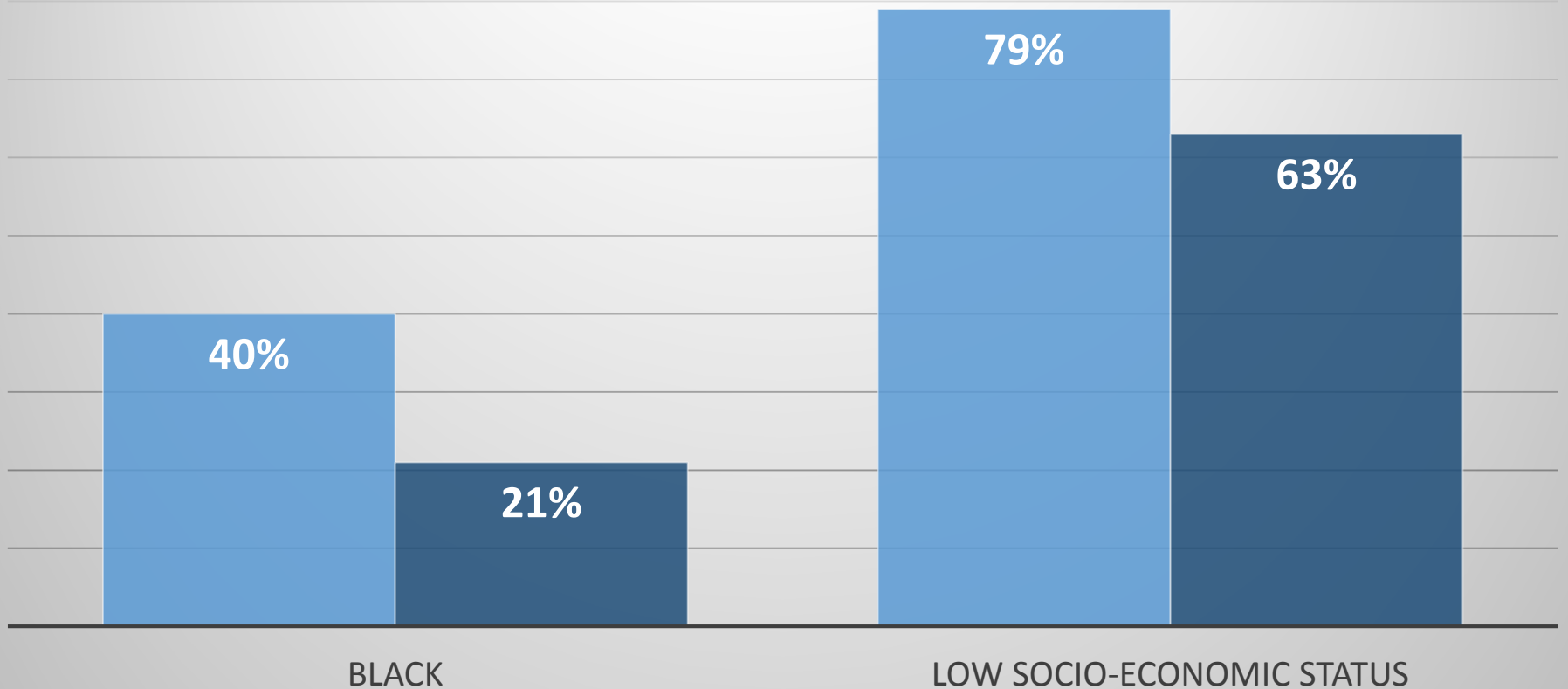
# TEACHER EFFICACY AGGREGATE DATA

**TSES and Collective Efficacy Comparison**



# DEMOGRAPHIC DISTRIBUTION: SSP VS. STATE AVERAGES

■ SSP Schools ■ State Averages



# Impact of School Support Program

*Since 2009-*

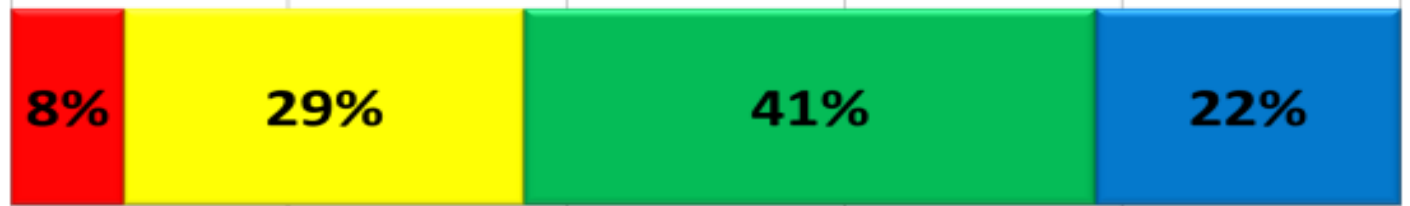
- 85 Schools (SSP and OD Schools)
- 16 Superintendents (Superintendent/IMPACT Institute)
- 72 Principals (Master Principal Program)
- 680 Leadership Team Institute Participants
- 262 Teachers (Teacher Leadership Institute)
- 225 participants in Facilitator Training

***Over 50,000 students & adults served***

# Literacy Data (School Support Program Schools)

## Baseline-Current

3 years



Baseline

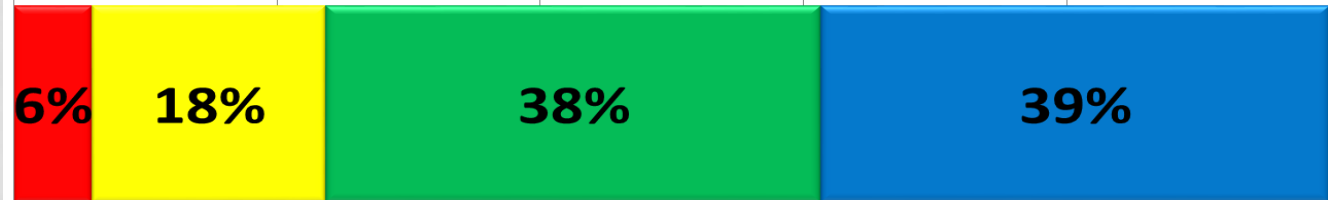


\*based on ACTAAP data

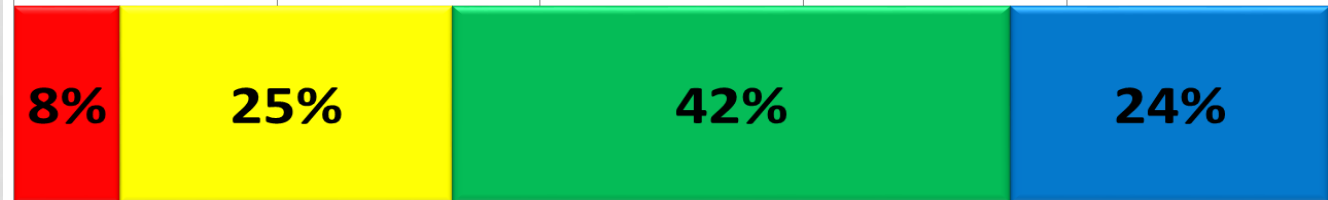
# Literacy Data (State)

## Baseline-Current

3 years



Baseline



0% 20% 40% 60% 80% 100%

■ Below Basic ■ Basic ■ Proficient ■ Advanced

\*based on ACTAAP data

# Math Data (School Support Program Schools)

## Baseline-Current

**3 years**



**Baseline**

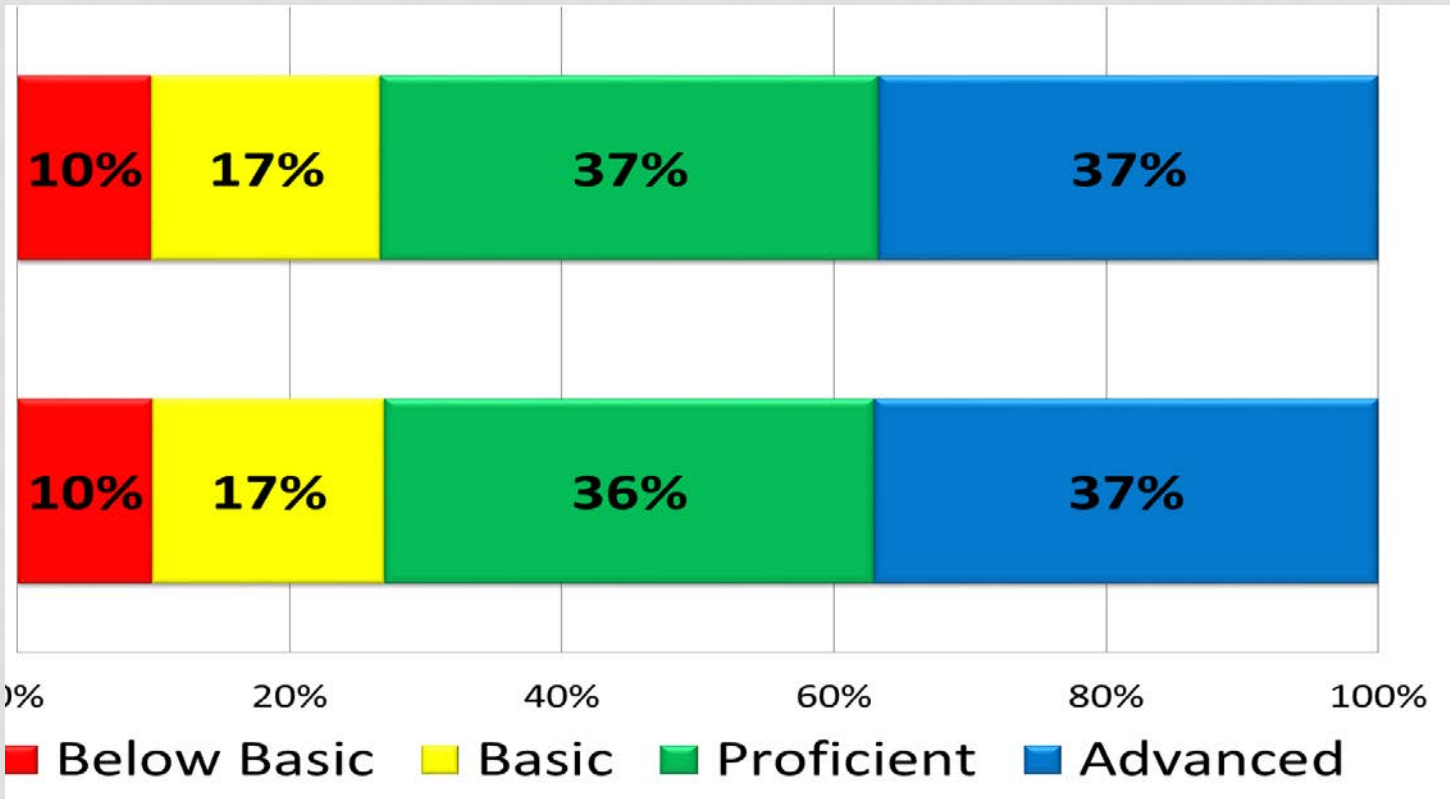


\*based on ACTAAP data

# Math Data (State)

## Baseline-Current

3 years



Baseline

\*based on ACTAAP data



# Testimonials...

“...model programs that absolutely make a difference...”

**“An Amazing Experience!”**

“...provided me with the tools and inspiration to motivate others...”

**“Pivotal Moment In My Career!”**

*“Real and Relevant”*

**“The Most Valuable Professional Development Of My Career!”**



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