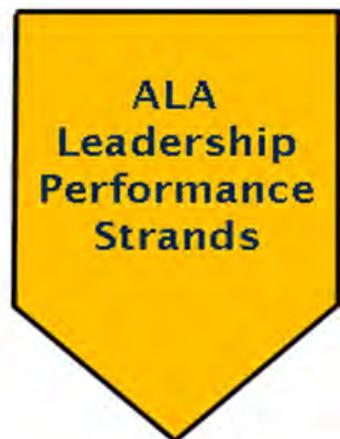


The Leader in Developing Leaders



Theory of Change

INPUTS



OUTPUTS



IMPACT



Arkansas Leadership Academy

Logic Model



Vision: To be the leader in leadership development

Mission: Develop and support leadership capacity that fosters equity and excellence in education



ALA Core Beliefs: To change others, you must first change yourself; diverse perspectives are embraced and valued; people support what they help create; change is a complex process; and the greatest leaders are known by the number of leaders they create



Systems Change

Leadership Performance Strands:

- 1. Setting Clear and Compelling Direction**
 - 2. Shaping Culture for Learning**
 - 3. Leading and Managing Change**
 - 4. Transforming Teaching and Learning**
 - 5. Managing Accountability Systems**
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- A background graphic of several interlocking gears in a light gray, semi-transparent color. The gears are arranged in a cluster, with some overlapping others, creating a sense of mechanical movement and interconnectedness.



Academy Experiences

- Master Principal Program
- Assistant Principal Institute
- Teacher Leadership Institute
- Leadership Team Institute
- Facilitation of Adult Learning
- Student Voice Institute
- School Support Program
- Organizational Development



Master Principal Program

- The purpose of the Master Principal Program is to provide training programs and opportunities to expand the knowledge base and leadership skills of public school principals.
- Applicants must be full-time, practicing principals with at least one year of experience, hold a state principal certificate/standard building level administrator license, and submit a completed application.
- Phase I (Principal Institute): Selection of participants will be based on responses to questions on the application and on achieving a state-wide balance using demographic information



Master Principal Program

- Phase II: After successful completion of the Phase I (Principal Institute), the principals may choose to submit an application for Phase II, presenting evidence of successful school results from Phase I. Current Phase I graduates will have two years to submit evidence of school results from Phase I and apply for Phase II.
- Phase III: After successful completion of Phase II, the principal may apply for Phase III by successfully completing required Phase II assessments, and submitting evidence of results.
- Master Principal Designation: Designation will be made after successfully completing Phase III, passing extensive reviews of school results, and passing rigorous assessments.



Assistant Principal Institute

- The Assistant Principal Institute offers learning experiences to increase the leadership capacity of the assistant principal and positively impact his/her school's learning environment and student achievement.
- Participants are current assistant principals whose building principal is a graduate of Phase 1 or more of the Master Principal Program.



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. The Institute strives to advance the vision and mission of the Arkansas Leadership Academy which is to use the systems approach when preparing high performing learning communities throughout the state.
- Applicants are informal leaders (PreK-12 classroom teachers) as well as formal leaders (instructional facilitators/coaches) whose building principal is a graduate of Phase 1 or more of the Master Principal Program.



Leadership Team Institute

- The purpose of the Leadership Team Institute is to build individual and collective capacity to sustain a culture of collaborative continuous learning that significantly improves the performance of the system.
- The principal must have completed (or be concurrently attending) Phase I of our Master Principal Program. Team members should include 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.



Facilitation of Adult Learning

- This 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 aid them in developing agendas and leading 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.



Student Voice Institute

- Our Student Voice Institute was developed to engage students in the problem-solving process and to give students a sense of empowerment and ownership in their academic outcomes with the goal of improving the learning culture and closing achievement gaps.
- Each team is comprised of two students and two faculty members.

“Student Voice is the individual and collective perspective and actions of young people within the context of learning and education.....”

(2006). SoundOut Student Voice Tip Sheet.



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 Performance Coaches 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.

Over 50,000 students & adults served through the School Support Program



Organizational Development

- Our Organizational Development Program provides support for system-wide improvement through building leadership capacity at all levels.
- 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.



Nationally Recognized Research

Recent Presentations, Research, and Published Work:

- ***Models of External Support for School Improvement to Ignite Transformation and Build Capacity for Equity: The Arkansas Leadership Academy's School Support Program***
- ***Inside School Turnaround: Instructional Leadership Efficacy and Student Achievement***
- ***Using Peer Learning Support Networks and Reflective Practices: The Arkansas Leadership Academy's Master Principal Program***
- ***Principal's Sense of Efficacy: The Influence of the Arkansas Leadership Academy***
- ***A View for the Inside: School Turnaround Enabling Factors and Persistent Obstacles***
- ***Master Principal Program: Reflective Practice & Peer Support Networks***