



**Arkansas
Leadership Academy**

Academy Action

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Academy Designates Two Master School Principals



Debbie Heath of Wynne

Dr. Roger Hill of Rogers

Two Arkansas school principals recently achieved the status of Master School Principal and were recognized at the Arkansas State Board of Education meeting at the Arkansas Department of Education on May 12. Both individuals have completed three years of rigorous professional development plus additional performance evaluations to graduate from the Academy's Master Principal Program with the designation this spring.

Dr. Ken James, Arkansas Commissioner of Education, Dr. Beverly Elliott, Director of the Academy, and Dr. Debbie Davis, Master Principal Leader, presented certificates and awards of distinction to

- Debbie Heath, principal of Wynne Primary School in Wynne, and
- Dr. Roger Hill, principal of Kirksey Middle School in Rogers.

"I congratulate these individuals for pursuing excellence in their careers as educational leaders," Dr. James said. "This training above and beyond the licensing requirements for school administrators will indeed benefit these fine principals and, even more importantly, the teachers and students in the schools where they serve." Dr. James also recognized their superintendents, Darrell Smith of Wynne and Janie Darr of Rogers, and thanked them for their support and encouragement.

The Master Principal Program was authorized by Act 44 of 2003 and is designed to develop leadership skills of principals through three phases of professional development. More than 500 principals from 70 counties have participated in Phase I of the program, and, of those 500 principals, 85 have continued through the process to Phase II, III, or Designation. Currently, only four other Master Principals have been designated.

Master Principals receive a \$9,000 per year bonus for five years upon earning the designation. They are also eligible for an additional \$25,000 per year for five years if they are selected to serve at a low-performing school.

Phase I of the Master Principal Institute is open to all school principals with at least one year of experience and who have support and permission from their superintendents to participate. Admission to Phase II and III as well as designation require rigorous assessment of student, principal, and school performance.

Upcoming Institutes:

Master Principal Institute
P1S4—Jun. 10-13, 2008
P1S1—Jul. 21-24, 2008
P3S1—Sep. 16-19, 2008

Wynne Master Principal
P1S4—Jun. 23-25, 2008

Superintendent Institute
TBD—See ALA Website

Teacher Institute
Forum 14, Session 4—
Jun. 18-20, 2008
Forum 15, Session 1—
Aug. 4-7, 2008

DKL Team Institute
Session 1—May 12-
14, 2008
Session 2—Jun. 9, 2008
Session 3—Oct. 2, 2008

Special points of interest:

- Applications for the Master Principal Program's next Phase I session are due now. Please contact the Academy office if interested.
- The Wynne Master Principal Institute will conclude its final session in June. This institute was offered for the 2007-2008 year to give principals an alternate location in the state.
- Multiple states are interested in the Academy's Master Principal Program and are interested in replicating the program.

Master Principal Debbie Heath

Debbie Heath has been principal at Wynne Primary School in Wynne for seven years. Before becoming principal, she served as assistant principal at Wynne Intermediate School. Debbie received her Master's of Science Education in Educational Administration from Arkansas State University. She has taught English at the junior high level, first grade, and special education at the elementary level. During the time she has been principal, her school has been a leader in the Arkansas Reading First Initiative and been selected to work with Arkansas Reading First and the Arkansas Educational Television Network to create a training video for educators across the state.

Master Principal Dr. Roger Hill

Dr. Roger Hill has been principal at Kirksey Middle School in Rogers since 1996. Before that, he served as assistant principal at Ramay Jr. High School in Fayetteville. He received his Doctorate in Educational Administration from the University of Arkansas. He has been named Arkansas Middle School Principal of the Year and National Distinguished Principal, and he recently served as President of the Arkansas Association of Middle Level Administrators. Since he has been principal, his school has been named Shannon Wright Exemplary Middle Level Program, Governor's Leadership and Fitness Award School of the Year, and a First Arkansas Diamond School to Watch.

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➤ Master School Principals Announced Inside!



What Makes a

Master School Principal?



The Academy's Master Principal Program relies on a curriculum framework and rubric based on five leadership Performance Areas. Principals learn and practice the content of these Performance Areas in their institute sessions and then work to implement them in their schools.

Promotion to subsequent phases and ultimately Master School Principal Designation requires a rigorous examination of student academic achievement data, principal portfolios, and site visits, illustrating the integration of the five Performance Areas.

◆ Creating and Living the Mission, Vision, and Beliefs

In this strand, principals focus on the learning culture, leadership culture, and collaborative culture of their schools in order to create shared mission, vision, and beliefs and collaboratively integrate them into the culture of the school. They also consider learning environments, decision making, ethics, diversity, and communication.

◆ Leading and Managing Change

In this strand, principals concentrate on system change and capacity building. Principals learn about the change process and the efforts of scale in order to integrate systematic improvement. They also look at leadership philosophy and assessment of adult leadership skills.

◆ Developing Deep Knowledge about Teaching and Learning

In this strand, principals discuss effective teaching and learning as well as academic rigor and relevance. They look at best practices and learning tools to effectively teach and learn and consider standards, curriculum, and assessment for achieving academic rigor and student relevance.

◆ Building and Maintaining Collaborative Relationships

In this strand, principals focus on collaborative leadership and community resources and action to support student learning. Principals work to determine how

to engage community support and encourage community leadership. They also discuss how to build interactive communication systems and collaborative structures to support learning.

◆ Building and Sustaining Accountability Systems

In this strand, principals consider student performance, adult performance, and distribution and allocation of resources. Principals learn about disaggregated data, instructional strategies, monitoring systems, alignment, and continuous learning. They also work to align resources to support student learning needs.

The Academy is currently working to integrate these five Performance Areas into its other institutes—Teacher Institute, Team Institute, Superintendent Institute, School Support Program—in order to promote systemic change. The five performance areas are regularly reviewed and modified, if needed, to uphold rigor and relevance.