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- Diana Peer, Master Principal Leader
- Belinda Akin, School Support Leader
- Amanda Linn, Institute Facilitator
- Denise Airola, Research & Data Specialist
- Joe Franks, Capacity Building Leader
- Jerry Vaughn, Capacity Building Leader
- Blaine Alexander, Capacity Building Leader
- Karen Sullards, Capacity Building Leader
- Delena Gammill, Capacity Building Leader
- Joe Fisher, Capacity Building Leader
- Shirley Easley, Support Staff
- Marilyn Cain, Support Staff
- Jackie Base, Support Staff
- Stephanie Westmoreland, Support Staff
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About the Arkansas Leadership Academy

The Arkansas Leadership Academy is a nationally recognized statewide partnership of 15 universities; 9 professional associations; 15 educational cooperatives; the Arkansas Departments of Education, Higher Education, and Career Education; the Arkansas Educational Television Network; Tyson Foods, Inc.; Wal*Mart Stores, Inc.; 2 superintendent representatives; the Office of the Governor; and the State Board of Education, a total of 49 Partners.

The Academy, through the use of research and best practices, designs creative and innovative approaches to establish learning communities in public schools by developing human resources and modeling and advocating collaboration, support, shared decision making, team learning, risk taking, and problem solving. Partners commit to changing their organizations to support system improvement.

Academy Beliefs:

- People support what they help to create.
- Diversity is embraced and valued.
- To change others, change yourself.
- The greatest leaders are known by the number of leaders they create.

Connecting People, Ideas, Perspectives, and Experiences.



A collaborative partnership
housed at the
University of Arkansas.



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Academy Action



Upcoming Institutes

Master Principal Institute

- P2S2—Jan. 25-27, 2011
- P1S3A—Feb. 8-10, 2011
- P1S3B—Feb. 22-24, 2011
- P3S3—Apr. 5-7, 2011

Assistant Principal Institute

Session 2—May 10-11, 2011

Superintendent Institute

- Session 3—site visits TBD
- Session 4—Mar. 10-11, 2011

Teacher Leader Institute

- Forum 19, Session 3—
Jan. 9-11, 2011
- Forum 20, Session 3—
Feb. 27-Mar. 1, 2011

Team Leadership Institute

- Year 1, Session 1—
Jan. 18-21, 2011
- Year 2, Session 2—
Feb. 15-16, 2011

Effective Meetings Training

TBD

Learn more about application
deadlines and upcoming
Academy Institutes at

www.arkansasleadershipacademy.org

This Issue

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Academy Pilots First Assistant Principal Institute

In November, the Academy piloted the first session of its new Assistant Principal Institute. Twenty-eight assistant principals joined Master Principal Leader Diana Peer and Academy staff on Petit Jean Mountain to build their leadership capacity in order to have a positive impact on their schools' learning environment and student achievement. These assistant principals were nominated to participate by their principals, all graduates of the Master Principal Program.

Since the Master Principal Program began in 2003, the Academy has received numerous requests from principals seeking to bring their assistant principals with them to the institute as well as from assistant principals looking to further their own learning. After participating in the Master Principal Program, principals felt that having their assistant principals experience the same tools, language, and perspective would greatly impact the change effect they could have on their schools. Last year, the Academy Partners decided to implement a pilot Assistant Principal Institute in response to these requests. Because no additional funding is in place for this institute though, participants were asked to contribute an institute fee to help defray the costs. Assistant Principals saw this as a fitting use for their professional development funds.

The format of this new institute is set up a bit differently as well. Two residential learning experiences will take place at Winthrop Rockefeller Institute, and, in addition, several online, interactive web conferencing experiences will

make use of technology such as Elluminate and other electronic resources to provide the rich, collaborative learning experiences always associated with Academy programs. This hybrid institute was set up to model 21st-century learning and business practices while, at the same time, limiting the cost of extended residential sessions. In addition, the institute will operate in a paperless environment.

This new Assistant Principal Institute is designed to result in the assistant principal, as a leadership team member, using the organization's mission, vision, and beliefs to integrate administrative and instructional practices; leading transformational change efforts at the intersection of administrative and instructional practice; assisting in the development, implementation, and evaluation of effective practices for teaching and learning for adults and students; modeling effective communications skills with all stakeholder groups; assisting in the access, analysis, and use of data that results in improved student and adult performance; and assisting in the decision-making for the strategic use of resources (time, money, and people) to improve student and adult performance.

In this first institute session, assistant principals identified projects to practice and demonstrate their leadership in new ways this year, discussing focus areas for themselves as well as organizational change initiatives. The final residential session will take place in May.

From the Academy Team

One of the core beliefs of the Arkansas Leadership Academy is "to change others, change yourself." A small book, *The Shark and the Goldfish: Positive Ways to Thrive During Waves of Change* by Jon Gordon, suggests ways to do that. What I love about this little story is the easy visual of a goldfish just sitting in the bowl watching the world go by. She changes nothing outside her bowl. In fact, she just floats along waiting for someone to come along and make changes for her.

Contrast that goldfish with the shark. A shark does not wait for someone else to make change happen. Sharks thrive in the big, wide, changing ocean, and they work hard to feed themselves. Gordon's story offers some basic food for thought and also presents a challenge to readers - you must decide for yourself which kind of fish you want to be and live out that decision through your actions.

In our work with schools, the Academy's desire is to build capacity in others. Goldfish are nice to look at, but in the challenging world of school improvement, leaders can't afford to be passive and wait for someone else to change our environment or our results for us. School leaders must be much more like the shark, constantly searching for ways to increase our own knowledge and skills.

The best part of Gordon's story is that the shark taught the goldfish how to do just that, and then the goldfish opened a shark school for other goldfish. To build the capacity of others to change, what first needs to change in you?

Diana Peer
Master Principal Leader



Denise Airola joined the Academy team in November in a new research and data role. Denise has over 20 years of experience as a teacher and central office administrator and formerly worked as a director for training and development for NORMES. Read on to learn more:

What will be your primary role in this new position with the Academy? I am a research specialist, meaning I'll apply expertise in research methods to the real world questions of educators. Many educators view researchers and their re-

Denise Airola Joins Academy Team For Data Research

search as disconnected from their everyday challenges. One of my primary roles is to develop a complete picture of the impact ALA is having on teachers and leaders participating in Academy programs and, subsequently, on students in the systems that are served by ALA. Another of my roles will be to bridge the gap between research and application. I can help filter the overwhelming quantity of data and research and help discern that which are more relevant to answering the critical questions facing Arkansas teachers and leaders in their classrooms and buildings.

Why did you want to work with the Academy in this position? I believe my experiences in the classroom and in district-level leadership have kept me grounded and bring unique insight to my work as an education researcher. My prior experiences with ALA (coach training, Team Institute) have given me an

appreciation for the deep work that is necessary to impact change in educational systems. In this position, I'll get to integrate my skills as a researcher and educator to pursue answers to questions about what works to help individuals and systems change to improve student outcomes.

What is your vision for your work with the Academy in the future?

I envision using my experience and my knowledge to deepen the impact ALA has on educational practices in Arkansas, particularly with regards to how assessment and evaluation are used to guide school improvement and instructional practices. I hope to help ALA participants uncover their own solutions by understanding their own systems.

What would you like to say to Arkansas's educators? I can't wait to work with you in my new role! I value your experience and knowledge, and together I think we can really make a difference in Arkansas education.



In November, the Academy Partners met in Little Rock at the UA Systems Office for the semi-annual Partner meeting. Several new Partner representatives joined the meeting this month from AAEA, Arkansas Tech University, Arkansas Baptist College, Lyon College, Wilbur Mills Cooperative, and the legislative liaisons.

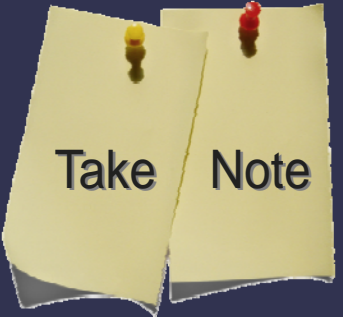
After reviewing the Partners' agreed-upon norms, Partners were introduced to the Academy's newest staff members—Delena Gammill (Capacity Building Leader), Joe Fisher (Capacity Building Leader),

and Denise Airola (Research & Data Associate), who shared about themselves and their work with the Academy. The Academy's program leaders updated the Partners on the status and growth of each of the institutes, introduced the new Assistant Principal Institute, and described the work and successes of the 22 schools participating in the School Support Program. Partners were invited to share their own organizations' successes and discussed the common themes in successes around the state.

Partners also discussed the pro-

gress of the new superintendent mentoring program being developed by AAEA, ALA, and ACEL and offered their input for the current draft proposal on what they believed should be included in the curriculum for new superintendents as well as concerns they had about assessment and accountability.

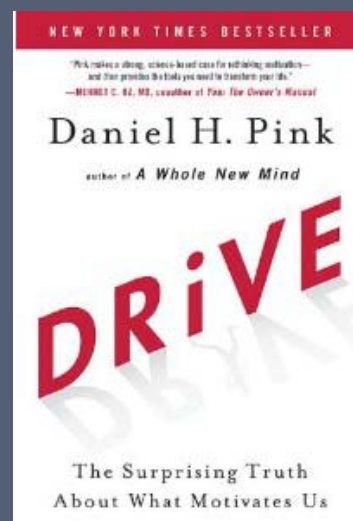
Finally, Partners were updated on the upcoming legislative session and worked in groups to propose issues for policymakers to consider. The next Academy Partner meeting will take place in the spring.



* Congratulations to the four schools who were named 2010 National Blue Ribbon Schools in September (Arnold Drive Elementary, Calico Rock Elementary, Kingston Elementary, and Salem Elementary) and the seven SSP schools recognized by the UA's Office of Education Policy for Outstanding Performance Awards: Luxora Elementary, Landmark Elementary, Hughes K-12, Albright Elementary, Newport Jr. High, Strong Middle School, and Oak Grove High School. Keep up the great work!

* Congratulations to Arkansas Board Member Brenda Gullet for being elected to the board of directors of the National Association of State Boards of Education (NASBE). Gullet is an Academy Partner.

Read This: Drive



Partners who attended the November Partner Meeting in Little Rock were given a copy of Daniel Pink's newest book called *Drive: The Surprising Truth About What Motivates Us* (Riverhead, 2009). Pink, former chief speechwriter to Vice President Al Gore and aide to U.S. Labor Secretary Robert Reich, is the author of several best-selling books about the changing world of work. He also writes on business and technology for *New York Times*, *Harvard Business Review*, *Fast Company*, *Wired*, and the U.K.'s *The Sunday Telegraph* and has provided analysis of business trends on CNN, CNBC, ABC, NPR, and other networks in the U.S. and abroad. In his latest

book *Drive*, Pink uses 50 years of behavioral science to overturn the conventional wisdom about human motivation and offers what he believes to be a more effective path to high performance. He says that the way most of us believe is the best way to motivate ourselves and others, the "carrot-and-stick approach" (external rewards like money—what he calls Type X behavior) is a mistake. He maintains that the secret to high performance and satisfaction—at work, at schools, and at home—is the deeply human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world—Type I behavior (intrinsic motivators). Pink points out the mismatch be-

tween what science knows and what business does and how that affects every aspect of life. He demonstrates that while carrots and sticks worked successfully in the 20th century, it's now the wrong way to motivate people for today's changing challenges. Pink examines what he gleans as the three elements of true motivation—autonomy, mastery, and purpose—and offers techniques for putting these into action for individuals, organizations, as well as for parents and educators. Throughout this journey, he highlights companies that are enlisting new approaches to motivation and introduces his readers to the scientists and entrepreneurs who he believes are pointing a bold way forward.

