

Arkansas Leadership Academy Phase III Master Principal Institute Application



Applications are due no later than Friday, June 30, 2012

Master Principal Phase III Institute dates for 2012-2013:

September 18-21, 2012

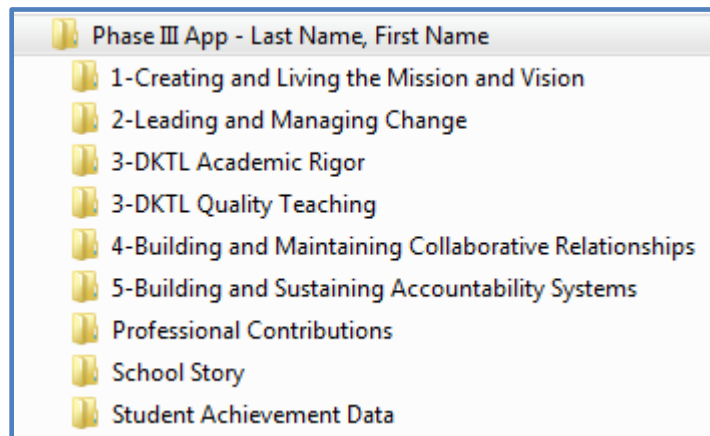
December 11-13, 2012

April 23-25, 2013

All Institute sessions will be held at Winthrop Rockefeller Institute on Petit Jean Mountain. Expenses, except for travel, are paid by the Arkansas Leadership Academy with funding from the Arkansas Legislature through the Arkansas Department of Education.

A completed portfolio application will include:

- Completed Individual Information page (printed)
- Completed and signed Commitment/Signature page (printed)
- 3 letters of reference (originals, printed and signed)
- Jump-drive with a folder identified with your name (last name, first name) containing the required portfolio documents in folders as described in this application. A template set of folders can be downloaded at <http://arkansasleadershipacademy.org/8333.php>



The completed application (printed documents and jump-drive) should be received in the ALA office no later than **5:00 pm on Friday, June 30, 2012.**

Arkansas Leadership Academy
1 University of Arkansas
346 N. West Avenue, Room 300
Fayetteville, AR 72701
Office: (479) 575-3030
Fax: (479) 575-8663

<http://www.arkansasleadershipacademy.org>



Arkansas Leadership Academy Phase III Master Principal Institute Application

Date _____

Please print the following:

Applications are due no later than: Friday, June 30, 2012

INDIVIDUAL INFORMATION

LAST NAME: _____

FIRST NAME: _____ MIDDLE INITIAL: _____

HOME ADDRESS - STREET: _____

CITY: _____ STATE: _____ ZIP CODE: _____

HOME PHONE: _____ Cell: _____ HOME E-MAIL: _____

FEMALE: _____

MALE: _____

AFRICAN AMERICAN: _____

ASIAN: _____

CAUCASIAN: _____

HISPANIC: _____

NATIVE AMERICAN: _____

OTHER: _____

SCHOOL INFORMATION

SCHOOL DISTRICT: _____

SCHOOL NAME: _____

WORK ADDRESS - STREET: _____ CITY: _____ STATE: _____

ZIP CODE: _____ COUNTY: _____ PHONE: _____

WORK FAX: _____ WORK E-MAIL: _____

EDUCATIONAL COOPERATIVE FOR YOUR DISTRICT: _____

TOTAL YEARS AS PRINCIPAL: _____ (PLEASE RECORD YEARS OF EXPERIENCE AS A PRINCIPAL BELOW)

DATES

SCHOOL / GRADE LEVEL

DISTRICT

<u>DATES</u>	<u>SCHOOL / GRADE LEVEL</u>	<u>DISTRICT</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PLEASE CHECK THE ONE THAT MOST ACCURATELY DESCRIBES YOUR SCHOOL'S CURRENT LEVEL OF STUDENT PERFORMANCE: LOW _____ MIDDLE _____ HIGH _____

CURRENTLY PRINCIPAL OF THE FOLLOWING SCHOOL LEVEL:

ELEMENTARY: _____

MIDDLE SCHOOL: _____

OTHER (please specify): _____

JUNIOR HIGH: _____

HIGH SCHOOL: _____

GRADE LEVELS SERVED _____

MPI - PHASE III

Dates:

September 18-21, 2012

December 11-13, 2012

April 23-25,2013



COMMITMENT:

PRINCIPAL

All information submitted is accurate to the best of my knowledge.

PRINCIPAL

SIGNATURE _____ DATE _____

SUPERINTENDENT

IF _____ IS SELECTED TO ATTEND THE ARKANSAS LEADERSHIP ACADEMY- MASTER PRINCIPAL INSTITUTE,

- I COMMIT TO SUPPORT HIM/HER THROUGH THIS ENDEAVOR.
- I UNDERSTAND THAT HIS/HER ATTENDANCE AT ALL SESSIONS IS MANDATORY

I CERTIFY THAT THIS CANDIDATE IS A FULL-TIME BUILDING PRINCIPAL AND HAS A TOTAL OF _____ YEARS EXPERIENCE AS A PRINCIPAL (EXCLUDING ASSISTANT PRINCIPAL EXPERIENCE).

SUPERINTENDENT'S NAME (PLEASE PRINT) _____

SUPERINTENDENT'S

SIGNATURE _____ DATE _____

Applications are due no later than: Friday, June 30, 2012

Submit applications to:

Arkansas Leadership Academy
 1 University of Arkansas
 346 N. West Avenue, Room 300
 Fayetteville, AR 72701
 Office: (479) 575-3030
 Fax: (479) 575-8663

Additional information about the Master Principal Institute is available on the Arkansas Leadership Academy website at <http://www.arkansasleadershipacademy.org>.

**Arkansas Leadership Academy
Master Principal Institute
Phase III
PORTFOLIO REQUIREMENTS**

Section I: Context Information (comprises 15% of selection criteria)

The Context Information section focuses on three areas: professional references, professional contributions, and student achievement. The candidate is expected to provide the evidence requested for each area.

1. References

Three letters of reference are required from people who represent the different stakeholder groups which are listed below. **As the reference is requested, applicants should explain the five performance areas to those who are making the referral.** It is the applicant's discretion whether these letters of reference should be returned to the applicant in sealed envelopes or not. **The original printed and signed letters should be submitted with the portfolio jump-drive upon delivery to the Academy.**

1.1 Reference letters should be provided by **one person from each** of the following three categories:

- School leaders (example: teacher, administrator, student)
- District leaders (example: board member, superintendent, other central office senior staff)
- Community leaders: (example: parent organization, business, civic leader, higher education, regional cooperative)

1.2 Reference letters should provide evidence of the candidate's leadership knowledge, skills, and/or experience. Each letter may or may not reflect all five areas; however, all five areas should be reflected within the summation of the correspondence from all letters of reference:

- Creating and Living the Vision and Mission
- Leading and Managing Change
- Developing Deep Knowledge about Teaching and Learning
- Building and Maintaining Collaborative Relationships
- Building and Sustaining Accountability Systems

Note: All information from this point forward in the application should be submitted on a **jump-drive**. Printed copies are not required. Use the organization of the folders downloaded from <http://arkansasleadershipacademy.org/8333.php>. Rename the downloaded folder with your last name, first name. Insert your name in the Header of each document and complete the required information. After you have completed all documents, save the entire set of folders on a jump-drive for submission.

2. Professional Contributions

Describe professional contributions from your career as a building administrator. Limit your description to 375 words for all 5 categories. Use a 12-point legible font with double spacing.

- 2.1 Design and/or lead learning experiences for adults (workshops, institutes, training of trainers)
- 2.2 Evaluation of learning experiences for adults that you have presented or facilitated (workshops, institutes, training of trainers)
- 2.3 Leadership position(s) in state, regional, and national associations
- 2.4 Leadership role in state, regional and national presentations, workshops, briefings
- 2.5 Written contributions for state, regional, or national publications
- 2.6 Other

3. Student Achievement

In order to capture a more complete picture of your school, submit graphic representation of your student achievement data as well as written analyses of these data. In your analysis of these data, indicate how long you have been principal at your current school.

Criterion-referenced test data: Collect three years of trend data about your students for all sub-populations for which you are responsible as well as combined population data from your criterion-referenced tests in reading, writing, and mathematics. If you do not have three years of trend data for your school, submit an analysis of the data that you do have. Depict these data graphically (e.g. bar graphs, etc.) and provide an analysis of your school's progress based on these data. Submit your graphs and your analyses. Do not submit administrative reports nor any teacher or student identifiable data.

Norm-referenced test data: Collect three years of trend data about your students from your norm-referenced tests focusing on elements of literacy and mathematics. If you do not have three years of trend data for your school, submit an analysis of the data that you do have. Depict these data graphically (e.g. bar graphs, etc.) and provide an analysis of your school's progress based on these data. Submit your graphs and your analyses. Do not submit administrative reports nor any teacher or student identifiable data.

Other data: Analyze other data that you are using to drive school improvement. Provide clearly labeled graphs to represent your data.

<p>Interviews - The Arkansas Leadership Academy may conduct interviews of the candidate, candidate references, and/or others from their school, district or community.</p>

Section II: Performance Information (comprises 85% of selection criteria)

The Performance Information section describes the expectations for the portfolio content submitted by a candidate to demonstrate leadership in each of the MPP performance areas. The performance-based portfolio guidelines are as follows:

Each portfolio should consist of the story of his or her school, bulleted evidence of performance, and artifacts that support the evidence and the story.

1. The applicant's story should describe the school through the lenses of the five performance areas of leadership. The writer should address where the school has been, where it is now, where it is moving, and how that will take place. The story should be no more than ten (10) pages in length, double-spaced, with a 12-point legible font. This document should be in the folder labeled "School Story." Please be sure to put your name in the Header of each page.
2. Evidence of performance in each of the areas should be presented in bulleted form and should address all categories and sub-categories of the five performance areas. Each performance area should be no more than three (3) pages in length, double-spaced, with a 12-point legible font. Note: Deep Knowledge of Teaching and Learning is divided into Academic Rigor and Quality Teaching and the writer should include a bulleted document of up to three pages for each section. Use the labeled performance area folders for each of these documents.
3. One artifact should be chosen as an example to support each of the five performance areas (except Deep Knowledge of Teaching and Learning which is divided into Academic Rigor and Quality Teaching and should include an artifact for each). The rationale for choosing each artifact should be described either within the school story, the bulleted lists, or as a brief introduction to the artifact. **The artifact file should be included in the same folder as the performance area bulleted document.**

Applicants are encouraged to review the *Master Principal Rubrics* during the reflection and writing process. Applications are based on the Rubrics. The Rubrics may be found on the ALA website.

1. Performance Area: Creating and Living the Mission and Vision
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- 1.1 Learning Culture
 - 1.1a Shared mission, vision, and beliefs
 - 1.1b Learning environment for students
 - 1.1c Learning environment for adults
- 1.2 Leadership Culture
 - 1.2a Set strategic directions
 - 1.2b Use data for decisions
 - 1.2c Align policies and procedures
 - 1.2d Accountable for results
- 1.3 Collaborative Culture

- 1.3a Interactive communication and shared language
- 1.3b Collaborative architectures
- 1.3c Diverse people, ideas, perspectives, and experiences
- 1.3d Open access to information

2. Performance Area: Leading and Managing Change

- 2.1 System Change
 - 2.1a Strategic results-based framework
 - 2.1b Integrated system for systematic improvement
 - 2.1c Change process and tools
 - 2.1d Political, social, economic, and legal context
- 2.2 Capacity Building
 - 2.2a Leadership philosophy
 - 2.2b Assessment of leadership skills
 - 2.2c Developing Leadership Capacity

3. Performance Area: Deep Knowledge about Teaching and Learning

- 3.1 Academic Rigor and Relevance
 - 3.1a Standards
 - 3.1b Curriculum
 - 3.1c Assessment
 - 3.1d Student relevance
- 3.2 Quality Teaching
 - 3.2a Vision of quality teaching and learning
 - 3.2b Best practices
 - 3.2c Interventions
 - 3.2d Learning tools

4. Performance Area: Building and Maintaining Collaborative Relationships

- 4.1 Collaborative Leadership
 - 4.1a Working relationships among school staff, parents, and community
 - 4.1b Collaborative architectures supporting learning and work
 - 4.1c Multiple stakeholder feedback and interactive communication system
- 4.2 Community Resources and Action to Support Student Learning
 - 4.2a Community leadership
 - 4.2b Community engagement of the eight sectors
 - 4.2c Community economic and political support

5. Performance Area: Building and Sustaining Accountability Systems

- 5.1 Student Performance
 - 5.1a Disaggregated data
 - 5.1b Achievement gap targets and data

- 5.1c Instructional strategies
- 5.1d Performance monitoring systems
- 5.1e Public reporting
- 5.2 Adult Performance
 - 5.2a Alignment of standards, curriculum, professional development, and assessments
 - 5.2b Instructional gap focus (based on student learning data)
 - 5.2c Teaching practices result in students achieving standards
 - 5.2d Reflective practice and continuous learning
- 5.3 Distribution and Allocation of Resources
 - 5.3a Alignment of human resources (school staff, tutors) to student learning needs
 - 5.3b Alignment of financial resources to student learning needs
 - 5.3c Alignment of time (schedules) to student learning needs