

Arkansas Leadership Academy Phase II Master Principal Institute Application



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

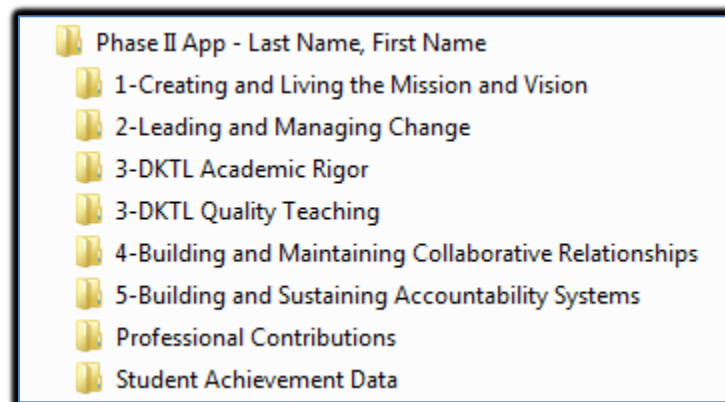
Master Principal Phase II Institute dates for 2012-2013:

October 23-26, 2012
January 29-31, 2013
May 7-9, 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. The portfolio template documents and 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 II 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)

<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 _____



Master Principal Institute October 23-26, 2012
Dates: January 29-31, 2013
May 7-9, 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
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Additional information about the Master Principal Institute is available on the Arkansas Leadership Academy web site at <http://www.arkansasleadershipacademy.org>.

**Arkansas Leadership Academy
Master Principal Institute
Phase II
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** using the portfolio template documents and 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 narrative. After you have completed all documents, save the entire set of folders on a jump-drive for submission. Printed copies are not required.

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 or 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 or 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:

1. Each portfolio should consist of both narratives and artifacts. Artifacts are defined as examples of evidence of the leadership skills described in the narratives. Clearly delineate the purpose for the selection of the artifacts and how those are connected to the narratives.
2. The narrative for each of the five performance areas is limited to ten pages using a 12-point legible font and double spacing.
3. The artifacts are limited to one for each of the following performance areas:
Creating and Living the Vision and Mission
Leading and Managing Change
Building and Maintaining Collaborative Relationships
Building and Sustaining Accountability Systems
Developing Deep Knowledge about Teaching and Learning – Academic Rigor
Developing Deep Knowledge about Teaching and Learning – Quality Teaching

The Narrative and Supporting Artifact Requirements section of the portfolio provides the content and skill areas to be described in the narrative. The portfolio should be coded and titled to align with the sequence listed in this application and found in the portfolio template folders on the ALA website <http://arkansasleadershipacademy.org/8333.php>.

Each artifact file should be included in the same folder as the performance area narrative.

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

1. Performance Area: <i>Creating and Living the Mission and Vision</i>

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

Narrative: The candidate should provide evidence of an analysis among:

- the beginning, existing, and desired learning culture,
- the beginning, existing, and desired leadership culture; and
- the beginning, existing, and desired collaborative culture.

Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance.

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

Narrative: Describe how you have implemented a particular school-wide change effort by answering the following questions:

- Identify what piece of the system it was imperative to change.
 - Why was this change needed to improve student achievement?
 - How did the school staff decide the change was needed?
 - What results were expected by implementing the change?
 - Where the results achieved? If not, what now needs to happen?
- Describe what was done to introduce and lead the change.
 - How were people supported in building their capacity for the change?
 - What tools and processes were most effective in the change effort? Why?
 - How does the school-wide change effort “fit” within a larger change effort to increase student achievement?
 - What are the implications of this change effort for other parts of the system?
 - How is the change effort part of an integrated system for systemic improvement of student achievement?

Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance.

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

Academic Rigor and Relevance Narrative: The candidate should provide evidence of a school-wide process for continuous assessment of academic rigor and relevance and quality teaching that is aligned with the school-wide learning framework.

Academic Rigor and Relevance Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance in the area of Academic Rigor and Relevance.

Quality Teaching Narrative: The candidate should provide evidence of school-wide quality teaching and the implementation of flexible quick response interventions for assisting underperforming students based on the student learning data.

Quality Teaching Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance in the area of Quality Teaching.

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

Narrative: The candidate should provide evidence that describes how they have used *collaborative leadership* to strengthen both internal and external *collaborative relationships* to provide *collaborative support* for increased student achievement and organizational continuous improvement.

Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance.

5. Performance Area: Building and Sustaining Accountability Systems
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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

Narrative: The candidate should provide evidence about each of the three accountability systems operating within your school in terms of:

- Analysis of implementation and effectiveness of each system, including challenges, consequences, and trade-offs
- Targets to increase effectiveness of each system
- Leadership challenges to build and maintain these systems

Artifact: Based on the evidence presented in your narrative, select one artifact that will clearly illustrate your school's performance.