



2022

ANNUAL REPORT



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Arkansas Leadership Academy

The Arkansas Leadership Academy (ALA) is a leadership development hub where Arkansas educational leaders can find personalized professional learning pathways to meet their needs while developing leadership capacity that will result in systemic change, leading to improved teaching and learning. The ALA's goal is to realize educational equity and excellence for all Arkansas students.

The ALA's capacity-building services focus on three evidence-based areas of study: collaborative leadership, collective efficacy, and cultural competence. Services emphasize the implementation of (a) data-driven decision-making, (b) effective instructional practices, and (c) social-emotional learning. Participants apply their learning and demonstrate growth, effectiveness, influence, and impact through various avenues, such as micro-credentialing, action research, the Teacher Excellence and Support System (TESS), and the Leader Excellence and Development System (LEADS).



The ALA's professional learning and capacity-building services align with and support the implementation of the Arkansas Division of Elementary and Secondary Education's (DESE) Every Student Succeeds Act (ESSA) State Plan and current school improvement initiatives, such as High-Reliability Schools (HRS), Professional Learning Communities (PLCs), and cycles of inquiry, and the Reading Initiative for Student Excellence (R.I.S.E). The ALA also aligns with the Arkansas Vision for Excellence in Education: transforming Arkansas to lead the nation in student-focused education.

The ALA follows Learning Forward's *Standards for Professional Learning*, which were approved by the Arkansas State Board of Education. It uses adult learning principles to engage educators in a phased journey of leadership development that builds their capacity to influence school and classroom practices, peer and stakeholder involvement, and local and state policy. While it is essential for all leaders to have self-efficacy to effect change, they must also have the knowledge, skills, and capacities to equip and inspire others. The ALA's programs help participants build these skills through active learning in a community of peers with sessions facilitated by experts and practitioners who model and reinforce desired classroom instructional strategies. The ALA also incorporates participant choice and voice by offering multiple avenues or pathways of professional growth built upon a common foundation needed for all leaders. It accomplishes this through a hybrid delivery model of virtual and in-person learning, providing participants with personalized options to leverage their leadership potential.

Areas of Study

As a comprehensive leadership development program, three evidence-based focus areas pervade the ALA's programmatic offerings to enhance student-focused education, continual school improvement, and educational equity and excellence for Arkansas students: collaborative leadership, collective efficacy, and cultural competence.



Collaborative leadership is a shared style of team leadership (Heck & Hallinger, 2010) that emphasizes the roles teacher leaders, students, families, and other staff play in setting the direction of the school, based on research. It also underscores the roles principals and school leaders play in providing leadership opportunities for all adults in a school building and capitalizing on the leadership strengths of others.



Collective efficacy is the shared conviction among educators that they significantly contribute to raising student achievement (Hite & Donohoo, 2021). It focuses on the roles of principals and school leaders in building teachers' beliefs, knowledge, and skills to influence student outcomes through excellent instruction and conducive learning environments for students.



Cultural competence is an understanding of one's own culture, others' cultures, and the influence of culture on education (National Education Association NEA; n.d.). It highlights the role teacher leaders play in understanding their students' experiences and identities, recognizing students' strengths, establishing community relationships, and improving instructional practices based on the individual and collective needs of all student groups. It also accentuates how principals and school leaders set the conditions and expectations for teachers and students to thrive.

Partnerships

The ALA is a collaborative effort of three partner organizations that share a core belief that teachers and leaders are the most important school-based factors in ensuring student success. They recognize that to improve organizations systematically, the greatest resource is leadership capital, which must be developed to ensure the highest quality learning environments are provided to all students. The partnership is committed to producing leaders who rely on an integrated, student-focused education system based on evidence-centered design, teaching and learning competencies, and performance-based student outcomes.



The Arkansas Public School Resource Center (APSRC) is a service-oriented, non-profit membership organization that offers support, technical assistance, and training for Arkansas schools. The APSRC has a rich history of creating public-private partnerships to further its goals of enhancing Arkansas students' educational experiences.



Arkansas State University's (A-State) College of Education & Behavioral Science is the predominant producer of teachers in the state's eastern half and the primary producer of administrators in the state. It builds lifelong partnerships with graduates through its commitment to continuing education, with its primary focus on quality teaching.



Educational Technical Assistance Services (EDUTAS) at the University of Oklahoma Outreach/College of Continuing Education provides comprehensive professional learning and technical assistance to educators, schools, districts, states, and non-profit organizations. EDUTAS serves as a national expert in school improvement and leadership development initiatives.

Governance Committees

To ensure partner organizations and key stakeholder groups are included in conversations, committees were established to help guide the management, development, implementation, and evaluation of the ALA (Figure 1). Each partner organization is represented on the committees and assumes leadership in the outcomes of the committees' work. Additional committee members include staff from key stakeholder groups and advisory organizations.

Project Management/Leadership

Gives stakeholder voice to the project design, staffing and consultant needs, implementation, coordination, and continuous improvement of the ALA.



Evaluation

Gives stakeholder voice to the structure, content, and analysis of the evaluation, and offers recommendations for continuous improvement of the ALA.



Audit

Analyzes the ALA's financial resources.



Figure 1. ALA committees



Publicity and Communications

Provides leadership for the development of a structured communication plan, press releases, social media presence, and tools and strategies to enhance content production from the other committees.



Fiscal

Facilitates the invoicing and payment of all accounts and ensures fiscal accountability for the ALA.



Governance

Gives stakeholder voice to the general oversight of ALA implementation.

Theory of Action

The ALA's Theory of Action describes the core beliefs and concepts that lead to improved outcomes for all Arkansas students by building the knowledge base and expertise of leaders and advancing the process of continuous improvement for schools (Figure 2).

The Theory of Action states that:

if we **expand** the reach of the ALA programs and initiatives, **establish** equitable access to ALA programs and initiatives for leaders in all regions of the state, and **integrate** learning opportunities across roles and regions, *and*

if we **deliver** evidence-based professional learning and capacity-building services in collaborative leadership, collective efficacy, and cultural competence for leaders at all levels of the PK-12 Arkansas educational system,

then regional, district, school, and classroom leaders will have the leadership knowledge, skills, and competencies to **influence** educational equity and excellence through a variety of **relevant outcomes**, including improved human capital management, school climate and environment, and effectiveness of classroom instruction,

so that these relevant outcomes will **impact** student achievement, learning, and well-being outcomes; equitable access to effective learning opportunities; and other student outcomes.

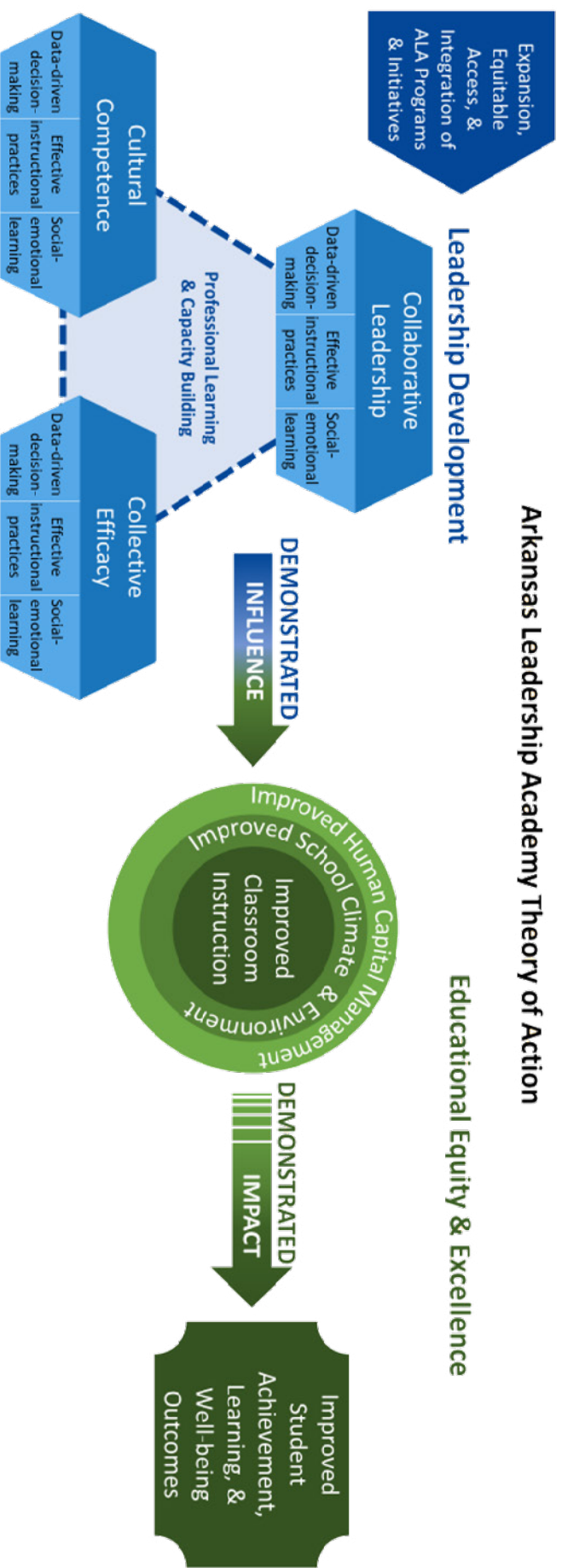
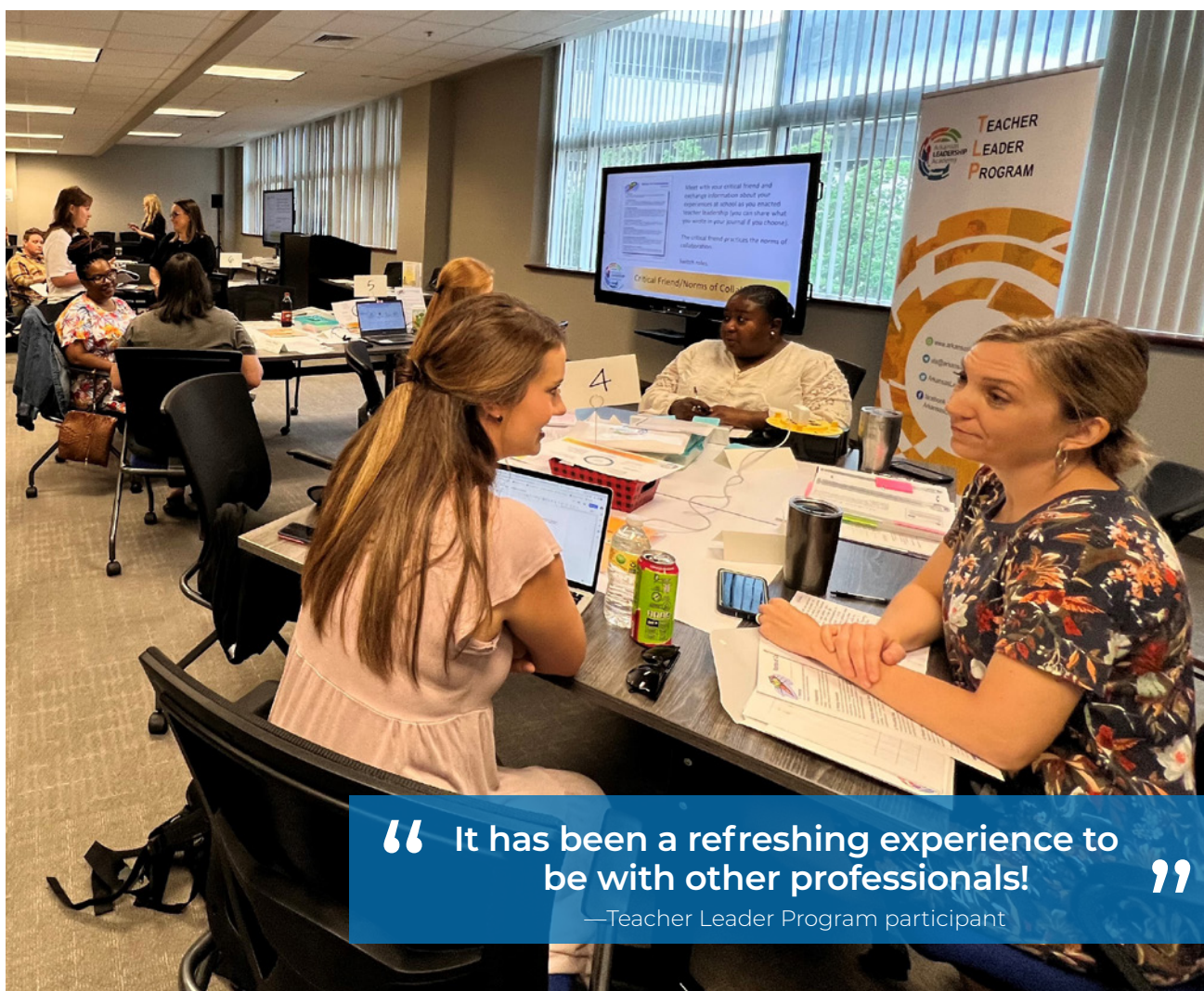


Figure 2. ALA theory of action

Programs and Offerings

The ALA's programs and offerings fall into two categories: ALA Reach and ALA Collaborative (ALAC). Reach services do not require an application or long-term commitment and are made available to educators across the state at little or no cost to districts.

For the purposes of this document and to align with the original project proposal, the signature programs and initiatives of the ALA will be identified collectively as ALAC. These programs include the Master Principal Program, Teacher Leader Program, Executive Leader Empowerment, School Team Empowerment, and Instructional Leader Empowerment. These services require a longer-term commitment from participants, and each program requires an application and acceptance into the program. All participants of the ALAC are encouraged to participate in ALA Reach offerings to supplement and personalize their professional learning journey.



“ It has been a refreshing experience to be with other professionals! ”
—Teacher Leader Program participant



Reach

ALA Reach provides professional learning for current and aspiring Arkansas educational leaders. All Arkansas educators and policymakers are invited to participate in Reach opportunities and access its resources. Reach services include workshops, webinars, and seminars on emerging issues.

Spark! is a virtual learning network that fosters conversations and shares best practices about trending school issues and challenges. Each session focuses on a specific issue through a case study, short didactic, and conversation facilitated by ALA's Hub Team of Arkansas educational leaders.

Most Reach sessions, including Spark! sessions, are held virtually and are available for on-demand viewing. In-person Reach workshops are held periodically to foster regional collaboration among educational leaders and aspiring leaders.



Master Principal Program

The Master Principal Program was established through the passage of Act 44 of the Second Extraordinary Session of the 2003 Arkansas General Assembly to provide “training programs and opportunities to expand the knowledge base and leadership skills of public-school principals.” The Master Principal Program consists of three phases and a designation process. A school principal successfully completing all phases and requirements of the program is designated as a Master Principal by the ALA and is eligible for bonuses paid by the state.

“ This is an amazing conference! ”

— School Team Empowerment participant





Teacher Leader Program

The Teacher Leader Program is for individuals currently serving as classroom teachers in Arkansas public schools who are either currently in or aspire to take on leadership roles while remaining in the classroom. Teacher leadership is key to retaining excellent teachers, improving access to excellent educators, improving school and student outcomes, and enhancing the teaching profession. The Teacher Leader Program prepares participants for formal and informal teacher leadership roles in their schools, districts, regions, state, and nation. A teacher leader who successfully completes the program and demonstrates mastery of state standards in teacher leadership may apply for designation as a Lead Professional from DESE.



Executive and Policy Leader Empowerment

Executive Leader Empowerment provides professional learning and networking experiences for superintendents, assistant superintendents, Education Cooperative directors, and charter school superintendents or CEOs. Sessions focus on developing a plan for executive leaders to impact and support school culture, building principals, classroom teachers, classified staff, and instruction in the classroom.



School Team Empowerment

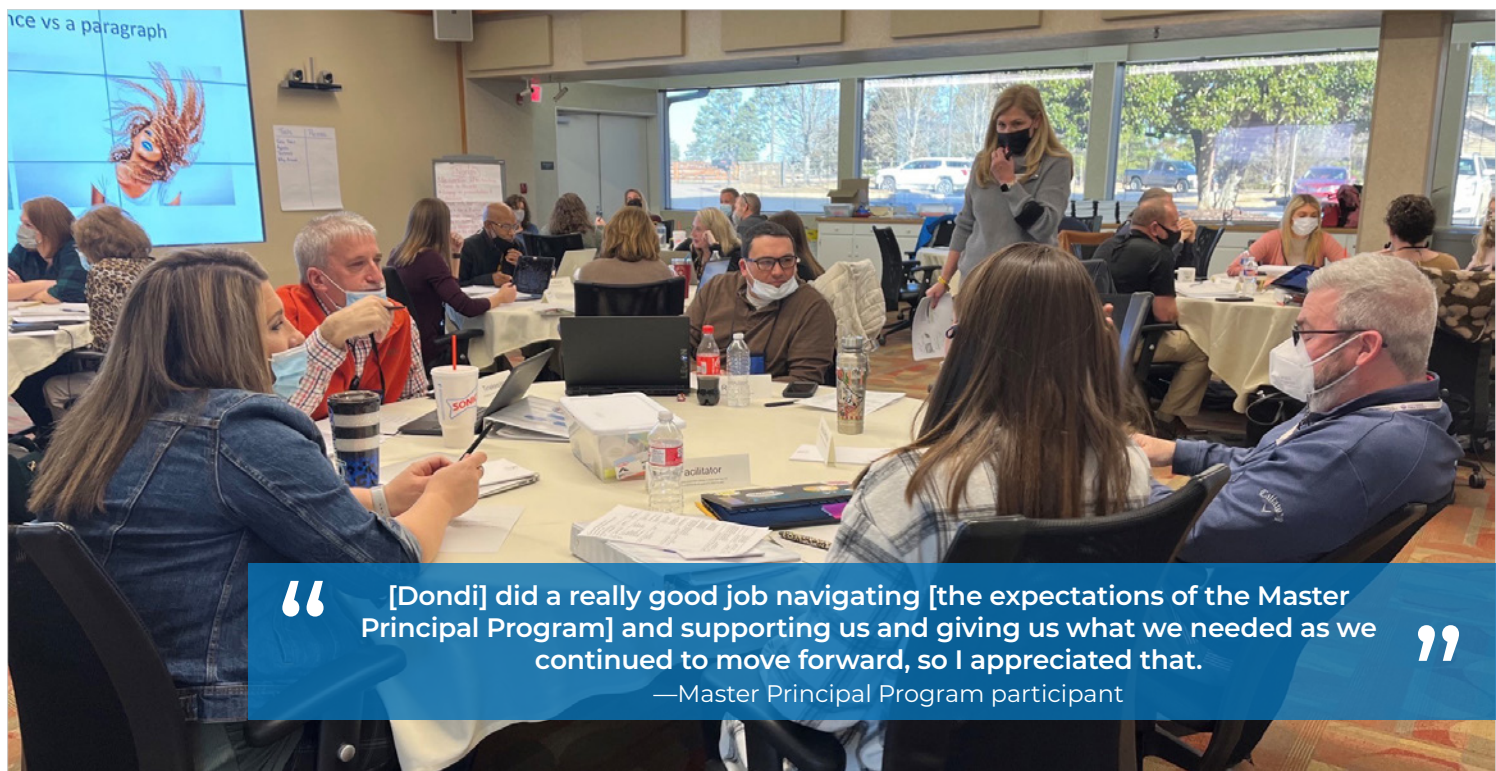
School Team Empowerment delivers professional learning and coaching opportunities for teams of school administrators, teacher leaders, district leaders, and other educational staff. The program provides individual and team growth through a differentiated approach to leadership development. Sessions focus on developing collective leader efficacy and nurturing collaborative teams to lead effective instructional practices. Each school team is paired with an experienced Arkansas practitioner to personalize learning and strengthen the ability to transfer theory to practice. Teams have multiple opportunities to engage in virtual coaching sessions as a value-added strategy to grow leadership capacity and assist with the application of learning.



Instructional Leader Empowerment

The purpose of Instructional Leader Empowerment is to support growth by focusing on improving classroom instruction. Instructional leaders impact and support teachers and classroom instruction within the school system. They may be principals, assistant principals, instructional facilitators, curriculum and instructional coaches, and district instructional leaders.

Instructional Leader Empowerment supports growth by focusing on improving instruction through learning and sharing from national subject-matter experts and local educators. Sessions enhance development and implementation processes for instructional leaders who guide classroom teachers.



“

[Dondi] did a really good job navigating [the expectations of the Master Principal Program] and supporting us and giving us what we needed as we continued to move forward, so I appreciated that.

—Master Principal Program participant

”

ALA Evaluation

The ALA partnered with the Educational Training, Evaluation, Assessment, and Measurement (E-TEAM), a third-party research and evaluation department at The University of Oklahoma's College of Continuing Education, to evaluate the project. The evaluation is designed to provide ongoing formative feedback and annual summative data to inform the project's continuous improvement process (Figure 3).

As stated previously, the ALA's ultimate goal is to realize educational equity and excellence for all Arkansas students. The ALA has an overarching program objective to improve school, teacher, student, and leader outcomes in schools led by ALA participants.

As expressed in the ALA's theory of action, this objective is designed to produce individual leader-, district-, school-, classroom-, and student-level expected outcomes, including:

- Increased leadership knowledge, skills, and competencies of regional, district, school, and classroom leaders;
- Improved human capital management, school climate and environment, and effectiveness of classroom instruction; and
- Improved student achievement, learning, and well-being outcomes; equitable access to effective learning opportunities; and other student outcomes.

The overarching program objective and expected outcomes will be demonstrated through achievement of the following program targets:

- By 2024, students' mathematics and reading/language arts achievement in schools led by ALAC graduates will increase by 4 percentage points.
- By 2024, schools led by ALAC graduates will demonstrate improvements in student attendance, discipline, graduation, and grade progression outcomes.
- By 2024, schools led by ALAC graduates will demonstrate improvements in school climate.
- By 2024, 85% of teachers in a random sampling from the schools led by ALAC graduates will demonstrate improvement in instructional practices.
- By 2025, teacher turnover in the schools led by ALAC graduates will be reduced by 5 percentage points.
- By 2024, 85% of leaders in a random sampling of ALAC graduates' schools will demonstrate improvement in instructional leadership practices.

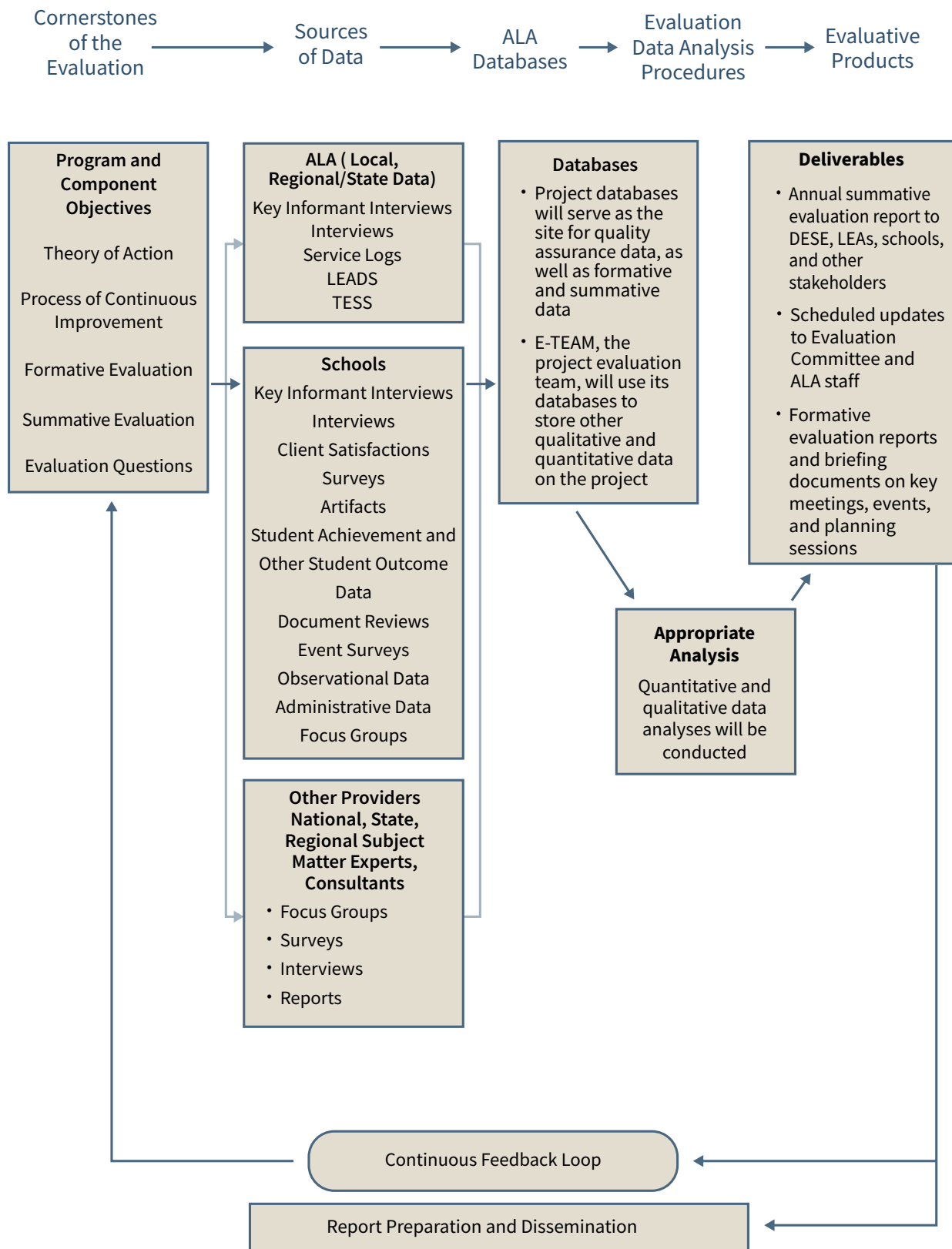


Figure 3. ALA evaluation logic model

The E-TEAM provides formative evaluation reports following each program session (Figure 4 and Appendix D) and gives scheduled updates to the Evaluation Committee and ALA staff throughout the year. In addition, the E-TEAM completes an annual summative evaluation report at the end of each program year.

A mixed-methods evaluation design is used to study the ALA's implementation, outcomes, and impacts. Primary sources of data may include, but are not limited to:

- administrative data from the ALA, the Arkansas Division of Elementary and Secondary Education (DESE), schools, and districts;
- participant surveys;
- key informant interviews with staff and partners;
- interviews and focus groups with participants or other school staff;
- High Reliability Schools (HRS) surveys;
- Teacher Effectiveness and Support System (TESS)/Leader Excellence and Development System (LEADS); and
- programs' session agendas and materials.

Arkansas Leadership Academy Teacher Leader Program



May 2022 Teacher Leader Program

Evaluation

The Educational Training, Evaluation, Assessment, and Measurement (E-TEAM) department at The University of Oklahoma serves as the external evaluator for the Arkansas Leadership Academy (ALA). The evaluation is designed to provide ongoing formative feedback and annual summative data to inform the project's continuous improvement process. Surveys are administered after all events and professional learning sessions as part of the formative evaluation. These surveys assess the quality, relevance, and usefulness of the professional learning experiences and the extent to which participants gain knowledge, skills, and competencies to inform and improve instructional and leadership practices.

Event Overview

On May 10, 2022, the ALA hosted the fourth Teacher Leader Program session. Following the event, participants were asked to complete a feedback survey about the session's quality, relevance, usefulness, and participants' changes in knowledge. E-TEAM developed the feedback survey, analyzed survey data, and prepared this report. There were 26 attendees, and 25 participants completed the feedback survey.

Quality, Relevance, and Usefulness

Participants were asked to rate several aspects of the quality, relevance, and usefulness of the session. Quality refers to the effectiveness of professional learning sessions in providing evidence-based content and promising practices. Relevance refers to professional learning and educational resources and materials that help participants improve policies, instructional practices, leadership development, and educational systems. Usefulness refers to professional learning and educational resources and materials that provide participants with the tools, information, knowledge, and skills to support participants' research, instructional practices, leadership development, and student learning.



1

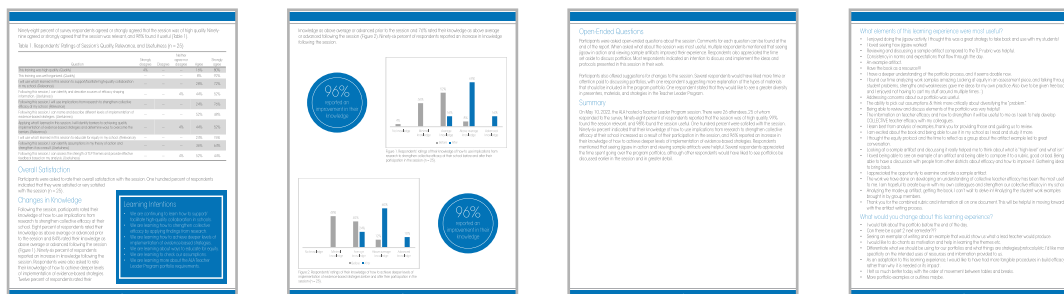


Figure 4. ALA event report example

Annual Summative Evaluation

The results of the summative evaluation for fiscal year 2022 (FY22; July 1, 2021 through June 30, 2022) are detailed in this report and consist of two sections:

- **Evaluation Questions** – The evaluation questions address the ALA’s implementation, outcomes, and impacts. This report section provides results associated with the evaluation questions for FY22.
- **Objectives and Targets** – The E-TEAM and the ALA worked together to establish objectives and targets to guide the program, document progress, and inform program improvements and impacts. This section of the report provides results associated with the objectives and targets for FY22.

Data Sources

The E-TEAM utilized multiple data sources to conduct the summative evaluation for FY22. These sources include:

Event Surveys

Following each ALA professional learning session, surveys were administered to participants to assess the quality, relevance, and usefulness of the sessions in helping to improve instructional and leadership practices (Figure 5). **Quality** refers to the effectiveness of professional learning sessions in providing evidence-based content and promising practices. **Relevance** refers to the professional learning

Arkansas Leadership Academy Feedback Survey
School Team Empowerment
March 30, 2022

Please indicate the responses that best represent your opinion about this session.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
This training was well-organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentations and discussions with Peter DeWitt were of high quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This session helped me understand how our previous work connects to research on effective networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following this session, I understand why not all learning can be quantified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this session, I engaged in reciprocal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your understanding of how to use a program logic model:

	No understanding	Minimal understanding	Average understanding	Above average understanding	Advanced understanding
FROM to your participation in this session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATTN to your participation in this session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your understanding of how our previous work connects to research on effective networks:

	No knowledge	Minimal knowledge	Average knowledge	Above average knowledge	Advanced knowledge
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Arkansas Leadership Academy Feedback Survey
School Team Empowerment
March 30, 2022

Please rate your overall satisfaction with this session.

☐ Very dissatisfied

☐ Dissatisfied

☐ Neither satisfied nor dissatisfied

☐ Satisfied

☐ Very satisfied

Figure 5. Screenshots of ALA event survey

and educational resources and materials that help participants improve policies, instructional practices, leadership development, and educational systems. **Usefulness** refers to professional learning and educational resources and materials that provide participants with the tools, information, knowledge, and skills to support their research, instructional practices, leadership development, and student learning. Surveys also included questions concerning changes in knowledge, ability, and understanding of the session's learning objectives. In FY22, there were three Executive Leader Empowerment surveys, three Instructional Leader Empowerment surveys, eight Master Principal Program surveys, four School Team Empowerment surveys, five Teacher Leader Program surveys, and 34 Reach and Spark! surveys. **There were 1,063 event survey responses.**

Annual Participant Survey

An annual survey was administered to program participants at the end of the program year to gather information about changes in self-efficacy, instructional effectiveness, school climate, and student outcomes. This survey also assessed the quality, relevance, and usefulness of the ALA sessions. Additionally, surveys documented changes in participants' knowledge, skills, and abilities related to cultural competence, collaborative leadership, and collective efficacy. **There were 42 responses to the FY22 annual participant survey.**

Key Informant Interviews

Key informant interviews are in-depth interviews with people who are experts in education and involved with the design and/or implementation of the ALA program. Interviews were conducted with ALA staff, ALA committee members, A-State staff, consultants, and DESE staff to collect information on program implementation, impacts, services, participation, partnerships, committees, and engagement. **Sixteen key informant interviews were completed at the end of FY22.**

Participant Interviews and Focus Groups

Interviews and focus groups were conducted with program participants to assess changes in behavior, beliefs, attitudes, knowledge, and skills; participation; program effectiveness; and student and school outcomes. **There were 26 participants interviewed individually or in one of the six focus groups.**

ALA Administrative Data

Administrative data was compiled from the ALA related to program participation, attendance, services, development, implementation, staff, and budget.

Evaluation Questions¹

The data provided in this section came from 1,063 responses to event surveys, 42 responses to the annual survey, 16 key informant interviews, and 26 participants interviewed individually or in focus groups.

To what extent do ALA participants improve their performance as instructional leaders in their schools during and after program participation?

On the annual survey, respondents rated their performance as instructional leaders prior to and following their participation in the ALA.² For all programs,³ more participants rated their performance as high or very high following their participation than before (Figure 6). Sixty-seven percent of Teacher Leader Program respondents (n = 12), 60% of Executive Leader Empowerment respondents (n = 5), 38% of Master Principal Program respondents (n = 16), and 67% of Instructional Leader Empowerment respondents (n = 9) indicated an improvement in performance.

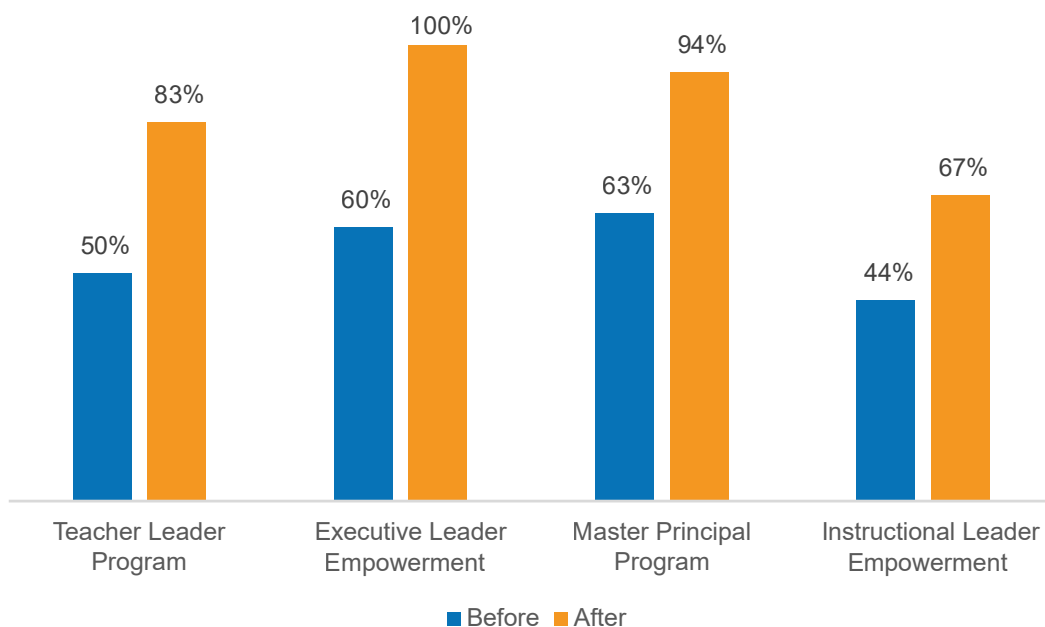


Figure 6. Percent of ALA participants who rated their performance as instructional leaders as high or very high before and after their participation in the program.

1. It is too early in the program to address some of the evaluation questions; those questions are not included in this report. For example, one of the evaluation questions is: How successful are ALA participants in being placed as new principals or in other school leader roles? This question will be better answered in upcoming years when ALA participants have had time to apply to and be placed in principal or school leader roles.
2. Ratings were made on a 5-point Likert scale with the following options: very low, low, neither high nor low, high, and very high.
3. No School Team Empowerment participants responded to the annual survey.

In interviews and focus groups, program participants discussed ways in which their performance as instructional leaders changed and improved over the course of the ALA program in which they participated. These changes and improvements are described below.

- **Understanding of Leadership:** Some interviewees, especially Teacher Leader Program participants, explained that their understanding of their and others' roles deepened due to their participation in the ALA. Participants reported that their ideas about what leadership is were refined through discussions in their ALA programs about the qualities and behaviors of a leader, as illustrated by the following statements:

I never knew I was a leader.

This has opened up my eyes to all of the informal ways that you can be a leader, even as a teacher, within your district.

[Prior to participation in the ALA] I felt like [leadership] was something that had to be given to me or assigned to me rather than something that I can step up and do without stepping out of my lane.

My view of who a leader is has changed...we listed all those qualities of a leader and what a leader does, and that opened my perspective. I mean, anyone can be a leader, depending on the environment.

For the longest time, I felt like I couldn't be a leader unless it was asked of me because I thought it had to be an established position. Now I feel like all of the passions I have to be a catalyst for change I can really do in small ways where I'm not taking away from our principal or administrators.

One teacher provided an example of how her approach to leadership has changed. Her school had an ongoing problem with students fighting in the hall. She said that prior to her participation in the ALA, she noticed the problem and recognized that something needed to be done about it, but she did not know how to address the issue. However, what she learned in the ALA empowered her, and she took the initiative to set up a schedule of teacher and staff volunteers to monitor the hallways between classes. Due to her efforts, the problem with fighting was "greatly improved."

- **Communication:** Several respondents mentioned ways in which communication has improved in their schools and districts. A teacher shared that participation in the ALA has "opened huge doors of communication that were not there before." Others spoke about taking time to reflect and think about others' perspectives and listening for understanding rather than listening to respond. One

superintendent said:

I always thought I [listened more and spoke less], but the more I listen to conversations in the room with our group, I realize I probably didn't do that as much as I thought I did. I've started doing that a lot more and really absorbing what people are telling me instead of trying to hurry up and fix the problem.

A Master Principal Program participant discussed the importance of communication stating:

Anytime you have a conflict with students, parents, or staff members, when you investigate the situation, you find that it's a communication problem. So, it's the same thing for me with the district... I like to be able to be available for everyone... I'm trying to make myself available as much as possible to give them a chance to talk and ask for help and help them.

Many participants mentioned that the protocols and activities in the ALA programs helped them with their communication, and they have shared those tools with their students, schools, and districts. One teacher provided an example, saying that a teacher on her team stopped her in the hall one day to thank her for sharing the protocols. She said:

He stopped me later [and said], "you know, the reason [our meetings are] moving so smoothly this year is because of what you're doing to try to make it better." And, so, from a veteran teacher who's been teaching like 31 years, I thought that was a huge compliment because he noticed that I am trying to implement what I'm learning.

Superintendents explained that changing how they respond to feedback is another way communication has improved. For example, one superintendent discussed learning "not to take things personally when there's a disagreement on a policy issue or decision."

- **Mindset:** ALA participants frequently discussed their changes in mindset as a result of their participation in the ALA. For instance, several participants mentioned working toward creating a positive mindset in their schools, with one teacher saying that she is trying to "turn negatives into positives" and trying to "walk the walk" to set good examples for others in her school. Other interviewees explained that the ALA gave them a "fresh perspective" and helped them be "more open-minded." For example, one principal in a low-performing school reported changing the mindset in his school from "our kids don't have the ability to learn" to "what can we do to make sure they learn?"

A superintendent explained how the ALA helped him change the way he thought about his school district, remarking that he had

always thought of the schools in the district as his schools and his students. In the ALA, he realized that it is “the school board’s money and their kids, their wants, their needs,” and he is an agent of the board with the responsibility to carry out their policies and vision.

One principal said the way she thinks about her school has changed because she has “more tools in [her] toolbelt for being systematic in thinking about things.” Other respondents noted that ALA participation made them feel empowered and more confident. One said she shared what she learned in the ALA with others in her school, which made them feel empowered, and one principal reported that being in the ALA left her feeling “replenished,” which has helped her be “a more positive, consistent leader.”

- **Sustainability:** Interviewees talked about the importance of ensuring the changes they make in their schools and districts are sustainable. According to one principal, “Someone said that when you designate as a building principal, you could walk away from the building, and it will run just like it did when you were there. I try to remember that.”

A superintendent shared that he understands that he needs to make changes sustainable so new staff members can “come in and pick up where we left off.” He went on to discuss including others in decision-making, explaining that if changes are made based on only his ideas, it is “hard for someone else to walk in, take ownership of it, and continue on with it.” He wants the changes he makes in his district to “be something that makes sense to anybody who comes in or out, whether it’s parents, kids, a superintendent, or a principal.”

Other interviewees discussed mentoring and growing leaders in their schools and districts to sustain the work. One principal spoke about “learning how important it is that I am building leaders within my building, my teacher staff, my para support.” Another discussed the importance of supporting staff and providing resources and training to help them be successful.

- **Shared Leadership:** Many interviewees explained ways in which they have worked on building a team atmosphere and a sense of community in their school or district through more collaboration and engagement activities. For example, one participant mentioned building trust with her team, while others discussed creating “shared leadership” in their schools by including everyone in decision-making. One principal said, “I think the teachers feel that they have a say because of the changes in my leadership over the last two years.... [It’s] just given them a voice – and the students – so it’s not just from the top down.”

Several talked about creating a shared mission, vision, core

beliefs, and social contracts with staff. They also discussed being transparent in their decision-making and ensuring that staff members understand the reasoning behind those decisions. Two principals spoke about how creating opportunities for shared leadership has impacted their schools:

I have only been in this building...this is my third year. So, when I started year one, I was a brand-new principal in this building, and change had happened in a lot of places in this building. So, I tried really hard to not just come in and change it all, but Master Principal taught me how to show the reasoning behind my thoughts and my changes, not just making them happen and expect everybody to follow suit. So, I definitely think with the shared vision, the core beliefs, everything that has been ingrained in us for the last two years [in the Master Principal Program], my people know that, and they can speak to that, and I think that's probably helped the most.

With us co-creating our mission, co-creating our vision, co-creating our core beliefs, co-creating our collective commitments, and then, we do Capturing Kids' Hearts now, too, so we've co-created our social contracts. So, it's not me deciding how we're going to do things at [my school].... Everyone in the building had input on how we're going to act and treat others and treat kids...it's opened the door to a lot of great discussion and dialogue.



“ Thank you for providing an amazing leadership training experience! I learned so much and am excited to bring new strategies to my school. ”
—Teacher Leader Program participant

To what extent do project participants gain knowledge, skills, and competencies in each of ALA's capacity-building areas: Collaborative Leadership, Collective Efficacy, and Cultural Competence?

Program participants rated their knowledge, skills, and competencies on the annual survey in each of ALA's capacity-building areas. Table 1 shows the percentage of respondents who rated their knowledge, skills, and competencies as high or very high prior to and following their participation in the ALA in FY22. In all programs⁴ and for all capacity-building areas, greater percentages of participants rated their knowledge, skills, and competencies as high or very high following their participation compared to their ratings before their participation in the ALA. Additionally, Table 1 presents the percentage of participants whose knowledge, skills, and competencies in each area improved from before to after their participation. The area that saw the most improvement was collective efficacy, followed by collaborative leadership, then cultural competence.

Table 1. Percent of Participant Who Rated Their Knowledge, Skills, and Competencies as High or Very High Prior to and After Participation

	Cultural Competence			Collaborative Leadership			Collective Efficacy		
	Pre	Post	Improved	Pre	Post	Improved	Pre	Post	Improved
Teacher Leader Program (n = 12)	67%	92%	42%	33%	100%	92%	0%	83%	100%
Executive Leader Empowerment (n = 5)	40%	80%	60%	80%	100%	40%	60%	100%	60%
Master Principal Program (n = 15)	60%	80%	33%	69%	88%	25%	63%	94%	44%
Instructional Leader Empowerment (n = 9)	33%	100%	67%	56%	89%	78%	22%	100%	89%

Notes: Pre and post percentages represent the percent of participants who rated their ability as high or very high. Some participants rated their ability as high or very high prior to their participation, leaving little or no room for improvement.

4. No School Team Empowerment participants responded to the annual survey.

What other factors do participants identify as contributing to students' academic and non-academic success?

Interviewees mentioned the following factors that they believe contribute to students' academic and non-academic success:

- **Student Engagement:** Participants reported the importance of keeping students engaged and motivated. They also described mentoring students, and one principal discussed the importance of “getting students to understand why they’re learning the things they’re learning.”
- **Attendance:** Participants reported that students’ attendance, as well as low teacher turnover, contributes to students’ academic success.
- **Curriculum:** Several respondents said that having a solid curriculum makes a difference in student success, with one principal saying, “making sure teachers have a good, viable curriculum” is necessary.
- **Teachers:** Several aspects of teacher quality were reported as being contributors to students’ success. According to interviewees, prepared and knowledgeable teachers with classroom management skills and teaching strategies impact student success. One superintendent said that students are successful when “the teacher is trained in great classroom management, knows their content, has great questioning and teacher strategies, and [knows] the art of moving through a subject.” He went on to say, “When you have that capable teacher who is in your building year after year, that is a recipe for success.”

One teacher defined quality teachers, saying, “Quality teachers love their kids and are finding their kids where they are and finding ways to help them grow academically.” Another also discussed teacher efficacy, commenting that student success comes from “teachers who are brought in and believe they can make a difference.”

- **Relationships:** Many respondents spoke of relationships as contributing to students’ academic and non-academic success, as is evident by the following statements from ALA participants:

If you see your kids as a number in a grade book, that’s exactly what they are. Each one of these kids is an individual with struggles and successes, both inside and outside the classroom.

I think it’s just believing in [students], showing them love, showing them they can.

I think engagement with students has been a huge thing...and just

the love we have for our students, and they see the love we have for each other as well.

- **Non-Academic Support:** ALA participants mentioned that social-emotional learning and making sure students have their needs met are necessary for student success, as illustrated by the following comments:

[Students] have some other skills, they have some other talents, so we should be able to give them a place to show them, so like music, art, or other things. So, I believe that, you know, as a school we have to be able to give them that space and support and the tools, and that way they will be successful with non-academic things.

Non-academically, just being there and offering stuff for them after school...we've offered a maker space after school and then providing that transportation. I mean, just providing what they need so they can participate and feel like they're part of the school.

Making sure all their needs are met. Making sure teachers are in tune and in touch with what these kids' needs are.... it's whether they're hungry or clothed, or whatever the case may be.... If those needs aren't met, you can't meet their academic needs.

- **Supportive Environment:** ALA participants suggested that creating a supportive environment for students was essential for student success. One principal said that students need to know that they are supported in what they do, so they can “think outside the box and take risks knowing that they could potentially fail, yet not giving up.”

Other participants stressed the importance of supporting students by setting them up for success and recognizing how impactful it is for educators to acknowledge student success. One teacher said, “Students like to be recognized. They like incentives. Just letting them know that you notice [makes] a world of difference.” Another echoed that, saying it is important to measure growth and make “a big deal about it.”

- **Growth Mindset:** Interviewees explained that not only is it important for teachers and administrators to believe in the students, but it is also necessary that students believe in themselves. One teacher said, “If [students] believe that they can do it, if they're determined to learn, there's nobody that can stop them.” A principal suggested that “students have to believe they can achieve.”

To what extent are instructional effectiveness, school climate, and other teacher- and school-level outcomes improving over time in schools led by program participants?

On the annual survey, respondents rated their level of improvement in instructional effectiveness due to their participation in the ALA (Figure 7).⁵ Seventy-five percent or more respondents indicated that their school or district improved some or a great deal.

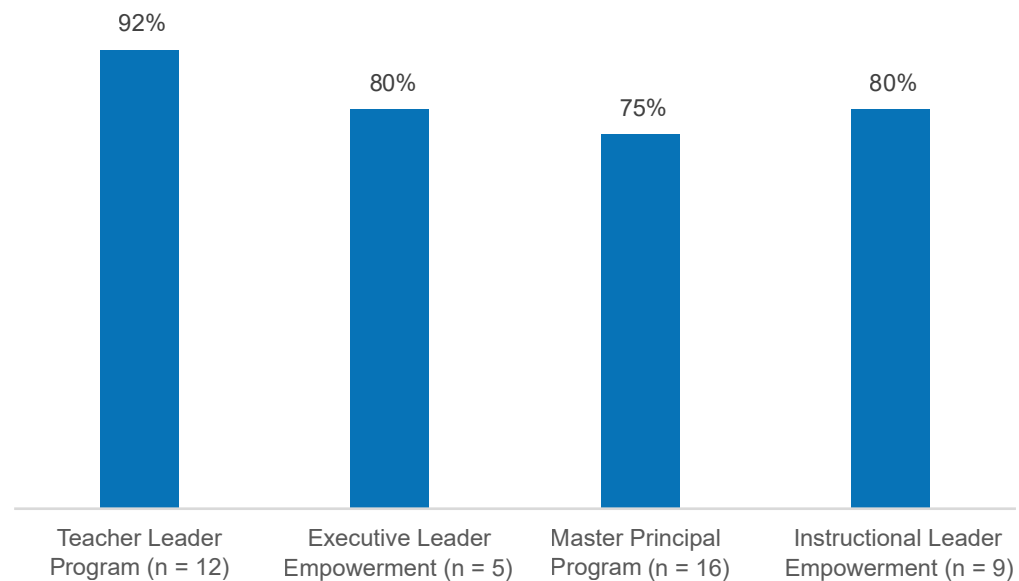


Figure 7. Percent of participants who rated the level of improvement in instructional effectiveness in their school or district as ‘some improvement’ or ‘a great deal of improvement’ due to their participation in the ALA.

Respondents to the annual survey also rated the level of improvement in school climate due to their participation in the ALA (Figure 8).⁶ Seventy-five percent or more respondents indicated that their schools’ climate improved some or a great deal.

5. Responses were provided on a 5-point Likert scale. Response options were: no improvement, little improvement, some improvement, and a great deal of improvement. There were no responses from participants in School Team Empowerment.

6. Responses were provided on a 5-point Likert scale. Response options were: no improvement, little improvement, some improvement, and a great deal of improvement. There were no responses from participants in School Team Empowerment.

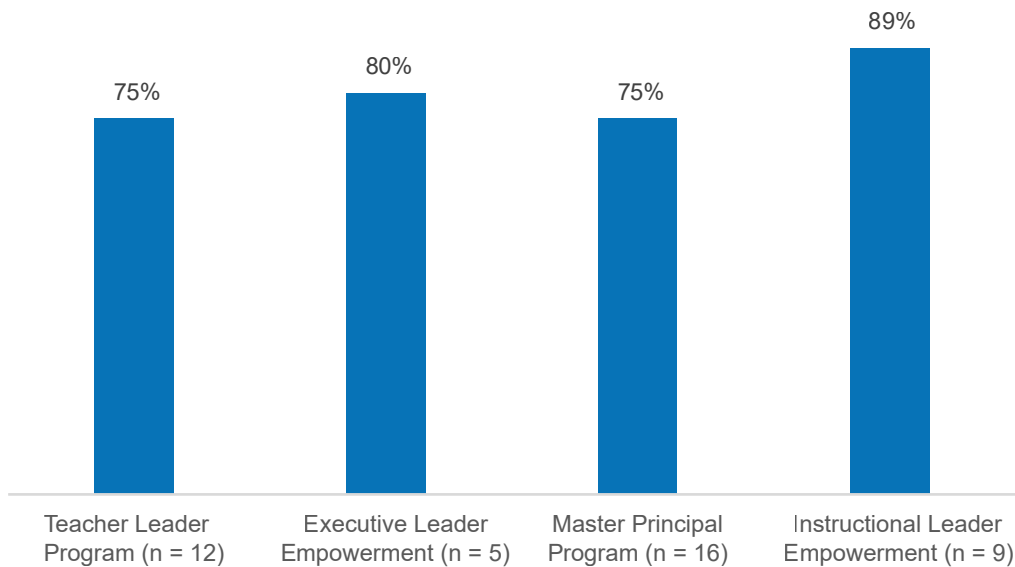


Figure 8. Percent of respondents who rated the level of improvement in school climate in their school(s) as ‘some improvement’ or ‘a great deal of improvement’ due to their participation in the ALA.

In interviews, program participants suggested ways in which instructional effectiveness, school climate, and other teacher- and school-level outcomes have improved. However, many noted that they did not have enough time in FY22 to implement changes and see the improvements they hope to see in the upcoming year.

Several participants discussed how they successfully used the protocols they received through the ALA in meetings and classrooms. One teacher talked about sharing the protocols in PLC meetings and grade-level meetings. She said, “I’ve had some [teachers] say, ‘hey, I want to facilitate this time.’ So, it’s giving everyone a sense of ownership and leadership within the school.” Another explained that she has been using the protocols in professional development, PLC meetings, and in the classroom. She said that she can tell that it has a positive effect on teachers and students because they report feeling more empowered. She went on to say, “I think it’s kind of cyclical, you know. One person believes that they can, and they can show others that they can too. Then it has kind of a ripple effect.” Another teacher said, “the protocols and norms that I’ve brought back from Teacher Leader have been exactly what we needed to get us on the right track.... People seem to really like the structure of the protocols a lot.”

Other changes are described in the following comments:

With our collaborative meetings we have, they’re going a little smoother than they have before.

I think after implementing some of the practices from Instructional

I'm seeing teachers up and teaching more. I'm seeing teachers giving more formative assessments. I'm seeing teachers collaborate more.

We have been striving for excellence...that's the culture that we have. We're going to be the best.

Before, what happened in the classroom was a lot more rigid. There was a lot more “just stay in your set and be quiet” kind of learning happening, and now we’ve got kids sitting all over the room engaged in dialogue, doing their work, and it’s just a different level of comfort in the environment. Students are better behaved. Even our discipline data has gotten better.



To what extent are student achievement and other student outcomes improving over time in schools led by program participants?

As with changes in instructional effectiveness, school climate, and teacher and school outcomes, it may be too early to see many changes in student outcomes in FY22. However, a few program participants indicated that they had noticed some improvements.

One teacher said that her students have observed her in a leadership role and giving advice to others, which has given them an understanding that a teacher's job is not just teaching. As a result, they have been more respectful of other teachers who come to her classroom seeking guidance. In addition, her students have begun thinking of themselves as student leaders, and they know they need to set the bar high and be examples to other students.

Some principals have seen evidence that their students have a stronger belief that they can be successful. One principal said:

I think now students believe that they can do it; they believe they can achieve.... everyone's really kind of stepping their game up, including the students, and they see the plan, and they see the vision, and I think they're getting on board.

Another principal attributed some student achievement outcomes to changes she has implemented in her school based on what she has learned in the ALA, saying:

This year is really exciting because we had 100% proficiency in math for our kindergarteners, and we had 70% proficiency in reading for our kindergarteners. Those are the highest levels of proficiency that we've seen so far for kindergarten...we had an 8.2% increase in our math proficiency overall, and we had a 3.9% increase in reading proficiency this year for our whole school.

Yet another principal noted that student behavior in her school has changed, explaining that the students have noticed staff giving positive affirmations and sharing encouraging things on morning announcements and in their classrooms. Additionally, all classrooms have social contracts to which they hold each other accountable. As a result, students are more communicative and recognize the positive changes in their teachers and administrators. For example, this principal had a student thank her for watching a teacher's class while the teacher finished her meeting.

Mary Jane Bradley, Dean of the College of Education and Behavioral Science at A-State, was impressed with the presentations of Master Principal Program participants detailing their action research in FY22. She said one principal presented the action research she did in reading at the

elementary level. Mary Jane recalled:

Her reading scores went up with her intervention of this reading program that they put in place. Not only did her achievement scores go up...people have noticed all over the school that when [students] go to the lunchroom, they want to take a book.



To what extent is the ALA implemented with fidelity?

Kerri White, ALA Director, defined implementation with fidelity as “we did what we said we were going to do and in the way we said we were going to do it.” She reported that the ALA has done nearly everything in the project proposal or “improved upon it with new knowledge.” An example of a modification to the proposal is how the PLC at Work® model was addressed in the Master Principal Program. Kerri explained:

When the proposal was written, it was written with the expectation that the state wanted us to have every person leaving the Master Principal Program implementing the PLC at Work® model with fidelity. What we realized after being awarded was that no one expects us to be the trainers of PLC at Work®; that is proprietary to Solution Tree, and we should not be trying to teach that model, but we should be supporting leaders in what good leadership practices are...so we've modified our program so that we are building the support structures in the leaders. We talk about professional learning communities with a lowercase PLC, not uppercase registered trademark PLC at Work.... So, we have made a modification to the Master Principal Program from what is word-for-word described in our proposal, but I think in a way that really enhances it and makes the whole system better now that we have more information.

The ALA is continuing to work on two challenging areas of the proposal. One of those areas is personalizing the Master Principal Program, which is complex due to the legal requirements and rules for the program. According to Kerri:

Our original thought process was that when somebody completes the competencies for Phase 1, they can move on to Phase 2, whenever that is....Principals enter the program with different levels of experience and expertise, so we may have someone come into the Master Principal Program Phase 1 who is already leading a professional learning community in their school and would be ready to go on to an action research project, which is something we don't typically do until Phase 2 or 3. So, why hold them back from that? At the same time, how do we make sure that they've mastered all of the content and that we don't leave them with holes if we move them forward?

Kerri went on to explain that the ALA has done a good job of individualizing the other programs. She said:

In Instructional Leader, we were severely affected by COVID. We had a lot of participants who couldn't come to our second in-person session, which were days three and four out of six. So, we've created a make-up day in September so all those people who completed [the

other sessions] are going to be able to complete the program in the fall rather than having to start all over or miss out completely.... In Teacher Leader, they go through professional development, and then they do a portfolio to demonstrate mastery. We had a couple of people who had extenuating circumstances and couldn't finish the professional development. We've encouraged them to start working on their portfolio to demonstrate mastery to us. Then we'll know the areas where they are weak, and we can have them come back and learn those pieces alongside next year's cohort so they don't miss out on the overall content and can finish out their portfolio.... That's where we're trying to get with Master Principal, and we're just trying to figure out logistically how to do that.... In the meantime, we're doing our best to make accommodations for individuals as they're progressing through the phases.

ALA is also focused on improving how it works with school boards. Kerri explained that school boards have not traditionally received professional development related to leadership through “an outside provider like the ALA.” She said that the ALA has been discussing options to engage school board members, such as creating an institute where school board members can learn more about their role in school improvement and leadership development. The ALA plans to continue these discussions to find a solution that will increase the involvement of school board members in the ALA.



“ Thank you for such an incredible opportunity! Yesterday was not only a lot of fun for me, but I took away tools/ ideas that I can already begin implementing. I look forward to the rest of the program! ”

— Teacher Leader Program participant

How successful is the project at achieving the expected numbers and diversity of participants signing up for the project?

The ALA exceeded the expected participation numbers, and in many cases, the number of participants was double what they were expecting to serve. There were 493 Reach participants, which was 64% higher than the target of 300. In ALAC, 135 teachers, teacher leaders, principals, and other building leaders participated, which exceeded the target of 75 by 80%. There were 217 ALAC participants in total.

Kerri White spoke about the geographical diversity of the participants in FY22:

In terms of diversity, we had participation in Reach from every co-op region in the state, so that was incredibly exciting. In terms of rural, urban, and suburban, we're really diverse. I feel like we've got a nice balance there in both Reach and in our cohort programs.

In FY22, ALA Reach participants represented all 15 education service cooperatives, 58 of Arkansas's 75 counties, and all six regions. ALAC participants represented all 15 education service cooperatives, 51 counties, and all six regions. Kerri mentioned that though all the cooperatives were represented, the number of participants in each cooperative varied, with some cooperatives having very few participants. Kerri hypothesized that "some of that has to do with the physical demands of getting to wherever the events are." The ALA has moved some events to Little Rock, making them more accessible for some; however, participation in the ALA's events often necessitates travel and lodging, a cost many districts cannot afford. Another reason participation might be lower in some areas is a lack of awareness of the ALA's offerings. Kerri said that to address this, the ALA will be:

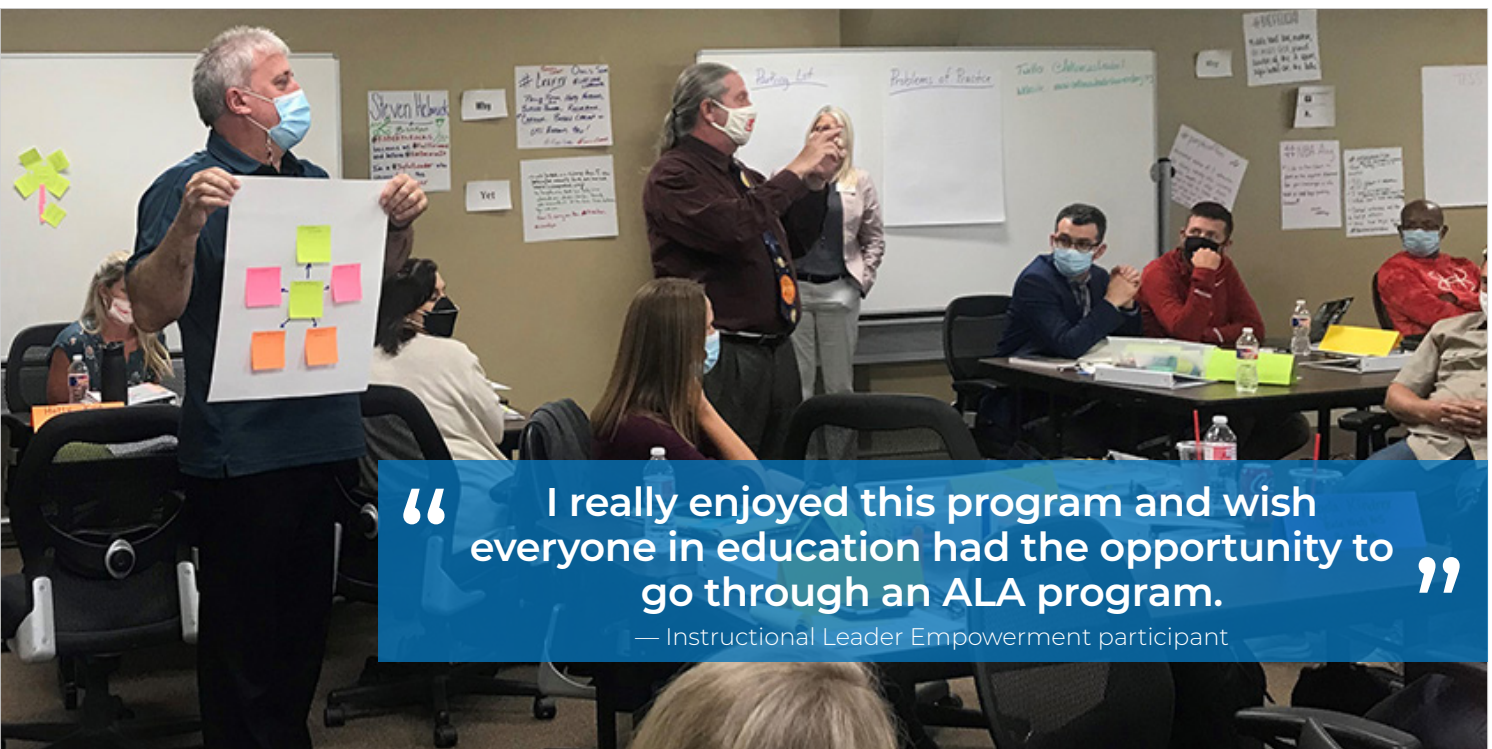
...working this summer to be visible at all the places that people go and then we're going to do some really heavy investment in the co-op meetings throughout next school year. [We will] be on tour, going to co-op meetings just to meet the superintendents themselves and say, "Here's what we have to offer you."

Regarding diversity in school type, Kerri explained:

In terms of charter and traditional, we are a little heavily skewed charter, but that is in part because charter schools weren't able to participate in some of the programs in the past.... I think as we're going into next year, that evens out a little bit, and then the following year, I anticipate it will be much more proportional to the state as whole.

Kerri went on to discuss racial and ethnic diversity, saying:

In terms of racial diversity, we have struggled. I wish I could say that the primary reason is because the workforce is not as diverse as the state. Although I do think that's a factor, because it's true, I don't think it's the only reason. I think we have to be more intentional to recruit from diverse populations for this upcoming cohort. But one of our greatest challenges...is that we don't have much ethnic or racial diversity among our staff. Our facilitators, our coordinators, the people who are in leadership roles look very similar and have very similar backgrounds. So that's something that we would like to change, so we are being very intentional about recruiting presenters who have racial and ethnic backgrounds that are different from ours. I hope that will improve the diversity of our participants going forward.



“ I really enjoyed this program and wish everyone in education had the opportunity to go through an ALA program. ”
— Instructional Leader Empowerment participant

To what extent are the interventions and services provided as described?

The annual survey asked respondents to rate on a 5-point Likert scale⁷ if the ALA services were provided as described. All respondents who participated in the Teacher Leader Program, Executive Leader Empowerment, and Instructional Leader Empowerment agreed or strongly agreed that the services were provided as described. Half of the Master Principal Program respondents agreed or strongly agreed (Figure 9).⁸

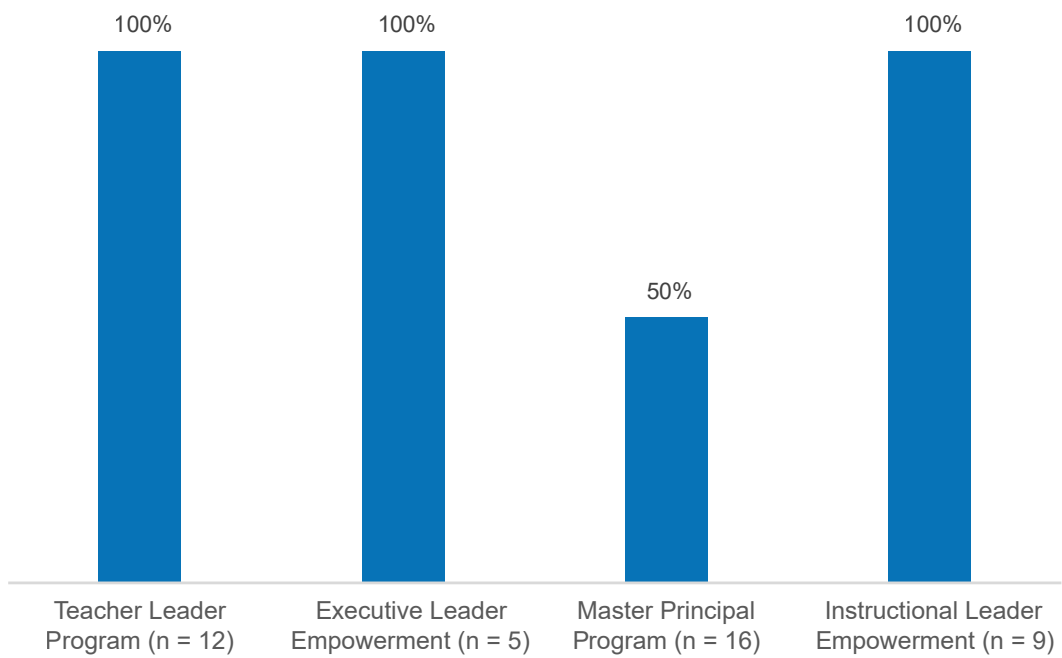


Figure 9. Percent of participants who agreed or strongly agreed that the ALA program services were provided as described.

Kerri explained the Master Principal Program participants’ responses to this question:

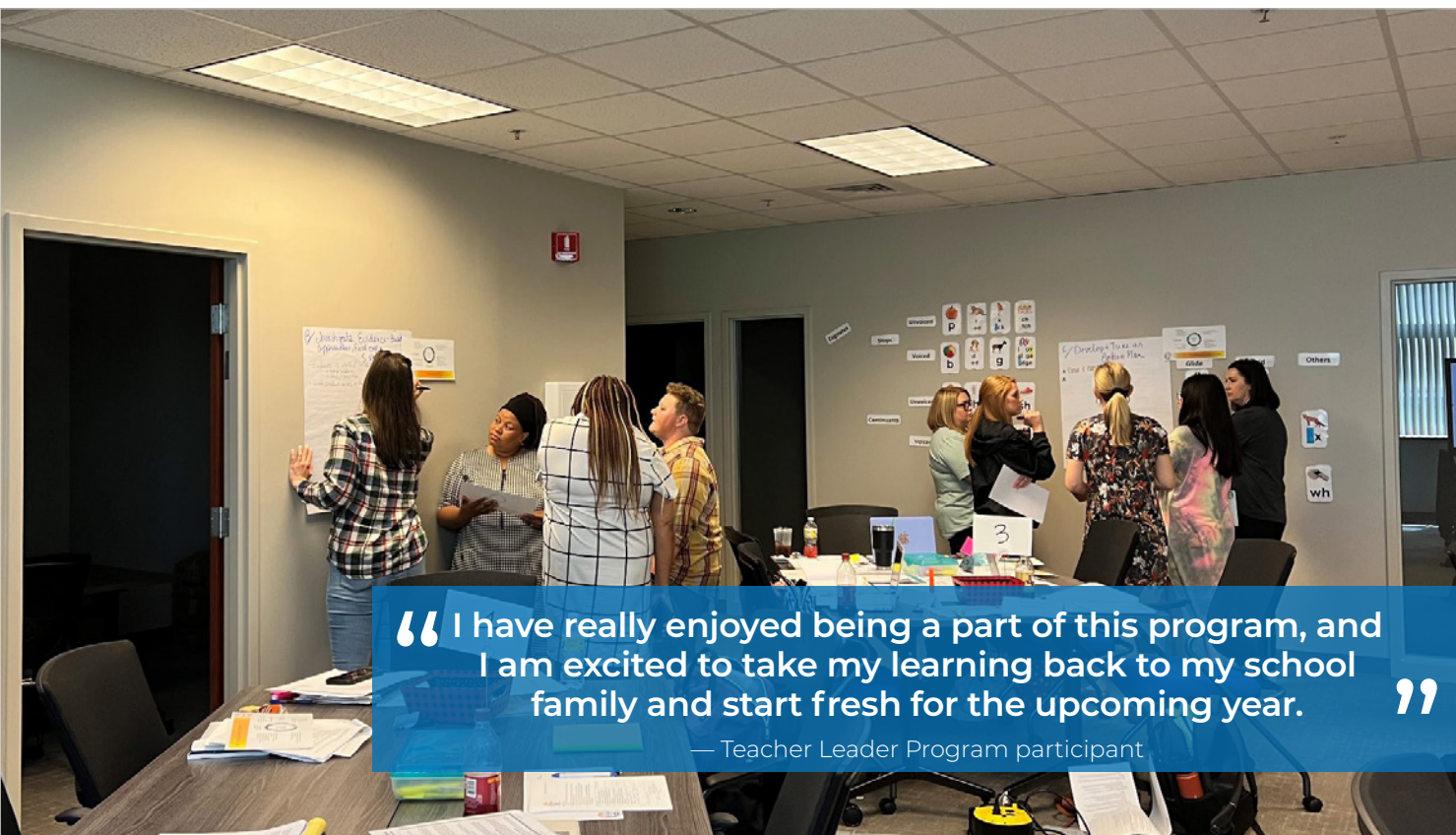
The Master Principal Program is unique among the ALA initiatives in that participants are in the program for three years. That means that those who started Phase 1 or Phase 2 with the previous operator completed Phase 2 or Phase 3 with us. In this transition year, some of those participants felt like the program changed too much from their previous experience. Others told us that this was their best year in the program. We know that transitions are hard - in fact, one of the major topics we cover in the Master Principal Program is how to lead change in an organization. It’s hard! In this case, the Master Principal Program participants were undergoing an external change that none of them were consulted on before it happened.

7. Response options were: strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.
8. No participants in School Team Empowerment responded to the annual survey.

While we did our best to manage their expectations by explaining what was intended to be different in this program from how it had previously been designed, and while we made many modifications throughout the year to meet their transitional needs, some still found that what they were expecting from two or three years ago when they first applied for the program wasn't fully experienced this transitional year. To us, that doesn't mean that the program wasn't implemented as we intended, but it may not feel as though it was implemented in the way the participants had it explained to them in years past. Moving forward, we anticipate that those participants who began their three-year program with us will find the program to be implemented as intended.

To what extent are the interventions and services provided on time and within budget?

According to Kerri White, the ALA completed all the interventions and services they proposed in the promised timeframe; however, some cohorts will be on an earlier schedule going forward, as some cohorts did not start until November, December, or January due to FY22 being a transition year for the ALA.



“ I have really enjoyed being a part of this program, and I am excited to take my learning back to my school family and start fresh for the upcoming year. ”

— Teacher Leader Program participant

In terms of budget, Kerri explained that the ALA is under budget this year. She said:

Being a transition year, there are things that we will budget for differently going forward, but overall, our totals are under budget, and we will actually have some surplus from this first year that will carry over into next year. [The surplus] is primarily around us being very cautious throughout the year to make sure that we didn't overspend, and that we were not fully staffed at the beginning of the year.

To what extent do participants fully participate in and complete the course of project services?

All ALAC program leads reported that program participants fully participated in and completed their program with a few exceptions.

Jeana Williams, Instructional Leader Empowerment program lead, said, "I felt like [program participants] were all fully engaged...I felt like they were all pretty eager to be here every time." She explained that only one person could not attend a session due to conflicting training required by her school district.

Ken Rich, program lead for Executive Leader Empowerment, spoke about attendance in the Executive Leader Empowerment program. He explained that some superintendents found it necessary to miss sessions due to important issues in their school district that took priority over the program. He explained some reasons for absences, saying:

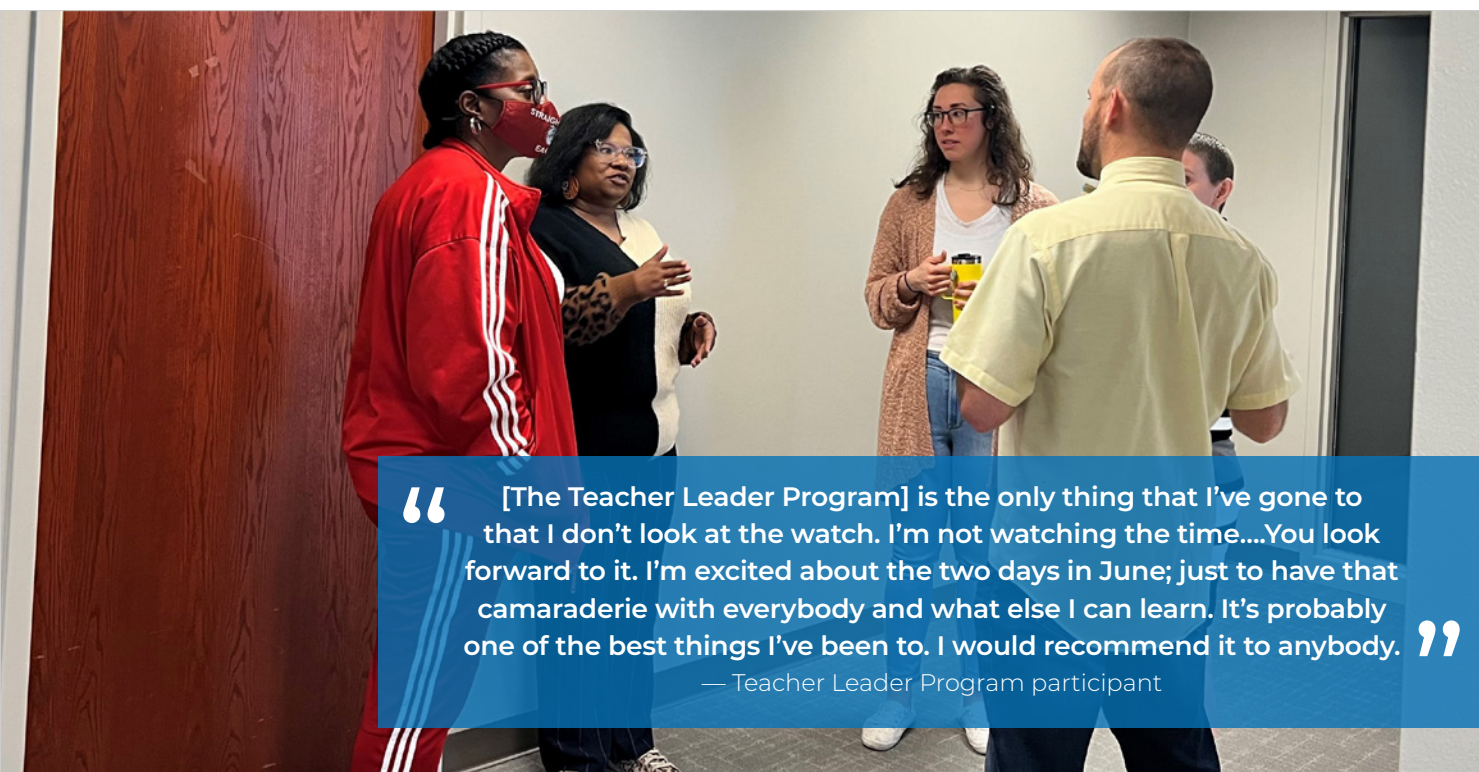
There is no certification when you finish this program, there's no money tied to it, there's no degree tied to it, there's no certification tied to it, there's no extra spot on your license; it's just professional development. If there is something going on in the district that causes the school leader to have to change plans and not be there, I'm very understanding of that because I've been a school leader, and I know that's what comes first.

Dondi Frisinger, Master Principal Program lead, said that engagement and participation in the program varied, particularly for the virtual sessions. Participants also mentioned their struggles with the virtual sessions, explaining that it was difficult to stay engaged virtually for a long time, especially when they were regularly interrupted by issues in their school. Some tried to participate in the virtual sessions from other locations, such as their cooperative or home, but others were not able to do so. Some lacked reliable internet at their homes, while others could not get approval from their supervisors to work from an alternate location. Another reason for lack of participation was related to attendance. Attendance issues were primarily related to weather or other mandatory training that took place at the same time as Master Principal Program sessions. Seven Master

Principal Program participants withdrew from the program for various reasons.

Nicole Covey, Teacher Leader Program lead, said that there was some absenteeism, though “there wasn’t a huge absentee issue.” However, because the program began late in the school year, teachers could not complete their action research and portfolios. They will continue working on those in the upcoming school year, and those who missed sessions will be able to make up the sessions they missed by attending sessions with the next cohort. Despite these issues, Nicole said, “I feel like engagement within the sessions was extremely high.” Three Teacher Leader Program participants withdrew from the program during the year.

Melody Morgan, program lead for School Team Empowerment, reported that the nine school teams in School Team Empowerment “were there the whole time, and they committed, and they stayed with it. They were there every single time we met. They also engaged between January and February and February and March with the two virtual coaches – all nine teams.”



“ [The Teacher Leader Program] is the only thing that I’ve gone to that I don’t look at the watch. I’m not watching the time....You look forward to it. I’m excited about the two days in June; just to have that camaraderie with everybody and what else I can learn. It’s probably one of the best things I’ve been to. I would recommend it to anybody. ”

— Teacher Leader Program participant

To what extent do project participants view the professional learning, coaching, peer networking, and other ALA capacity-building services as being of high-quality, useful, and relevant?

Annual survey respondents rated their agreement with statements concerning the **quality** of the program sessions they attended.⁹ For the Teacher Leader Program, Executive Leader Empowerment, and Instructional Leader Empowerment, all participants agreed or strongly agreed that the sessions were high quality; 69% of those in the Master Principal Program agreed or strongly agreed. On the end-of-session surveys, more than 90% of participants in all programs agreed or strongly agreed that the sessions were high quality (Figure 10).

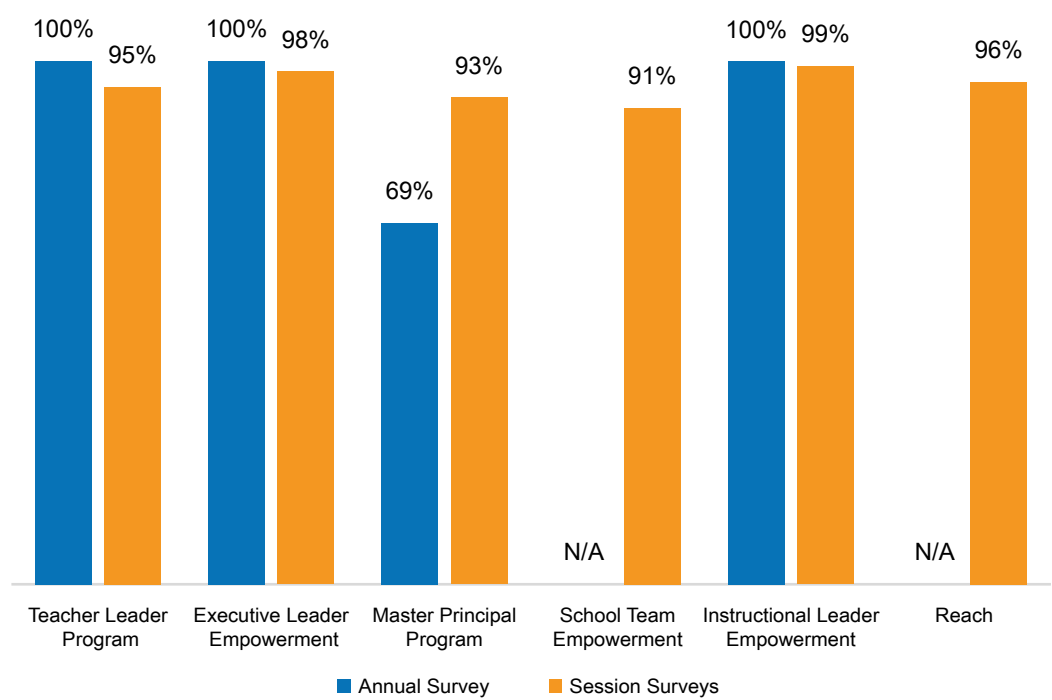


Figure 10. Percent of participants who agreed or strongly agreed that the ALA program services were high quality. Number of survey responses: TLP = 12 annual, 138 session (5 surveys); ELE = 5 annual; 43 session (3 surveys); MPP = 16 annual; 249 session (8 surveys; one Reach survey not included); STE = 0 annual; 104 session (3 surveys; one Reach survey not included); ILE = 9 annual; 126 session (3 surveys); Reach = 0 annual; 403 session (26 surveys; 8 surveys had too few responses).

9. Response options were: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. There were no responses from participants in School Team Empowerment or Reach

Annual survey respondents rated their agreement with statements concerning the **relevance** of the program sessions they attended.¹⁰ For the Teacher Leader Program, Executive Leader Empowerment, and Instructional Leader Empowerment, over 90% of participants agreed or strongly agreed that the sessions were relevant; 69% of those in the Master Principal Program agreed or strongly agreed. On the end-of-session surveys, at least 89% of participants in all programs agreed or strongly agreed that the sessions were relevant (Figure 11).

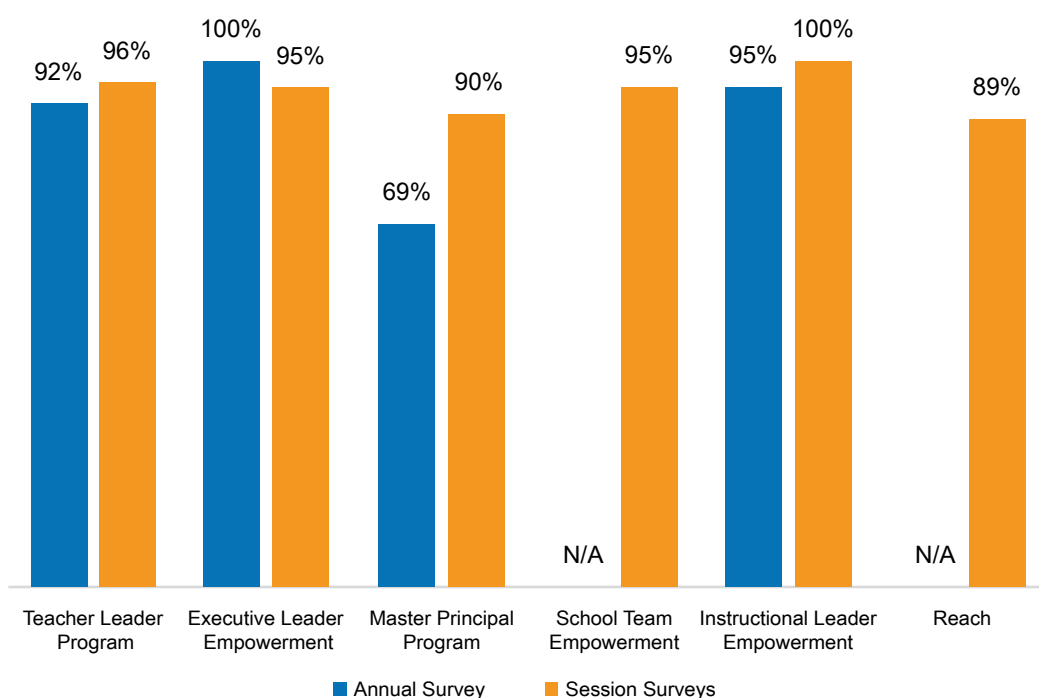


Figure 11. Percent of participants who agreed or strongly agreed that the ALA program services were relevant. Number of survey responses: TLP = 12 annual, 138 session (5 surveys); ELE = 5 annual; 43 session (3 surveys); MPP = 16 annual; 249 session (8 surveys; one Reach survey not included); STE = 0 annual; 104 session (3 surveys; one Reach survey not included); ILE = 9 annual; 126 session (3 surveys); Reach = 0 annual; 403 session (26 surveys; 8 surveys had too few responses).

10. Response options were: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. There were no responses from participants in School Team Empowerment or Reach.

Annual survey respondents rated their agreement with statements concerning the **usefulness** of the program sessions they attended.¹¹ For the Teacher Leader Program, Executive Leader Empowerment, and Instructional Leader Empowerment, over 90% of participants agreed or strongly agreed that the sessions were useful; 75% of those in the Master Principal Program agreed or strongly agreed. On the end-of-session surveys, at least 89% of participants in all programs agreed or strongly agreed that the sessions were useful (Figure 12).

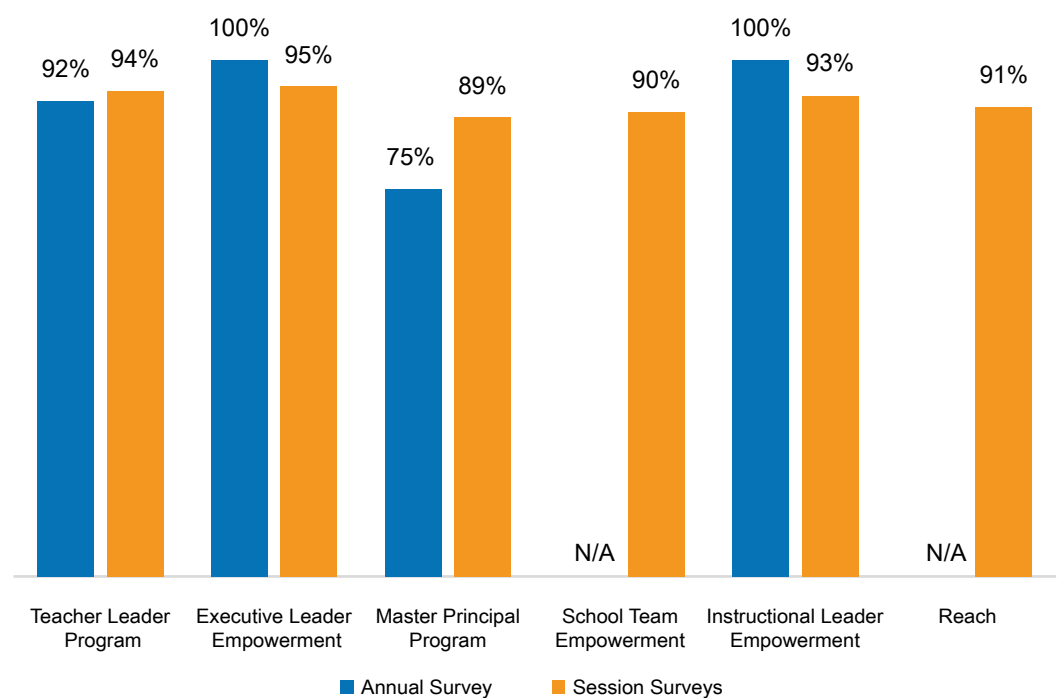


Figure 12. Percent of participants who agreed or strongly agreed that the ALA program services were useful. Number of survey responses: TLP = 12 annual, 138 session (5 surveys); ELE = 5 annual; 43 session (3 surveys); MPP = 16 annual; 249 session (8 surveys; one Reach survey not included); STE = 0 annual; 104 session (3 surveys; one Reach survey not included); ILE = 9 annual; 126 session (3 surveys); Reach = 0 annual; 403 session (26 surveys; 8 surveys had too few responses).

11. Response options were: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. There were no responses from participants in School Team Empowerment or Reach.

On the end-of-session surveys, participants rated their overall satisfaction with the sessions (Figure 13).¹² At least 87% of participants reported that they were satisfied or very satisfied with the sessions.

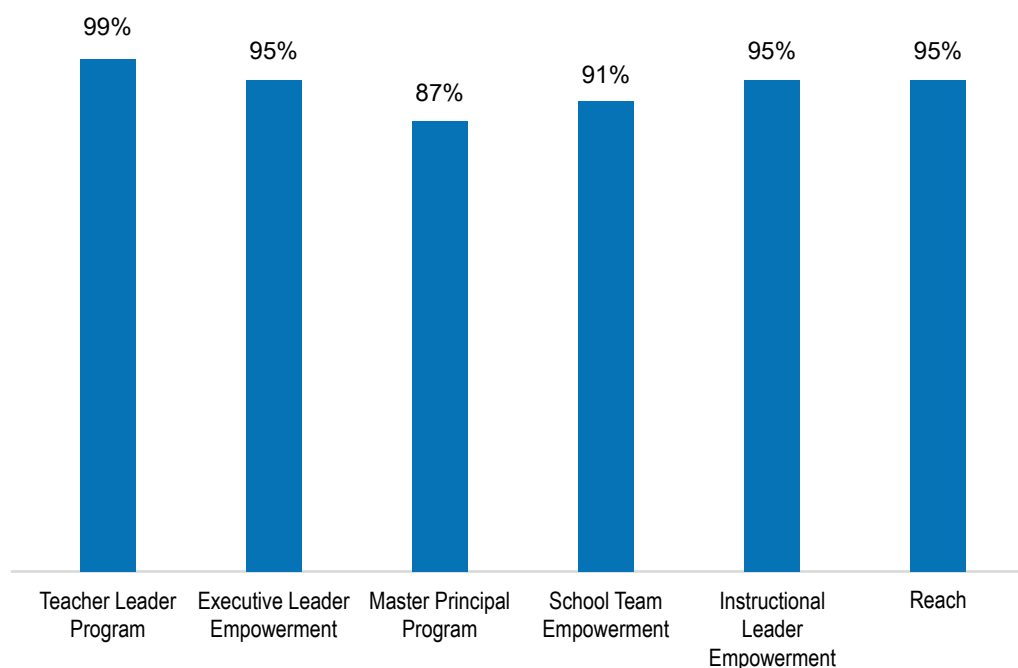


Figure 13. Percent of participants who rated their overall satisfaction with the ALA program sessions as high or very high. Number of survey responses: TLP = 138 (5 surveys); ELE = 43 session (3 surveys); MPP = 249 session (8 surveys; one Reach survey not included); STE = 104 session (3 surveys; one Reach survey not included); ILE = 126 session (3 surveys); Reach = 403 session (26 surveys; 8 surveys had too few responses).

12. Response options were: very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, very dissatisfied.

What are the successes and challenges with implementation?

ALA program leads reported several successes with the implementation of their program. Program content was one of the most commonly cited successes of program implementation. Jeana Williams talked about the success of the Instructional Leader Empowerment program and attributed that success to the high-quality content and the planning preparation that went into each session. She said:

Based on [participant feedback], I felt like the content was successful because I could tell that learning had happened based on how they would come back and talk about their action plan. They had put things in place.... I feel like, based on conversations, based on feedback, based on observations, and listening to the things that [participants were] sharing, that they achieved the learning outcomes.

Jenni Donohoo, an expert consultant for the Instructional Leader Program, echoed this, saying, “we have evidence that [participants are] taking what they’re learning and applying it in their practice.”

Melody Morgan felt that the program was able to cover a lot of material in only four School Team Empowerment sessions (one of which was virtual to minimize the amount of time teams had to be away from their schools). She explained that, despite few sessions, they were able to “go very deep with the learning.” She attributed their success to the virtual coaching that the school teams received between sessions, saying that the coaches helped participants move the work forward and may have “created a mechanism of accountability.” Additionally, a decision was made to extend the program into FY23 to allow participants to engage in a growth opportunity in which they will develop adult coaching skills. As Melody explained, “I feel like it’s just one more way that we can provide a strengthening piece to make them better in their performance.”

Content experts and speakers who participated in the development and delivery of the sessions contributed to the overall success of content implementation for several of the ALA programs. For example, Nicole Covey discussed the success she and Jenni had in implementing the content for the Teacher Leader Program:

I designed the Teacher Leader curriculum, and Jenni brought it to life.... She really took everything that we had all designed and agreed upon and felt was important, and she just gave it feet. I mean, it just took off, and I feel like we did a good job of bringing that vision to life.

In the School Team Empowerment program, Melody explained that Peter DeWitt, expert consultant, learned about the composition of the school teams (e.g., librarian, principal, teacher) prior to the sessions,

which allowed him to differentiate his instruction and make personal connections with the participants, which the participants appreciated.

Ken Rich said that there were several speakers in Executive Leader Empowerment who were well-received. A veteran superintendent, Dr. Bob Thompson, presented on practical leadership, which positively impacted participants. Ken reported receiving phone calls, texts, and comments from program participants about the ways in which they were changing their approach to leadership based on Dr. Thompson's advice. Another speaker, an executive leader from Caterpillar, discussed aspects of leadership that apply no matter the business or field in which the leader works. For example, "being able to deal with other people, being transparent, and having good communication skills" are important for all leaders. In addition to these speakers, legislators and panels of veteran superintendents participated in sessions, which allowed participants to network and learn from them. Participants discussed how valuable they found these presenters and expressed their intention to apply what they learned to their work.

In addition to successes with program content and speakers, program leads reported various other achievements. Dondi Frisinger spoke about her work to simplify the Master Principal designation process by making changes to the application, rubric, and scoring process. She explained that those changes are incomplete, but she hopes the work to streamline the process will continue.

Jeana described a success she had when an in-person Instruction Leader Empowerment session had to be moved to virtual at the last minute due to inclement weather. She said that, though it was challenging to make the change so quickly, the session was a success. Kerri worked with Jeana on that session and said, "people said it was the best online learning they've ever had in their lives." Though the successful transition from in-person to virtual was a great success, one of Jeana's biggest successes, she said, was when a participant messaged her, "I'm a better administrator because of you." In addition to the positive feedback about the program, participants "begged" for a second year of the program because they "were hungry for more."

Brandy Baldwin, Reach lead, remarked that the Reach program did not exist before FY22, so the development and implementation of Reach was a success in and of itself. Further, the program exceeded its target of 300 participants by 64%.

Kerri White reported successes with the overall implementation of the ALA. She explained that they set a "high bar" and "promised a lot" in their proposal. The ALA implemented their plan with fidelity and "did it in a way that the participants overall seemed pleased with the work, satisfied with the work, with many of them saying it's changed their practice." Kerri attributes the success of the ALA to the partnership and collaboration of

the ALA's partners, consultants, and staff.

While there were many successes with the ALA in FY22, there were a few challenges. Several programs struggled with issues related to participant absences. Melody explained that there were times when a team member needed to step away from a School Team Empowerment session to address something at their school. She said that when one team member is pulled away from the session, they miss the content that the rest of their team is learning, which could affect their ability to work as a team. Ken noted a similar issue in Executive Leader Empowerment, saying that when a participant misses a session, it becomes difficult for them to connect one session to another. Going forward, the ALA will continue emphasizing the importance of attending sessions. Additionally, several participants will be able to make up sessions they missed in FY22 by attending FY23 sessions.

Weather and COVID created challenges for the ALA. Some participants or their loved ones contracted or were exposed to COVID, leading to absences. Snowstorms, tornadoes, and other weather-related issues also resulted in absences and session modifications. However, though there were difficulties due to weather and COVID, the ALA project leads pivoted from in-person events to virtual, rescheduled events, or created opportunities for participants to make up missed sessions.

Logistical issues also presented some challenges. One issue with logistics concerned finding locations and venues for ALA events that were affordable, easily accessible to participants, and provided ample space for attendees to participate in sessions comfortably and safely. However, the ALA overcame these challenges and learned how to address location and venue issues in the future. An additional logistics concern was determining which of the ALA's partners was responsible for different aspects of the implementation. Though this was a challenge in their transition year, Kerri explained:

We have gotten a lot more clear as we've gone on. We're not perfect at it, but we're getting a lot better.... I think a lot of it was just getting the plane off the ground and learning how to work with each other, learning each other's leadership styles, personalities, communication strategies, and I think that will continue to get better over time.

Several program leads discussed the challenges of implementing the programs to meet the needs of participants with different skills, backgrounds, knowledge, experience, and roles. As Jeana explained, "That's what I spent the most time really thinking and planning for was, how do I make everything real and relevant for such a diverse audience?" Melody and Peter described how this issue presented itself and was addressed in School Team Empowerment. In one of the sessions, Peter noticed during his presentation that several participants appeared confused. He addressed the group, asking them to discuss their confusion,

and he realized that he was using language with which about one-third of the group was unfamiliar. So, he backtracked, slowed down, and discussed the concepts in a more practical way. He reported that this adjustment helped him engage the group and improved the participants' understanding.

Program leads shared other challenges with planning and implementation, saying they had so much content to present that they did not have enough time for participants to process and discuss what they learned.

Some program leads reported feeling isolated, which created challenges. For example, Dondi expressed that, though she had the support of the ALA staff, she often felt she was working in a silo and found it challenging to step into the role as the Master Principal Program lead with little guidance and expertise. Nicole also remarked that planning and implementing the Teacher Leader Program for the first time presented challenges. Despite these challenges, the ALA staff felt that the programs were a success, and they learned lessons they will apply to the programs in the upcoming year.



“ I think the work we’re doing in the Teacher Leader program is resulting in better teacher leaders who are not only positively influencing student achievement in their own classrooms, but I think they’re positively influencing the practices of their colleagues, which means it will spread to further students that way as well. ”

— Dr. Jenni Donohoo, expert consultant

How do DESE and partners contribute to the success of the ALA?

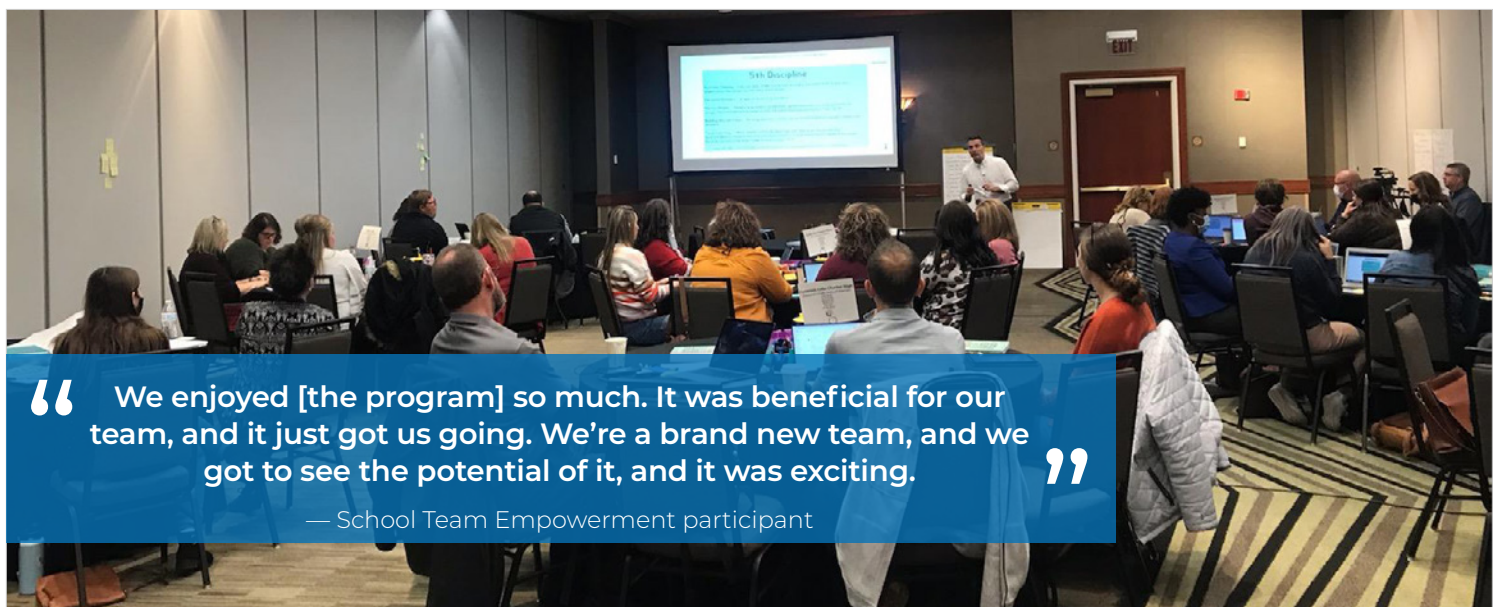
Interviewees spoke about several ways in which DESE and partners contribute to the success of the ALA. Ouida Newton, Arkansas State Board Chair, explained that an important way that DESE and partners contribute is by aligning the ALA program content with the state initiatives and legislated programs. She said, “I think that alignment is where everything comes together, and it’s just one task to make schools better and [provide] better opportunities for students.”

Karli Saracini, Assistant Commissioner of Educator Effectiveness and Licensure at DESE, described the partnerships and contributions, saying:

We have an open line of communication, and then we meet. I know that several of my staff even read and scored for Master Principal, so I think we work really well together. I know that it helps me that we have a great working relationship with APSRC, as well as Dr. Kerri White. I’ve known her for several years, so I think it’s just having those relationships has made it to where DESE has had a great working relationship with [the ALA].

Kerri White also spoke about the importance of the collaboration and relationships between the ALA and DESE and partners:

I love the way our three main partners and our subcontractors and DESE and every stakeholder who serves on our committees gives us feedback. I like how we are all coming at this with different perspectives, and by sharing those perspectives in a constructive way, we are getting better at what we do.



“

We enjoyed [the program] so much. It was beneficial for our team, and it just got us going. We’re a brand new team, and we got to see the potential of it, and it was exciting.

”

— School Team Empowerment participant

Objectives and Targets¹³

Continuous School Improvement

Objective 1: Provide professional learning and capacity-building services to a wide range of educational leaders with equitable representation from all geographic regions.

Target 1. By 2022, and each year thereafter, at least 300 Arkansas educational leaders will participate in an ALA Reach service.

There were 493 unique participants in ALA Reach sessions in FY22, which exceeded the target of 300 by 64%.

Target 2. By 2022, and each year thereafter, ALA Reach service participants will represent all geographic regions.

In FY22, ALA Reach participants represented all 15 education service cooperatives (Table 2),¹⁴ 58 of Arkansas's 75 counties, and all six regions (Figure 14).



13. Objectives and targets for FY23 and beyond are not included in this report

14. Some school districts and charter schools do not participate in education service cooperatives.

Table 2 - Number of ALA Reach Participants in Each Education Service Cooperative

Education Service Cooperative	# of Participants
Arch Ford Education Service Cooperative	28
Arkansas River Education Service Center	6
Crowley's Ridge Education Service Cooperative	52
Dawson Education Service Cooperative	23
DeQueen-Mena Education Service Cooperative	15
Great Rivers Education Service Cooperative	19
Guy Fenter Education Service Cooperative	30
North Central Arkansas Education Service Cooperative	16
Northeast Arkansas Education Service Cooperative	9
Northwest Arkansas Education Service Cooperative	78
Ozarks Unlimited Resources Education Service Cooperative	7
South Central Education Service Cooperative	3
Southeast Arkansas Education Service Cooperative	15
Southwest Arkansas Education Service Cooperative	15
Wilbur D. Mills Education Service Cooperative	52

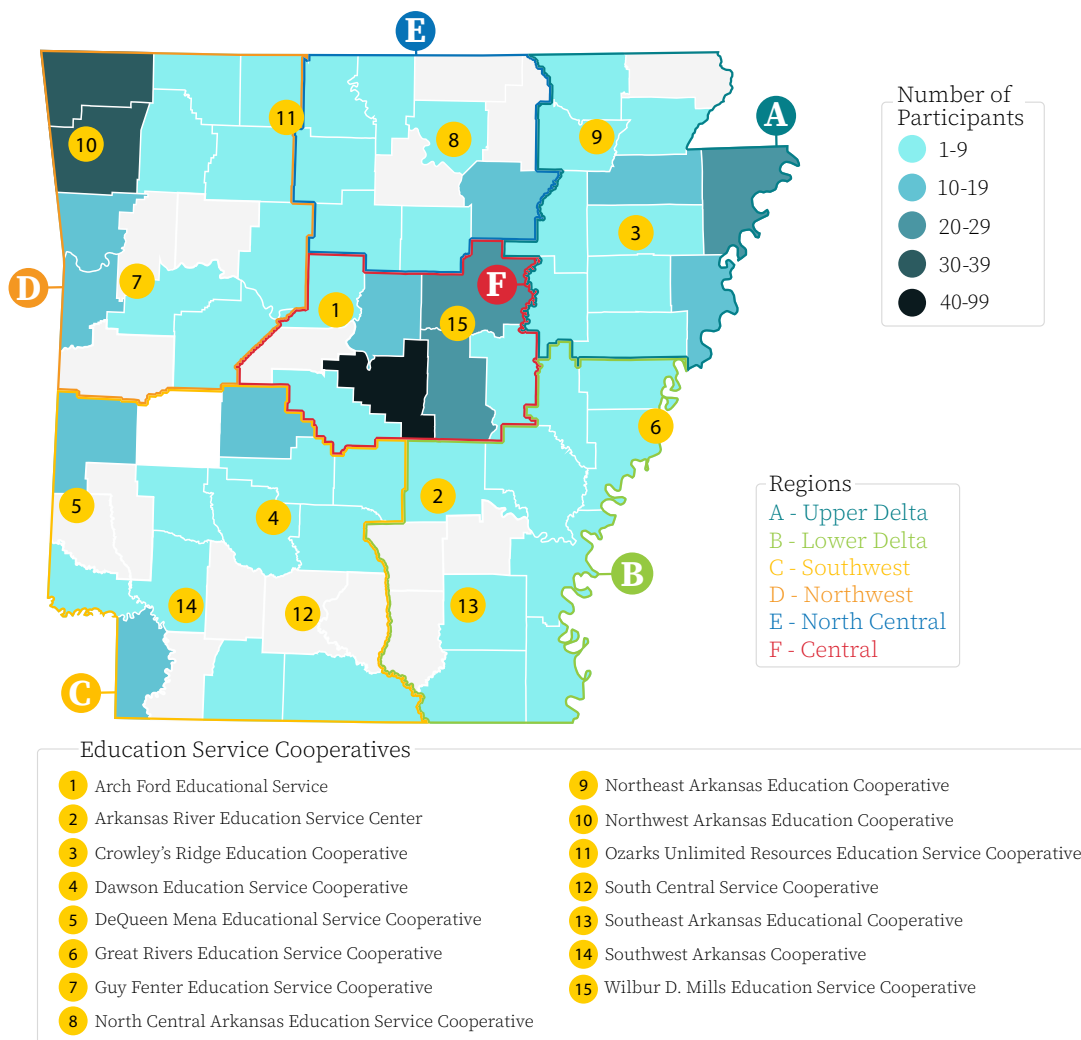


Figure 14. Reach participant map (40 participants did not provide their county; n = 493)

Objective 2: Provide ALAC professional learning and capacity-building services to a wide representation of teachers, principals, and other building leaders with equitable representation from all geographic regions.

Target 1. By 2022, and each year thereafter, at least 75 Arkansas teachers, teacher leaders, principals, and other building leaders will participate in ALAC (excluding the Master Principal Program).

In FY22, the ALA exceeded its target of 75 ALAC participants who were teachers, teacher leaders, principals, and other building leaders by 80%. There were 31 participants in the Teacher Leader Program,¹⁵ 49 in Instructional Leader Empowerment, and 55 in School Team Empowerment (9 teams) for a total of 135 ALAC participants.

Target 2. By 2022, and each year thereafter, ALAC teacher, teacher leader, principal, and other building leader participants will represent all geographic regions.

In FY22, ALAC participants represented 11 of the 15 education service cooperatives (Table 3), 23 of Arkansas's 75 counties, and five of the six regions (Figure 15).

15. Three Teacher Leader Program participants withdrew from the program during the year.

Table 3 - Number of ALAC Participants in Each Education Service Cooperative

Education Service Cooperative	# of Participants
Arch Ford Education Service Cooperative	5
Arkansas River Education Service Center	0
Crowley's Ridge Education Service Cooperative	10
Dawson Education Service Cooperative	6
DeQueen-Mena Education Service Cooperative	8
Great Rivers Education Service Cooperative	2
Guy Fenter Education Service Cooperative	7
North Central Arkansas Education Service Cooperative	0
Northeast Arkansas Education Service Cooperative	3
Northwest Arkansas Education Service Cooperative	2
Ozarks Unlimited Resources Education Service Cooperative	1
South Central Education Service Cooperative	2
Southeast Arkansas Education Service Cooperative	0
Southwest Arkansas Education Service Cooperative	0
Wilbur D. Mills Education Service Cooperative	18

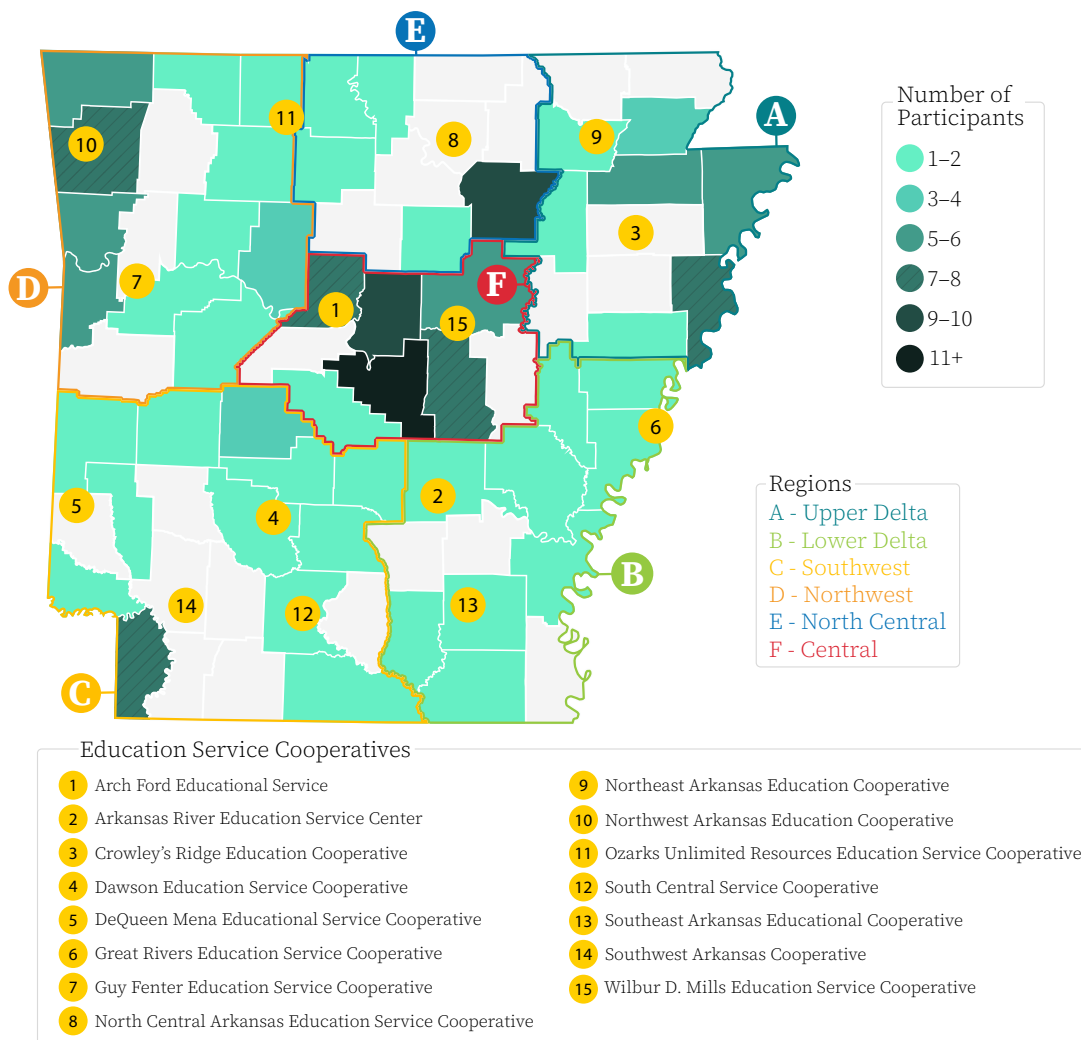


Figure 15. ALAC participant map (all participants)

Objective 3: Increase teachers' understanding of their role in school improvement through continuous cycles of inquiry.

Target 1. By 2022, and each year thereafter, teacher and teacher leader participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points, on average, over baseline (5 pt. scale) for items related to self-efficacy in school improvement leadership practices.

Teachers' and teacher leaders' self-efficacy in school improvement leadership practices was measured through general questions on the **annual participant survey** and specific questions about changes in knowledge, skills, and abilities on **session surveys**.

The **annual participant survey** included five items related to self-efficacy in school improvement leadership practices for participants in the Teacher Leader Program, which were adapted from Bandura's Teacher Self-Efficacy Scale (Bandura, 2006). The survey items were as follows:

Please rate your ability to:

- influence the decisions that are made in your school.
- assist parents in helping their children do well in school.
- get students to trust teachers.
- enhance collaboration between teachers and the administration to make the school run effectively.
- get students to believe they can do well in schoolwork.

These items used 5-point Likert scales,¹⁶ and participants were asked to rate their abilities prior to and after their participation in the ALA in FY22. Self-efficacy scores were created using the sum of the responses for each participant, with a total score range between 5 and 25. Higher scores indicate higher levels of self-efficacy.

Of the 31 teachers/teacher leaders in the Teacher Leader Program, 12 (39%) responded to the annual survey. The average self-efficacy score for the 12 respondents was 16.7 prior to participation in the ALA in FY22 and 20.1 after participation. All respondents indicated an improvement in their self-efficacy. The average improvement over baseline for each item was 0.68 points,¹⁷ exceeding the target of a 0.65 average point increase.

The five Teacher Leader Program **session surveys** also included items concerning changes in participants' self-efficacy related to the sessions'

16. Response options and values were: 1 = no ability, 2 = minimal ability, 3 = average ability, 4 = above average ability, 5 = advanced ability

17. Some participants rated their self-efficacy high prior to their participation in the ALA, leaving little to no room for improvement.

learning intentions. These items used the same 5-point Likert scale as the annual survey, and participants were asked to rate their knowledge and abilities before and after participating in the sessions. Higher scores indicate higher levels of self-efficacy. The average improvement over baseline for each item was 1.19 points, exceeding the target of a 0.65 average point increase.

Target 2. By 2022, and each year thereafter, principals and other school leader participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points, on average, over baseline (5 pt. scale) for items related to self-efficacy in school improvement leadership practices.

Principals' and school leaders' self-efficacy in school improvement leadership practices was measured through general questions on the **annual participant survey** and specific questions about changes in knowledge, skills, and abilities on **session surveys**.

The **annual participant survey** included five items related to self-efficacy in school improvement leadership practices for participants in the Master Principal Program, which were adapted from Tschannen-Moran & Hoy's (2009) Teacher Efficacy Scale. The survey items were as follows:

Please rate your ability to:

- facilitate student learning in your school.
- generate enthusiasm for a shared vision for your school.
- create a positive learning environment in your school.
- motivate teachers.
- shape the operational policies and procedures that are necessary to manage your school.

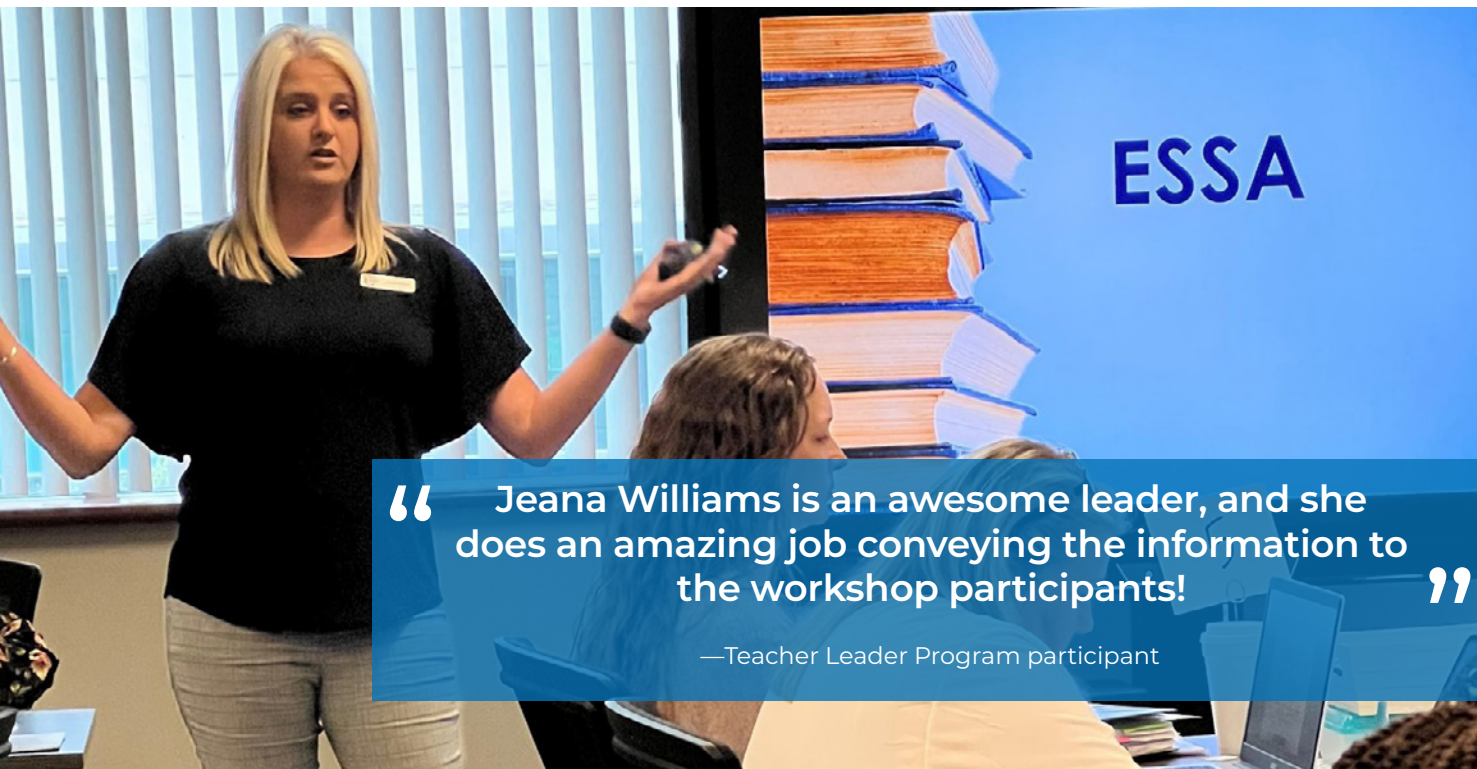
These items used 5-point Likert scales¹⁸, and participants were asked to rate their abilities prior to and after their participation in the ALA in FY22. Self-efficacy scores were created using the sum of the responses for each participant, with a total score range between 5 and 25. Higher scores indicate higher levels of self-efficacy.

Of the 62 principals/school leaders in the Master Principal Program, 16 (26%) responded to the annual survey. The average self-efficacy score for the 16 respondents was 17.7 prior to participation in the ALA in FY22 and 19.6 after participation. Sixty-nine percent of respondents indicated an improvement in their self-efficacy. The average improvement over baseline

18. Response options and values were: 1 = no ability, 2 = minimal ability, 3 = average ability, 4 = above average ability, 5 = advanced ability

for each item was 0.39 points,¹⁹ falling short of the target of a 0.65 average point increase. Missing the target could be due to the low response rate. In the upcoming year, efforts will be made to achieve a higher response rate.

The eight Master Principal Program **session surveys** also included items concerning changes in participants' self-efficacy related to the sessions' learning intentions. These items used the same 5-point Likert scale as the annual survey, and participants were asked to rate their knowledge, understanding, and abilities before and after their participation in the sessions. Higher scores indicate higher levels of self-efficacy. The average improvement over baseline for each item was 0.90 points, exceeding the target of a 0.65 average point increase.



“ Jeana Williams is an awesome leader, and she does an amazing job conveying the information to the workshop participants! ”

—Teacher Leader Program participant

19. Some participants rate their self-efficacy high prior to their participation in the ALA, leaving little to no room for improvement.

Use of Experienced Practitioners

Objective 1: Provide professional learning and capacity-building services that involve current teachers who are working in high-performing Arkansas schools.

Target 1. By 2022, and each year thereafter, at least 30% of all ALA Reach and ALAC services will include current teacher leaders in the development and/or delivery of the professional learning that is provided through the ALA.

In FY22, 3.6% of ALA Reach services (n = 28) included development and/or delivery by current Arkansas teacher leaders, falling short of the 30% target. However, in addition to the involvement of current teacher leaders, retired teacher leaders were included in the development and/or delivery of 3.6% of the sessions.

Though none of the Teacher Leader Program services involved current teacher leaders, 40% of the development and/or delivery of the services (n = 5) involved former teacher leaders who were recently promoted to different education positions.

Kerri White explained the reason current teacher leaders were not more involved in the development and/or delivery of services in FY22:

In this transition year, which was also marred by COVID, the ALA had little access to current teacher leaders who had freedom in their schedules to assist with developing or delivering services. In the upcoming year, the ALA intends to work with those teacher leaders who completed the Teacher Leader Program or School Team Empowerment in 2021-2022 to provide services targeted at teacher leaders.

Objective 2: Provide professional learning and capacity-building services that involve current administrators who are working in high-performing Arkansas schools.

Target 1. By 2022, and each year thereafter, at least 30% of all ALA Reach and ALAC services will include current administrators in the development and/or delivery of the professional learning that is provided through the ALA.

In FY22, 46% of ALA Reach services (n = 28) included development and/or delivery by current Arkansas administrators, exceeding the target. In addition, 25% of the services included current out-of-state administrators, and 46% included retired administrators.

For the Master Principal Program, Executive Leader Empowerment, School Team Empowerment, and Instructional Leader Empowerment programs (n = 16), 69% included current Arkansas administrators, exceeding the target. Additionally, 38% of sessions included current out-of-state administrators, and 75% included retired administrators.

Master Principal Program

Objective 1: Provide a career capstone professional learning and capacity-building service in the form of the Master Principal Program for experienced principals.

Target 1. By 2022, and each year thereafter, 40 Arkansas principals will enter the Master Principal Program.

In FY22, the ALA did not reach its goal of 40 Master Principal Program participants; 32 Arkansas principals entered the Master Principal Program. Kerri White explained the reason they did not meet the target:

During this transition year, the ALA was unable to do significant recruitment prior to the first application window, which was even before APSRC, A-State, and EDUTAS became the operators of the ALA. In preparation for the 2022-2023 school year, the ALA has done significant person-to-person recruitment, has contracted with individuals to help recruit in underrepresented parts of the state, and has partnered more closely with educational service cooperatives and AAEEA to identify potential participants.

In years past, certain low-performing schools were required to send their principals to the Master Principal Program. While this created an automatic pipeline of participants into the program, it also established cohorts where some of the participants had no desire to be there and to grow professionally. It has taken some time for the MPP to overcome the stigma as the place “bad” principals are “sent” to “get better.” Simultaneously, principals of those low-performing schools are less likely to apply, even if they are the ones who need the most support. In the upcoming year, the ALA intends to do specific outreach to leaders of lower-performing schools and schools in underrepresented communities to show them the value of participation by choice.

For the 2021-2022 cohort, some principals had been promised acceptance into the program if they completed a pilot program for first-year principals through the Arkansas Association for Educational Administrators (AAEA). As the new operators of the ALA, we honored that commitment made by the previous operator and DESE. AAEEA did not offer that same program in 2021-2022; therefore, this is not an automatic pipeline of participants for the upcoming 2022-2023 cohort. Without an automatic pipeline of principals, the ALA must recruit more leaders of all types and performance into the program.

Relatedly, the rules for the Master Principal Program underwent changes during the 2021-2022 school year. For the 2021-2022 cohort, the ALA did our best to operate under the previous rules,

which were officially in place, while also honoring the proposed changes, which had not been fully approved yet. One of the areas with the greatest influence on recruitment and the ALA's ability to hit our target of 40 principals entering Master Principal Phase 1 each year is the requirement of principalship experience prior to acceptance, with preference to those with more years of leadership experience. Each year, we have denied acceptance to principals in their first year and to assistant principals who are hoping to become principals in the near future.

Objective 2: Transition the Master Principal Program to a new program that aligns with the trajectory for “next level” leadership.

Target 1. By 2021, the ALA will design, advertise, and enroll participants in the Master Principal Program, which will be a new program that aligns with the trajectory for “next level” leadership.

The ALA designed the Master Principal Program to support participants in reaching the next level of their career and/or influence in leadership. It involved a variety of staff and advisors²⁰ in developing a curriculum to instill competencies that master principals need to be successful.



“

I really love the team aspect of [the ALA] because I've never felt like I was an outsider coming in alone. So, it's the camaraderie, the support. Those kinds of things have been really important.

”

— Dr. Peter DeWitt, expert consultant

20. Principals who have designated as master principals, principals who have completed the Master Principal Program but have not designated, and leaders who have received awards and recognition in the state were included.

The ALA advertised the program in several ways: (1) during a listening tour conducted in spring 2021, (2) through a commissioner's memo, (3) in emails to administrators in the state, (4) through personal contacts with principals who had completed Phase 1 or 2 of the Master Principal Program, and (5) through personal contacts with principals that the ALA's staff members knew had never participated in the Master Principal Program.

Those interested in participating in the Master Principal Program were required to complete an application. An exception was made for those who had participated in a first-year principal program pilot with the Arkansas Association of Educational Administrators (AAEA) and DESE; those participants were invited to enroll in the program without an application.

In determining whom to admit to the Master Principal Program, the ALA looks for a diverse cohort that will challenge one another to improve in different ways. They attempt to admit participants from different school sizes, parts of the state, and levels of achievement or growth in their school. They are also looking for those who honestly assess the progress they have made in their school.

All applications to the Master Principal Program are scored against the ALA's rubric. Two reviewers who are ALA staff members, designated master principals, DESE staff, or ALA committee members score the application. If there is a large discrepancy between the two scores, a third reviewer scores the application. To progress into Phase 2, Phase 3, or master principal designation, applicants must achieve a particular score. However, to be admitted into Phase 1, there is not a minimum score applicants must reach, though the application is still scored so the ALA knows how to best meet the participants' needs.

Superintendents

Objective 1: Provide professional learning and capacity-building services in partnership with state or national organizations.

Target 1. By 2022, at least 25% of the ALA services for superintendents will be developed and/or delivered in partnership with the Arkansas Association of Educational Administrators (AAEA) or The School Superintendents Association (AASA).

Ken Rich explained that in FY22, there were discussions with the AAEA regarding how they could partner. Some AAEA members and staff participated in the ALA's governance committees and provided feedback about the general direction of the program though they did not take part in the development or delivery of the sessions. The ALA plans to involve representatives of the AAEA in presentations on current leadership topics in the upcoming year.

Though the AAEA was not involved in the development or delivery of the sessions, they invited the ALA to present at the AAEA's summer conference in 2021 and a regular meeting of all superintendents hosted by the AAEA in spring 2022.

Objective 2: Increase superintendents' and other district leaders' capacity to lead leadership development and align school improvement work within their districts.

Target 1. By 2022, and each year thereafter, superintendent and other district leader participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points, on average, over baseline (5 pt. scale) for items related to self-efficacy in leadership development practices.

Superintendents' self-efficacy in leadership development practices was measured through general questions on the **annual participant survey**.

The **annual participant survey** included three items related to self-efficacy in leadership development practices for participants in Executive Leader Empowerment, which were adapted from Tschannen-Moran & Hoy's (2009) Teacher Efficacy Scale. The survey items were as follows:

Please rate your ability to:

- identify potential future leaders in your district.
- mentor newer administrators/leaders in your district.
- establish programs or policies that prepare educators for future administrative and/or leadership positions.

These items used 5-point Likert scales,²¹ and participants were asked to rate their abilities prior to and after their participation in the ALA in FY22. Self-efficacy scores were created using the sum of the responses for each participant, with a total score range between 3 and 15. Higher scores indicate higher levels of self-efficacy.

Of the 20 superintendents in Executive Leader Empowerment, five (25%) responded to the annual survey. The average self-efficacy score was 11.4 prior to participation in the ALA in FY22 and 12.6 after participation. Two respondents (40%) indicated an improvement in their self-efficacy. The average improvement over baseline for each item was 0.40 points,²² falling short of the target of a 0.65 average point increase. Missing the target could be due to the low response rate and/or the small number of questions. In the upcoming year, efforts will be made to achieve a higher response rate, and additional questions may be added to better measure self-efficacy in leadership development practices.

Target 2. By 2022, and each year thereafter, superintendent and other district leader participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points, on average, over baseline (5 pt. scale) for items related to self-efficacy in school improvement leadership practices.

Superintendents' self-efficacy in school improvement leadership practices was measured through general questions on the **annual participant survey** and specific questions about changes in knowledge, skills, and abilities on session surveys.

The **annual participant survey** included seven items related to self-efficacy in school improvement leadership practices for participants in Executive Leader Empowerment, which were adapted from Tschannen-Moran & Hoy's (2009) Teacher Efficacy Scale. The survey items were as follows:

Please rate your ability to:

- facilitate student learning in your district.
- generate enthusiasm for a shared vision in your district.
- create a positive learning environment in your district.
- motivate educators in your district.
- shape the operational policies and procedures that are necessary to manage your district.
- cope with the stress of the job.
- prioritize among competing demands of the job.

21. Response options and values were: 1 = no ability, 2 = minimal ability, 3 = average ability, 4 = above average ability, 5 = advanced ability

22. Some participants rated their self-efficacy high prior to their participation in the ALA, leaving little to no room for improvement.

These items used 5-point Likert scales,²³ and participants were asked to rate their abilities prior to and after their participation in the ALA in FY22. Self-efficacy scores were created using the sum of the responses for each participant, with a total score range between 7 and 35. Higher scores indicate higher levels of self-efficacy.

Of the 20 superintendents in Executive Leader Empowerment, five (25%) responded to the annual survey. The average self-efficacy score was 27.0 prior to participation in the ALA in FY22 and 29.6 after participation. Two respondents (40%) indicated an improvement in their self-efficacy. The average improvement over baseline for each item was 0.37 points,²⁴ falling short of the target of a 0.65 average point increase. Missing the target could be due to the low response rate. In the upcoming year, efforts will be made to achieve a higher response rate.

The three Executive Leader Empowerment **session surveys** also included items concerning changes in participants' self-efficacy related to the sessions' learning intentions. These items used the same 5-point Likert scale as the annual survey, and participants were asked to rate their knowledge, understanding, and abilities before and after their participation in the sessions. Higher scores indicate higher levels of self-efficacy. The average improvement over baseline for each item was 0.80 points, exceeding the target of a 0.65 average point increase.



“

[The most useful aspect of the program was] the opportunity to get away, to find myself, grow with myself and finding colleagues that are facing similar issues where we can talk and help each other and not feel like you're alone.”

”

—Executive Leader Empowerment participant

23. Response options and values were: 1 = no ability, 2 = minimal ability, 3 = average ability, 4 = above average, 5 = advanced ability

24. Some participants rate their self-efficacy high prior to their participation in the ALA, leaving little to no room for improvement.

School Boards

Objective 1: Provide professional learning and capacity-building services in partnership with state or national organizations.

Target 1. By 2022, at least 25% of the ALA services for school board leaders will be developed and/or delivered in partnership with the Arkansas School Boards Association (ASBA) or the National School Boards Association (NSBA) as documented by session agendas.

Ken Rich explained that the ALA had conversations with the ASBA regarding how they could partner and asked members if they would be interested in presenting with the ALA at several school board trainings. Due to competing priorities and time constraints, the ASBA could not attend those trainings; however, the ALA plans to involve the ASBA in the upcoming year.

Objective 2: Increase school board members' capacity to support leadership development and school improvement work within their districts as a result of professional learning and capacity-building services.

Target 1. By 2022, and each year thereafter, school board member participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points, on average, over baseline (5 pt. scale) for items related to self-efficacy in support of leadership development practices.

In FY22, there were no school board members who participated in ALAC programs. Kerri White explained the reason no school board members participated:

During this transition year, the ALA focused its efforts to develop school board members on broad awareness of the ALA's offerings and how these offerings can be included in a school board's plan for developing a pipeline of leaders and improving schools. Additionally, no schools chose to include school board members on their teams for School Team Empowerment. During the 2022-2023 school year, the ALA intends to develop new services that better meet the professional learning needs and time constraints of school board members.

Target 2. By 2022, and each year thereafter, school board member participants' self-report (perceptual) data on end-of-session, end-of-program, and end-of-initiative surveys will indicate an increase of at least .65 points on average over baseline (5 pt. scale) for items related to self-efficacy in support of school improvement leadership practices.

In FY22, there were no school board members who participated in ALAC programs. Please see the previous target for an explanation as to why school board members did not participate in FY22.

Public-Private Partnerships

Objective 1: Provide professional learning and capacity-building services in a public-private partnership that enhances the leadership skills of school principals, teachers, superintendents, other school administrators, school district board members, students, and other stakeholders.

Target 1. By 2022, and each year thereafter, the public-private partnerships will be effective for enhancing the leadership skills of participants.

Kerri White described the ALA's public-private partnerships as "relationships that go beyond the traditional education realm." She explained that the ALA has a wide variety of partnerships, which include philanthropic, business, government, private, and public partners. She stated:

By working together, I think we bring different information that, if we were only public entities or private entities, would not always be on the table...I like how we all are coming at this with different perspectives, and by sharing those perspectives in a constructive way, we are getting better at what we do.

ALA participants discussed ways in which the ALA's public-private partnerships have assisted them in enhancing their leadership skills. Several commented that the chance to network with DESE staff, legislators, and others has been valuable. For example, one superintendent said that he was able to meet with DESE staff and legislators, whom he can now contact if he needs help. Other participants reported that they have stepped into roles on the Arkansas Association of Elementary School Principals (AAESP) board, the Advancing Inclusive Principal Leadership Team for the Council of Chief State School Officers (CCSSO) with DESE, and the State Guiding Coalition, opportunities they felt would not have been possible without networking through and participating in the ALA.

Additionally, several participants in the Executive Leader Empowerment program talked about the speakers that were brought in – one who was a veteran superintendent and one who was an executive leader from the Caterpillar company. These presenters from the private and public sectors profoundly affected the participants, and several participants reported that they would be implementing things they learned from these speakers in their districts.

Alignment

Objective 1: Provide professional learning and capacity-building services aligned to legislated programs and DESE initiatives to create a synergy that develops school leaders for the work of continuous school improvement.

Target 1. By 2022, and each year thereafter, ALA services will be aligned to legislated programs and DESE initiatives.

Kerri White explained that all the Arkansas state initiatives and legislated programs are geared toward school improvement. She said, “the ALA focuses on empowering leaders to do the work that leads to school improvement,” and it is in that way that the ALA’s services align. Though the ALA complements and supports state initiatives and legislated programs, Kerri noted that they “don’t try to teach the content of those initiatives, but we empower leaders to set up systems that will support those initiatives.”

In interviews, ALA program staff and stakeholders agreed that the ALA services are aligned with initiatives and programs. Interviewees mentioned alignment with HRS; PLCs; cycles of inquiry using the Plan, Do, Check Model; R.I.S.E.; and the Teacher Leadership Career Continuum. Additionally, the ALA’s Master Principal Program is a legislated program.

Karli Saracini noted the alignment with the Teacher Leadership Career Continuum, stating:

The ALA is very in tune to our needs and the legislation, especially wrapped around the career continuum for teachers and even for leaders because it gives opportunities with the teacher institute to provide a pathway to become a lead teacher, and that’s a designation on their license, so I think that’s a win-win.

Pam Castor, Director of Crowley’s Ridge Educational Cooperative, pointed out an alignment with PLCs, HRS, and R.I.S.E, saying:

There is a strong correlation, certainly. [The ALA] is aligned, I believe, with PLC work, High Reliability work, and I think there’s also alignment with the R.I.S.E. initiative, so I see a strong alignment with state initiatives and state law.

Mary Jane Bradley also mentioned that there is alignment with PLCs, HRS, LEADS, and R.I.S.E. She said:

I would say that [the ALA is] aligned to DESE as far as PLCs are concerned, as far as High Reliability Schools, and also, we do a lot of things with LEADS, which is the principalship evaluation. I think we talk about and discuss things that are related, such as R.I.S.E., which is reading.

Ouida Newton spoke of the alignment, saying:

[DESE has] had a lot of conversations before we ever started the ALA to make sure that...the institute was doing PLC work, aligning with the principles, the things that we thought were important were included, and I think [the ALA has] done a really good job of taking care of that.... I think that alignment is where everything comes together, and it's just one task to make schools better and provide better opportunities for students.

Some specific examples of alignment include (see Appendix for examples of session agendas):

- In an Instructional Leader Empowerment session, participants did a book walk-through on Robert Marzano's book, *The New Art and Science of Teaching*, which supports Level 2 on HRS. Additionally, Bob Sonju presented on *Guaranteed and Viable Curriculum*, which is Level 3 on HRS.
- In a Teacher Leader Program session, Jenni Donohoo, expert consultant, tied the discussion to the Plan, Do, Check Model of cycles of inquiry promoted by DESE.
- In a School Team Empowerment session, Peter DeWitt described the PLC process and cross-walked the language used in various other models to make it understandable to participants who may have been trained using different models.

Target 2. By 2022, and each year thereafter, ALA participants will describe ALA services as creating synergy with legislated programs and DESE initiatives to develop them for the work of continuous school improvement.

In interviews, focus groups, and annual survey, ALA participants were asked about the synergy between the ALA services and Arkansas's state initiatives and legislated programs. On the annual survey, participants responded on a 5-point Likert scale,²⁵ indicating their agreement that the ALA services were aligned with legislated programs and DESE initiatives. One hundred percent of Executive Leader Empowerment (n = 5), Teacher Leader Program (n = 12), and Instructional Leader Empowerment (n = 9) respondents agreed or strongly agreed that the ALA program in which they participated was aligned with legislated programs and state initiatives. Sixty-nine percent of Master Principal Program respondents agreed or strongly agreed.²⁶

25. Response options were: strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree.

26. No participants from School Team Empowerment completed the annual survey.

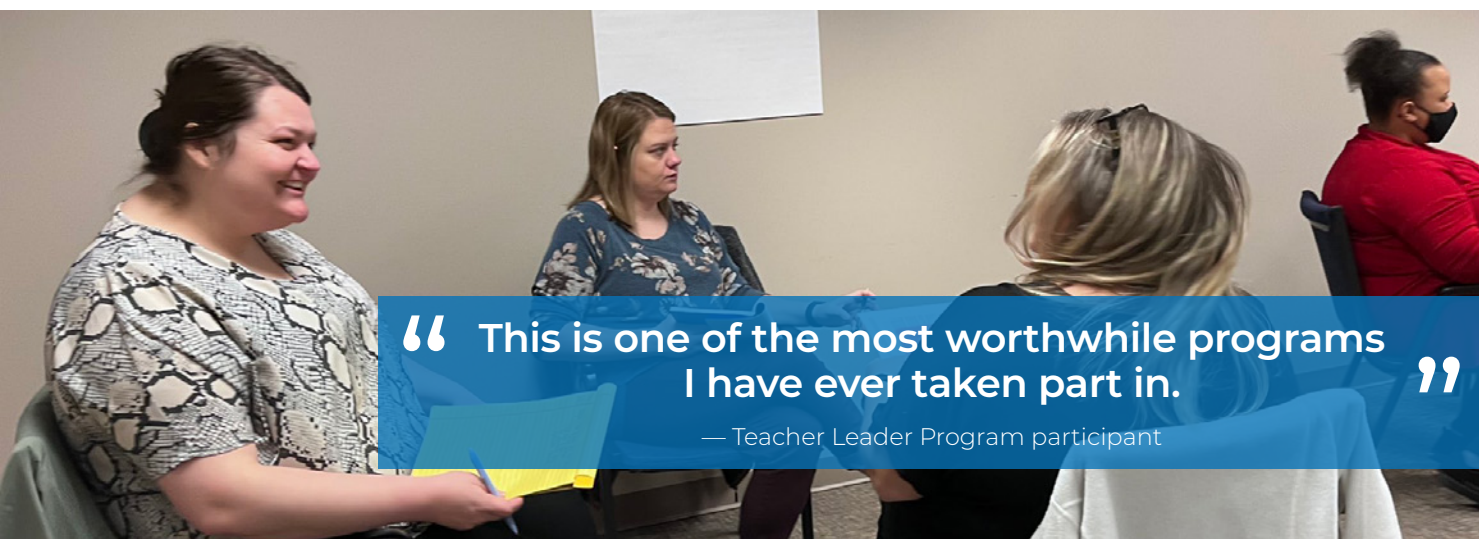
In interviews and focus groups, program participants described several ways in which state initiatives and legislated programs, including PLCs, essential standards, R.I.S.E., and HRS, were addressed. A teacher discussed PLCs, saying that the state is leaning toward the PLC process, which was supported in the ALA by helping participants facilitate PLC meetings and keep PLC members focused on their goals. Another teacher also mentioned PLCs, commenting:

[PLCs] are a big thing in Arkansas now. Kids in IEP [Individualized Educational Plan] and SPED [special education] are going to be in the regular classroom, so co-teaching is going to become a bigger part of everyone's schedule. Some of the things learned in the [Teacher Leader Program] includes more effective and positive communication, which is going to strengthen the relationships among PLC members.

Other interviewees spoke about the ALA's guidance concerning how to include the essential standards in instructional planning, with one teacher explaining that participants have taken what they learned in the program to speak to their school staff about goals around essential standards, which has allowed them to determine what practices have been effective and ineffective.

Participants also discussed how their participation in the Master Principal Program changed their perception of HRS. For example, one principal said that after attending a Master Principal Program session that focused on HRS, she felt confident that her school was ready and able to implement HRS successfully. She said, "That really kind of excited me that I was closer [to certification] because of Master Principal. I was closer to reaching that than I knew."

One participant explained the alignment, remarking, "the programs across ALA align with each other and also align to what is coming out of the state department. Having that unified message about best practice is helpful."



“ This is one of the most worthwhile programs I have ever taken part in. ”

— Teacher Leader Program participant

Staffing and Governing Structure

Objective 1: Employ or contract with appropriate personnel to deliver services.

Target 1. By 2021, and each year thereafter, ALA partners will employ or contract with appropriate personnel to deliver services with no more than 10% vacancies in needed positions at any one time.

In July 2021, there were two vacancies (22%); from August through October 2021, there was one vacancy (11%); and from November 2021 through June 2022, the ALA was fully staffed (0%), meeting the target.

Objective 2: Use a governance structure that effectively carries out all project components and meets other project objectives.

Target 1. By 2021, and each year thereafter, ALA partners will use a governance structure that supports the completion of the work and project objectives.

As explained earlier in the report, six committees govern the ALA: (1) Governance Committee, (2) Publicity and Communications Committee, (3) Fiscal Committee, (4) Audit Committee, (5) Project Management and Leadership Committee, and (6) Evaluation Committee. Membership in these committees is drawn from a wide range of stakeholders and agencies, and, as Kerri White explained, committee members often use their backgrounds and connections to become ambassadors for the work. For example, she remarked:

Secretary Key walked out of our Governance Committee meetings, and a day or two later, was presenting to educators from across the state, and he was able to speak specifically to what the ALA is doing because he was a part of that committee. So, he served as an ambassador for the ALA, as well as gave input into what we need to do to better serve the needs of the state because he comes from a unique perspective.

Mary Jane Bradley, a member of the Governance Committee, discussed how she serves as an ambassador for the ALA, saying:

I really like that Arkansas State University is involved in [the ALA], and not because I work here, but because we are close to one of the pockets where we do not have many designated principals. So, I have made it my goal to try to speak about Arkansas Leadership anytime I can, when I have a group of administrators in front of me, and I do that frequently. I will go to school board meetings occasionally and talk with them about what we're doing in our prep programs and in our leadership programs.

Pam Castor spoke about her involvement on the Governance Committee, saying it has been:

...hands-on in the actual work itself, in developing curricula or developing different items for presentation. Then, our committee has done what it could to push the vision and mission and the new structure [of the ALA] by talking to others and encouraging others to become involved.

Melody Morgan talked about the importance of the committees, stating, “I think it’s really important that we always have key people who not only tell us what we need to know but can be a voice at a table that we’re not at.”

Kerri described ways in which the committees contribute to the ALA. She explained that the Project Management and Leadership Committee “gets really in the weeds of the work,” and a lot of changes in thinking come from sharing information about project design and development in that committee. The Publicity and Communications Committee has been instrumental in “branding and how we are best able to communicate who we are to the public.” Kerri reported that participation on the Fiscal Committee and Audit Committee has allowed ALA staff to get thoughts from committee members, which has pushed ALA staff members’ thinking on what they are doing. The Evaluation Committee allows the ALA to “get feedback on what kind of information [the committee] would like to know about what’s working and what’s not working.” The committee members can “speak to what we have accomplished and how we’re evaluating it.” Kerri remarked that one committee member left an Evaluation Committee meeting and commented that “the ALA is really getting to a fine-grained level of what people are learning.”

Conclusion

FY22 was the first year that the newly formed partnership between APSRC, A-State, and EDUTAS served as the service provider for the ALA. With it being a transition year, the ALA staff experienced challenges and successes, made adjustments based on participant feedback, and learned lessons that will help them improve going forward.

A few significant changes were made to the ALA in FY22. The ALA Reach program was created to provide leadership development to all Arkansas educators without the need for an application or long-term commitment. Another change was in the former Assistant Principal Institute, which was renamed Instructional Leader Empowerment and expanded to include leaders in many roles, such as principals, instructional coaches, and other building leaders. Other changes included the removal of barriers to charter school educators' participation and the inclusion of national experts in all programs.

ALA participants' feedback for FY22 was overwhelmingly positive, with many expressing appreciation for the ALA's services and describing ways in which participation in the ALA has changed and improved their work as educators and impacted their schools and students.

Recommendations

Feedback collected through event surveys, the annual survey, key client interviews, and participant focus groups and interviews provided useful information for ways in which the ALA can improve upon the program. The following are recommendations gleaned from this feedback.

Improve geographical and racial/ethnic diversity. Though participants in the ALA Reach and ALAC programs represented all education service cooperatives and regions of the state, there are areas of the state that are underrepresented within programs. Several key clients mentioned south Arkansas and rural areas as those of particular concern. As Karli Saracini noted, “We’re trying to really beef up the pipeline going into the ALA, especially in the south and in our hard-to-staff areas.” Dondi Frisinger also addressed geographical diversity, stating, “We really struggled to get a lot of people from south Arkansas.” Mary Jane Bradley spoke about the need for better geographical representation for master principals, saying, “There are pockets of the state that do not have very many designated principals.... We need more in the southern part of the state and down the northeast.” As Kerri explained:

We are so pleased that we had participation from each of the cooperative regions in this first year – both in ALA Reach and through the ALAC programs! In the upcoming year, we are focusing our attention on expanding participation within each region. When we look at the “heat map” of participation, some areas aren’t as bright and bold as others, so we are focusing our attention on outreach in those areas.

In addition to improving geographical diversity, increasing racial and ethnic diversity should be prioritized in upcoming years. Interviewees reported that participants were not as racially and ethnically diverse as they would have liked. Kerri White surmised that one reason for participants’ lack of racial and ethnic diversity could be the lack of diversity among ALA staff, partners, presenters, and expert consultants. Karli also mentioned the need for diversity in ALA staff and representatives, saying participants “need somebody who looks like them.”

Continue to provide networking and collaboration opportunities. Many participants enjoyed being able to network, collaborate, and learn from others through the ALA, as illustrated by the following comments:

[The most useful aspect of the ALA was] the connections to other people, other leaders around the state, and the people at APSRC. Having that network of people to go to.

I think it’s so powerful...you have all of these people throughout the state who can help you and your school to be better, and I’ve loved

that part of [the ALA].

It turns into more a family once you've gone through this with these people, and you can reach out to them for different things and resources. That's the most important thing with Master Principal – being with people and networking – because you learn a lot outside the hours that you're together.

[It was useful to take] that time out during the year when you're away from your building with other principals so that you can bounce ideas off each other and glean from their experiences, and that time to stop, pause, and reflect.

The relationships participants built in the ALA were so strong that connections extended beyond the ALA sessions. Some developed text groups with others in their cohort and regularly message one another to get advice and feedback. One teacher said the ALA has given her a “sense of belonging.” She explained, “We’ve got a group text of ladies on the ALA that are all Teacher Leader. We probably text 20-30 times a day.... Knowing that we have that support outside the building is really good.” A superintendent also spoke of those connections, saying:

We can bounce things off each other, and if somebody has an idea or has a question, we're in a group with 17 of us from that cohort that all put ourselves on a text group so we can talk about these things.

Some participants appreciated hearing that others were experiencing some of the same struggles and issues they were. One principal said, “Getting to collaborate with other principals and just hear that the problems I have are not crazy or unique...having that validation that the way I feel as a principal is commonly felt was amazing.” Another shared, “It's good to step away to be with colleagues from around the state who have similar issues.”

Provide clear program expectations and examples of deliverables. Some participants asked that the ALA provide clear expectations and examples at the beginning of the program. For example, one principal explained, “One of the things that I need for me as a learner is, I need to see the big picture.... I think it needs to be better outlined in the conversation at the beginning.” One teacher shared that she had difficulty determining how the homework in the Teacher Leader Program aligned with the portfolio. Another said that not having examples of portfolios was “nerve-wracking.”

Continue to work as a team to plan and implement the ALA's programs. ALA staff explained how important it is to collaborate and plan programs together. Brandy Baldwin explained:

Anytime I have a planning session with one of our experts, I invite other people, other leads to come sit in on the session. So, we're all watching each other's planning and taking part in each other's

planning. The leads are doing that work so that we can better connect our own pieces.

Jenni Donohoo also spoke about collaboration, saying:

One of the strengths we have is that we co-design the sessions. There are a lot of voices and input. We spend a lot of time clarifying and reviewing [content], and sometimes substantial revisions occur as a result. It's that co-design team aspect that I think is a success.

Peter DeWitt appreciated working as a team. He said:

I really love the team aspect of [the ALA], meaning that with everybody involved from Melody to Kerri to Lisa Pryor. I really enjoy the team aspect of it because I've never felt like I was an outsider coming in alone, so it's the camaraderie, the support. Those kind of things have been really important.

Another reason continuing to work as a team is beneficial is that there were some ALA staff members who, despite the collaboration and teamwork, felt isolated and siloed at times. It is clear from interviews that ALA staff members are supportive of one another and work well together; however, all have competing priorities, and it can be a challenge for staff to allot time for collaboration. Continuing to strive for ways to work as a team and assist one another will likely have a positive impact on the ALA's outcomes.

Involve more teacher leaders and administrators who are currently working in education in developing and delivering services. One of the goals of the ALA is to include current teacher leaders and administrators in the development and delivery of services. The ALA exceeded its target of having current administrators involved in 30% of ALA Reach and ALAC services; however, it fell short of the target for current teacher leaders. In upcoming years, the ALA should work toward increasing the involvement of these educators.

Continue to be responsive to participants' feedback. Responsiveness to participants' feedback was one of the ALA's greatest strengths and was mentioned by participants, ALA staff, and consultants. Nicole Covey described how Jenni Donohoo displayed participants' feedback verbatim in Teacher Leader Program sessions and discussed the comments, sharing how feedback was being addressed. For example, Jenni explained that participants had requested additional breaks, so they planned more. Nicole spoke about the impact that transparency and responsiveness had on participants:

I think, for the participants, that was huge. Not only was it a relief to know that what they said was important, but that we cared about what they said and immediately took action before the next session. I think that was really a remarkable thing to do with them.

Participants felt that their voices were heard and their feedback was taken seriously. One principal said, “In different sessions, when [facilitators] would ask what they could change to do better, it made me feel like our voices were heard.” Another principal said that she noticed the ALA making changes to the Master Principal Program based on feedback, saying “[The facilitators] took a lot of great feedback from us this year, and I was really appreciative of that.... They were willing to [be flexible] for what we needed as learners.”

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Appendix A

School Team Empowerment | Next Steps Letter from Peter DeWitt

Hi Everyone,

I am looking forward to seeing all of you again on February 16th for day 3 of our ALA teamwork. The day is going to focus on some new content, team time, and some time to share your learning with other teams.

If you remember, when we were together in January, I asked you to commit to 3 drivers, 2 roles and to consider 1 goal as a team. The goal was tied to the beliefs that you wrote when we were together. Additionally, I asked that you collect some evidence from January to February when it came to the 3 drivers and 2 roles.

People often get nervous when I mention the word, “evidence.” Please don’t be nervous about it.

There are many ways to collect evidence around drivers and roles. The following are some examples of how to do that:

- Mindset – Perhaps you have engaged in some activities about improving on mindsets.
- Wellbeing – Setting boundaries around when to check email, and you can bring anecdotal evidence to support how it is going.
- Professional Learning – Maybe your team focused on an article around an instructional strategy and engaged in that strategy at your meeting.
- Workload – Your team engaged in a discussion/activity about workload, and you are considering de-implementation of some practices.

When it comes to roles for your team, there is evidence you can bring when it comes to the different roles. The low-hanging fruit here is that of visual representation. You could bring an example of a sketchnote someone created, or the facilitator of learning could bring the example of the learning activity they engaged in with the team.

On February 16th I would like you to come to the workshop with that evidence, because we are going to spend the first hour together sharing that evidence with another 2 teams. I will explain that more when we are together.

Additionally, on the 16th I am going to bring you through an inquiry process, so you will have to come ready to dive into a goal that you can commit to as a team. In order to do that work, I am asking that you read Chapter 10 (pp. 185-200) of Collective Leader Efficacy: Strengthening Instructional Leadership Teams. We will engage in an activity focusing on that chapter before we begin the inquiry process.

Please come ready to engage with your team. There will be plenty of time to process and learn together. I look forward to seeing you.

Peter DeWitt

Appendix B

Master Principal Program | Participant Agenda

Master Principal Program Training - Phase I
 Petit Jean Mountain, 1 Rockefeller Drive, Morrilton, AR 72110
 February 8 & 9, 2022
 Meeting Room - Governor's Hall

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
7:00-9:00 a.m.	Breakfast and networking		
9:00-9:30	Welcome Agenda Review Mindset Recalibration Learning Intentions Developing Processing Partners Norms - Why? Building Our Mental Muscles	Agenda Walk Table talk roles Whip Around Clock Partners Norms	*Setting Clear & Compelling Direction *Shaping Culture for Learning *Deepen understanding of tools & their purpose.
9:30-10:15	The 5 Strands BIG Ideas- Narrowing/Focus Using the rubric	ALA Rubric	*Setting Clear & Compelling Direction *Deepen understanding of the performance strands by using the rubric to guide work *De-implementation/ Narrow/Focus
10:15-10:30	BEVERAGE BREAK	Fellowship & Refresh	

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
10:30-12:00	Mario Acosta - High Reliability Schools	HRS - Frameworks, Leading & Lagging Indicators, Monitoring for Impact..surveys, quick data Focus	*Leading & Managing Change *Shaping Culture for Learning *Managing Accountability Systems *Deepen understanding of how the HRS framework, process, & indicators can be used in developing an action plan *Utilize multiple sources of data to analyze ideal & current realities in order to narrow/prioritize, and determine actions/next steps.
12:00-1:00	LUNCH BREAK	Fellowship, Refresh, and Feed	
1:00-3:00	Mario Acosta - High Reliability Schools Continued....	HRS - Frameworks, Leading & Lagging Indicators, Monitoring for Impact..surveys, quick data Focus	*Utilize multiple sources of data to analyze ideal and current realities in order to narrow/prioritize, and determine actions/next steps.
3:00-3:20	SNACK BREAK	Fellowship, Refresh, and Feed	
3:20-4:00	Mario Acosta - High Reliability Schools.... last session	HRS - Frameworks, Leading & Lagging Indicators, Monitoring for Impact..surveys, quick data Focus	

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
4:00-4:05	TRANSITION BREAK	Stand, Stretch, Collaborate	
4:05-5:30	3 Rotations: Teambuilding, Vision/Learner Dispositions, & Jim Knight Communication	*Carousel *“The Carpet Maze” *Jim Knight books *Communication Profile *Learner Disposition Article	*Shaping Culture for Learning *Leading & Managing Change *Reflect on personal communication skills, beliefs, and habits to gain an understanding of impact on transformational change.
5:30-6:00	FREE TIME	Reflect, Refresh, Rest	
6:00-7:00	DINNER TIME	Fellowship and Feed	
7:00-7:30	Continued..... 3 Rotations: Team building, Vision/ Learner Dispositions, & Jim Knight Communication	*Carousel *“The Carpet Maze” *Jim Knight books *Communication Profile *Learner Disposition Article	*Shaping Culture for Learning *Leading & Managing Change *Reflect on personal communication skills, beliefs, and habits to gain an understanding of impact on transformational change.
7:30-8:00	Debrief - Team Building & Communication Skills *Grows and Glows	*Grows & Glows	*Shaping Culture for Learning
8:00	DISMISS & GOODNIGHT	Games, Fellowship, & Sleep	

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
Day 2 7:00-8:15	BREAKFAST	Networking & Nourishment	
8:15-10:00	<ul style="list-style-type: none"> *Learning Intention Progress *Communication Goal Sharing *Railroad - Deepen Understanding *Why are tools important? *What is your style? Valuing different perspectives. *A key quality of a Transformational Leader is to discern, funnel, assimilate, process- Make sense of it all. *ALA Self-Assessment -Growth Plan *Hourglass - starts at the bottom. Beliefs, Vision and Mission all work together to create our Purpose, our Why It is our compass 	<ul style="list-style-type: none"> *Dynamic Duo *Critical Friend *Railroad Handout *4 Corners *Self-Assessment *Hourglass 	<ul style="list-style-type: none"> *Managing Accountability Systems *Leading & Managing Change *Transforming Teaching & Learning *Utilize multiple sources of data to analyze ideal and current realities in order to narrow/prioritize, and determine actions/next steps. *Reflect on personal communication skills, beliefs, and habits to gain an understanding of impact on transformational change. *Deepen our understanding of tools & their purpose.
10:00-10:15	BEVERAGE BREAK	Fellowship & Refresh	

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
10:15-12:00	<p>*Reflection and Self Assessment Using the ALA Rubric</p> <p>*Using tools to determine our ideal and current states + closing the gap.</p>	<p>Gap Analysis</p> <p>Hourglass</p> <p>Self-Assessment</p> <p>ALA Rubric - 4.3</p> <p>5 W's - Current Reality</p>	<p>*Setting Clear & Compelling Direction</p> <p>*Leading & Managing Change</p> <p>*Managing Accountability Systems</p> <p>*Transforming Teaching & Learning</p> <p>*Deepen understanding of tools and their purpose</p> <p>*Deepen understanding of the performance strands by using the rubric to guide work</p> <p>*Utilize multiple sources of data to analyze ideal and current realities in order to narrow/prioritize, and determine actions/next steps.</p>
12:00-1:00	LUNCH BREAK	Networking, Refresh, and Feed	

Times	Learning Experiences	Tools/Purpose	Strands & Learning Intentions
1:00-3:00	<ul style="list-style-type: none"> *How do we decide what actions to take? *Determining What Speaks to YOU? *Action Research = Cycle of Inquiry *EPIC Format - June 20th (7 min.) What speaks to YOU? *Capturing Your Thoughts - Reflection *Working on the Learning *Next PD - Andrew Easton (Personalized Learning) *Personal Reflection/ Feedback 	<ul style="list-style-type: none"> *Action Analysis-4 Lenses *EPIC Process *Capture your Thoughts *The Science of Happiness 	<ul style="list-style-type: none"> *Setting Clear & Compelling Direction *Leading & Managing Change *Managing Accountability Systems *Transforming Teaching & Learning *Deepen understanding of tools and their purpose *Utilize multiple sources of data to analyze ideal and current realities in order to narrow/ prioritize, and determine actions/ next steps.
3:00 pm	THANK YOU & SAFE TRAVELS! Learning Experiences		

Appendix C

Instructional Leader Empowerment | Participant Agenda

Instructional Leader Empowerment
Day 1 - November 30, 2021

Survey Question: Please respond to the following survey question as soon as possible. This is needed information to pre-plan for grouping. <https://docs.google.com/forms/d/1Au7xc6T16wuBwZVdwaVpXzTeKdgZbrpPp0YE-RKVflk/edit>

Time	Title	Learning Intentions	Grouping	Materials
8:30-8:45	Welcome! Shaping a culture for learning		Role Alike	
8:45-9:00	Establish the expectations for self guided learning Norms	*Determine who we are as a learner as well as a learning community	Role Alike	
9:00-9:35	What is Instructional Leadership? Collaborative Leadership Collective Efficacy	*Determine the characteristics of an Instructional Leader in terms of the specific role	Role Alike	Chart Paper Markers
9:35-9:40	Transition to new tables			Speakers

Time	Title	Learning Intentions	Grouping	Materials
9:40-10:20	Establishing an Instructional Model Collaborative Leadership Collective Efficacy	*Acquire skills to understand the diversity in beliefs among your team *Establish common language *Collectively determine expectations and non-negotiables of instructional model	By school level	Copies of Survey Responses posted around room Chart Paper/markers
10:20-10:25	Notes in Pre-Plan Document		Independent	Link
10:25-10:40	BREAK			
10:40-11:25	Establish the Mindset Collaborative Leadership Collective Efficacy	*Understand the power of observations as formative assessments in the coaching cycle	Random	Form Assess Notecards Chart Paper/markers
11:25-11:30	Transition			Speakers
11:30-12:00	Plan to Monitor Instruction Collaborative Leadership Collective Efficacy	*Create a protocol to observe instruction in the classroom	Role Alike	
12:00-1:15	LUNCH			

Time	Title	Learning Intentions	Grouping	Materials
1:15-1:45	Quality Feedback	*Understand characteristics of quality feedback	Partners	Printed Samples Link to article
1:45-1:50	Notes in Pre-Plan Document		Independent	Link
1:50-2:00	BREAK			
2:00-3:15	Guaranteed and Viable Curriculum	*Make a compelling case for identifying essential standards *Acquire the skills to apply a simple team process for identifying essential standards *Gain shared clarity on essential standards by deconstructing into essential vocabulary, question stems, defined proficiency, and measurable learning targets		Bob Sonju
3:15-3:45	High Reliability School - Level 2	*Understand the HRS Leading Indicators	None	Level 2 Survey Highlighter
3:45-4:00	Reflection			

Instructional Leader Empowerment
Day 2 - December 1, 2021

Time	Title	Expected Outcome Learning Intentions	Grouping	Facilitator
8:30-8:45	High Reliability School - Level 3	*Understand the HRS Leading Indicators	None	Level 3 Survey
8:45-9:20	Curriculum Conversation Collaborative Leadership Collective Efficacy	*Acquire the skills to lead discussions about academic skills that develop a collaborative culture among your team	Content Alike	Chart Paper/ markers
9:20-9:55	Essential Standards Collaborative Leadership Collective Efficacy	*Understand the need for the essential work and the importance in identifying “what do you want students to know and be able to do?” - PLC critical question *Understand the need to ensure ALL students master essential standards	Content Alike	Standards Template
9:55-10:00	Notes in Pre-Plan Document			Link
10:00-10:15	BREAK			
10:15-10:45	Learning Targets Collaborative Leadership Collective Efficacy	*Recognize the difference in teaching and learning *Understand the importance of learning targets	Content Alike	Chart Paper/ markers

Time	Title	Expected Outcome Learning Intentions	Grouping	Facilitator
10:45-11:15	Formative Task Writing Proficiency Rubrics	*Develop an understanding of how to write formative tasks and proficiency rubrics	Content Alike	Template
11:15-11:25	Plan to Address Learning	*Understand how to model the work when planning to address learning *Acquire the skills to address the remaining three PLC critical questions	Content Alike	Template
11:25-11:30	Notes in Pre-Plan Document			
11:30-12:45	LUNCH			
12:45-2:45	AR Educators Share their Practices	*Become aware of emerging best practices in Arkansas schools		
2:45-3:00	BREAK			
3:00-4:00	Write Action Plan to implement (Plan, Do, Check)	*Develop a plan for implementation and monitoring in order to impact student learning	Common Schools/ Role Alike	Paper Plates

Appendix D

Teacher Leader Program | May 2022 Report

Arkansas Leadership Academy Teacher Leader Program



May 2022 Teacher Leader Program

Evaluation

The Educational Training, Evaluation, Assessment, and Measurement (E-TEAM) department at The University of Oklahoma serves as the external evaluator for the Arkansas Leadership Academy (ALA). The evaluation is designed to provide ongoing formative feedback and annual summative data to inform the project's continuous improvement process. Surveys are administered after all events and professional learning sessions as part of the formative evaluation. These surveys assess the quality, relevance, and usefulness of the professional learning experiences and the extent to which participants gain knowledge, skills, and competencies to inform and improve instructional and leadership practices.

Event Overview

On May 10, 2022, the ALA hosted the fourth Teacher Leader Program session. Following the event, participants were asked to complete a feedback survey about the session's quality, relevance, usefulness, and participants' changes in knowledge. E-TEAM developed the feedback survey, analyzed survey data, and prepared this report. There were 26 attendees, and 25 participants completed the feedback survey.

Quality, Relevance, and Usefulness

Participants were asked to rate several aspects of the quality, relevance, and usefulness of the session. Quality refers to the effectiveness of professional learning sessions in providing evidence-based content and promising practices. Relevance refers to professional learning and educational resources and materials that help participants improve policies, instructional practices, leadership development, and educational systems. Usefulness refers to professional learning and educational resources and materials that provide participants with the tools, information, knowledge, and skills to support participants' research, instructional practices, leadership development, and student learning.



Quality - 98%



Relevance - 99%



Usefulness - 98%

Ninety-eight percent of survey respondents agreed or strongly agreed that the session was of high quality. Ninety-nine agreed or strongly agreed that the session was relevant, and 98% found it useful (Table 1).

Table 1. Respondents' Ratings of Session's Quality, Relevance, and Usefulness (n = 25)

Question	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
This training was high quality. (Quality)	4%	---	---	16%	80%
This training was well-organized. (Quality)	---	---	---	8%	92%
I will use what I learned in this session to support/facilitate high-quality collaboration in my school. (Relevance)	---	---	---	28%	72%
Following this session, I can identify and describe sources of efficacy shaping information. (Usefulness)	---	---	4%	44%	52%
Following this session, I will use implications from research to strengthen collective efficacy at my school. (Relevance)	---	---	---	24%	76%
Following this session, I can name and describe different levels of implementation of evidence-based strategies. (Usefulness)	---	---	---	52%	48%
Applying what I learned in this session, I will identify barriers to achieving quality implementation of evidence-based strategies and determine ways to overcome the barriers. (Relevance)	---	---	4%	44%	52%
I will use what I learned in this session to educate for equity in my school. (Relevance)	---	---	---	24%	76%
Following this session, I can identify assumptions in my theory of action and strengthen it as a result. (Usefulness)	---	---	---	36%	64%
Following this session, I can assess the strength of TLP themes and provide effective feedback based on my analysis. (Usefulness)	---	---	4%	52%	44%

Overall Satisfaction

Participants were asked to rate their overall satisfaction with the session. One hundred percent of respondents indicated that they were satisfied or very satisfied with the session (n = 25).

Changes in Knowledge

Following the session, participants rated their knowledge of how to use implications from research to strengthen collective efficacy at their school. Eight percent of respondents rated their knowledge as above average or advanced prior to the session and 84% rated their knowledge as above average or advanced following the session (Figure 1). Ninety-six percent of respondents reported an increase in knowledge following the session. Respondents were also asked to rate their knowledge of how to achieve deeper levels of implementation of evidence-based strategies. Twelve percent of respondents rated their

Learning Intentions

- We are continuing to learn how to support/facilitate high-quality collaboration in schools.
- We are learning how to strengthen collective efficacy by applying findings from research.
- We are learning how to achieve deeper levels of implementation of evidence-based strategies.
- We are learning about ways to educate for equity.
- We are learning to check our assumptions.
- We are learning more about the ALA Teacher Leader Program portfolio requirements.

knowledge as above average or advanced prior to the session and 76% rated their knowledge as above average or advanced following the session (Figure 2). Ninety-six percent of respondents reported an increase in knowledge following the session.

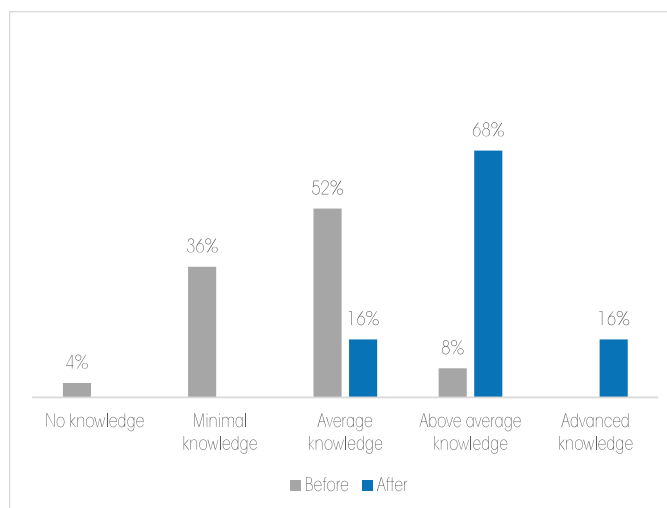


Figure 1. Respondents' ratings of their knowledge of how to use implications from research to strengthen collective efficacy at their school before and after their participation in the session (n = 25).

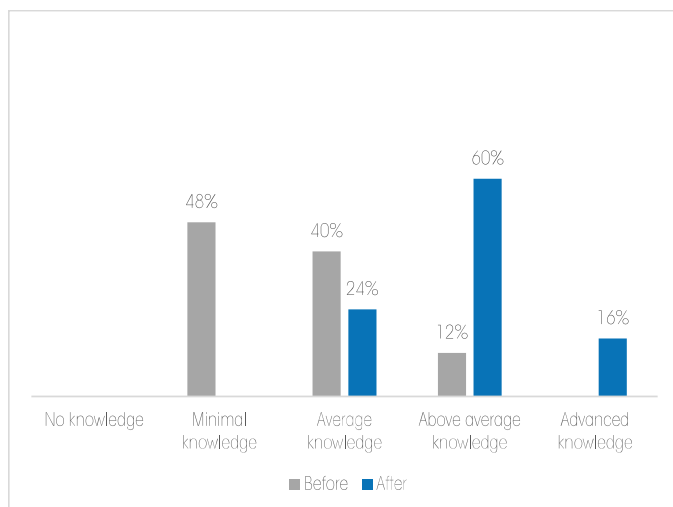


Figure 2. Respondents' ratings of their knowledge of how to achieve deeper levels of implementation of evidence-based strategies before and after their participation in the session (n = 25).



Open-Ended Questions

Participants were asked open-ended questions about the session. Comments for each question can be found at the end of the report. When asked what about the session was most useful, multiple respondents mentioned that seeing jigsaw in action and viewing sample artifacts improved their experience. Respondents also appreciated the time set aside to discuss portfolios. Most respondents indicated an intention to discuss and implement the ideas and protocols presented in this session in their work.

Participants also offered suggestions for changes to the session. Several respondents would have liked more time or attention paid to discussing portfolios, with one respondent suggesting more explanation of the types of materials that should be included in the program portfolio. One respondent stated that they would like to see a greater diversity in presenters, materials, and strategies in the Teacher Leader Program.

Summary

On May 10, 2022, the ALA hosted a Teacher Leader Program session. There were 26 attendees, 25 of whom responded to the survey. Ninety-eight percent of respondents reported that the session was of high quality, 99% found the session relevant, and 98% found the session useful. One hundred percent were satisfied with the session. Ninety-six percent indicated that their knowledge of how to use implications from research to strengthen collective efficacy at their school increased as a result of their participation in the session, and 96% reported an increase in their knowledge of how to achieve deeper levels of implementation of evidence-based strategies. Respondents mentioned that seeing jigsaw in action and viewing sample artifacts were helpful. Several respondents appreciated the time spent going over the program portfolios, although other respondents would have liked to see portfolios be discussed earlier in the session and in greater detail.

What elements of this learning experience were most useful?

- I enjoyed doing the jigsaw activity. I thought this was a great strategy to take back and use with my students!
- I loved seeing how jigsaw worked!
- Reviewing and discussing a sample artifact compared to the TLP rubric was helpful.
- Consistency in norms and expectations that flow through the day.
- An example artifact.
- Have the book as a resource!!!
- I have a deeper understanding of the portfolio process, and it seems doable now.
- I found our time analyzing work samples amazing. Looking at equity in an assessment piece, and talking through student problems, strengths and weaknesses gave me ideas for my own practice. Also love to be given free books and I enjoyed not having to cart my stuff around multiple times. :)
- Addressing concerns about our portfolio was useful.
- The ability to pick out assumptions & think more critically about diversifying the “problem.”
- Being able to review and discuss elements of the portfolio was very helpful!
- The information on teacher efficacy and how to strengthen it will be useful to me as I seek to help develop COLLECTIVE teacher efficacy with my colleagues.
- I learn best from analysis of examples, thank you for providing those and guiding us to review.
- I am excited about the book and being able to use it in my school as I read and study it more.
- I thought the equity protocol and the time to reflect as a group about the artifact example led to great conversation.
- Looking at a sample artifact and discussing it really helped me to think about what is “high-level” and what isn’t.
- I loved being able to see an example of an artifact and being able to compare it to a rubric, good or bad. Being able to have a discussion with people from other districts about efficacy and how to improve it. Gathering ideas to bring back.
- I appreciated the opportunity to examine and rate a sample artifact.
- The work we have done on developing an understanding of collective teacher efficacy has been the most useful to me. I am hopeful to create buy-in with my own colleagues and strengthen our collective efficacy in my school.
- Analyzing the made-up artifact, getting the book, I can’t wait to delve in! Analyzing the student work examples brought in by group members.
- Thank you for the combined rubric and information all on one document. This will be helpful in moving forward with the artifact writing process.

What would you change about this learning experience?

- I would talk about the portfolio before the end of the day.
- Can there be a part 2 next semester?!?
- Seeing an exemplar of writing and an example that would show us what a lead teacher would produce.
- I would like to do chants as motivation and help in learning the themes etc.
- Differentiate what we should be using for our portfolios and what things are strategies/protocols/etc. I’d like more specificity on the intended uses of resources and information provided to us.
- As an adaptation to this learning experience, I would like to have had more tangible procedures in build efficacy rather than why it is needed or its impact.
- I felt so much better today with the order of movement between tables and breaks.
- More portfolio examples or outlines maybe.

- A large poster stating the collaborative norms posted on the wall during each meeting would be helpful.
- I only wish I had this knowledge earlier in the school year!
- Having the format of how the team would like the artifacts organized [would] have been useful to have at the beginning of the first session. It would have been nice to at least know a format (skeleton bones outline) to follow.

How will you use and/or share the information presented during this learning experience?

- I will use this in my school's cross-curricular teams.
- Through PLC and dept meetings.
- With my grade level and content teams in informal meetings and in formal collaborations this summer.
- During my school PLC.
- During PLC and with other coworkers.
- The information presented in this session helped me rethink my reflection processes.
- I will use this in planning curriculum this summer and preparing for 22-23.
- The four articles to aid in finding evidence.
- I will use the strategies mentioned in building teacher efficacy in interacting with other teachers in my school.
- I am currently part of my building team, I have already made notes to use materials in the planning of the next school year.
- I will use the knowledge I gain from the examples I received during our groups together.
- I plan to use the equity protocol with my colleagues. I'm very excited!
- I'm going to try to implement more jigsaw into my class and in meetings.
- Implementing strategies during our collaborative data meetings.
- I will work to spread positivity to build efficacy among teachers and students.
- I plan to work with my admin to create the back-to-school trainings using some of the knowledge and protocols from our work here.
- I really benefited from seeing the jigsaw procedure in practice. I have been brainstorming how I can use this in my classroom now that I've seen it in action.
- Pointing out the underlying assumptions in the Theory of Action statements was very helpful. It made me take a reflective lens to what I am doing, have been doing, or will do in the future to make sure I am taking out all assumptions and having clear and concise expectations/outcomes.

Please provide additional comments or suggestions you would like to share.

- Love ALA!
- Not beginning a cohort in January. It is hard to begin and complete the inquiry cycle within this time frame.
- Great job!
- Great information and great presentation ladies! I always look forward to these days.
- I'm still looking for some diversity in materials, presenters, strategies, etc.
- Thank you for the book! Also, I'm very nervous about coming up with high-level artifacts.
- This would be a great program to have started at the beginning of the school year and would have a greater experience with implementing the strategies and protocols that we have been learning.
- Thank you for the new book!
- Felt like today was a great balance, it didn't feel like it was time to go when it was time to go. Thank you for all of your thoughtful planning and use of feedback.

We help organizations make sense of data & connect the dots.

E-TEAM, at the University of Oklahoma, designs research and evaluations to help organizations understand and use information and data to solve real-world problems with progress and outcomes monitoring, technology solutions, study findings, and recommendations.

All E-TEAM research and evaluations are designed to comply with nationally mandated standards for conducting research involving human participants. E-TEAM recognizes that demographic, sociopolitical, and contextual perspectives matter fundamentally in evaluation.

E-TEAM also recognizes that privilege and intersectionality impact data collection and analysis and interpretation. We align our evaluations from planning, implementation, data collection, analysis, interpretation, and reporting with an understanding of these issues. In service to this, we recruit and hire staff from across diverse racial and ethnic groups, cultures, and perspectives.