



REQUEST FOR PROPOSAL (RFP) FOR ARKANSAS LEADERSHIP ACADEMY (ALA) INFORMATION AND TIMELINE

September 10, 2020

OVERVIEW

1. Project Background and Description

The Arkansas Leadership Academy (ALA) Arkansas law, rules, and state policy allow for multiple avenues for promoting teacher and administrator leadership opportunities.

[AR Code § 6-15-1007 \(2017\)](#)

- (a) There is established the Arkansas Leadership Academy.
- (b) (1) The academy shall provide a variety of training programs and opportunities to develop the knowledge base and leadership skills of school principals, teachers, superintendents, other administrators, and school district board members.

(2) The academy may enter into a private-public partnership or a public-public partnership if the partnership will enhance the leadership skills of school principals, teachers, superintendents, other school administrators, school district board members, students, or other stakeholders.
- (c) The State Board of Education shall have the authority to issue requests for proposals if the state board should determine to change the location or the location of the academy.

Under the Arkansas ESSA Plan, all schools are encouraged and expected to engage in continuous cycles of inquiry, using data from various sources to determine how to meet the needs of all students and driving dramatic, lasting improvements in schools. Since 2015, the state has operated under a new federal and state accountability system that has moved away from school improvement providers in low-performing schools to a system of Plan-Do-Check for continuous improvement on a path to excellence for all schools. The Arkansas Leadership Academy has been involved in the school improvement work and can be an important resource for capacity building and sustainable efforts for school excellence.

The ALA should be an integral component to bring together efforts to accelerate leadership opportunities for those closest to the work. We want teachers and principals to have opportunities to “lead” without “leaving” their positions, making Arkansas a state nationally recognized for investing in teacher and school leaders' professional development.

Goal: To align the work of the Arkansas Leadership Academy with Arkansas's updated model for school improvement efforts that include evidence-based approaches to teacher and administrator leadership development, resulting in Arkansas's ultimate shift from adequacy to excellence.

Focus Areas:

1. Advance the process of school improvement for all schools through continuous cycles of inquiry described in the Arkansas Plan submitted under Every Student Succeeds Act and in alignment with the state support and accountability legislation.



2. Build leadership capacity to support school improvement work at local levels, focusing on developing teachers and leaders who have the skills to drive dramatic change.
3. Utilize the DESE Career Continuum to rethink and redesign the teacher and principal academies so that the academy experience is a part of an educator's career trajectory. Leadership capacity building and increasing the retention rate of highly effective teachers and principals is accomplished by:
 - Providing a pathway for teachers to become designated "lead" teachers according to the DESE career continuum, who demonstrate understanding teacher leadership and impact on student growth and achievement.
 - Providing a pathway for principals to become "lead" principals who demonstrate school leadership with student impact results and then have an opportunity to enter the Master Principal program.
4. Recognizing the importance of demonstrating competency to lead a highly reliable organization, redesign the goals of the Master Principal Program and the Master Principal designation process to align with school improvement values supported by the state's ESSA. The designation of Master Principal must be based on quantitative student and school outcomes, which are fully described in the evaluation of the proposal.

AR Code § 6-17-1602 (2017) – Master Principal Program

- (a) There is created the Master School Principal Program to provide training programs and opportunities to expand the knowledge base and leadership skills of public-school principals.
 - (b) The program shall be administered by the Arkansas Leadership Academy.
 - (c) The program shall consist of a process of no fewer than three (3) phases developed by the academy and approved by the State Board of Education, including:
 - (1) "Phase one", which shall expand the knowledge base and leadership skills of the principal;
 - (2) "Phase two", which shall require the principal to implement strategies and to collect evidence of improvement in student learning and school processes; and
 - (3) "Phase three", which shall require the principal to publicly demonstrate the ability and skills that lead to sustained academic improvement in a school and a school district.
 - (d) A school principal successfully completing the program shall be designated as a master school principal by the academy.
 - (e) (1) The Department of Education and the academy shall:
 - (A) Develop criteria and selection procedures for the process;
 - (B) Review and modify, as deemed appropriate, the program performance areas; and
 - (C) (i) Develop a rigorous assessment process based on the performance areas.
(ii) The assessment shall include, but shall not be limited to, demonstrable, performance-based evidence of principal performance.
 - (2) The number of school principals participating each year may be determined by the amount of funding available for the program.
- Support superintendents and school boards to lead leadership development and school improvement work in their districts through partnerships with existing state or national organizations and support school improvement.

Method: Align goals with identified state needs and state priorities for leadership development (primarily focusing on teachers and principals). Utilize practitioners to lead the work and build capacity throughout the state for improved school performance, educator effectiveness, high-quality instruction, and organizational excellence.

Components of the RFP/ New ALA structure (must be fully described in the RFP):

1. **Continuous School Improvement** - Describe the plan for comprehensive training that will develop teachers' and principals' understanding of their role in **school improvement through continuous cycles of inquiry** (aligned to the state's framework for School Improvement)



2. **Teacher Leadership (ACA § 6-15-1007)** - Describe the process for establishing a pathway for teachers to become designated as “lead” teachers according to the DESE career continuum. The pathway should be evidence-based and results oriented.
3. **Use of Experienced Practitioners** - Describe a process for how current teachers and administrators who are working in high-performing Arkansas schools will be involved in the training of other practitioners in processes and initiatives supported by the DESE.
4. **Master Principal Program (ACA § 6-17-1602)** Describe the Master Principal program as a career capstone for experienced principals- optimally describe how the Master Principal program is part of a career trajectory for school leaders that complements the other principal development programs supported by the state and the Leadership Coordinating Council. Describe how the existing Master Principal program will be transitioned to a new program that is aligned with the trajectory for “next level” leadership and detail how Master Principals would be qualified to serve in expanded or distinct roles within their districts. Pathway must be evidence-based and results oriented.
5. **Superintendents (ACA § 6-15-1007)** - Describe how the applicant will partner with state or national organizations to support superintendents to lead leadership development and aligned school improvement work within their districts.
6. **School Boards (ACA § 6-15-1007)** - Describe how the applicant will partner with state or national organizations to educate school boards about their roles to support the leadership development and aligned school improvement work within their districts.
7. **Public-Private Partnership (ACA § 6-17-1007)**- If the participant will enter into a private-public partnership or a public-public partnership, clearly describe the partnership purpose and structure.
8. **Alignment** - Provide an analysis of how existing legislative programs and DESE initiatives can be aligned to create synergy that develops school leaders for the work of continuous school improvement.

Staffing and Governing Structure

1. Proposal must describe the governing structure of the ALA and detail all entities involved in operations in meeting the components described above.
2. Proposal must describe personnel needed, how they will be employed, qualifications of employees, how/if they will be allowed continued membership in the Arkansas Teacher Retirement System, description of each position and expected salary/benefit costs. The function of each position must be described and justified.
3. Describe how practitioners (teacher and principal) will be included in the ALA work, how they will be compensated, how they can support the work and maintain their current positions as practitioners, etc.

Evaluation and Budget

1. Proposal must include how success for each component will be measured. Clear quantitative and qualitative data must be detailed, as well as, timelines for each measure of evaluation. Inclusion of a third-party evaluator will strengthen the proposal.
2. Proposal must include a detailed budget, including planned expenses and payments to all entities involved.



2. Timeline for Request for Proposal for Arkansas Leadership Academy

September 10, 2020

- Present RFP to SBE members
- SBE Subcommittee identified/nominated to review submitted proposals

October 30, 2020

- Proposals due to ADE/DESE

November 2020

- SBE Subcommittee reviews proposals and ranks using rubrics – Expected completion date November 27th

December 10, 2020

- Subcommittee submits recommendation at regular scheduled state board meeting for approval

3. Timeline for RFP

Dates/Times subject to change with evolving COVID-19 challenges.

Deliverable	Due Date	Responsible
State Board of Education Agenda	August 31, 2020	Dr. Pfeffer
State Board Meeting – Subcommittee determined	September 10, 2020	SBE Chair- Charisse Dean
Request for Proposals released	September 11, 2020	Missy Walley, DESE Special Advisor
Proposals Due	October 30, 2020	
Identifying information removed from proposals and submitted to SBE Subcommittee	November 6, 2020	Missy Walley, DESE Special Advisor
SBE Subcommittee meets to review proposals and score	November	SBE Subcommittee (TBD)
Scoring complete	November 27, 2020	SBE Subcommittee (TBD)
Submit information to be placed on SBE agenda	November 27, 2020	Gina Windle, ADE Chief Operations Officer
Recommend proposal at regular scheduled State Board of Education meeting	December 10, 2020	SBE Subcommittee



Arkansas Leadership Academy and Request for Proposal

Vendor Name:

Please rank the degree to which the proposal addresses the following:			Scale:			
			0 - Not	1	2	3
Alignment with DESE Mission and Vision	Continuous School Improvement	Description of comprehensive training that will develop teachers' understanding of their role in school improvement through continuous cycles of inquiry				
		Description of comprehensive training that will develop principals' understanding of their role in school improvement through continuous cycles of inquiry				
		Continuous cycle of inquiry is explained and aligns to the state's framework for School Improvement				
	Teacher Leadership (ACA § 6-15-1007)	Describes the process for establishing a pathway for teachers to become designated as " lead " teachers according to the DESE career continuum				
		The process for establishing a pathway for teachers to become designated as "lead" teachers according to the DESE career continuum is evidence-based and results oriented				
	Use of Experienced Practitioners	schools will be involved in the training of other practitioners in processes and initiatives supported by the DESE				
		Describes the process for how current administrators are working in high-performing Arkansas schools will be involved in the training of other practitioners in processes and initiatives supported by the DESE				
	Master Principal Program (ACA § 6-17-1602)	Master Principal program description outlines a career capstone for experienced principals				
		Description of transitioning plan from current Master Principal's program to a new program				
		Details how Master Principals qualify to serve in expanded and distinct roles within their districts				
		Description of pathway must be evidence-based and results oriented				
	Superintendents (ACA § 6-15-1007)	Description how applicant will partner with state or national organizations to support superintendents to receive leadership development and aligned school improvement work within their districts				
School Boards (ACA § 6-15-1007)	Description how the applicant will partner with state or national organizations to educate school boards about their roles to support the leadership and their development					
	Description how the applicant will partner with state or national organizations to educate school boards about their roles to support the school improvement work within their districts					



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	Public-Private Partnership (ACA § 6-15-1007)	If the participant will enter into a private-public partnership or a public-public partnership, there is a clear description of the partnership's purpose and structure				
	Alignment	Analysis of how existing legislated programs and DESE initiatives can be aligned to create synergy that develops school leaders for the work of continuous school improvement				
Staffing and Governing Structure	Staffing Structure	Description of personnel needed and how they will be employed and qualifications of employees				
		Description of how employee will be allowed to continue membership in the Arkansas Teacher				
Description of each position with expected salary/benefits costs (The function of each position						
Description of how practitioners (teacher and paraprofessional) will be included in the ALA work (include how they will be compensated, how they will support the work and maintain their						
	Governing Structure	Description of the governing structure of the ALA				
		Details all entities involved in operations in meeting the components above				
Evaluation and Budget	Evaluation	Includes how success for each component will be measured (Clear quantitative and qualitative				
		Timeline for each measure of evaluation included				
		Included a third party evaluation (optional), but will strengthen the proposal)				
	Budget	Detailed budget with planned expenses and payments to all entities involved				