



Arkansas Smart Accountability Leadership Professional Development

Effective school leaders are strong educators, demonstrating and aligning their work and skills to the literature and research of learning, teaching and school improvement. School leaders are caring individuals with the ability to make strong personal connections. Arkansas Smart Accountability, Standards and Indicators of School Improvement and the research document, *Turnaround Challenge*, all address the importance and the vital role of school leaders in effective school improvement.

In recognizing the importance of leadership, one of the Smart Accountability Learning Environment interventions requires the school to *provide leadership training and facilitate the leadership team process for all faculty members*. Representative David Cook, author of Act 222 of 2009, supports the Arkansas Leadership Academy (ALA) School Improvement Model. The Arkansas Department of Education (ADE) advocates and supports this model and the passing of Act 222 of 2009.

Schools in SI 7 and SI 6 have been given priority of enrollment and are highly encouraged to participate in this nationally recognized leadership model. Schools in Whole School Intensive Improvement SI 5 are also encouraged to participate in order to take part in the high quality training, as well as to receive assistance from the ALA weekly leadership specialist.

If a school chooses not to participate in the ALA school improvement model, that school will have to implement a comparable, research-based leadership model. All school initiated leadership professional development must align with the Interstate School Leaders Licensure Consortium (ISLLC) Leadership Standards, correspond with the ALA core principles and institutes, provide research skills and findings such as found in the Turnaround Challenge Model and the professional development must be provided by an experienced and credible leadership facilitator.

To meet the guidelines of Smart Accountability, schools opting out of ALA must have the leadership model approved by ADE. The proposed "School's/School District's" leadership professional development model shall address the roles of the school leader by adhering to the following:

- Align or correspond with the ISSLC Standards
- Align or correspond with the Arkansas Leadership Academy purpose, core principles and the training institutes.
- Show or demonstrate evidence of content outcomes
- Demonstrate the knowledge and application of the content skills
- Recognize the Turnaround Challenge research and literature



Alternative Leadership Professional Development Proposal Approval

Directions:

Please go to www.arpdsam.org and complete the requested information for the school's leadership professional development plan. Begin by developing a profile on www.arpdsam.org by clicking **[New Users-Register!](#)** in the upper right corner. Please add "Smart Accountability" to the Provider/Organization name so the application is processed appropriately for approval. Sheryl Norwood is the contact if you have questions about the on-line approval process.

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Resources:

- ✚ **Arkansas Department of Education Professional Development
Submission and Management website**
**Applicants must register as a vendor or other*

www.arpdsam.org

- ✚ **Interstate School Leaders Licensure Consortium Standards**

<http://www.ccsso.org/content/pdfs/isllcstd.pdf>

- ✚ **The Turnaround Challenge research**

<http://www.massinsight.org/micontent/trnresources.aspx>

School Improvement Leadership Professional Development

Act 222 of 2009

Act 222 of 2009 is an Act to strengthen Arkansas Educational Leadership Development. This Act created the *Arkansas Leadership Academy School Support Program* through which the Arkansas Leadership Academy, in collaboration with the Department of Education and other leadership groups, shall provide support to schools or school districts designated by the department as being in school improvement and other school districts who opt to participate.

The program shall:

- (1) Build the leadership capacity of the school and school district personnel;
- (2) Train a diverse school leadership team, including, but not limited to, the superintendents, school principals and teachers;
- (3) Provide a cadre of highly experienced, trained performance coaches to work in the school or school district on a regular basis; and
- (4) Work with the school and school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network that can continue the school's progress and improvement after completion of the academy's formal intervention and support.