

Aspiring Leadership Institute
Mr. Mike Poore, Superintendent
Little Rock School District
810 West Markham
Little Rock, Arkansas 72201

August 16, 2019

Dear Leadership Applicant:

It is my pleasure to invite you to participate in the 2019-20 LRSD Aspiring Leadership Institute. The purpose of this institute is to identify, recruit, and groom school-based leaders to assume leadership positions in the near future within the Little Rock School District. The leadership institute is framed around the revised LEADS standards for Arkansas educational leaders. This five-session institute will provide participants with rigorous and thought provoking activities to extend thinking and practices around the leadership standards. There is an expectation for all participants to be fully engaged, arrive on time, and attend each session from 4:30-8:00 p.m. on October 15, November 4, February 4, April 7, and May 5. Participants will also be required to attend/volunteer for afterschool events hosted by the district.

It is my sincere hope that the institute will prepare fierce leaders to boldly accept the challenge to propel the Little Rock School District towards continued excellence.

The Leadership Institute will host 20 participants who hold a graduate degree in Educational Leadership or currently enrolled in a graduate program. If you meet this criterion, please submit the following: *Application, Essay, Two Sealed Reference Letters and Rating Forms, Curriculum Vitae, Most Current Transcript, and a Current Educator License*. This information is due on or before Friday, September 6, 2019 via US Mail or LRSD School Mail to my designee:

Dr. Ericka O'Neal-McCarroll 810 W Markham LR, AR 72201

Ericka.mccarroll@lrsd.org

If you have any further questions, please feel free to contact Dr. McCarroll at 447-1116 or via email. I wish you well while attaining your goals and leadership aspirations.

Sincerely,

Mike Poore

Superintendent



Aspiring Leadership Institute Participant Application

Name	Email Address		
Position	School		
Work Phone Number	Cell Number		
Areas of Certification			
Teacher Leader			
Experiences			

Application Packet should include the following:

- 1. Complete Application
- 2. Curriculum Vitae
- 3. Current Educator License
- 4. College Transcript
- 5. Essay
- 6. Sealed Letter of Recommendation and Rating Form from Principal/Supervisor
- 7. Sealed Letter of Recommendation and Rating Form from Colleague

Complete application packets must be submitted no later than Friday, September 6, 2019 by 3p.m. to:

Dr. Ericka O'Neal-McCarroll 810 W. Markham LR, AR 72201 Ericka.mccarroll@lrsd.org



Aspiring Leadership Institute Essay Requirements

In an essay format, explicitly discuss the link between educational leadership and student learning while highlighting your contributions to education as it relates to the four domains from the Arkansas Department of Education Leader Excellence and Development System.

Limit your examples to one experience from a component of each of the four domains in which you have abundantly contributed to your organization and supported by current peer reviewed research.

Your writing should not exceed a four page double-spaced essay in APA format with a cover page.

Domain 1: School Organization and Management

- A. Organizational Focus
- B. School Plan
- C. Time Management
- D. School Resource Management
- E. Shared Leadership and Responsibility

Domain 2: School Culture and Climate

- A. Safe and Orderly
- B. Equitable and Culturally Responsive
- C. School Discipline System
- D. Family and Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching and Learning

- A. Curriculum
- B. Instruction
- C. Observations and Ratings
- D. Appropriate Instructional Support for ALL Students
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. Personal Professional Practice
- B. Personnel Management
- C. Educator Professional Capital
- D. School Advocacy



Aspiring Leadership Institute Applicant Essay Rubric

Category	Unacceptable	Acceptable	Good	Excellent
	1 Point	2 Points	3 Points	4 Points
Introduction	Does not adequately	Conveys topic, but not	Conveys topic and key	Strong introduction of
	convey topic; Does	key question(s);	question(s); Clearly	topic's key
	not describe subtopics	Describes 2 subtopics	delineates 3 subtopics	questions(s), terms;
	to be reviewed; Lacks	to be reviewed;	to be reviewed;	Clearly delineates 4
	adequate Introduction	General Introduction	General Introduction	subtopics to be
	statement	Statement	Statement	reviewed; Specific
				Introduction
				statement
Focus & Sequencing	Little evidence;	Most material clearly	All material clearly	All material clearly
	material is logically	related to subtopic,	related to subtopic,	related to subtopic,
	organized into topic,	main topic; Material	main topic and	main topic; Strong
	subtopics, or related	may not be organized	logically organized	organization and
	to topic; Many	within subtopics;	within subtopics;	integration of material
	transitions are unclear	Attempts to provide	Clear varied	within subtopics;
	or nonexistent	variety of transitions	transitions linking	Strong transitions
			subtopics, and main	linking subtopics, and
			topic	main topic
Support	Few sources	Sources generally	Sources well selected	Strong peer-reviewed
	supporting topic(s);	acceptable but not	to support topics with	research based
	Sources insignificant	peer-reviewed	some research in the	support for each of
	or unsubstantiated	research (evidence)	support of topic	the 4 topics
		based		
Conclusion	Does not summarize	Review of key	Strong review of key	Strong review of key
	evidence with respect	conclusions; Some	conclusions; Strong	conclusions; Strong
	to the topic	integration with topic	integration with topic	integration with topic
	statement; Does not	statement; Discusses	statement; Discusses	statement; Insightful
	discuss the impact of	impact of researched	impact of researched	discussion of impact
	research material on	material on topics	material on topics	of the research
	topics			material on topic
Grammar &	Grammatical errors or	Very few grammatical,	Grammatical errors or	The paper is free of
Mechanics	spelling and	spelling, or	spelling & punctuation	grammatical, spelling,
	punctuation	punctuation errors	are rare and do not	or punctuation errors
	substantially detract	interfere with reading	detract from the essay	
	from the essay	the essay		
APA Style &	Errors in APA style	Errors in APA style are	Few errors in APA	No errors in APA style;
Communication	detract substantially	noticeable; Word	style that do not	Scholarly style;
	from the essay; Word	choice occasionally	detract from the	Writing is flowing and
	choice is informal in	informal in tone;	essay; Scholarly style;	easy to follow
	tone; Writing is	Writing has a few	Writing has minimal	
	choppy, with many	unclear passages	unclear passages	
	unclear passages			
Citations &	Reference and citation	Two references or	One reference or	All references and
References	errors detract	citations missing or	citations missing or	citations are correctly
	significantly from	incorrectly written	incorrectly written	written and present
	essay			



Aspiring Leadership Institute Letters of Recommendation and Rating Forms

The letters of recommendation **MUST** address three areas: (a) your potential/ability as a leader; (b) your character, particularly as related to the dispositions of leadership; and (c) your potential for problem-solving ability, including a description of examples or experience relating to that quality. Note: The *same* individuals must do *both* the Recommendation Rating Forms and the Letters of Recommendation. These materials should be by the principal/immediate supervisor and professional colleague in a sealed envelope and **included** (sealed) in the application packet you submit to the program.



Aspiring Leadership Institute Recommendation Rating Form – <u>Principal/Immediate Supervisor</u>

(Return with Letter of Recommendation)

Name of Applicant:	
Person Recommending:	Current Position:
8	Print)

		(Print)		
Please circle the	number that corresponds	with the best descriptor	of the candidate's credentials.	
Component	•	•		
Ability to	1	2	3 (Target)	4
Improve	Candidate demonstrates	Candidate	Candidate demonstrates	Candidate demonstrates
Student	essentially no	demonstrates limited	sufficient knowledge/	exceptional knowledge/
Achievement	knowledge/	knowledge/	understanding of how to set	understanding of how to
Performance	understanding of how to	understanding of how	and gain support for high	set and gain support for
Expectations	set and gain support for	to set and gain support	performance expectations for	high performance
	high performance	for high performance	students, teachers, parents, and	expectations for students,
	expectations for students,	expectations for	community, but needs better	teachers, parents, and
	teachers, parents, and	students, teachers,	understanding of how to gain	community
	community	parents, and	support from various	
		community	stakeholder groups	
	Comments:			
47 979, 4			2 (17)	_
Ability to	1 Candidate demonstrates	2 Candidate	3 (Target) Candidate demonstrates	4
Improve Student		demonstrates limited	sufficient commitment to the	Candidate demonstrates
	essentially no commitment to the	commitment to the		exceptional commitment
achievement	principles of equity and	principles of equity	principles of equity and helping <i>all</i> children achieve at	to the principles of equity and helping <i>all</i>
Equity, Commitment	helping <i>all</i> children	and helping <i>all</i>	high levels	children achieve at high
to All	achieve at high levels	children achieve at	liigh levels	levels
to An	active at high levels	high levels		ICVCIS
	Comments:	<u> </u>	<u> </u>	
Ability to	1	2	3 (Target)	4
Improve	Candidate demonstrates	Candidate	Candidate demonstrates	Candidate demonstrates
Student	essentially no	demonstrates limited	sufficient understanding of	exceptional
Achievement	understanding of	understanding of	how/why to assess/ monitor	understanding of
Assessing and	how/why to assess/	how/why to assess/	student outcomes	how/why to assess/
Monitoring	monitor student	monitor student		monitor student
Outcomes	outcomes	outcomes		outcomes
				l

Comments:				
Advanced	1	2	3 (Target)	4
Knowledge of	Candidate demonstrates	Candidate	Candidate demonstrates	Candidate demonstrates
Curriculum,	essentially no depth of	demonstrates limited	sufficient depth of	exceptional depth of
Instruction, and	knowledge/understanding of curriculum content,	depth of knowledge/understand	knowledge/understanding of curriculum content,	knowledge/understandin g of curriculum content,
Assessment	instructional practices,	ing of curriculum	instructional practices, and	instructional practices,
	and assessment principles	content, instructional	assessment principles	and assessment
		practices, and assessment principles		principles
		ussessment principles		
	Comments:	•	•	
Problem	1	2	3 (Target)	4
Solving	Candidate demonstrates	Candidate	Candidate demonstrates	Candidate demonstrates
Ability	essentially no knowledge	demonstrates limited	sufficient knowledge of how	exceptional knowledge
Organizational Performance	of how to monitor organizational	knowledge of how to monitor organizational	to monitor organizational performance and modify	of how to monitor organizational
1 errormance	performance and modify	performance and	structures to match the	performance and modify
	structures to contribute	modify structures to	school's improvement efforts	structures to match the
	the school's improvement effort	match the school's improvement efforts		school's improvement efforts
	Comments:	improvement errorts		CHOIts
Problem	1	2	3 (Target)	4
Solving	Candidate demonstrates	Candidate	Candidate demonstrates	Candidate demonstrates
Ability	essentially no depth of knowledge/understanding	demonstrates limited depth of	sufficient depth of knowledge/understanding of	exceptional depth of knowledge/understandin
Program Evaluation	of the day-to-day	knowledge/understand	principles of day-to-day	g of principles of day-to-
	educational program	ing of the day-to-day	educational program	day educational program
	evaluation and how to tie	educational program	evaluation and how to tie these	evaluation and how to tie
	these results into subsequent cycles of	evaluation and how to tie these results into	results into subsequent cycles of continuous school	these results into subsequent cycles of
	continuous school	subsequent cycles of	improvement	continuous school
	improvement	continuous school		improvement
	Comments	improvement		
	Comments:			
Signatui	re:		Date:	THIS

RECOMMENDATION RATING FORM AND A LETTER OF RECOMMENDATION SHOULD BE COMPLETED, PLACED IN A SEALED ENVELOPE, AND RETURNED TO THE APPLICANT.



Aspiring Leadership Institute Recommendation Rating Form – Professional Colleague

(Return with Letter of Recommendation)

Name of	Applicant:			
Person Re	commending:		Current Position:	
	J	(Print)		
	ber that corresponds with the	best descriptor of the candid	ate's credentials.	
Component	1	2	2 (Toward)	4
Ability to Improve Student Achievement Performance Expectations	Candidate demonstrates essentially no knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community	Candidate demonstrates limited knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community	3 (Target) Candidate demonstrates sufficient knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community, but needs better understanding of how to gain support from various stakeholder groups	Candidate demonstrates exceptional knowledge/ understanding of how to set and gain support for high performance expectations for students, teachers, parents, and community
	Comments:			
Ability to Improve Student achievement Equity, Commitment to All	Candidate demonstrates essentially no commitment to the principles of equity and helping <i>all</i> children achieve at high levels	Candidate demonstrates limited commitment to the principles of equity and helping <i>all</i> children achieve at high levels	3 (Target) Candidate demonstrates sufficient commitment to the principles of equity and helping all children achieve at high levels	Candidate demonstrates exceptional commitment to the principles of equity and helping <i>all</i> children achieve at high levels
	Comments:			
Ability to Improve Student Achievement Assessing and Monitoring Outcomes.	Candidate demonstrates essentially no understanding of how/why to assess/ monitor student outcomes	Candidate demonstrates limited understanding of how/why to assess/ monitor student outcomes	3 (Target) Candidate demonstrates sufficient understanding of how/why to assess/ monitor student outcomes	Candidate demonstrates exceptional understanding of how/why to assess/monitor student outcomes
	Comments:			

Advanced	1	2	3 (Target)	4
Knowledge of	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates
Curriculum,	essentially no depth of	limited depth of	sufficient depth of	exceptional depth of
Instruction, and	knowledge/understanding of	knowledge/understanding of	knowledge/understanding of	knowledge/understanding o
Assessment	curriculum content,	curriculum content,	curriculum content,	curriculum content,
	instructional practices, and	instructional practices, and	instructional practices, and	instructional practices, and
	assessment principles	assessment principles	assessment principles	assessment principles
	Comments:			
Problem Solving	1	2	3 (Target)	4
Ability	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates
Organizational	essentially no knowledge of	limited knowledge of how	sufficient knowledge of how	exceptional knowledge of
Performance	how to monitor	to monitor organizational	to monitor organizational	how to monitor
	organizational performance	performance and modify	performance and modify	organizational performance
	and modify structures to	structures to match the	structures to match the	and modify structures to
	contribute the school's	school's improvement	school's improvement	match the school's
	improvement effort	efforts	efforts	improvement efforts
Problem Solving	1	2	3 (Target)	4
AbilityProgram	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates
Evaluation	essentially no depth of	limited depth of	sufficient depth of	exceptional depth of
	knowledge/understanding of	knowledge/understanding of	knowledge/understanding of	knowledge/understanding o
	the day-to-day educational	the day-to-day educational	principles of day-to-day	principles of day-to-day
	program evaluation and how	program evaluation and how	educational program	educational program
	to tie these results into	to tie these results into	evaluation and how to tie	evaluation and how to tie
	subsequent cycles of	subsequent cycles of	these results into subsequent	these results into subsequen
	continuous school	continuous school	cycles of continuous school	cycles of continuous school
	improvement	improvement	improvement	improvement
	Comments:			

Signature:	Date:	
Signature:	Date:	

THIS RECOMMENDATION RATING FORM AND A LETTER OF RECOMMENDATION SHOULD BE COMPLETED, PLACED IN A SEALED ENVELOPE, AND RETURNED TO THE APPLICANT.

ONLY SEALED ENVELOPES WILL BE ACCEPTED