



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,

A handwritten signature in black ink, appearing to read 'Mike Poore', is written over the printed name.

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Support | Few sources supporting topic(s); Sources insignificant or unsubstantiated | Sources generally acceptable but not peer-reviewed research (evidence) based | Sources well selected to support topics with some research in the support of topic | Strong peer-reviewed research based support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



**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 – Principal/Immediate Supervisor**

(Return with Letter of Recommendation)

Name of Applicant: _____

Person Recommending: _____ **Current Position:** _____
 (Print)

| Please circle the number that corresponds with the best descriptor of the candidate's credentials. | | | | |
|--|--|---|---|---|
| Component | 1 | 2 | 3 (Target) | 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 | 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 | Candidate demonstrates sufficient commitment to the principles of equity and helping <i>all</i> 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 | 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 Knowledge of Curriculum, Instruction, and Assessment | 1 | 2 | 3 (Target) | 4 |
| | Candidate demonstrates essentially no depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | Candidate demonstrates limited depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | Candidate demonstrates sufficient depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | Candidate demonstrates exceptional depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles |

Comments:

| | | | | |
|---|--|---|--|---|
| Problem Solving Ability-- Organizational Performance | 1 | 2 | 3 (Target) | 4 |
| | Candidate demonstrates essentially no knowledge of how to monitor organizational performance and modify structures to contribute the school's improvement effort | Candidate demonstrates limited knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts | Candidate demonstrates sufficient knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts | Candidate demonstrates exceptional knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts |

Comments:

| | | | | |
|---|--|---|--|---|
| Problem Solving Ability-- Program Evaluation | 1 | 2 | 3 (Target) | 4 |
| | Candidate demonstrates essentially no depth of knowledge/understanding of the day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | Candidate demonstrates limited depth of knowledge/understanding of the day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | Candidate demonstrates sufficient depth of knowledge/understanding of principles of day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | Candidate demonstrates exceptional depth of knowledge/understanding of principles of day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement |

Comments:

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



**Aspiring Leadership Institute
Recommendation Rating Form – Professional Colleague**

(Return with Letter of Recommendation)

Name of Applicant: _____

Person Recommending: _____ **Current Position:** _____
(Print)

| Please circle the number that corresponds with the best descriptor of the candidate's credentials. | | | | |
|--|--|---|---|---|
| Component | 1 | 2 | 3 (Target) | 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 | 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 | Candidate demonstrates sufficient commitment to the principles of equity and helping <i>all</i> 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 | 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 Knowledge of Curriculum, Instruction, and Assessment | 1 Candidate demonstrates essentially no depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | 2 Candidate demonstrates limited depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | 3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles | 4 Candidate demonstrates exceptional depth of knowledge/understanding of curriculum content, instructional practices, and assessment principles |
| | Comments: | | | |
| Problem Solving Ability--Organizational Performance | 1 Candidate demonstrates essentially no knowledge of how to monitor organizational performance and modify structures to contribute the school's improvement effort | 2 Candidate demonstrates limited knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts | 3 (Target) Candidate demonstrates sufficient knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts | 4 Candidate demonstrates exceptional knowledge of how to monitor organizational performance and modify structures to match the school's improvement efforts |
| | Comments: | | | |
| Problem Solving Ability--Program Evaluation | 1 Candidate demonstrates essentially no depth of knowledge/understanding of the day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | 2 Candidate demonstrates limited depth of knowledge/understanding of the day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | 3 (Target) Candidate demonstrates sufficient depth of knowledge/understanding of principles of day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement | 4 Candidate demonstrates exceptional depth of knowledge/understanding of principles of day-to-day educational program evaluation and how to tie these results into subsequent cycles of continuous school improvement |
| | Comments: | | | |

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