



**Department of Educational Leadership,  
Curriculum, and  
Special Education**

**Mentor LEADS 2.0 Training**



# Purpose of this Training

1. Gain knowledge of LEADS 2.0
2. Why and how LEADS 2.0 was developed
3. Understand your role of implementing LEADS 2.0



## Vision of Arkansas D.E.S.E.

The Arkansas Department of Education is transforming Arkansas to lead the nation in student-focused education.

## Mission of Arkansas D.E.S.E.

The Arkansas Department of Education provides **leadership, support, and service** to schools, districts, and communities so every student graduates prepared for college, career, and community engagement.

**([dese.ade.gov](http://dese.ade.gov))**

# What is LEADS 2.0

LEADS 2.0 stand for:

- The Leader Excellence and Development System [LEADS] 2.0 provides professional support, communication and documentation of District, School and Charter Leaders. LEADS 2.0 rubrics are based on the State Board of Education's adoption of **the Professional Standards for Educational Leaders (PSEL)** as Arkansas' Leadership Standards. (CCSSO 2015)
- LEADS 2.0 applies to the work of Building-level Principals
- The new, concise format of LEADS 2.0 rubrics supports improved application of leadership best practices while facilitating focus on the power of working together to support each student in Arkansas public and charter schools as they reach 'future-ready'. ([dese.ade.gov](http://dese.ade.gov))

# Professional Standards Educational Leaders



Standard 1. Mission, Vision, and Core Values

Standard 2. Ethics and Professional Norms

Standard 3. Equity and Cultural Responsiveness

Standard 4. Curriculum, Instruction, and Assessment

Standard 5. Community of Care and Support for Students

Standard 6. Professional Capacity of School Personnel

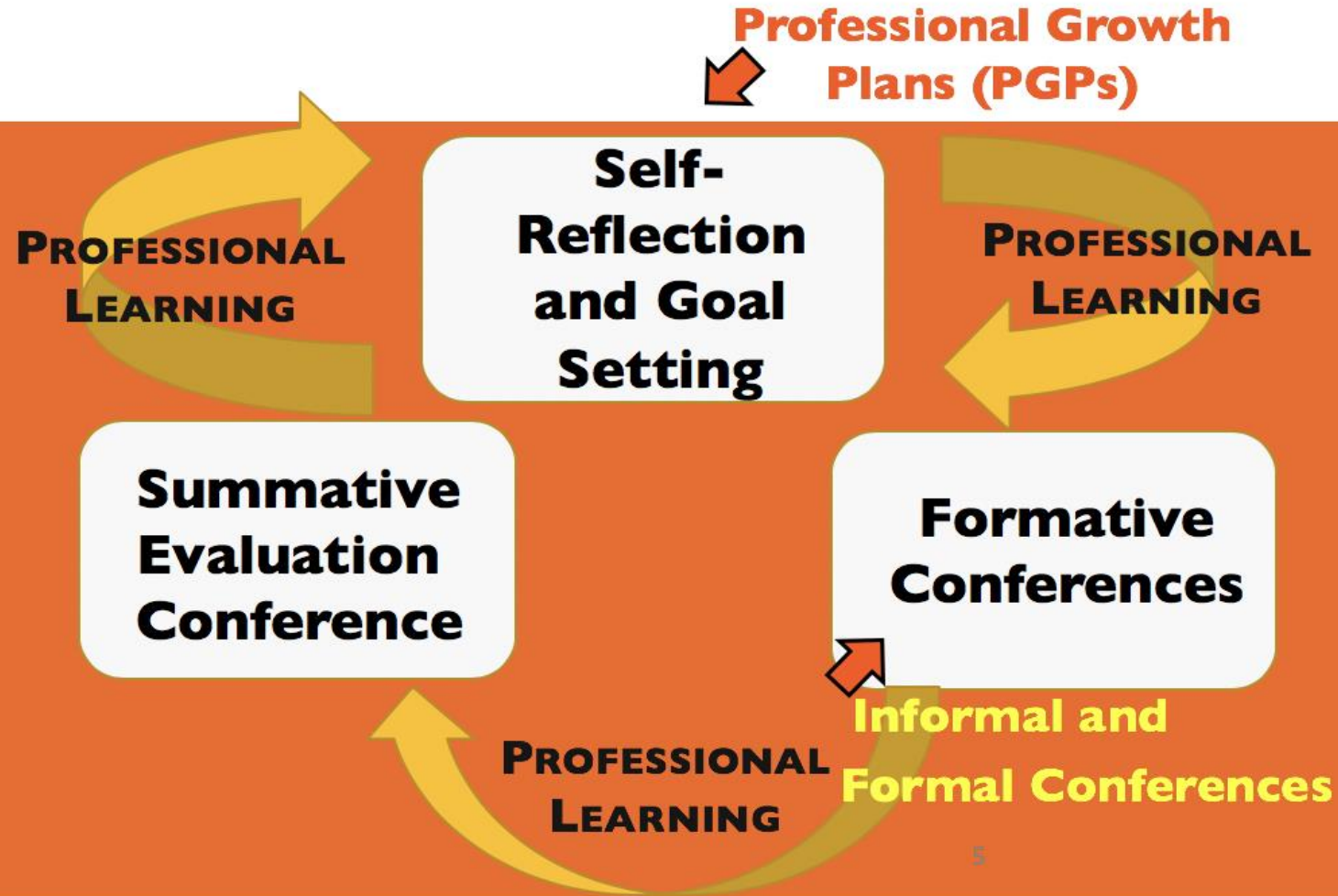
Standard 7. Professional Community for Teachers and Staff

Standard 8. Meaningful Engagement of Families and Community

Standard 9. Operations and Management

Standard 10. School Improvement

# EVALUATION DATA USE CYCLE



## ARKANSAS LEADS 2.0 Quick Reference



Domain 1: School Organization & Management	Domain 2: School Culture & Climate
A. <u>Organizational Focus</u> Unique to school's identity; Promoted; Supports monitoring for continuous improvement	A. <u>Safe &amp; Orderly</u> Facilities; Student handbook; Crisis management plans; Perceptions
B. <u>School Plan</u> Student-focused; Collaborative & strategic; Progress monitoring & revision	B. <u>Equitable &amp; Culturally Responsive</u> Welcoming; Culturally competent; Supporting programs or initiatives
C. <u>Time Management</u> Strategies & tools; Master schedule	C. <u>School Discipline System</u> Positive & unbiased; Growth-path orientation; Protected learning participation
D. <u>School Resource Management</u> Efficient and effective use; Equitable consideration & distribution	D. <u>Family &amp; Community Engagement</u> Communication; Meaningful family involvement; Strategic community partnerships
E. <u>Shared Leadership &amp; Responsibility</u> Principal efficacy; Leadership development; Shared responsibility	E. <u>Collaborative Teaming</u> Systemic support; Teaming skillset; Individual & team accountability
Domain 4: Human Capital Management	Domain 3: Teaching & Learning
A. <u>Personal Professional Practice</u> Ethical behavior; Organizational & Interpersonal Skills Research orientation	A. <u>Curriculum</u> Provided & available; Clear content & expectations; Supported planning & implementation
B. <u>Personnel Management</u> Recruitment & hiring; Induction & career pathways; Conflict resolution	B. <u>Instruction</u> Student-focused; Reflection-driven; Protected instructional time
C. <u>Educator Professional Capital</u> Instructional capital; Social capital; Decisional capital	C. <u>Observations &amp; Ratings</u> Strategic observations; Actionable feedback/coaching; Needs-based professional learning
D. <u>School Advocacy</u> Educates self & others on issues; Shares the story; Leverages multiple media formats	D. <u>Appropriate Instructional Support for ALL Students</u> Organized interventions for additional learning supports; Accelerated learning for the gifted; Aligned curriculum & instructional practices with feeder/connecting schools
E. <u>Contributions to the Profession</u> Professional associations & resources; Beginning educators	E. <u>Effective Instructional Change Leadership</u> Communication: consistent and connected; Support for planning & implementation; Cultural incorporation

HRS Level 1

HRS Level 2

HRS Level 3





# Evidence Collection

Direct Observation	Indirect Observation	Artifacts	Data
The evaluator is physically present in the school or venue where the leader is present, leading and/or managing	The evaluator is observing systems that operate without the leader present	Materials that document the leader's practice	Teacher and student performance data, student performance data, overall school performance data



# Levels-of-Performance Descriptors

<i>Ineffective</i>	This rating is appropriate if the principal <b>doesn't</b> appear to understand the concepts or the importance of them. Growing from here means working on understanding and actions. A rating of Ineffective is a first priority for mentoring or coaching. If this rating is given as an indication that student learning is harmed, immediate intervention is needed.
<i>Progressing</i>	Performance at the Progressing level shows the principal <b>appears to understand</b> the meaning of the component, but successful implementation <b>is intermittent</b> . <b>Improvement may be seen through additional reading</b> and research, professional discussions or observing other principals. <b>Guided experience will also improve</b> performance.
<i>Effective</i>	Most experienced principals will perform at this level. They are professionals who <b>understand and implement best practices</b> . They <b>consistently demonstrate</b> leadership skills of organization and management. They <b>are aware and capable</b> of handling emergencies in school operation. They are wonderful <b>resources</b> for others in a professional community.
<i>Highly Effective</i>	Principals at this level are <b>masters of practice</b> . His/her leadership is <b>note-worthy in one or more</b> components of the LEADS 2.0 Domains: 1. School Organization & Management; 2. School Culture & Climate; 3. Teaching & Learning; 4. Human Capital Management.

## Domain 2: School Culture & Climate

Principal leadership greatly impacts the school's culture and climate. Modeling & establishing positive guidelines/norms impacts learning & growth. Positive communication in a safe, culturally responsive environment supports intellectual, interpersonal & citizenship skills for everyone. Families and community members are productively engaged in the school.

### E. Collaborative Teaming

	Ineffective	Progressing	Effective	Highly Effective
Systemic support	The principal is proud of the levels of student achievement and does not recognize the value of proper collaborative teaming. Or The principal does not provide for collaborative teaming structure	The principal is aware of an existing teaming structure which is ineffective and needs change. The principal is actively working to partner with school leaders and teachers to restructure the school system with best practices.	A successful teaming structure exists. Teams are purposefully created for a positive, caring climate of 'working together'. Teams have the same goal, acknowledge and use individual strengths to seek the 'win' for students. Teams are monitored to ensure focus and accountability. As needs are identified, training to improve skill is provided.	Leadership facilitates one or more: Teams evidence more progress together than has been made individually. Team skills of communication, compromise, tolerance and being a reliable team player are evident. Collective decisions and collaboration produces data-based results. A foundation for a practice-changing culture to benefit student learning is built.
Teaming skillset				
Individual & team accountability				

## Collaborative Teaming 2E

Systemic support, Teaming skill set, Individual & team accountability

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### *Progressing*

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The principal is aware of an existing teaming structure which is ineffective and needs change. The principal is actively working to partner with school leaders and teachers to restructure the school system with best practices.



### *Progressing*

- Sign in sheets
- Agendas
- Minutes of meetings, but no evidence of collaborative work around student learning completed during meeting

# Collaborative Teaming 2E

Systemic support, Teaming skill set, Individual & team accountability

## *Effective*

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A successful teaming structure exists. Teams are purposefully created for a positive, caring climate of 'working together'. Teams have the same goal, acknowledge and use individual strengths to seek the 'win' for students. Teams are monitored to ensure focus and accountability. As needs are identified, training to improve skill is provided.



## *Effective*

- Sign-in sheets
- Agendas
- Minutes of meetings
- Essential standards identified for core subjects
- Collective commitments listed and followed
- Data Wall that impact adult actions and student achievement
- Team goals

## Collaborative Teaming 2E

Systemic support, Teaming skill set, Individual & team accountability

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### *Highly Effective*

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*Leadership facilitates one or more:*

Teams evidence more progress together than has been made individually. Team skills of communication, compromise, tolerance and being a reliable team player are evident. Collective decisions and collaboration produces data-based results. A foundation for a practice-changing culture to benefit student learning is built.



### ***Highly Effective***

Includes a substantial amount of evidence from “Effective”

### ***PLUS***

The school is a true PLC that is not dependent on building leaders to function.

# Questions



If you have any questions regarding LEADS 2.0 training contact:

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