

VISION **TO** IMPACT:

IGNITING LEADERSHIP FROM WITHIN





Dr. Christy Smith

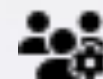
As the landscape of education evolves, so must those who lead. With more than 30 years of combined K–12 building and district administrative experience, we believe leadership is built on trust, communication, and adaptability.



Dr. Marcia Smith



Educational Leadership



Systems Strategy

Today's Goals

Evaluate individual and leadership team effectiveness, identify areas for growth, and develop actionable steps to strengthen leadership practices.

Identify emerging leaders, recognize their influential behaviors, and provide projects to support mentorship and leadership growth.

Leadership Data



National

Turnover 20 - 25%
Turnover 3 - 4 years
Years in Profession 7.3

Arkansas

Turnover 15 - 18%
Turnover 4 - 5 years
Years in Profession 5.2

National

Turnover 16 - 18%
Turnover 5 - 6 years
Years in Profession 6.9

Arkansas

Turnover 18 - 20%
Turnover 4.5 - 5.5 years
Years in Profession 7.6

NATIONAL DATA CITATIONS

- AASA, The School Superintendents Association (e.g., 2023 Superintendent Salary & Benefits Study)
- Learning Policy Institute (e.g., Understanding and Addressing Principal Turnover)
- RAND Corporation (e.g., 2022 and 2023 National Principal Surveys)

ARKANSAS DATA CITATIONS

- Office for Education Policy (OEP), University of Arkansas (e.g., Arkansas Teacher and Administrator Turnover Report)
- Arkansas Department of Elementary and Secondary Education (DESE) (e.g., Data Center: Educator Licensure and Employment)
- Forward Arkansas (e.g., studies on the education workforce pipeline)

Look at these pictures and then turn and compare how **principal role** has evolved.



Traditional
Rows
Direct Instruction
Conformity
Teacher Focused



Modern
Collaborative Groups
Facilitated Learning
Engagement & Ownership
Student Centered

Leadership

What we do!

**Has changed
little**

How we do it!

**Has changed
significantly**

What we do!!!

NELP Standards & Arkansas LEADS 2.0 Standards Crosswalk

National Educational Leadership Preparation (Building Level, 2018) | Leader Excellence and Development System 2.0 (PSEL-Based)

Overview: Arkansas LEADS 2.0 is built upon the 10 Professional Standards for Educational Leaders (PSEL), adopted by the Arkansas State Board of Education in 2016. The 8 NELP Building-Level Standards (plus Internship) are also directly aligned to PSEL. This crosswalk maps how each NELP standard corresponds to the Arkansas LEADS 2.0 framework used to evaluate school principals and assistant principals across the state.

Sources: NPBEA (2018). *NELP Program Standards — Building Level*. National Policy Board for Educational Administration. | Arkansas DESE (2020). *Arkansas LEADS 2.0 Principal Rubric*. Arkansas Department of Education, Division of Elementary and Secondary Education. | CCSSO (2015). *Professional Standards for Educational Leaders (PSEL)*.



On a 4 point Likert scale 1- Unsatisfactory, 2- Progressing, 3-Effective, and 4- Highly Effective rate yourself and rate your leadership team.

NELP Standard	NELP Standard Title & Components (Building Level, 2018)	AR LEADS Standard	Arkansas LEADS 2.0 Standard (PSEL-Based)
NELP 1	Mission, Vision, and Improvement 1.1 Develop mission/vision 1.2 Lead cycle of improvement	PSEL 1 PSEL 10	Mission, Vision, and Core Values School Improvement PSEL 1: Collaborative development of mission, vision, and core values focused on student learning. PSEL 10: Acts as agents of continuous improvement to promote student achievement.
Self Rating 1 2 3 4		Leadership Team Rating 1 2 3 4	
NELP 2	Ethics and Professional Norms 2.1 Understand and model professional norms 2.2 Evaluate, communicate, and advocate for ethical/legal decisions 2.3 Model ethical behavior in personal conduct	PSEL 2	Ethics and Professional Norms PSEL 2: Acts ethically and professionally in personal conduct, relationships, decision-making, stewardship of the school's resources, and all aspects of school leadership.
NELP 3	Equity, Inclusiveness, and Cultural Responsiveness 3.1 Use data to design inclusive school culture 3.2 Advocate for equitable access to resources & technology 3.3 Cultivate equitable, inclusive, culturally responsive instruction	PSEL 3	Equity and Cultural Responsiveness PSEL 3: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
NELP 4	Learning and Instruction 4.1 Evaluate & implement high-quality, technology-rich curriculum 4.2 Evaluate, develop, & implement coherent instructional systems 4.3 Promote the use of data/assessments to improve instruction 4.4 Promote student learning, agency, and self-direction	PSEL 4 PSEL 5	Curriculum, Instruction, and Assessment Community of Care and Support for Students PSEL 4: Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment. PSEL 5: Cultivates inclusive, caring, and supportive school community that promotes academic success and well-being of each student.

NELP Standard	NELP Standard Title & Components (Building Level, 2018)	AR LEADS Standard	Arkansas LEADS 2.0 Standard (PSEL-Based)
NELP 5	Community and External Leadership 5.1 Engage families in meaningful, culturally responsive ways 5.2 Engage and collaborate with community and external partners 5.3 Understand, navigate, and advocate for school/community needs in political, social, legal contexts	PSEL 8 PSEL 9	Meaningful Engagement of Families and Community Operations and Management PSEL 8: Engages families and the community in meaningful, reciprocal, and mutually beneficial ways. PSEL 9: Manages school operations and resources to promote each student's academic success and well-being.
NELP 6	Operations and Management 6.1: Manage school systems that support learning. 6.2: Use data to allocate equitable resources. 6.3: Apply laws and policies to support students and staff.	PSEL 9	Operations and Management PSEL 9: Manages school operations and resources to promote each student's academic success and well-being, including legal and ethical management of school resources.
NELP 7	Building Professional Capacity 7.1: Recruit, hire, and retain staff. 7.2: Build a collaborative school culture. 7.3: Promote professional learning. 7.4: Supervise, support, and evaluate staff.	PSEL 6 PSEL 7	Professional Capacity of School Personnel Professional Community for Teachers and Staff PSEL 6: Develops the professional capacity and practice of school personnel to promote each student's academic success and well-being. PSEL 7: Fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.
NELP 8	Internship (Supervised Practice) 8.1 Substantial, sustained, standards-based internship 8.2 Engage in real-world leadership under qualified supervisor 8.3 Demonstrate competency across all NELP standards in practice	PSEL 1–10	All PSEL Standards (Applied Practice) LEADS 2.0 evaluates leaders against all 10 PSEL standards in their actual administrative roles, using performance rubrics with four tiers: Beginning, Developing, Proficient, and Distinguished.

Leadership

What we do!

**Has changed
little**

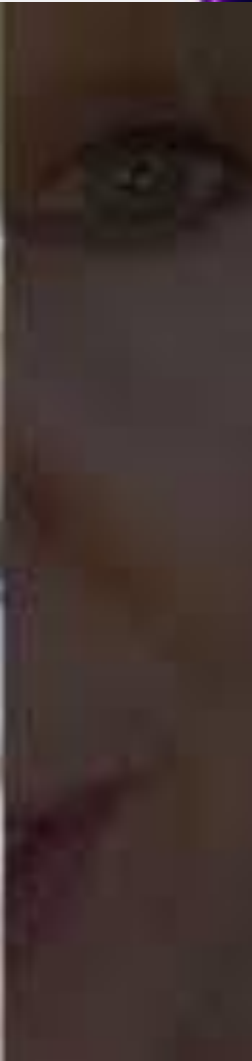
How we do it!

**Has changed
significantly**

**"Leadership potential is *not defined by a title,*
but by the ability to influence, support others,
*and drive growth."***

Adapted from J.C. Maxwell

What qualities does a social media influencer have?



Do you follow any social media influencers?

- Which influencer do you follow the most, and what aspects of their content and lifestyle influence your decision to follow or engage with them?

Turn and Justify



What qualities does a social media influencer have?

- **Authenticity** - Audiences tend to connect with people who appear genuine and relatable.
- **Strong Communication Skills** - They know how to tell stories, explain ideas, and engage viewers.
- **Consistency** - Regular posting and a recognizable style build trust and loyalty.
- **Adaptability** - Trends and platforms change quickly, so influencers must be willing to learn and adjust.



Now repeat
through a
leadership
perspective!

Steps to Success



Select the action item that will have the greatest impact and identify individuals who can support its implementation.



Select the action item that will have the greatest impact and identify individuals who can support its implementation.

Mission and Vision

Action Items

1. Open meetings by connecting work to the vision and mission.
2. Embed the vision and mission into presentations.
3. Align expenditures and resources with goals and priorities.
4. Align with the AR App, including safety practices and procedures.

Parent Concerns

Action Items

1. Create a system of response and respond quickly and professionally.
2. Document communication and decisions.
3. Monitor community perceptions.
4. Strengthen stakeholder relationships through proactive communication.

Student Data

Action Items

1. Monitor multiple data sources to identify trends and use data-driven insights to inform instruction.
2. Lead collaborative data conversations.
3. Monitor progress and adjust action.
4. Communicate clearly to stakeholders.

School Safety

Action Items

1. Develop and maintain comprehensive safety plans and threat assessment processes.
2. Build strong partnerships with first responders.
3. Establish mental health and prevention programs.
4. Create a culture of safety (See | Say).

Technology

Action Items

1. Develop a vision for digital learning including addressing Personally Identifiable Information (PII).
2. Create a 5-year technology cycle
3. Protect data and train stakeholders in responsible and safe use.
4. Evaluate past and emerging technology.

Staff Development

Action Items

1. Align professional learning (PGPs) to student outcomes.
2. Build and sustain professional learning communities.
3. Provide ongoing coaching and feedback.
4. Cultivate future leaders.

Communication

Action Items

1. Monitor stakeholder feedback and community perceptions.
2. Be transparent, be positive, explain the "WHY".
3. Ensure and communicate how leaders are visible, accessible, and actively engaged at all events.
4. Establish consistent communication practices (weekly updates, parent letters, and stakeholder messages).

Circle one from each section to take action on.

Mission and Vision

Yesterday's Administrator

- Develop a vision and mission.
- Publish the statements.
- Review them every few years.

Today's Administrator

- Build a shared vision with stakeholders.
- Align goals, resources, and decisions to the mission.
- Continuously evaluate progress and adjust to meet student needs.



Action Items

1. Open meetings by connecting work to the vision and mission.
2. Embed the vision and mission into presentations.
3. Align expenditures and resources with goals and priorities.
4. Align with the AR App, including safety practices and procedures.

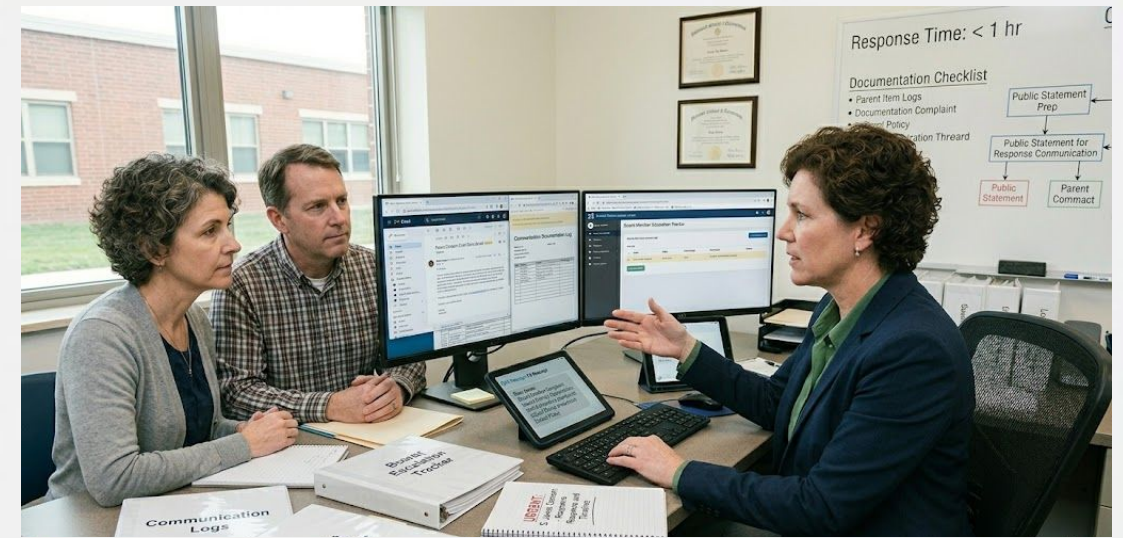
Parent Concerns

Yesterday's Administrator

- A parent calls the school office.
- The principal schedules a meeting.
- The concern is handled privately.

Today's Administrator

- A parent emails, texts, posts on Facebook, and contacts board members.
- The principal must respond quickly, document communication, and manage public perception.



Action Items

1. Create a system of response that is quick and professional.
2. Document communication and decisions.
3. Monitor community perceptions.
4. Strengthen stakeholder relationships through proactive communication.

Student Data

Yesterday's Administrator

- Reviews report cards and attendance sheets.

Today's Administrator

- Analyzes attendance, behavior, achievement, growth, graduation, college readiness, and climate data.
- Uses state and district data to drive decisions and improvement plans.



Action Items

1. Monitor multiple data sources to identify trends and use data-driven insights to inform instruction.
2. Lead collaborative data conversations
3. Monitor progress and adjust action
4. Communicate clearly to stakeholders

School Safety

Yesterday's Administrator

- Conducts a fire drill and locks the doors at night.

Today's Administrator

- Oversees crisis plans, reunification plans, threat assessments, mental health protocols, security systems, emergency drills, and coordination with law enforcement.
- Communicate effectively with stakeholders



Action Items

1. Develop and maintain comprehensive safety plans and threat assessment processes.
2. Build strong partnerships with first responders.
3. Establish mental health and prevention programs.
4. Create a culture of safety (See | Say).

Technology

Yesterday's Administrator

- Orders textbooks and office supplies.

Today's Administrator

- Oversees devices, cybersecurity, digital learning platforms, AI tools, internet safety (ACT 754 and Data Privacy Agreement), and technology budgets.



Action Items

1. Develop a vision for digital learning including addressing Personally Identifiable Information (PII).
2. Create a 5-year technology cycle
3. Protect data and train stakeholders in responsible and safe use.
4. Evaluate past and emerging technology.

Staff Development

Yesterday's Administrator

- Sends teachers to an occasional workshop.

Today's Administrator

- Builds professional learning communities, coaching systems, leadership pipelines, and individualized growth plans.



Action Items-

1. Align professional learning (PGPs) to student outcomes
2. Build and sustain professional learning communities
3. Provide ongoing coaching and feedback.
4. Cultivate future leaders

Communication

Yesterday's Administrator

- Shares announcements, send letters home with information when needed.

Today's Administrator

- Creates a comprehensive communication system that builds trust.
- Ensures compliance with DESE-required communication and reporting expectations.
- Uses multiple communication platforms to reach diverse audiences and address social media concerns.
- Ensures communication is proactive rather than reactive.
- Creates systems for two-way communication and meaningful engagement.



Action Items-

1. Monitor stakeholder feedback and community perceptions.
2. Be transparent, be positive, explain the “WHY”.
3. Ensure and communicate how leaders are visible, accessible, and actively engaged at all events.
4. Establish consistent communication practices (weekly updates, parent letters, and stakeholder messages).

Select the action item that will have the greatest impact and identify individuals who can support its implementation.

Mission and Vision

Action Items

1. Open meetings by connecting work to the vision and mission.
2. Embed the vision and mission into presentations.
3. Align expenditures and resources with goals and priorities.
4. Align with the AR App, including safety practices and procedures.

Parent Concerns

Action Items

1. Create a system of response and respond quickly and professionally.
2. Document communication and decisions.
3. Monitor community perceptions.
4. Strengthen stakeholder relationships through proactive communication.

Student Data

Action Items

1. Monitor multiple data sources to identify trends and use data-driven insights to inform instruction.
2. Lead collaborative data conversations.
3. Monitor progress and adjust action.
4. Communicate clearly to stakeholders.

School Safety

Action Items

1. Develop and maintain comprehensive safety plans and threat assessment processes.
2. Build strong partnerships with first responders.
3. Establish mental health and prevention programs.
4. Create a culture of safety (See | Say).

Technology

Action Items

1. Develop a vision for digital learning including addressing Personally Identifiable Information (PII).
2. Create a 5-year technology cycle
3. Protect data and train stakeholders in responsible and safe use.
4. Evaluate past and emerging technology.

Staff Development

Action Items

1. Align professional learning (PGPs) to student outcomes.
2. Build and sustain professional learning communities.
3. Provide ongoing coaching and feedback.
4. Cultivate future leaders.

Communication

Action Items

1. Monitor stakeholder feedback and community perceptions.
2. Be transparent, be positive, explain the "WHY".
3. Ensure and communicate how leaders are visible, accessible, and actively engaged at all events.
4. Establish consistent communication practices (weekly updates, parent letters, and stakeholder messages).

Circle one from each
section to take action
on.

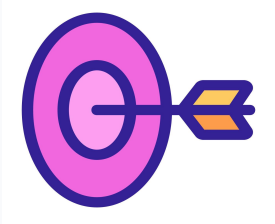
Number in order of
urgency.

Identifying Emerging Leaders

The function of leadership is to produce more leaders, not more followers.

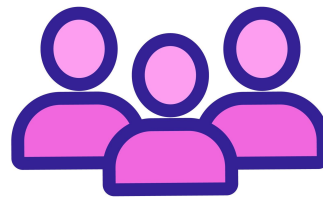
— Ralph Nader

Markers of High Potential:



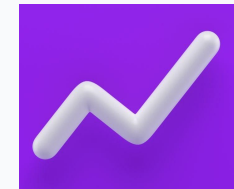
Initiative

They seek out challenges before they are assigned. They don't just identify problems; they find solutions.



Peer Support

They are the colleagues others go to for help. Their influence is organic and grounded in empathy.



Growth Mindset

They have a relentless desire to learn. They view feedback as fuel and failures as data for improvement.

| Activity: The Influence Audit

Step 1: Identify 2 staff members who hold NO official leadership title but possess high influence.

Step 2: List 2 specific behaviors they exhibit that make others follow their lead.

| Activity: The Legacy Map

Action Plan

Step 3: Think about a project you currently lead alone.

Step 4: How can the emerging leader help and what is the first step you will take when they return to invite them in?

| The Development Roadmap



1. Identification

Who are your
emerging Leaders?



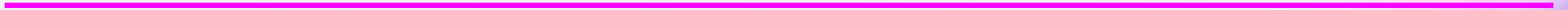
2. Mentorship

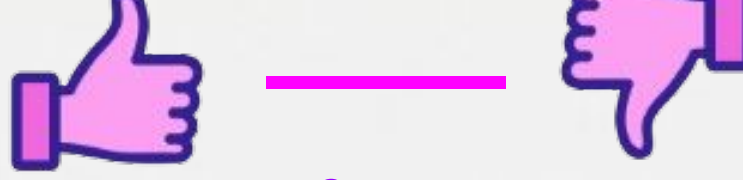
How will you utilize
their influence and
what project will they
help with?



3. Release

Build in leadership
opportunities and
then release?





Did we accomplish Today's Goals?

Evaluate individual and leadership team effectiveness, identify areas for growth, and develop actionable steps to strengthen leadership practices.

Identify emerging leaders, recognize their influential behaviors, and provide projects to support mentorship and leadership growth.

Questions?

Transforming our schools begins with an intentional choice to develop ourselves and develop others.

Contact Us:

Dr. Christy Smith | Dr. Marcia Smith
cls19@uark.edu | mss08@uark.edu