

Project Narrative:

Leadership Initiative Networking Change

A Project for Practicing and Aspiring Principals

Introduction

The Wheaton R3 School District, a rural southwest Missouri district, is a model of school leadership and epitomizes the plight of area schools in the SWC consortium. To accommodate the distance for many of our rural schools involved with the grant, Wheaton School will serve as a satellite campus and serve as the LEA and the fiscal agent of the grant. They will partner with the Southwest Center for Educational Excellence (SWC), a consortium of forty rural southwest Missouri public school districts and two private schools. The SWC will plan, contract, coordinate and facilitate all activities, programs and professional development. The partnership proposes to conduct **Project Leadership Initiative Networking Change (Project LINC)** for 50 pairs of practicing and new or aspiring principals/assistant principals (a total of 100 participants over the five year period). Research indicates, and Wheaton School and the member districts of the SWC recognize, that effective school leadership is imperative for student learning. A comprehensive description of effectiveness would be one which achieves higher levels of pedagogical thoughtfulness, develops relationships characterized by caring and civility, and achieves increases in the quality of student performance on both conventional and alternative assessments. Elaine McEwan in her book, “*10 Traits of Highly Effective Principals—From Good to Great Performance*” indicates the top three traits of effective leaders are: 1) Ability to communicate; 2) Instructional leader; and 3) Knowledgeable about teaching and learning.”

Project LINC will address the following critical questions: How can principals raise student achievement levels, energize teachers, and ensure quality school success? **Project LINC**

will answer these questions while assisting principals in developing leadership skills and effective practices. The **Project LINC** professional development model for school leaders will focus on:

- Improving leadership skills among high-needs, rural area school teachers and staff that will, ultimately enable them to increase student achievement.
- Developing a sustainable model for future training of school leaders
- Developing an effective mentoring program for principals and assistant principals
- Recruiting, developing and promoting quality teacher leaders who aspire to become a principal or assistant principal
- Maintaining highly effective leadership in the rural schools of the consortium. (Quality teacher leaders that live in and have ties to the small communities, and who aspire to become principals or assistant principals may be recruited and trained, thus promoting sustainable leadership within these communities.)

A. Quality of the Project Design

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

The goals and objectives are listed in the table below:

<p>Goal 1: To increase the number of aspiring principals and assistant principals who meet the Interstate School Leader Licensure Consortium (ISLLC) Standards.</p> <p>To increase the number of current principals and assistant principals who meet the ISLLC Standards.</p>	<p>Objective 1.1: <i>To increase the number of individuals aspiring to become principals and assistant principals who meet the ISLLC Standards by recruiting, preparing, and supporting teachers and other individuals to become principals or assistant principals.</i></p> <p>Measure 1.1: The percentage of uncertified participants who become certified as principals and assistant principals will increase each year of the project by 10%.</p> <p>Objective 1.2: <i>To increase the number of current principals and assistant principals who meet the ISLLC Standards.</i></p> <p>Measure 1.2: Principals and assistant principals who are participating in the School Leaders Program (SLP) -</p>
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	<p>provided structured professional development will pass the School Leaders Licensure Assessment (SLLA).</p> <p>Objective 1.3: <i>To provide professional development, coaching, mentoring and other support activities to current practicing principals and assistant principals.</i></p> <p>Measure 1.3: Principals and assistant principals who are participating in the SLP-provided structured professional development will attend/complete 80% of the professional development activities the first year.</p>
<p>Goal 2: To increase the yearly percentage of certified program graduates who are hired as a principal or assistant principal in a high-need LEA.</p>	<p>Objective 2.1: <i>To recruit, prepare, and support teachers and other individuals to become principals or assistant principals in high-need LEAs.</i></p> <p>Measure 2.1: The percentage of program completers earning certification as a principal or assistant principal who are employed in those positions in high-need LEAs will increase by 10% each year of the project.</p>
<p>Goal 3: To increase the percentage of SLP program graduates who are certified and hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least two years.</p>	<p>Objective 3.1: <i>To prepare, coach, mentor and support certified program graduates hired as principals or assistant principals in high-need LEA so that they will successfully remain in that position for at least two years.</i></p> <p>Measure 3.1: The percentage of certified program graduates who remain in a high-need LEA for at least two years will increase.</p>
<p>Goal 4: The percentage of principals and assistant principals who complete the School Leadership Program (SLP)-funded professional development program and whose schools demonstrate positive, negative, or no change based on pre- and post-school building measures, including student achievement for at least one grade level in an academic year.</p>	<p>Objective 4.1: <i>To increase student achievement by 3% in at least one grade level for their school site for an academic year for SLP participants who are serving as a principal or assistant principal in a high-need LEA.</i></p> <p>Measure 4.1: The percentage of student achievement growth will increase by 3% in at least one grade level during an academic year for SLP participants.</p>
<p>Goal 5: The percentage of program graduates who are rated “effective” or “highly effective” as measured by a principal evaluation system, if available.</p>	<p>Objective 5.1: <i>To increase the percentage of principals and assistant principals who score in the “Proficient” or “Distinguished” range on the Missouri’s Model Educator Evaluator System (MMEES) Principal Evaluation.</i></p> <p>Measure 5.1: To increase the percentage of leadership indicators rated as “Proficient” or “Distinguished” for each participating principal and assistant principal by</p>

	10% each year using the Missouri’s Model Educator Evaluator System for Principal Evaluation (6 Standards).
Goal 6: To increase the use of new administrative strategies as the result of mentoring of new principals by experienced principals.	<p><i>Objective 6.1: To increase the frequency of New Principals using strategies suggested by Experienced Principals.</i></p> <p>Measure 6.1: To increase the frequency of New Principals using new administrative strategies by 10% each year as indicated by the Principal Strategy Questionnaire (PSQ).</p>

2. The extent to which the design of the proposed project is appropriate to and will successfully address, the needs of the target population or other identified needs.

The Wheaton R3 School District is located in southwest Missouri. The school is in Barry County and also receives students from McDonald and Newton Counties. Wheaton serves approximately 420 students, PK – 12, on one campus. The systematic makeup of the district is PK- 6 and 7-12. The Wheaton Schools are fully accredited by the Missouri Department of Elementary and Secondary Education. The district employees 41 certified staff members and 26 support personnel. A review of enrollment data reveals a consistent decline in student population in the past 5 years. The district has a 32% minority population with 27% Asian and 5% Hispanic enrollment. All indicators point to a continuing decline in enrollment with a consistent demographic makeup. Wheaton is centrally located for many of the rural districts and will house a satellite campus facility for the SWC.

The Southwest Center for Educational Excellence (SWC), organized in 1996, is a consortium of forty public school districts and two private school districts, along with two institutions of higher education (Crowder College and Missouri Southern State University), serving over 55,500 students, 15,811 teachers and 203 principals/assistant principals (2012 Missouri Comprehensive Data System (MSDA) Report, Missouri DESE, “District Report

Card”). The **SWC** provides a variety of professional development opportunities to the consortium members, many of which are disadvantaged, small, rural, and isolated districts. **SWC** is continuously seeking new ways to provide for their professional needs. The leadership needs of the participating districts, their school leaders, teachers and students are extensive because of:

- 1) **High turnover rate of principals/assistant:** 46.58% of district principals/assistant principals have 3 years or less experience (Missouri DESE School Directory, 2012 and June, 2013 phone survey) (see Appendix A. 3, Principals’ Longevity Table- 3 years or Less Experience, & A.4, Comprehensive Principals’ Longevity Table).
- 2) **High percentage of children in poverty:** An average of 24.3% of the students live in poverty (2009 Census Poverty SAIPE report) (see Appendix A.1, “High-Needs Eligibility Table”).
- 3) **High percentage of teachers with emergency, provisional, or temporary certification or licensing:** Teachers with these designations range from 2.95% to 8.8%, depending on grade level designation (see Appendix A.1, based on data from Missouri Comprehensive Data System (MCDS) report, 2012).
- 4) **High percentage of school districts with “Required Action” status for failure to reach Adequate Yearly Progress (AYP):** Thirty-two of the forty participating public school districts are in **District Improvement (DI) Levels 1-3** (Appendix A.2, “Table of Cumulative Eligibility Data for Participating School Districts”, based on Adequate Yearly Progress (AYP) data from, MCDS report, 2012).
- 5) **Tornadoes and storms causing massive destruction:** Joplin tornado, 2011; Carl Junction tornado, 2010; Pierce City tornado 2007; and area ice storm 2007. These destructive storms are the cause of principal, staff and student displacement.

Project LINC will address the limited leadership training opportunities in these high-needs, rural areas and develop a model that will be sustainable for future training of school leaders.

- 1) **High turnover rate of principals/assistant principals:** Data gathered by the Missouri Department of Elementary and Secondary Education (DESE) and a phone survey conducted June, 2013 indicated that a majority of the smaller, more rural member districts are training grounds where principals/assistant principals gain job experience and preparation prior to moving to larger cities/districts. Consortium member districts currently employ 203 principals/assistant principals, with 89 (46.58%) of the principals/assistant principals employed for the 2013-2014 school year having three or fewer years of experience. Eighteen of those principals/assistant principals have only one year or less experience. Many of these school districts do not have the continuity of leadership needed to positively affect student achievement. **Project LINC** proposes to not only provide the principals with extensive leadership training but also to encourage them to make a minimum 2-year commitment to their current district. (Appendix A.3, & Appendix A.4)
- 2) **Large population of children ages 5-17 from families with incomes below the poverty line:** SWC consortium member school districts have a wide range of diversity in size but the one factor that remains constant among the districts is the high percentage of children living in poverty. Twenty-two of the forty member districts (77.5%) meet the grant **A2** eligibility criteria with an average 24.33% poverty rate for the consortium districts as a group. The smallest district in the

consortium is a K-8 district of 233 with an 18.8% poverty rate. Although this does not meet the grant poverty rate requirement, this K-8 district is a feeder school for two larger schools, which have poverty rates of 24.7% and 17.3% respectively.

The largest district in the consortium has 9209 students with a 24.2% poverty rate.

The needs of districts with such a wide range of diversity presents unique problems, for which **Project LINC** will provide research-based strategies to address the diversity, as well as opportunities for district networking to share strategies and solutions that have proven successful in the past (Appendix A.1).

- 3) **High percentage of teachers with emergency, provisional, or temporary certification or licensing:** Out of the forty districts, thirty-three meet the criterion for the category of “a high percentage of teachers with emergency, provisional or temporary certification.” Although, there are many justifiable reasons for the high rate of “Not Highly Qualified” teachers, the fact remains that in small rural districts this continues to be a problem. **Project LINC will** address this concern and provide school leaders a mechanism for partnering with teachers in bringing first-rate instruction to every student.(Appendix A.1).
- 4) **District Improvement (DI) Levels:** Annually, school districts are assessed on the yearly progress made by their district in academics based on MAP (Missouri Achievement Program) scores of subgroups in Math and Communication Arts), attendance rate, and graduation rate. Based on the criteria for meeting those standards for Adequate Yearly Progress (AYP), the districts are then given a “Required Action” status and must complete the designated plan. According to the latest available report, 80% of member districts are under Required Actions

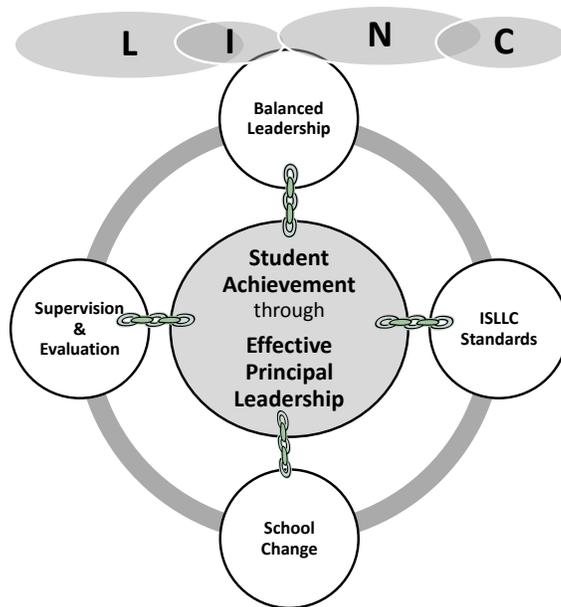
for district improvement (Appendix A.2, Table of Cumulative Eligibility Data). The district improvement required actions range from Levels 1 – 3 and districts must show sufficient growth in order to move out of Corrective Action. MAP scores in Math and Communication Arts remain the most important factor in the districts failure to meet AYP. The poor student achievement scores indicate a substantial need for leadership development for principals/assistant principals. In addition, 22 of the member districts did not meet the graduation rate criteria in one or more of the last four years. Leadership training provided by nationally recognized consultants, Round Table discussions, mentoring of principal partner-pairs and book studies will provide inexperienced, as well as veteran school leaders, with strategies.

- 5) **Tornadoes and storms causing massive destruction:** In 2011, an F-5 tornado struck Joplin, MO. The devastation left behind was extensive, much of which was unimaginable. Many of the district's school buildings, as well as a religious elementary school, were leveled or damaged beyond use and yet the academic school year began in the fall. Many displaced students had to attend school in temporary situations or in surrounding school districts. Available schools were reconfigured, auditoriums were renovated to become schools and classrooms were even built in buildings that were formerly department stores in the mall. Principals, their faculty and staff (many of which had lost their homes and everything they had) were also displaced and it will be years before all are back in permanent surroundings. Carl Junction, Pierce City and East Newton school districts have also experienced the destruction of tornadoes within the last 5 years.

In addition, during January 2007, a massive ice storm caused area schools to cancel classes for up to 10 days and even then, children were attending class in alternate locations until their classroom/buildings could be repaired. This large-scale destruction has placed even more demands on already struggling school districts and has created a situation where educational leadership is more important than ever.

3. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Project LINC has a solid conceptual framework that consists of **four major stems**. All four stems will incorporate research-based, job-embedded and results-oriented models for the professional development of the partner pairs. This project will not only focus on individual leadership development, but also cultivates the organization and system leadership skills necessary for a well-rounded leadership development team. The following graphic model illustrates the interaction of the four stems that will be used for the focus of the professional development opportunities. The model depicts that student growth is at the center of **Project LINC** and each stem is built around and illustrates the true importance of effective leadership.



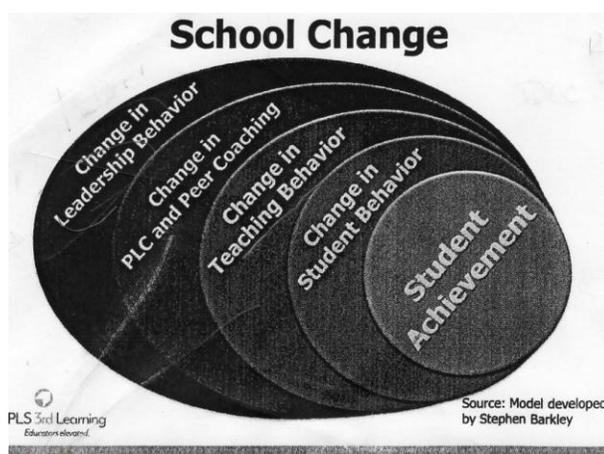
The first stem Interstate School Leaders Licensure Consortium (ISLLC) standards.

These standards are not a checklist but rather an articulation of effective leadership and used as a guide for every aspect of their job. Based on current research, the standards can inform and build the collective capacity needed by educators in order to continuously grow and develop the knowledge and skills of students. The ISLLC Standards emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve his/her leadership to provide for high academic achievement for all students. These standards recognize that leaders continuously develop knowledge and skills. They employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and use these standards to inform and improve their own practice. McEwan writes that "no one principal has it all or will ever have it all, but without a few solid and very strong traits to lay a foundation, along with a basic understanding and commitment to listen and learn, the most pressing demands and

challenges of today's principalship will go unmet," (p. 165). She goes on to say: results-oriented individuals with a strong sense of accountability translate high expectations into intellectual development and academic achievement for all students. These individuals believe that achievement/learning is the bottom line, never mistake activity for achievement, are data driven, pay attention to individual students, have academically focused missions, make research based decisions, and hold teachers accountable, (p. 131). This type of individual understands this is not a solo act, but knows it takes a community where the stakeholders have voice and nurture the intellectual development and raise the academic achievement of its students by tapping into the talents of those stakeholders. McEwan also feels that a trait of the highly effective principal is that of character , "– one that shows their humanness, is trustworthy, have integrity, are authentic, respectful, and humble, hire others with character, are consistent, lead by example not by exhortation, and seek to develop the character of students," (p. 149).

The second stem of the framework is based on the work of Stephen Barkley.

Barkley's "School Change" model notes that successful campaigns are planned backwards, with Student Achievement as the end and a change in leadership behavior, a means to that end.



Leading groups is a complex process. Relational skills are essential to strong, sustainable school leadership (Fullan, 2003). Developing the capacity to build solid professional relationships requires more than what is provided in certification programs. When effecting change, there are certain skills and qualities that will assist the leader. One skill is acting as a consultant, coach, mediator, and consensus builder that will contribute to create a positive impact on student achievement. In Fullan's book, "Change Leader: Learning to Do What Matters", (2011)," he states that change leaders are those who believe that they can change and grow with experience and not only improve their own leadership but also benefit the organization. To that end Barkley will address the following topics in eight full day workshop sessions at SWC:

1. Planning Backwards from Student Achievement to Leadership Actions
2. Leaders' Roles in Teacher Evaluation, Supervision, Mentoring, and Coaching
- 3, 4, and 5. Internalizing the planning, conferencing, observing and feedback skills of Instructional Coaching
6. Leading Professional Learning Communities and focusing Teachers on Student Learning
7. Designing Professional Development to Change Teaching and Impact Student Learning
8. Using Teacher Evaluation and Student Assessment to Design Leadership Plans

Barkley identifies leadership behaviors that are needed to support the desired staff, teacher, parent, and student behaviors and recognizes that the School Leader must also model those desired behaviors. The change in leadership behavior will create a change in teaching behavior, which in turn leads to the changes in student behavior and increased student achievement. The model resembles a domino effect in which the principal plans backwards and implements forwards. Barkley also states that there must be a clear vision, by all parties involved, of the definition of student achievement supported by multiple pieces of evidence. Barkley uses the following model for teacher evaluation that leads to teacher goal setting and

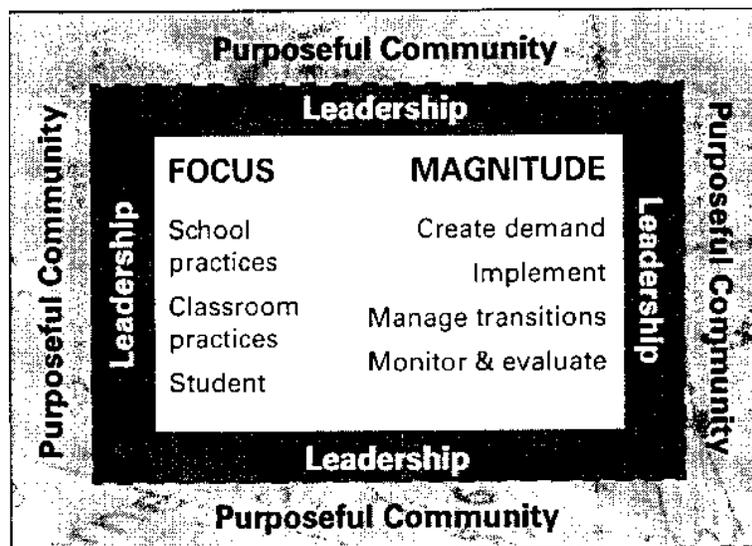
developing a plan of action for improvement: Pre-Observation Conference, Observation, Post-Observation Conference and repeat the cycle. By using the focus and agenda developed in the Pre-Observation conference, debriefing the observation leads the teacher to set goals based on the student behaviors he/she want to see as evidence of a change in student achievement.

The third stem focuses on connecting the pieces of the leadership puzzle and is based on the expertise of Kim Marshall. **Kim Marshall's work, "Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap,"** broadens and redefines the definition of supervision and evaluation and links them to student achievement. His model involves four parts: mini observations, "backwards" curriculum planning, interim assessment analysis, and teacher evaluation rubrics. Instead of the principal saying "gotcha", in Marshall's new model the principal and teacher are partners in bringing first-rate instruction to every student.

The fourth stem is "**The Balanced Leadership Framework, Connecting Vision with Action**", (*Mid-continent Research for Education and Learning (McREL), 2011*). Dwight D. Eisenhower said, "leadership is the art of getting others to do something that you want done because they want to do it" (1954). Although his quote is over simplified, it is timely. "Principal leadership in schools is based on a balance of emphasis. It is supportive and facilitative of expertise and initiative distributed widely across the school. At the same time it asserts the school's collective vision and goals. It is helpful but not threatening, directive but not overbearing, facilitative but not laissez-faire," (Smylie, 1999). In an overview of research, the "Effective Teaching for Every Child" work emphasizes the importance of distributed leadership, a sense of "collective" responsibility among teachers and all stakeholders for the learning of all students (not just those in their classroom), common curriculum, tailored professional

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development for teachers, strong parent and community relationships, and maintaining a safe and orderly school environment. Thus leadership is a shared responsibility for achieving collective/organizational goals regardless of position. In previous years, McREL has completed multiple meta-analysis studies on the practices of effective schools, teachers and principals. These studies provide general guidance for what school leaders and teachers can do to increase student achievement. However, simply knowing what to do is often not enough to transform schools and classrooms. Leaders must also know *why* certain practices are important, *when* they should be used, and *how* to apply them skillfully in their own school and classrooms. The Balanced Leadership Framework was developed to help school leaders apply findings from the research.



Research has found that relatively few leadership development programs have strong job-embedded components, (Darling-Hammond, Meyerson, LaPointe, and Orr, *Preparing school Principals for a changing world: Lessons from exemplary leadership development programs*, 2009). All four stems will incorporate research based, job-embedded and results oriented models for the professional development of the pair partners. This project will focus on individual

leadership development; cultivate the organization leadership skills; and develop system leadership skills necessary for a well-rounded leadership development program, (*Education Leadership*, Michael Fullan, October 2009). Fullan indicates that it is the collective efficacy in the system and the confidence and collective responsibility the individuals have in their work that make the difference. He adds, “Those individuals and organizations that are most effective do not experience fewer problems, less stressful situations, and greater fortune, they just deal with them differently, (p. 91, 1993). In “School Leadership that Works: From Research to Results”, Marzano, Waters, and McNulty state that empirical research indicates that a direct relationship exists between balanced principal leadership and student achievement.

Participants will receive professional development in effective leadership skills centered and built around the six ISLLC Standards; the work of Steve Barkley on “*Instructional Coaching with the End in Mind*”, (Barkley, 2011); McREL’s “*The Balanced Leadership Framework, Connecting Vision with Action*”, (Tim Waters, 2007); the work of Kim Marshall on “*Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*,”(Marshall, 2009), and will also incorporate “The Professional Continuum of the Missouri Leader,” (adopted by the Missouri State Board of Education: June 2011). Leadership Round Table sessions will feature book studies that will include but are not limited to: “*School Leadership That Works*” (Marzano, Waters, McNulty, 2005); “*Leading Change in Your School*,” (Reeves, 2009), “*10 Traits of Highly Effective Principals*,”(McEwan, 2003); and “*The 4 Disciplines of Execution*,” (Covey, 2012).

ISLLC Standards	Stephen Barkley Leadership Strategies	Kim Marshall Supervision and Evaluation	McREL's Balanced Leadership
An education leader promotes the success of every student by:	Planning backwards from student achievement to leadership actions	Mini observations	<u>Resources</u> - Provides teachers with the materials and professional development necessary for the successful execution of their jobs
Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders	Leaders' roles in teacher evaluation, supervision, mentoring and coaching	“Backwards” curriculum planning	<u>Involvement in curriculum, instruction and assessment</u> - Is directly involved in the design and implementation of curriculum, instruction and assessment practices
Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth	Internalizing the planning, conferencing, observing and feedback skills of Instructional Coaching	Interim assessment analysis	<u>Focus</u> - Establishes clear goals and keeps those goals in the forefront of the school's attention <u>Outreach</u> - Is an advocate and spokesperson for the school with all stakeholders
Ensuring effective management of the organization, operation, and resources for a safe, efficient and effective learning environment	Leading Professional Learning Communities and focusing teachers on student learning	Teacher evaluation rubrics	<u>Order</u> - Establishes a set of standard operating procedures and routines. <u>Discipline</u> - Protects teachers from issues and influences that would detract from their teaching time
Collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources	Designing professional development to change teaching and impact student learning		<u>Contingent rewards</u> - Recognizes and rewards individual accomplishments

ISLLC Standards	Stephen Barkley Leadership Strategies	Kim Marshall Supervision and Evaluation	McREL's Balanced Leadership
Acting with integrity, fairness and in an ethical manner			
Understanding, responding to and influencing the political, social, economic, legal and cultural contexts			

Activities and requirements to meet SLP Goals and Objectives

In **Project LINC**, the principal mentor and aspiring principal pairs will attend training in effective leadership skills based on methodology from four primary sources: 1) the six ISLLC Standards; 2) the work of Steve Barkley’s backward planning with increased student achievement as the outcome; 3) Kim Marshall’s supervision and evaluation proven model of improving teaching and student learning; and 4) McREL’s Balanced Leadership work. The ISLLC Standards, Barkley’s, Marshall’s and McREL’s work will be organized as stems and will provide the skeleton of the training and guide formative development. Leadership Round Table sessions, featuring book studies and spotlighting speakers, will allow networking among participants. Each Cadre of principal pairs will meet for 20 days over a 30-month period on a rotation of January, March, June, September, and November. In addition, participants will complete the following requirements:

- Action Plan
- Reflective Mentoring Journal and portfolio

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- Create a unique Leadership “Toolkit” of products/ strategies/resources acquired during the training period
- Create trunks to be kept at SWC that can be checked-out by all school leaders in the consortium (Trunks may include: team building activities for principals to use with faculty; training materials, DVDs of SWC presentations; book study guides and books read)

The proposed project will conduct traditional evaluation activities including, the “Professional Continuum of the Missouri Leader”, which was adopted and approved by the Missouri State Board of Education, June 2011. In addition, participants will gain a working knowledge of the Missouri Leader Standards and Missouri’s Educator Evaluation system that was recently adopted by the Missouri Department of Elementary and secondary Education. Those standards convey the expectations of performance for professional leaders in Missouri and employ a developmental sequence to define a professional continuum that illustrates how a leader’s knowledge and skills mature and strengthen throughout their career. Periodic surveys and other evaluative tools will help to refine and revise the program for the delivery of effective training for school leaders. Cadre participants will have multiple opportunities to network and share effective practices, or challenging problems. Ultimately, the Cadres will become Professional Learning Communities based on geographical areas.

Each Cadre will culminate with a “Graduation” celebration from the **Project LINC** training with documentation of Leadership Certification and a clear understanding of the requirements of an effective leader.

The following table illustrates the activities and topic titles that will be incorporated to meet the goals and objectives of the program:

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LINC Activity	Cadre 1	Cadre 2	# Days for Activity	Presenter
Understanding the Essence of the Grant: Pre- test Leadership styles/ True Colors/ Personality Assessments ISLLC standards Building a Shared Vision Build bridge to Barkley's work	Jan. 2014	June 2016	2	SWC Team
1."Planning Backwards from Student Achievement to Leadership Actions" 2."Leader's Role in Teacher Evaluation"	March 2014	Sept. 2016	2	Stephen Barkley
3. & 4. "Internalizing the Planning, Conferencing, observing and feedback skills of Instructional Coaching"	June 2014	Nov. 2016	2	Stephen Barkley
5. Continue the above topic 6. "Leading Professional Learning Communities -Focusing on Student Achievement"	Sept. 2014	Jan. 2017	2	Stephen Barkley
Leadership Round Table: DESE - Missouri Model Teacher and Leader Standards Book Study	Nov. 2014	March 2017	1	Dr. Ron Lankford, Assistant Deputy Commissioner
7."Designing Professional Development to Change Teaching and Impact Student Learning 8.Using Teacher Evaluation and Student Assessment To Design Leadership Plans	Jan. 2015	June 2017	2	Stephen Barkley
Leadership Round Table: Book Study	March 2015	Sept. 2017	1	SWC Team
Community Building- Create professional Team Building Trunks (that will be housed at the SWC and available for checkout by the principals of the consortium) and personal "Toolkits" of strategies to use in various scenarios	June 2015	Nov. 2017	2	SWC Team/ Hospitals/ MSSU & Crowder/ will build trunks/ start toolkits

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LINC Activity	Cadre 1	Cadre 2	# Days for Activity	Presenter
"Rethinking Teacher Supervision and Evaluation"	Sept. 2015	Jan. 2018	1	Kim Marshall
Leadership Round Table	Nov. 2015	March 2018	1	SWC Team
Balanced Leadership- Nationally Recognized Speaker	Jan. 2016	June 2018	2	TBD
Covey/ organization	March 2016	Sept. 2018	1	SWC Team
Graduation Ceremony and Celebration!	June 2016	Nov. 2018	1	SWC Team

4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

Performance of participants on each activity will be monitored and relationships with performance on the ISLLC will be assessed to guide program improvements. Program evaluation will be continuous with cumulative changes made at the end of the first Cadre (first 30 months) so that Cadre 2 will be a reproducible model, ready for dissemination. In order to assess and illustrate the effectiveness of **Project LINC**, the following measures will be employed.

- Reports containing a summary of the results will be provided within thirty days of the receipt of the data regarding teacher performance and participation.
- Annual evaluation report that will be available within thirty days of the completion of final data collection for each year of the project.
- Assessments and feedback from workshops, seminars, rubric-based “toolkit” evaluations, or other professional development activities will provide a means to continuously monitor project progress.

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- Informal observations and comments will also help to monitor and refine future activities.
- The data collected through the continuous evaluation process will provide information about the effectiveness of various activities and allow for modification and eventual replication.

Project LINC clearly supports principals and assistant principals in improving effective teaching and learning that will lead to improved student achievement by providing sound, research-based strategies, networking with other professionals, and personal professional development.

B. Quality of the Project Evaluation

1. The extent to which methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Program Goal 1: To increase the number of aspiring principals and assistant principals who meet the Interstate School Leader Licensure Consortium (ISLLC) Standards. To increase the number of current principals and assistant principals who meet the ISLLC Standards.

Objective 1.1: To increase the number of individuals aspiring to become principals and assistant principals who meet the ISLLC Standards by recruiting, preparing, and supporting teachers and other individuals to become principals or assistant principals.

Measure 1.1: The percentage of uncertified participants who become certified as principals and assistant principals will increase each year of the project.			
Year	Target	Actual	Status
2013	Determine a Baseline		
2014	10% increase		
2015	20% increase		

Frequency of Data Collection: Annual

Objective 1.2: To increase the number of current principals and assistant principals who meet the ISLLC Standards.

Measure 1.2: Principals and assistant principals who are participating in the School Leaders Program (SLP) -provided structured professional development will pass the School Leaders Licensure Assessment (SLLA).			
Year	Target	Actual	Status
2013	80% of those testing		
2014	85% of those testing		
2015	90% of those testing		

Frequency of Data Collection: Annual

Objective 1.3: To provide professional development, coaching, mentoring and other support activities to current practicing principals and assistant principals.

Measure 1.3: Principals and assistant principals who are participating in the SLP-provided structured professional development will attend/complete 80% of the professional development activities the first year.			
Year	Target	Actual	Status
2013	80%		
2014	85%		
2015	90%		

Frequency of Data Collection: Annual

Program Goal 2: To increase the yearly percentage of certified program graduates who are hired as a principal or assistant principal in a high-need LEA.

Objective 2.1: To recruit, prepare, and support teachers and other individuals to become principals or assistant principals in high-need LEAs.

Measure 2.1: The percentage of program completers earning certification as a principal or assistant principal who are employed in those positions in high-need LEAs.			
Year	Target	Actual	Status
2013	Determine a Baseline		
2014	10%		
2015	10%		

Frequency of Data Collection: Annual

Program Goal 3: To increase the percentage of program graduates who are certified and hired as a principal or assistant principal in a high-need LEA and who remain in that position for at least two years.

Objective 3.1: To prepare, coach, mentor and support certified program graduates hired as principals or assistant principals in high-need LEAs so that they will successfully remain in that position for at least two years.

Measure 3.1: The percentage of certified program graduates who remain in a high-need LEA for at least two years will increase.			
Year	Target	Actual	Status
2013	Determine Baseline		

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2014	80% year one		
2015	80% year two		

Frequency of Data Collection: Annual

Program Goal 4: The percentage of principals and assistant principals who complete the School Leadership Program (SLP)-funded professional development program and whose schools demonstrate positive, negative, or no change based on pre- and post- school building measures, including student achievement for at least one grade level in an academic year.

Objective 4.1: To increase student achievement by 3% in at least one grade level for their school site for an academic year for SLP participants who are serving as a principal or assistant principal in a high-need LEA.

Measure 4.1: The percentage of student achievement growth will increase by 3% in at least one grade level during an academic year for SLP participants.			
Year	Target	Actual	Status
2013	Determine Baseline		
2014	3%		
2015	6%		

Frequency of Data Collection: Annual

Program Goal 5: The percentage of program graduates who are rated “effective” or “highly effective” as measured by a principal evaluation system, if available.

Objective 5.1: To increase the percentage of principals and assistant principals who score in the “Proficient” or “Distinguished” categories on Missouri’s Model Educator Evaluation System (MMEES) Principal Evaluation.

Measure 5.1: To increase the percentage of leadership indicators rated as “Proficient” or “Distinguished” for each participating principal and assistant principal by 10% each year using the MMEES Principal Evaluation (6 Standards).			
Year	Target	Actual	Status
2013	Determine Baseline for each participant		
2014	10% increase		
2015	10% additional increase		

Frequency of Data Collection: Annual

Program Goal 6: To increase the use of new administrative strategies as the result of mentoring of new principals by experienced principals.

Objective 6.1: To increase the frequency of New Principals using strategies suggested by Experienced Principals.

Measure 6.1: To increase the frequency of New Principals using new administrative strategies by 10% each year as indicated by the Principal Strategy Questionnaire (PSQ).			
Year	Target	Actual	Status

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2013	Determine Baseline for each participant		
2014	10% increase		
2015	10% additional increase		

Frequency of Data Collection: Annual

2. The extent to which the methods of evaluations provide for examining the effectiveness of project implementation strategies.

The planned method of evaluation for assessing the effectiveness of the SLP includes collecting data for all five of the suggested performance measures, as well as additional measures related to grant activities.

Attainment of the grant objectives will be measured by quantitatively assessing 1) The percentage of uncertified participants who become certified as principals and assistant principals each year of the project, 2) The percentage of certified program graduates who are hired as a principal or assistant principal in a high-need LEA, 3) The percentage of program graduates who are certified and hired as a principal or assistant principal in a high-need LEA and remain in that position for at least two years, 4) The percentage of principals and assistant principals who complete the School Leadership Program (SLP)-funded professional development program and whose schools demonstrate positive, negative, or no change based on pre- and post- school building measures, with one measure including student achievement for at least one grade level in an academic year, and 5) The percentage of program graduates who are rated “effective” (Proficient) or “highly effective” (Distinguished) as measured by Missouri’s Model Educator Evaluation System (MMEES) Principal Evaluation. Additional measures include 6) Participation rates and pre-post performance scores (where applicable) for aspiring and current principals and assistant principals in the SLP-provided structured professional development activities, 7) Performance on the School Leaders Licensure Assessment (SLLA) given by Educational Testing

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Service (ETS), and 8) The Increase in the New Principals' use of administrative strategies that resulted from mentoring by Experienced Principals.

Student achievement (*Objective 4.1*) for each participating principal or assistant principal's building will be measured by using the pre and post-year scores on the Missouri Assessment Plan (MAP) test for all available relevant grades. The achievement scores for each building will be compared to the remaining SLP participants' buildings. In addition, the achievement scores for each participant's building will be compared to a control group of comparable buildings in the participating LEA's to control for any score changes occurring as a result of fluctuations in overall test scores for any reason, such as increasing familiarization with the test over the years or changes in the composition of the test.

Use of student achievement scores and SLLA scores will allow for further investigation of the relationship between student performance and a current Principal licensure test. The SLLA provides scores by the six ISLLC content areas, which will allow us to assess the relationship of student achievement to each content area tested.

Yearly pre-post measures of student attendance and number of disciplinary incidents will also provide information about leadership effectiveness and building climate. For High School Principals graduation rates will be monitored.

Current principals and assistant principals will be evaluated (*Objective 5.1*) using the Missouri Model Educator Evaluation System (MMEES), which addresses continuous growth at all levels (teacher, principal, and superintendent). It is closely aligned with the ISLLC standards and principals are rated in four performance categories: New, Developing, Proficient, and Distinguished. It is a systemic approach to improvement, ensuring that increasing student performance is a responsibility from the superintendent to building leaders

to classroom teachers. Detailed information about the system can be found at dese.mo.gov/eq/ees.htm. The information includes research and proven practices. This provides the professional development link that has often been missing in other evaluation instruments. This evaluation is required for all principals in Missouri. If additional evaluation is necessary, items from Marzano's system (Marzano, 2013) will be used.

The MMEES scores and student achievement data will be used to investigate possible relationships between performance on the relatively new MMEES Principal Evaluation and student achievement, potentially informing users in Missouri about strengths and weaknesses of the MMEES in relation to student achievement. The additional student data (attendance, disciplinary actions, and graduation rates) will allow further investigation of potential relationships with the MMEES.

3. The extent to which the methods of evaluation will provide performance feedback and permit assessment of progress toward achieving intended outcomes:

Performance of participants on each grant activity will be monitored by pre and post-testing. In addition, performance on the School Leaders Licensure Assessment (SLLA) given by Educational Testing Service (ETS) will be used to validate program activities and make improvements by examining relationships between SLLA scores and pre-post test scores for grant activities. The SLLA has been designed by ETS to measure performance in the 6 main content areas in the ISLLC standards. The SLLA provides scores by content areas, which will allow us to assess the quality of the grant activities related to each content area. Missouri is transitioning to requiring the SLLCA for licensure and decisions will soon be made in regard to who must take the exam and when.

Assessment of the mentoring teams will be done by questionnaires developed by the evaluators. These will include pre and post yearly assessment of the use of administrative

strategies (PSQ), attitude changes regarding administrative duties and the mentor/mentee relationship, and suggestions for improving this aspect of the grant activities.

The data collections instruments administered to the participants as pre-tests will be developed before the start of the activities. Post-tests will be administered following presentations or at the end of the year. The reliability of all the instruments developed for this project will be assessed.

Outside evaluators Brian Babbitt, Ph.D. and Pam Babbitt, Ed.S., prepared the Project LINC's Evaluation Design. They will make recommendations regarding data collection and construction of any additional instruments needed to evaluate the project. Due to application limits, the sample instruments are available upon request and are not included in an appendix.

Availability of Results, Outcomes, and Reports: Reports containing a summary of the results will be provided within thirty days of the receipt of the data regarding participant performance and participation. The final evaluation report will be available within thirty days of the completion of final data collection.

Project Progress Monitoring and Replication: using the assessments from training, rubric-based "toolkit" evaluations, or other professional development activities will provide feedback on project progress. Informal observations and comments will also help to monitor and refine future activities. The information collected through the evaluations should provide information about the effectiveness of various activities and allow for modification.

C. Significance

1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Project LINC design based on several theoretical approaches and our evaluation process may assist with identifying specific behaviors, methods, and strategies that lead to successful

leadership and eventual increased student achievement. It has the potential of creating a wealth of resources for school leaders through dissemination of the “tool kit resource”, trunk, and other training materials. The model of successful professional development for our school leaders would benefit current principals, teachers, and students, as well as future generations. A website will be developed to contain all of the training modules and information.

2. *The likelihood that the proposed project will result in system change or improvement.*

The Southwest Center has been serving school districts and educators for over 17 years. While most of the training provided has been directed to teachers and district testing/curriculum coordinators focusing on Missouri Standards and the Missouri Assessment Program, little has been offered to the School Leaders. The SWC has experience in managing large professional development programs and administering grants:

- Multiple Teaching American History (TAH) grants, Office of Initiative and Innovation, 2000-2014
- Ozark Rural Systemic Initiative (ORSI) grant, National Science Foundation, 2000-current

Several of these projects have yielded positive results. Two TAH grants obtained statistically significant results in increasing teacher content knowledge and student achievement using quasi-experimental methodology. The *Echoes and Traveling C's* (TAH grants) design model that partnered college faculty with the SWC consortium, and created a program evaluation process, produced positive and successful experience for both teachers and students. **Project LINC** will incorporate many of the previously validated elements to create a successful experience for school leaders, faculty and staff and students.

3. *The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.*

“States and schools are anxious to reform education through the use of research, data-

based decision-making, and technology” (*Race to the Top*, www.ed.gov/blog/2010/09). “But using data to accomplish reform is a difficult process. In many ways, the challenges in using data are similar to those involved in using technology. We have more and more of both with little training and support to help educators learn how to use these tools to improve their effectiveness and student success,” (S. Hirsch, executive director of the National Staff Development Council).

Project LINC will test out the value of this too-little utilized approach of building leadership skills among staff/teachers at multiple levels within the school and provide a variety of professional development opportunities to the consortium members, many of which are disadvantaged, small, rural, and isolated districts. **Project LINC** will provide up-to-date, cost-effective professional development for 50 pairs of practicing and new or aspiring principals/assistant principals (a total of 100 participants over the five year period). The quarterly meetings will not only provide professional development opportunities, but will also allow vital networking with peers, that many isolated participants do not have ready access to. **Project LINC** is a relatively simple solution to the perennial problem of underfunded, understaffed, and often demoralized school systems in rural, needy areas. **Project LINC** will help participants TRULY learn to lead and make a REAL difference in their students’ lives.

Project LINC will provide instruction on data-based decision making to principals and assistant principals in school districts designated “high poverty” and “in need of improvement”, according to free-and-reduced-lunch counts and district Annual Performance Reports. The goal of **Project LINC** is to improve the quality of leadership and instruction in our school systems by collecting both student and principal achievement data and other work, providing information for continuous program improvement, both in the schools and grant training activities.

Project improvement will be also be achieved by administering a yearly survey to the

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participating principals, which includes questions regarding the positive and negative aspects of the program, along with suggestions for improvement. The process of using this information to make program decisions will also be shared with the principals and superintendents. Overall, data from both principals and students will be systematically collected and analyzed to promote a continuous program improvement feedback loop in order to improve leadership practices and student outcomes in the classroom.

Because the *Echoes and Traveling C's* design model that included nationally recognized programs, the SWC consortium, college faculty, and the program evaluation process produced positive and successful experience for both teachers and students, **Project LINC** will incorporate many of the previously validated elements.

The focus of **Project LINC** will be on helping principals use strategies to modify their leadership style to improve student learning. The project director and evaluators will use the data to modify program training, which will reinforce our focus on the use of data for improving leadership characteristics.

Currently, there are approximately 55,500 students in grades K-12 enrolled in the 40 schools that the project will target. Each year as more students enter Kindergarten and progress through the grades the number of students receiving the benefits of the School Leadership Program through **Project LINC** will increase. It is also anticipated that the project will serve schools within the consortium that are newly identified as high need / low achieving schools. Over five years, the estimated duplicated number of students served will be around 277,500.

D. Quality of the Management Plan

1. The adequacy of the plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The design of **Project LINC** ensures that appropriate staff and resources are applied in order to carry out all goals and objectives in an efficient manner. Resources will be dedicated to establish a sustainable program that is able to continue beyond the grant period, by establishing in-district administrator mentoring and a professional support network. Thus, **Project LINC** will provide the district with long-term reforms that will impact the ability to provide leadership for effective schools into the future.

The Management Team. A management team will be formed for **Project LINC**. The team consists of Dr. Melissa Massey (co-director), Mrs. Charlene Casady (co-director), Dr. Eileen Ford (Elementary Principal, Wheaton R3), Dr. Jan VanGilder (development and instructor), Mrs. Mary Ann Gremling (development and instructor), and Mrs. Marti Pittman (development and instructor). Their respective responsibilities are as follows:

Table 1. A Delineation of Responsibilities for the Management Team

Name	Responsibility
Wheaton R3 School District	Fiscal Agent, Book Keeper and serve on leadership team and house the satellite campus Project LINC activities
Dr. Melissa Massey	To function as the director to supervise the function of the project, to plan and coordinate the activities of the program, to oversee the evaluation of the delivery of the instructors of the program, to report to the federal grant officer, to be in charge of financial matters
Mrs. Charlene Casady	To function as co-director to plan, coordinate, and carry out dissemination of the project, work with the evaluation, research and data collection of the project, and assist with the program.
Dr. Jan VanGilder	To coordinate the delivery of the program, including working with the mentors and assist with the program.
Mrs. Mary Ann Gremling	To coordinate the delivery of the program, including working with the contracted services and assist with the

	program.
Mrs. Marti Pittman	To coordinate the delivery of the program, including working with the school district’s perspective and assist with the program.
Mrs. Pam Babbitt	To coordinate the collection and evaluation of the data and reporting and assist with the program.
Dr. Brian Babbitt	To coordinate the collection and evaluation of the data and reporting and assist with the program.

Team of Instructors/Mentor and Others. In addition to the management team, a team of instructors/mentors for the LINC activities and other experts are assembled. As will be discussed later in biographic notes, all of these instructors and mentors have had extensive leadership experience in schools. In order to increase the efficiency and coherence of the program delivery, the following team members will help develop and deliver one or more LINC activity. The LINC activity will reflect the expertise of these members.

Dr. Steve Barkley	Primary developer and facilitator of “School change” model for effective leadership.
Dr. Kim Marshall	Primary developer and facilitator of supervision and evaluation model for improving teaching and student learning.
Dr. Melissa Massey	Primary developer for LINC Instruction, mentor for 10 pairs of practicing and aspiring principals. Assisting with developing training manuals and educational technology trainings.
Mrs. Charlene Casady	Primary developer for LINC Instruction, mentor for 10 pairs of practicing and aspiring principals. Assisting with developing training manuals and educational technology trainings.
Dr. Jan VanGilder	Primary developer for LINC Instruction, mentor for 10 pairs of practicing and aspiring principals. Assisting with developing training manuals and educational technology trainings.
Mrs. Mary Ann Gremling	Primary developer for LINC Instruction, mentor for 10 pairs of practicing and aspiring principals. Assisting with developing training manuals and educational technology trainings.
Mrs. Marti Pittman	Primary developer for LINC Instruction, mentor for 10 pairs of practicing and aspiring principals. Assisting with developing training manuals and educational technology trainings.

Mrs. Pam Babbitt	Assisting with developing and conducting research/evaluation
Dr. Brian Babbitt	Developed and conducting research/evaluation process

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Collaboration between SWC staff, mentoring principals and aspiring principals will be measured through on-site visits, surveys, Facebook discussions, discussion board postings, phone logs, and email records. The pre-post assessments from training, rubric-based “toolkit” evaluations, as well as informal observations and comments from various activities will provide feedback on project progress. The information collected through the evaluation process will also assist in monitoring the effectiveness of the project and allow for modification.

3. The adequacy of the management plan to achieve the objectives of Project LINC on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Time Commitment of the Personnel.

1. The time commitments of the personnel are adequate to meet the deadlines and objectives of **Project LINC**. Over the course of the 5-year project, Dr. Massey (as the director) will spend 40% of her time on the project. The remainder of the leadership team, Mrs. Charlene Casady, Dr. Jan VanGilder, Mrs. Mary Ann Gremling, and Mrs. Marti Pittman, will spend 100% of their time working with **Project LINC** each year. Appropriate amount of funds have also been budgeted for on-line learning and interaction through educational technology, and evaluation and research for developing efficacy evident and dissemination. The budget for each year is consistent with the nature of the work. The funds requested with **Project LINC** will be allocated to assure that key members of the project invest an appropriate amount of time. The time commitments of the project co-

directors and other key project personnel are appropriate and adequate to meet the objective of **Project LINC**.

2. During presentations in member districts, the fundamentals of leadership will be shared with teachers, building the foundation needed to have a strong teacher-leader support.

The Qualification, Including Relevant Training and Experience, of Personnel.

As illustrated in the following short biographic notes as well as in the full vitae in Appendix C, the personnel have diverse and successful experience related to the proposed project, and they complement each other's skills. Outside evaluators of the grant, Brian Babbitt, Ph.D. and Pam Babbitt prepared the Project Evaluation Design. They will make recommendations regarding data collection and construction of any additional instruments needed to evaluate the project.

Dr. Melissa Massey, is the Director of Professional Learning for the Southwest Center in Webb City. She worked in the public school setting for 23 years as a classroom teacher, coach, Director of Technology and a building principal, before beginning her career at the Southwest Center. She is a certified trainer for the Department of Elementary and Secondary Education and has made numerous presentations at professional conferences.

Mrs. Charlene Casady, is an educational consultant for the Southwest Center (SWC). Prior to joining the SWC team, she worked in the public school systems for 26 years as an elementary teacher and a principal. During the years she taught, she was selected for the Missouri STAR program and joined the Northeast Regional Professional Development Center, presenting professional development workshops to area schools.

Dr. Jan VanGilder, is an educational consultant with Southwest Center. She served in the Missouri Public School System for 34 years as a teacher for 5 years, K-12 school counselor for 11 years, and an elementary principal 18 years. She participated for 10 years as facilitator with the Missouri Leadership Academy. She worked with NSF grants focusing on math and science instruction and DHE high school math grants in partnership with Missouri State University.

Mrs. Mary Ann Gremling, is an educational consultant with Southwest Center. She has been involved in the field of education at the secondary level as a science classroom teacher and at the post-secondary level as an adjunct instructor for MSU and served as Director of Dental Programs

at MSSU -- totaling 27 years of service. She later served as Co-Director of an NSF Math and Science grant for 6 years and continues to work with all levels of professionals.

Mrs. Marti Pittman, is an educational consultant with Southwest Center. She was a Missouri teacher for 29 years. During her years as a junior high social studies teacher, she was awarded the Missouri Council for Social Studies “Teacher of the Year” and later a state runner up for the Gilder Lehman Award. She has been a master teacher, resource specialist and project director for Teaching American History grants, and worked in professional development.

Dr. Brian Babbitt, is a former professor of Psychology at Missouri Southern State University who has taught research methods courses, including statistics, data analysis with SPSS, and writing research papers. He was the evaluator for two successful Teaching American History grants that required quasi-experimental methodology, “Echoes of the Past” and “Traveling America’s C’s”. He has conducted numerous large-scale projects; including assisting a school district in predicting which third-grade students would fail to meet the reading standards of the “No Child Left Behind” legislation using achievement test scores.

Mrs. Pam Babbitt, has thirty years experience as a teacher and as an administrator. Her experience as an administrator includes K-12 Curriculum and Assessment Director, Title I Coordinator, and Elementary Principal. She has written, received, and evaluated several grants.

4. How the applicant will ensure that a diversity of perspective are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Project LINC will ensure that a diversity of perspectives are brought to bear in the operation of the project through two mechanisms – **(a) advisory committee at the project level** to ensure that various perspectives, including those from business, be included when conducting the proposed project **and (b) expanded school improvement team at the school level** to ensure that diverse perspectives are taken into account when engaging in renewal activities at each school.

The **advisory committee** will meet quarterly at the satellite campus to facilitate various perspectives in the preparation and administration of **Project LINC**, as well as hold the project accountable. The committee will work closely with representatives from the Missouri Department of Elementary and Secondary Education and the two Missouri Principals

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Associations to increase involvement and build solid foundations for these three organizations to adopt the program for statewide replication.

The **expanded school improvement team** will consist of member school districts superintendents, principals, teacher leaders, parents, and other stakeholders. Through the use of surveys and networking through Internet resources and forums, this group will facilitate the development and implementation of the renewal activities at the schools, and ensure the accountability of the project at the school level.

Adequacy to achieve objectives Time Line: Main features of the management plan are in the table below.

Time	Activity	Person(s) Responsible
Oct-Dec 2013	Hold weekly management and team meetings	Co-Directors (CDs)
	Establish an advisory team that meets quarterly	LINC Team (LT)
	Finalize the preparation for <i>LINC 1 – 7</i> training sessions	LT
	Begin selection process for principals - two cadre	LT
	Collect baseline data from first and second cohorts	Brian & Pam Babbitt (BPB)
	Finish contractual arrangements	CDs
Jan-March 2014	Orientation to Project LINC	LT
	Explain the requirements for their LINC Action Plan	LT
	Explain the requirements for their Leadership Tool Kit	LT
	Document learning received throughout Project LINC	LT
	Conduct <i>LINC 1: Shared vision for learning/evaluation</i>	Stephen Barkley (SB) Kim Marshall (KM)
	Share the learning and activities related to LINC 1	LT
June-Sept 2014	Conduct <i>LINC 2: Developing a school culture and instructional program for student learning and professional growth.</i>	SB
	Share activities and findings for <i>LINC 1: Setting a widely shared vision for learning and its evaluation</i>	LT
	Each participant continues to document learning through their LINC Action Plan and develop resources for their Leadership Tool Kit	LT
Nov 2014-	Conduct LINC 3: <i>Ensuring effective management of the organization, operation, and resources for a safe,</i>	Dr. Ron Lankford (RL) SB

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Jan 2015	<i>efficient and effective learning environment</i>	
	Share activities and findings for <i>LINC 2: Developing a school culture and instructional program conducive to student learning and staff professional growth</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
March- June 2015	Conduct <i>LINC 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	SB, KM, LT
	Share activities and finding for <i>LINC 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient and effective learning environment</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
September – November 2015	Conduct <i>LINC 5: Acting with integrity, farness and in an ethical manner</i>	SB
	Share activities and finding for <i>LINC 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
January – March 2016	Conduct <i>LINC 6: Understanding, responding to and influencing the political, social, legal and cultural contexts</i>	SB, LT
	Share activities and finding for <i>LINC 5: Acting with integrity, farness and in an ethical manner</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
	Begin final planning for Cadre 2	LT
	Analyze data to date to make revisions for Cadre 2 based on evaluations to date	BPB
June 2016	Share activities and finding for LINC 6: Understanding, responding to and influencing the political, social, legal and cultural contexts	LT
	Collect post-data from participants	BPB

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	Hold the graduation ceremony for the first cadre and provide documentation for Leadership certification	LT
	Revise the program based on the evaluation	LT, BPB
	Cadre 2 kick off	LT
June-Sept 2016 (Cohort / Phase 2)	Conduct <i>LINC 1: Setting a widely shared vision for learning and its evaluation</i>	SB
	Share the learning and activities related to LINC 1	LT
June – September 2016 (Cohort 2)	Conduct <i>LINC 2: Developing a school culture and instructional program conducive to student learning and staff professional growth</i>	SB
	Share activities and findings for <i>LINC 1: Setting a widely shared vision for learning and its evaluation</i>	LT
	Each participant continues to document learning through their LINC Action Plan and develop resources for their Leadership Tool Kit	LT
Nov 2016 – Jan 2017 (Cohort 2)	Conduct <i>LINC 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient and effective learning environment</i>	RL
	Share activities and findings for <i>LINC 2: Developing a school culture and instructional program conducive to student learning and staff professional growth</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
March – June 2017 (Cohort 2)	Conduct <i>LINC 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources</i>	SB, KM, LT
	Share activities and finding for <i>LINC 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient and effective learning environment</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
Sept – Nov 2017 (Cohort 2)	Conduct <i>LINC 5: Acting with integrity, fairness and in an ethical manner</i>	SB
	Share activities and finding for <i>LINC 4: Collaborating with faculty and community members, responding to</i>	LT

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	<i>diverse community interests and needs, and mobilizing community resources</i>	
Jan-March 2018 (Cohort 2)	Conduct <i>LINC 6: Understanding, responding to and influencing the political, social, legal and cultural contexts</i>	SB, LT
	Share activities and finding for <i>LINC 5: Acting with integrity, farness and in an ethical manner</i>	LT
	Each participant continues to document learning through the LINC Action Plan and develop resources for their Leadership Tool Kit	LT
	Share activities and finding for <i>LINC 6: Understanding, responding to and influencing the political, social, legal and cultural contexts</i>	LT
	Collect post-data from participants	BPB
	Hold the graduation ceremony for the first cadre and provide documentation for Leadership certification	LT
	Revise the program based on the evaluation	LT, BPB
	Cadre 1 Reunion and follow-up	LT
	Begin planning for Cadre 3 and make available to all districts through dissemination efforts	LT
July 2018	Final Annual Performance Report	BPB, CDs