



RAPPS is a comprehensive leadership development program focused on preparation of principals for rural Alaska schools, and support for those who are currently serving in those schools.

Component I: Rural Alaska School Leadership Development (UAA)

This component prepares principals to lead rural, high-poverty Alaska schools. Input from rural superintendents and principals, plus partner experts, will be used to enhance the University of Alaska Anchorage Educational Leadership Program (UAA) courses with theory, knowledge and skills needed for success in rural Alaska schools. All of the courses can be delivered via distance delivery.

Component II: Principal Induction Program (AACP)

Component I graduates and other principals new to Alaska who become rural school principals will be given support by specially trained coaches from the Alaska Administrator Coaching Program (AACP). These coaches –similar to mentors for beginning teachers– help the new principals, via distance delivery and on-site presence, with organizational and facilitation skills, teacher observation and evaluation, using data to improve instruction, and effective school-level and classroom-level practices.

Component III: Professional Development for Practicing Principals (EED)

The third component is for meaningful professional development for practicing principals in rural Alaska. The professional development will be delivered by a combination of distance technology and an annual summer institute (ASLI).

Participant Goals Summary

RAPPS was funded by the US Department of Education: School Leadership Grant Program in 2008. We are in Year 4 of this five year project. The goals were, at minimum: 55-60 new principals graduated; 175 or more new principals receive induction coaching; at least 80 experienced principals receive educational leadership professional development.

Project Partners

Alaska Staff Development Network; University of Alaska Anchorage Educational Leadership Program; Alaska Administrator Coaching Program; Alaska Department of Education and Early Development; Measured Progress; Dr. Pam Robbins, and these Alaska school districts: Alaska Gateway, Bering Strait, Chatham Region, Hydaburg City, Iditarod Area, Kake City, Kashunamiut, Klawock City, Kuspuk, Lake And Peninsula, Lower Kuskokwim, Lower Yukon, Northwest Arctic, Southwest Region, St. Marys City, Yukon Flats, Yukon Koyukuk, and Yupiit. North Slope attends ASLI professional development.

Project Partner Contact Information

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RAPPS INSTRUCTIONAL TEAM



Dr. Al Bertani currently works as an independent consultant focusing on: leadership development; organization development; professional learning; large-scale change; and strategic planning. Al spent the last third of his career working on urban school reform in support of the Chicago Public Schools having served as: a Senior Researcher for the Urban School Leadership Program with the University of Illinois at Chicago; Chief Officer for Professional Development with the Chicago Public Schools; Senior Executive Director for CLASS – Chicago Leadership Academies for Supporting Success – with the Chicago Principals and Administrators Association; and Co-Director of School and Leadership Development with CSI - Center for School Improvement at the University of Chicago. During his thirty-six years in education, he divided his career between working in public schools and higher education having served as a classroom teacher, principal, assistant superintendent, college professor, university administrator, and senior research associate.

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Lexie Domaradzki is an independent consultant. She has been working extensively in Alaska this year with EED and several school districts around the state. Lexie worked for RMC Research as a Research Associate with the Reading First Technical Assistance contract for the previous two years. Prior to that Lexie served as the Assistant Superintendent of Teaching and Learning in the Washington State Office of Superintendent of Public Instruction. She was the Washington State Reading First Director for almost 5 years. Lexie was born, raised and graduated from high school in Alaska. She has years of experience serving in rural Alaska as a consultant for increasing reading achievement. Lexie has worked extensively in the 15 villages in Bering Strait as well as Fairbanks and Anchorage school districts

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Julia Payne-Lewis, M.Ed. is a Professional Development Specialist with Measured Progress. She believes the biggest asset she offers to educators is her ability to roll up her sleeves and work alongside them to create positive change. She is the winner of the 2000 Presidential Award for Mathematics and Science, and spent 20 years in the classroom in grades K through nine before working at the district level as a math coach and curriculum and assessment expert. Her assessment experience includes creating mathematics scoring guides and benchmarks with the Vermont Department of Education. Julia has been active in Alaska for several years through her work with the Alaska Administrator Coaching Project and RAPPS.

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Gary Whiteley serves as the Director of the Alaska Administrator Coaching Project and as a leadership consultant for The Education Commission of the States. He worked in the Kenai and Fairbanks School Districts. He has school district experience as a teacher, principal, curriculum director and assistant superintendent.

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Alaska School Leadership Institute 2012
**Content Outline Based on the Work of John P. Kotter; What Leaders Really Do;
Harvard Business Review Book; 1999
Eight Steps to Transforming Your Organization**

This content strand focuses on what leaders really do to transform their organizations. It draws heavily on the work of John Kotter, Professor of Leadership at the Harvard Business School. His framework provides a road-map for leaders interested in transforming the performance and outcomes of the organizations that they lead.

- Strategy 1 Establish a Sense of Urgency
 - Use data, feedback, and stories to build a sense of urgency
 - Engage fresh eyes from inside and outside to help build urgency
 - Make the status quo look more dangerous than launching into the unknown
- Strategy 2 Build a Powerful Guiding Coalition
 - Reach-out to the high contact and high influence people in the organization
 - Invest time and energy in learning together as a guiding coalition
 - Assemble a critical mass of people that can advocate for needed change
- Strategy 3 Creating a Vision
 - Outline a vision that is compelling, simple to communicate, and easy to envision
 - Help people see where all of this is leading – What will be different?
 - Stress test the vision with three to five minute versions
- Strategy 4 Communicating the Vision
 - Ignite energy for the vision using multiple methods and mediums
 - Integrate the new vision into daily activities and interactions
 - Embed the new vision across the organization engaging a majority of staff
- Strategy 5 Empowering Others to Act on the Vision
 - Remove obstacles or barriers to accomplishing the vision
 - Model behaviors that are consistent with the new direction and vision
 - Recognize and reward individual and group actions that move toward the vision
- Strategy 6 Planning for and Creating Short Term Wins
 - Actively seek out and highlight progress toward the vision
 - Recognize, acknowledge, and reward staff members who are moving forward
 - Celebrate success and movement toward the new vision
- Strategy 7 Consolidating Improvements and Producing Still More Change
 - Use the short term wins to confront more complex issues in the organization
 - Leverage hiring, promotion, and learning opportunities to develop more people
 - Sustain energy by maintaining focus and making mid-course corrections
- Strategy 8 Institutionalizing New Approaches
 - Discuss how the new vision has changed the culture – How we work around here...
 - Demonstrate how the new direction and vision has improved productivity and results
 - Remember that second-order changes have to be embedded into the culture

LEARNING NORMS

- The **LEARNING** belongs to you, and it rests largely with you.
- Enter into the discussions **ENTHUSIASTICALLY!!!**
- Give **FREELY** of your experience, but **DON'T DOMINATE** the discussion.
- **CONFINE** your discussions to the task assigned.
- Say what you **THINK...** be honest!
- Only **ONE PERSON** should talk at a time... avoid private conversations while someone else is talking...
- Listen **ATTENTIVELY** to the presentations and discussions.
- BE **PATIENT** with other participants... appreciate their point of view...
- Be **PROMPT** and **REGULAR** in attendance.
- Place your cell phones on **SILENT** or **VIBRATE** so we don't have to play name-that-tune!

FESTIVAL OF IDEAS 2012

Using and Supporting an On-Line Curriculum and Resource Management Program – Scott McManus, Assistant Superintendent – AGSD

This year AGSD migrated away from using an electronic lesson plan template to using an online program called ClassBright, which is a curriculum and resource management program that incorporates a lesson planning system. Within the system, teachers develop their lesson plans based on local curricular objective and Alaska GLE's. As they develop their plans, relevant material resources that the district has available can be searched and entered into the plan with a click, at the same time as a message to the Resource Center Manager is sent requesting when those materials are needed. A lesson plan data bank is also created for others to use, when teaching the same curricular objective or GLE.

Implementing a New Digital Literacy Initiative District-Wide – Jason Fastenau, Director of Technology and Tracie Weisz, Teacher - AGSD

This is a newly created technology class first taught during the 2010-2011 school year with 6th-8th grade students at Tok School locally, and Tanacross School via videoconferencing. All students in the middle school were provided an iPad II, which they are able to take home with them as part of a one-to-one mobile computer-learning environment. This is part of an initiative to move toward utilizing technological solutions, such as digital textbooks to replace traditional paper resources, and creating a more engaging learning environment. Currently, for the first time, the math curriculum in middle school is taught via a digital textbook.

Leading a School of Readers – Josh Gill, Site Administrator – LKSD

This emerging best practice was designed to address two specific issues: 1) Bring greater coherence to a reading program that was disjointed, fragmented, and piece-meal and 2) Utilize the RTI model to really focus instructional efforts on struggling students. The actions and strategies activated to successfully implement this emerging best practice are also detailed in an article – **Leading a School of Readers** – that was written by Rhonda Barton and published in Education Northwest Magazine in Fall/Winter 2011. Good schools are fueled by high performing teams of individuals working together using the research-base to inform their actions and strategies.

Creating a Framework to Sharpen Our Focus – Gary Baldwin, Superintendent; Dan Walker and Carlton Kuhns, Assistant Superintendents – LKSD

LKSD was trying to build on work with the Principals' PLC Initiative started in 2010 – 2011. As a district we were trying to break-out beyond pockets of excellence to raise expectations and performance across the district. We were also trying to respond to problems identified by our site administrators: lack of clarity about direction and vision; fidelity of implementation efforts; and addressing initiative burn-out – we were trying to do too much. Our intention was to collectively build a framework that would respond to these three problems as well as help us integrate these efforts using the local expertise we had built-up over the years. We did this by promoting coherence around three specific areas: SIOP – Sheltered Instructional Observation Protocol; School Climate – Positive Behavior Supports – Every child can learn; and RTI as an intervention strategy.

Implementing Literacy Blocks at Tok School – Dawn Buffum, District-Wide Instructional Coach - AGSD

This emerging promising practice highlights the incorporation of literacy blocks at Tok School into the language arts and reading programs over a multi-year plan. Students in grades 1st-5th are flexibly grouped, within grade level, according to reading proficiency and provided instruction through a 4 block format on a daily basis. The literacy blocks include guided reading, self-selected reading, working with words and writing. Students in need of RTI are also pulled from non-core academic programs at scheduled times throughout the week. Since implementing this model, SBA Language Arts proficiency levels at Tok School have risen from 66% to 73%.

Creating Alaskan-based Cases to Strengthen the Curriculum for Aspiring Principals – Susan Garton, UAA; Rick Rau, SWRSD; and Robin Jones, SWRSD

Alaskan-based case studies provide relevant curriculum for the RAPPS aspiring principals. Since there are few published case studies from Alaska, the graduate students in the RAPPS program have been writing cases which reflect unique challenges of RAPPS districts. Two RAPPS aspiring principals will be on hand to share an original case about the Alaska Performance Scholarship.