



New Leaders Overview: Strengthening Schools Through Emerging Leaders

MAY 2017

 New Leaders



INTRODUCTION

Too often, low-income students receive a second-rate education, leaving them unprepared for success in college and careers.



Low-income fourth graders are typically **two-to-three grade levels behind**



Only **half** of low-income students **graduate** from **high school**



Only **1 in 10** students who grow up in poverty **earn a college degree** by age 25



“Our children are dying. They don’t have a name, they don’t have a face. They are becoming just a statistic—‘children of color.’”

ISAMAR VARGAS
NEW LEADER PRINCIPAL | CHICAGO, IL

All students deserve schools with a culture of achievement, where great teaching happens in every classroom, every day.



GREAT SCHOOL LEADERS MAKE THAT HAPPEN

25%

of school impact
on student learning
is attributable to
school leadership

16 points

The annual impact on
math achievement of
having an effective versus
ineffective principal

96%

of teachers say school
leadership is critical in
deciding whether they
remain at a school

Strong school leaders elevate instruction, accelerate student learning, and build a brighter future for their communities.



LEADERSHIP CHANGES **FAMILIES**

“It **raises the stakes** for teachers **when parents come in asking specific questions** about how they are supporting their child academically.”



LEADERSHIP CHANGES **CULTURE**

“**My teachers want to be observed**, because we use the process to **empower them to grow** rather than as a ‘gotcha’ device.”



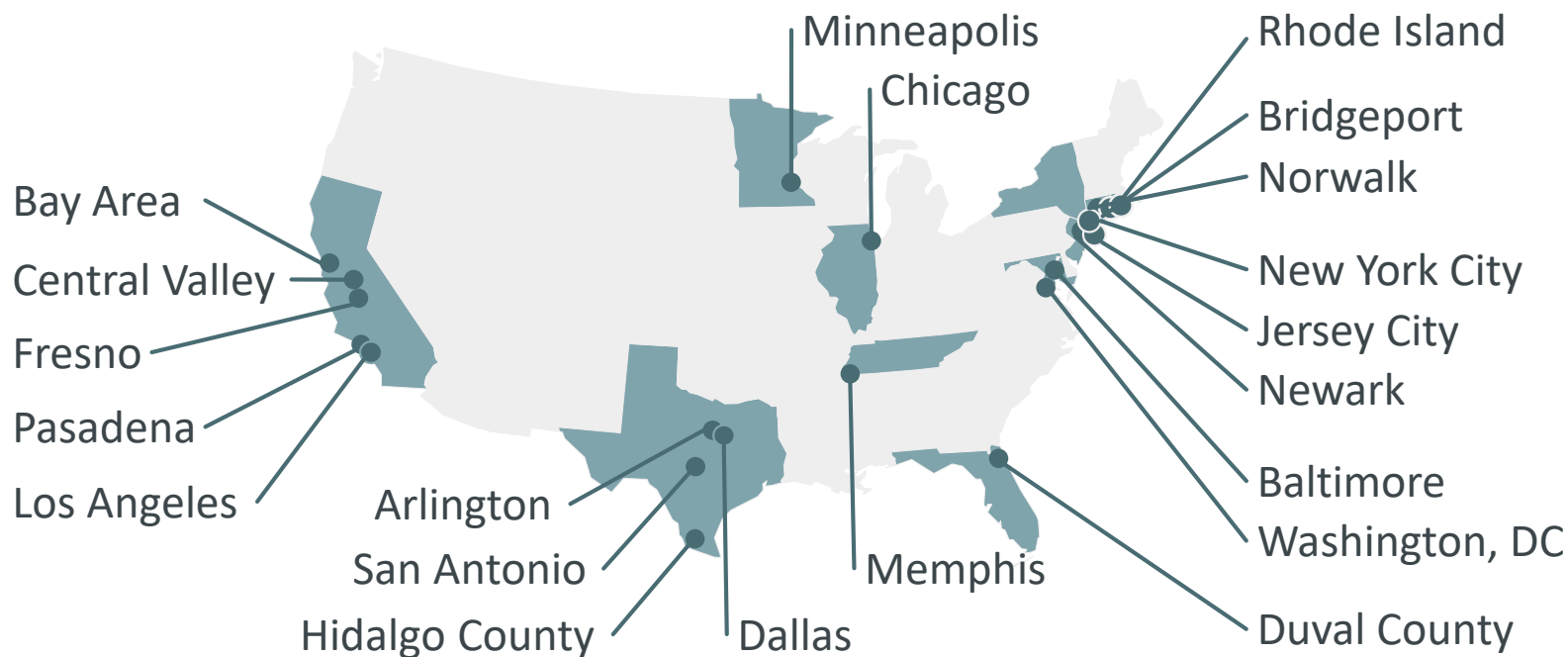
LEADERSHIP CHANGES **EXPECTATIONS**

“Students were told they were smart and could see they were able to tackle the work. **Experiencing success changed everything.**”

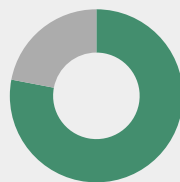


NEW LEADERS OVERVIEW

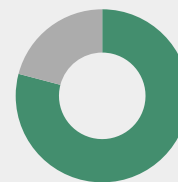
Since 2000, we have trained more than 3,200 school leaders who now reach nearly 500,000 students.



**WE WORK IN OVER 20
HIGH-NEED CITIES AND
164 CHARTER SCHOOLS**



78%
of students served
are low-income



87%
of students served
are children of color

We develop great education leaders at every level—from teacher leaders to superintendents.



TEACHER
LEADERS



INSTRUCTIONAL
COACHES



ASSISTANT
PRINCIPALS



PRINCIPALS



INSTRUCTIONAL
TEAMS



PRINCIPAL
SUPERVISORS



DISTRICT
ADMINISTRATORS

LEADING INSTRUCTION

EMERGING LEADERS

ASPIRING PRINCIPALS

TRANSFORMING TEAMS

PRINCIPAL INSTITUTE

PRINCIPAL SUPERVISORS

LEADING INSTRUCTION: Equips **current and aspiring leaders** with instructional leadership expertise aligned to high academic standards

EMERGING LEADERS: **Teacher leaders and assistant principals** master key leadership skills while supervising a teacher team

ASPIRING PRINCIPALS: Prepares **tomorrow's principals** to achieve breakthrough results with a yearlong residency and induction support

TRANSFORMING TEAMS: Provides a structured framework for collaboration as **instructional teams** work together to advance student achievement

PRINCIPAL INSTITUTE: Bolsters leadership skills of current **principals** and **assistant principals** using our proven curriculum and training model

PRINCIPAL SUPERVISORS: Prepares **principal supervisors** to cultivate instructional excellence across a school system

We have an unmatched record of developing dedicated, highly effective leaders for the students who need them most.



The RAND Corporation cited New Leaders as the principal preparation program having the strongest evidence of positive impact



74%

of New Leaders remain as principals for 3+ years, while less than 50% do nationally



67%

of Emerging Leaders increase the percentage of students meeting standards in classrooms they supervise



64%

of New Leaders alumni are people of color, compared with just 20% of principals and teachers nationally

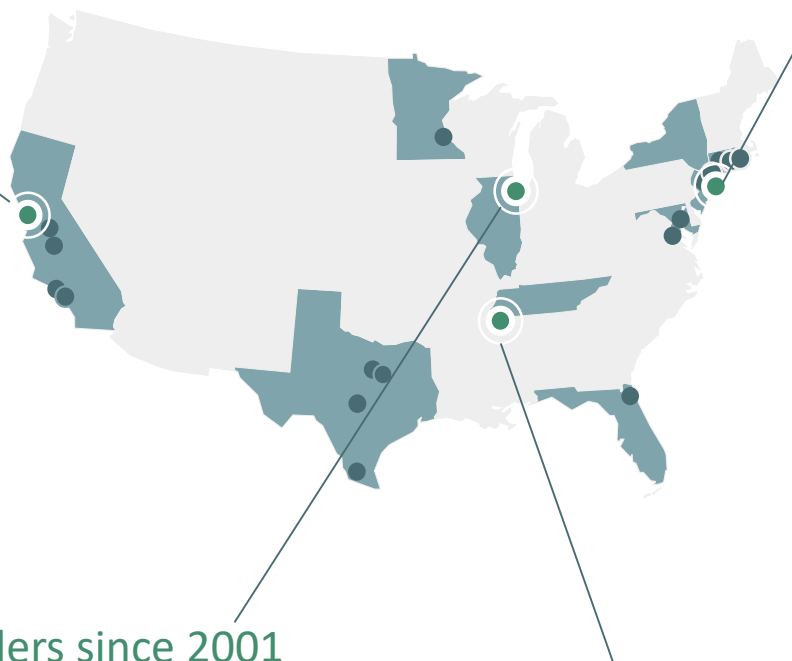
We helped some of the most innovative urban districts realize their visions for school improvement.

OAKLAND, CA

350 leaders since 2003

Oakland named most-improved district for eight years since we launched

92% graduation rate in New Leader schools, versus 63% in Oakland and 82% in state



NEW YORK, NY

300 leaders since 2001

Closed achievement gap with New York state

New Leaders schools have outgained the city in three testing regimens since 2006

CHICAGO, IL | 540 leaders since 2001

One of four cities to see significant NAEP gains for low-income fourth and eighth graders

Since 2014, New Leader schools have earned quality points at twice the rate as district schools.

MEMPHIS, TN | 475 leaders since 2004

iZone schools are fastest gaining turnarounds in state; half are New Leader-led

74% of New Leader K-8 schools earned one of Tennessee's top-two ratings for student progress



EMERGING LEADERS



**TEACHER
LEADERS**



**INSTRUCTIONAL
COACHES**



**ASSISTANT
PRINCIPALS**

On-the-job training prepares teacher leaders and assistant principals to boost achievement across the classrooms they supervise—starting during training

Most schools have teacher leaders, but few provide specialized training for educators taking on new leadership responsibilities.



Thrusting high-performing teachers into leadership roles **without quality training** does a **double disservice**.

It takes **teaching time away** from top educators, and then **handicaps their potential to lead** colleagues to similar success.

Schools with
teacher leader
roles



86%

Schools with a
formal pipeline to
teacher leader roles



45%

Schools that offer
specialized teacher
leadership training



32%

Schools that base
leadership
appointments on
existing skills



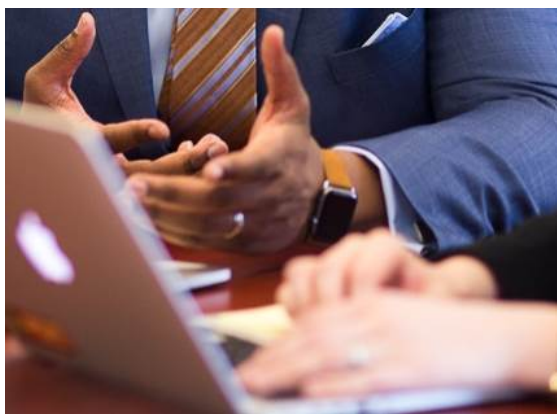
27%

Emerging Leaders prepares teacher leaders and assistant principals to coach a team of teachers to instructional excellence.



REAL-WORLD PRACTICE

Emerging Leaders get feedback as they **lead meetings** and complete **job-embedded assignments** connected to their responsibilities.



EXPERT COACHING

Participants benefit from virtual and **on-site coaching** delivered by successful leaders. **Leadership interactions** are **recorded on video** for additional feedback.



SKILLS FOR SUCCESS

Emerging Leaders develop the **adult leadership** skills needed to **foster trust, accountability, and high expectations** across a team.

Great teaching does not automatically translate to great leadership;
Participants learn how to build trust and coach colleagues effectively.

LEADERSHIP STANDARDS

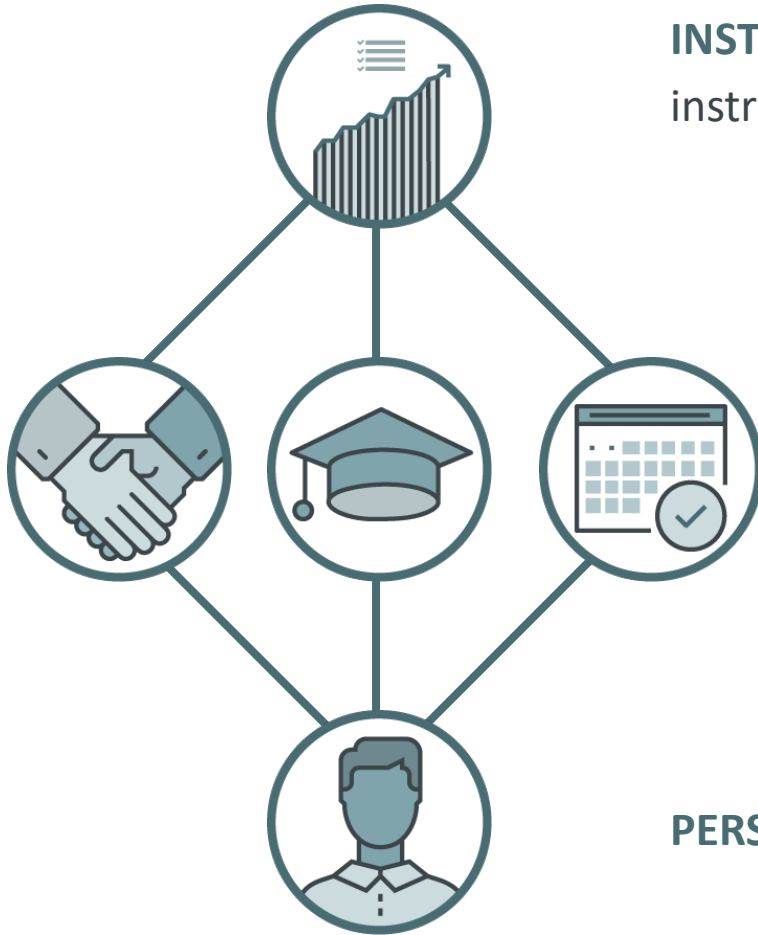
INSTRUCTIONAL: Analyzing data to improve instruction across a team

ADULT: Delivering trusted feedback and coaching colleagues to improve teaching

CULTURE: Building a growth mindset and fostering high expectations among teachers

OPERATIONAL: Developing strategic plans to elevate instruction and raise achievement

PERSONAL: Reflect and improve practice



The program pairs formal training with expert coaching as participants lead a team of teachers in their schools.

PROGRAM STRUCTURE

Training

- One-week summer induction
- Seven in-person group trainings
- Web tutorials

Practice

- Leading teacher team
- Job-embedded assignments
- Video recording practice

Feedback

- Regular coaching sessions
- Three learning meetings

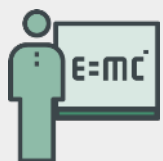


Selection is key. We carefully screen candidates using **objective criteria** and research-based activities.

SELECTION PROCESS



Background Form



Instructional Activity



Problem of Practice

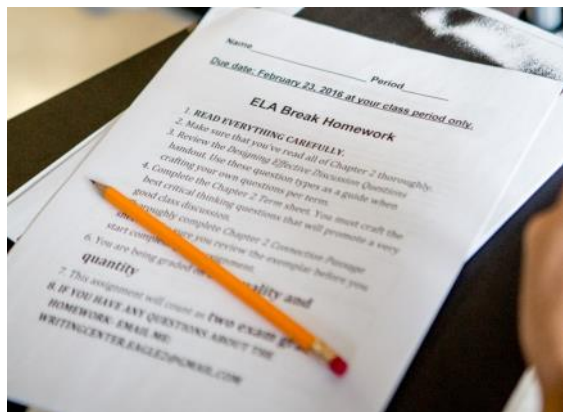
We recruit widely and use a **targeted nomination** process to identify promising candidates with a **record of raising student achievement**

We assess for **instructional expertise**, including skills in goal-setting, planning, and using data to strengthen teaching

We look for individuals with the **right disposition to lead**, including:

- Deep belief that *all* students can excel
- A growth mindset
- Ability to problem solve
- Resilience through challenges
- Willingness to reflect and learn
- Capacity to earn colleagues' trust

To successfully complete the program, participants must master key skills and lead colleagues to boost achievement.



COMPLETE REQUIREMENTS

Complete all assignments and requirements

MASTER KEY LEADERSHIP SKILLS

Score proficient in 7 key practices and grow in all 12

LEAD STUDENT LEARNING GROWTH

Lead teacher team to 10+ percentage point gains*

We carefully evaluate Emerging Leaders throughout training, so we can identify and recommend participants ready for next-level leadership.

Emerging Leaders participants apply what they learn right away, delivering immediate benefits for students.



85%

of Emerging Leaders led gains across multiple classrooms, with results seen during training



81%

of Emerging Leaders demonstrated proficiency or grew at least one level in their ability to lead a high-performing team



The program helps our partners build a pipeline of diverse and exceptionally well-prepared future leaders.

“I interviewed candidates for principal openings and could tell who went through **New Leaders**.

They were **set apart** by their ability to **articulate a vision**, talk through **instructional leadership** with confidence, and give concrete examples demonstrating their understanding of **how to do the work.**”

DR. NIKOLAI P. VITTI
SUPERINTENDENT
DUVAL COUNTY PUBLIC SCHOOLS



54%

of Emerging Leaders in Arlington, Texas were directly promoted to principal or AP



66%

of Emerging Leaders are people of color



77%

of Emerging Leaders have a STEM background

MARIA MADRIGAL | PRINCIPAL | SAN JOSE, CA



“I became a leader for the same reason I became a teacher: to have an impact. But as a leader I can influence other adults working towards the same mission. The impact is so much larger.”

As fourth-and fifth-grade chair at Voices College-Bound Languages Academy Charter School, Maria Madrigal set a **team goal** to **improve student writing**.

By spring, **every student made measurable progress**, and fourth graders **outscored their more affluent district peers** on California’s English language arts test.

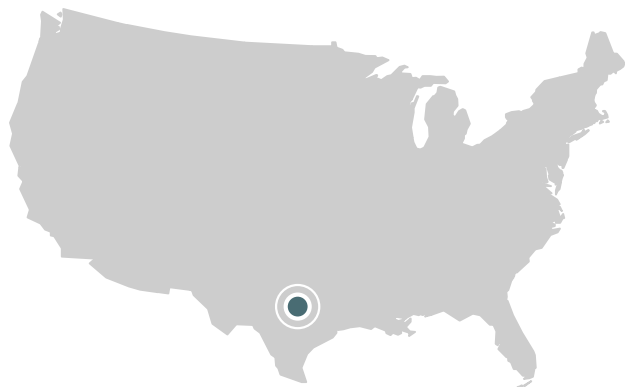
At year’s end, her principal asked her to **step up as principal of a new school** in the Voices charter network. Thanks to her Emerging Leaders training, **Madrigal felt ready**.



ARLINGTON, TEXAS: A CASE STUDY

Our partnership with Arlington is powered by a perfect alignment between the district's priorities and New Leaders' expertise.

ARLINGTON, TEXAS



YEAR LAUNCHED: 2014

LEADERS TRAINED: 97

STUDENTS REACHED 2015-16: 4,625

PROGRAM:

- Emerging Leaders



In 2012, the Arlington Independent School District launched a strategic plan to ensure all schools prepared students for college and careers.



69%
of Arlington students
are low-income



70%
of Arlington students
are black or Hispanic



26%
of Arlington
students are English-
language learners



To achieve this ambitious vision, the district needed a pipeline of great leaders with the skills to address the diverse needs of Arlington students

Arlington officials planned to operate a district-run Aspiring Principals Academy, but they quickly encountered bandwidth challenges.

CONDITIONS FOR SUCCESS

A selection model that identifies candidates with leadership potential

A curriculum that helps participants master key leadership skills

Job-embedded coaching so participants can apply what they learn

A robust system to measure program outcomes

CHALLENGES

Struggle to build robust pool; need to develop objective selection criteria

Curriculum development to promote instructional leadership

Lack of bandwidth and point person to implement program

Evaluation design to accurately measure outcomes, including impact on learning

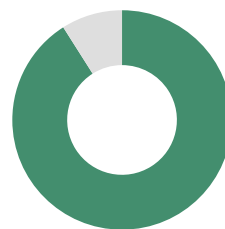
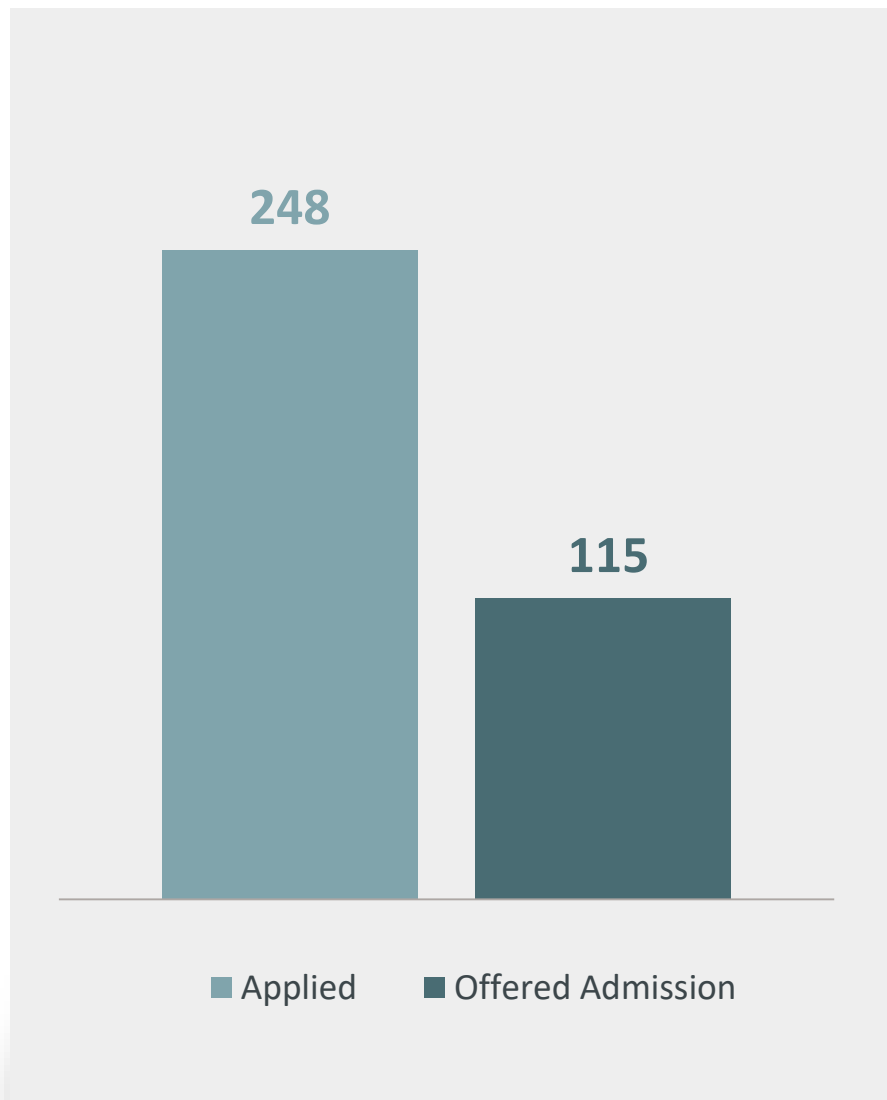
New Leaders partnered with the Arlington Independent School District to help bring the district's vision to life.

TOGETHER, ARLINGTON AND NEW LEADERS DEVELOPED:

- **Robust pipeline** to the principalship and other campus leadership roles
- **Rigorous, objective screening** of applicants
- **Research-based** leadership development **curriculum** focused on student achievement
- **Job-embedded** learning
- **Coaching** and reflection opportunities
- Longitudinal data to measure **impact on student outcomes**
- On-site **Director focused solely on Emerging Leaders** and participant development



Emerging Leaders ignited a culture shift across the district, with leadership roles earned based on skills rather than seniority.



91%
of participants have
successfully completed
the program

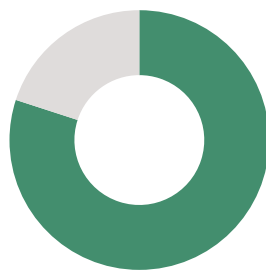


54%
of completers were
promoted directly into
principal or assistant
principal roles

Over the past two years, Emerging Leaders participants have led impressive learning gains in their schools.



78%
of Emerging Leaders
working with math teams
led gains on state math
tests; **64 percent achieved
double-digit gains**



80%
of Emerging Leaders
oversaw academic
gains
of at least five
percentage points on
interim assessments



72%
of Emerging Leaders led
proficiency gains on state
tests across the
classrooms they
influenced

RAY BORDEN | PRINCIPAL | ARLINGTON, TX

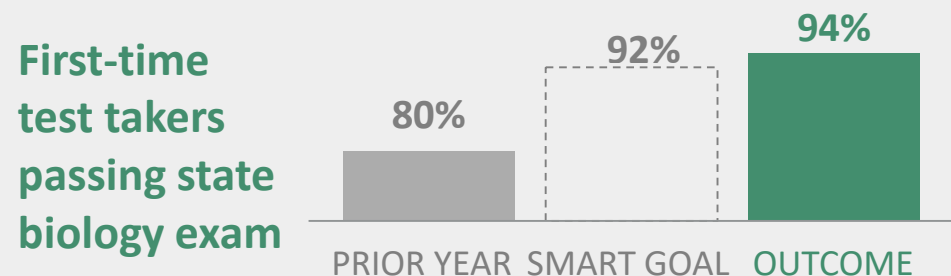


“I realized that I was too focused on me driving the bus. If we were really going to move achievement, the team would need to do that, together.”

With two years as an assistant principal, Ray Borden thought he had a head start in Emerging Leaders, but by December, achievement had plateaued.

Borden's coach helped him see he was relying on charisma rather than strategy, guiding Borden to **remedy distrust by using program tools** to structure difficult conversations.

By year's end, **94% of first-time test takers passed the state biology exam**, and district officials tapped Borden to become a principal.





CONTACT US

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