

NORTHEAST LEADERSHIP ACADEMY



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# NC State's Northeast Leadership Academy

Building Leadership Bench Strength:

A Radically Different Program to Prepare Principals  
for High-Need, Rural Schools

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Excellent Leaders: Effective Schools: Enriched Communities

# Take a moment to remember...

Who was your favorite or best teacher?

Why was that teacher your favorite?





# Take a moment to remember...

## Was your favorite teacher an **outlier**?



Imagine the possibilities if you had a teacher like your favorite teacher every year

– from PreK-16..

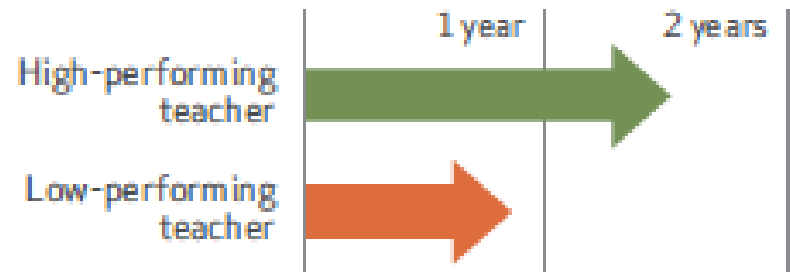
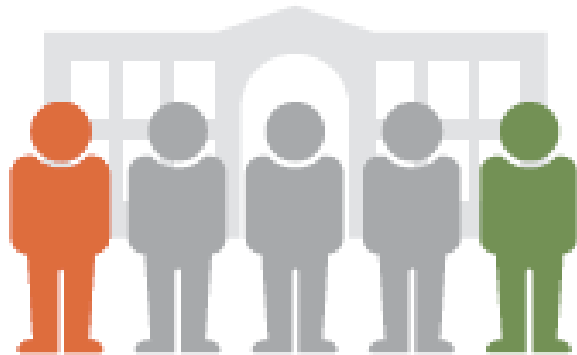


# What's the Difference?

**5-6 more months of learning each year**

OUTSTANDING TEACHERS

GETTING GREAT RESULTS



## IRREPLACEABLES

Top 20% of teachers in studied districts, as gauged by district data

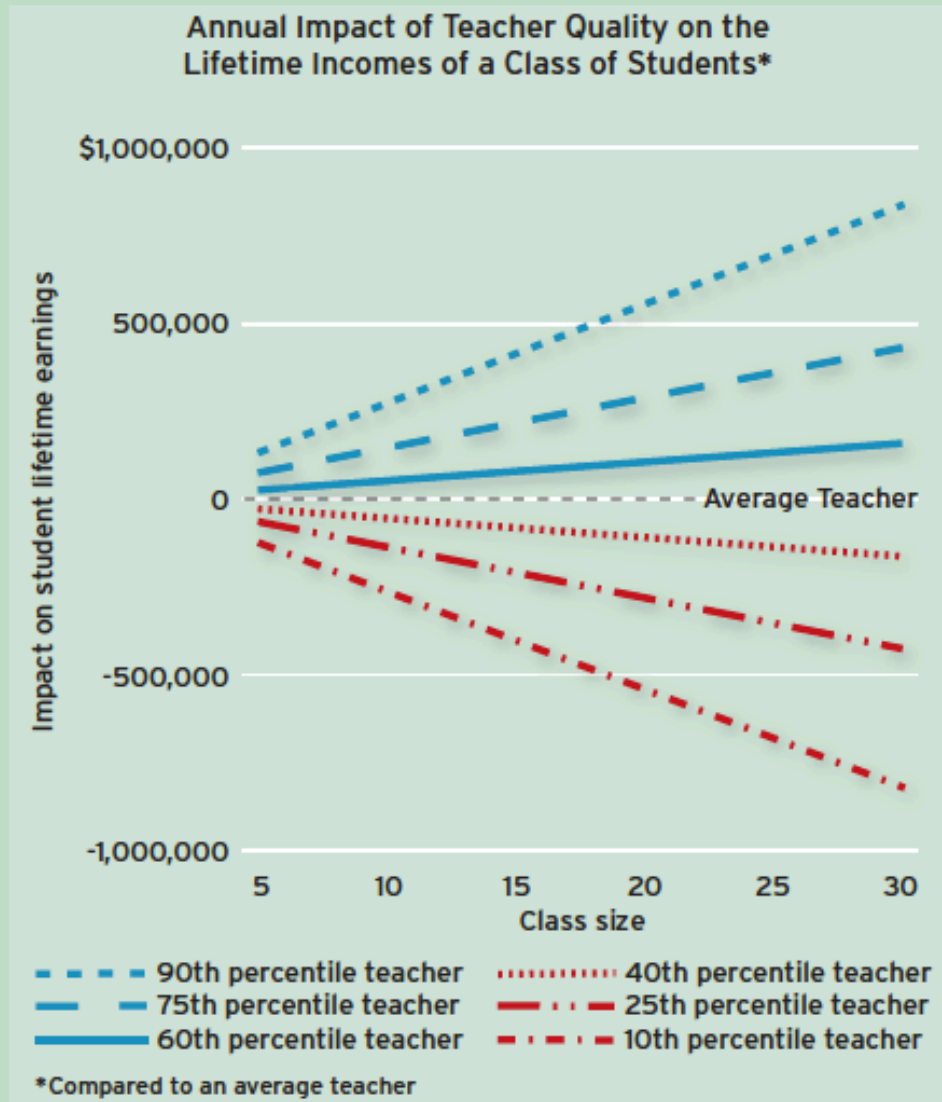
## STUDENT IMPACT

Generate 5 to 6 more months of student learning each year than a poor performer

# Effective Teachers Raise Students' Earnings

(Figure 1)

*The economic value of an effective teacher grows with larger classes, and the economic costs of having an ineffective teacher are substantial.*



SOURCE: Authors' calculations

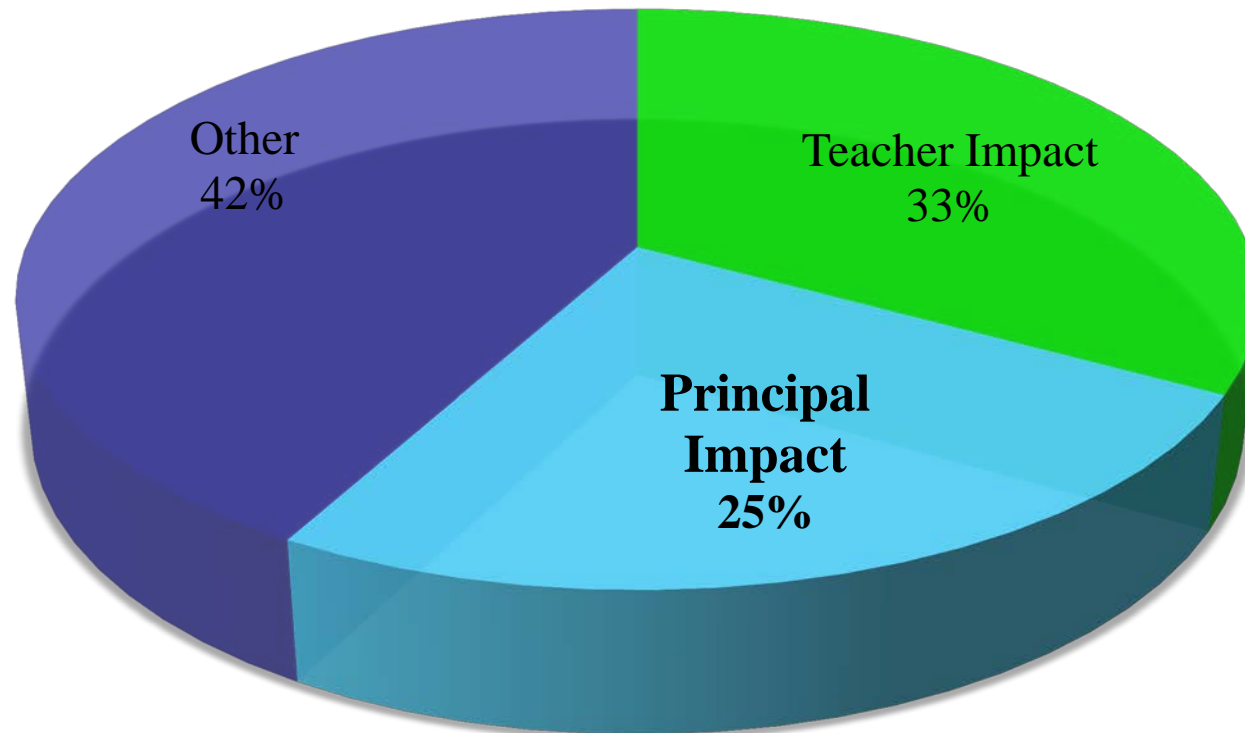
If least effective 5 to 7% of teachers were replaced by **just average teachers**...would increase in annual growth rate of US by **1% of GDP**.

Accumulated over the lifetime of born today = an increase in total U.S. economic output of **\$112 trillion** in present value. (That was not a typo—\$112 *trillion*, not billion.)

Source: Hanushek, E. A. (2011). Valuing Teachers. Ed Next.

# Quality Teaching Matters: Principals Matter Too

## Principal Impact on Student Achievement



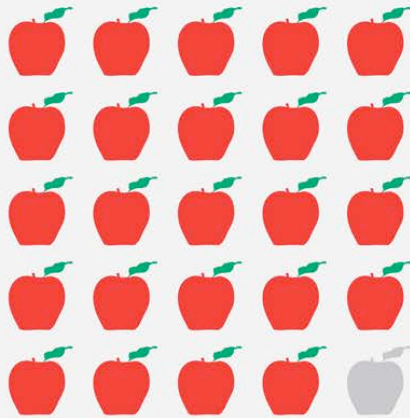
Leithwood, K., Louis, K. S., Anderson, S., and Wahlstrom, K. (2004) Review of Research: How Leadership Influences Student Learning. Wallace Foundation; and Marzano, R. J., Waters, T., and McNulty, B. (2005) School Leadership That Works: From Research to Results. Alexandria, VA: Association for Supervision and Curriculum Development.

# Great schools have great leaders...

## Great leaders have a multiplier effect

### GREAT LEADERS ATTRACT AND RETAIN GREAT TEACHERS

A high-quality principal will hire, develop and support talented teachers...



...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

### PRINCIPALS HAVE A MULTIPLIER EFFECT

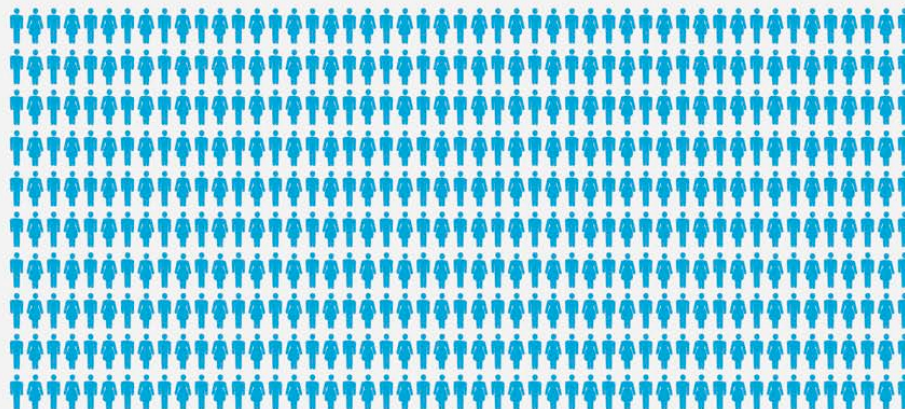
1 Principal



20 Effective Teachers



500 Student Successes



Approximate numbers based on national averages

# Principals Matter:

## Especially in High-Poverty Schools

Principal impact is **2 X's** as large in high-poverty schools (like NELA) than in low-poverty schools

(Branch, Hanushek & Rivkin, 2012).

High-poverty schools have **high teacher turnover** (twice that of low-poverty schools)

“Revolving door” contributes to the **concentration of less effective, inexperienced teachers**

Principals must work to **keep effective teachers**



# Principals Matter:

## Especially in High-Poverty Schools

- #1 reason *effective teachers* stay
- Satisfaction when they **helped students succeed** in spite of the challenges.
- # 2 reason *effective teachers* stay
- **Principal** creates a **school culture** that is conducive to teaching and learning & supports students and families. Then teachers note the rewards of working in a high-poverty school.
- #1 reason *effective teachers* leave
- They **do not feel supported** by their principal.

# Principals Must Retain Great Teachers

## Great Teachers are Irreplaceable: Especially in Low-Performing Schools

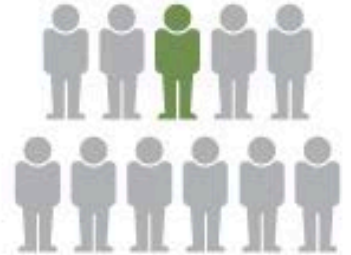
### AVERAGE SCHOOL

When a top teacher leaves  
only 1 in 6 potential replacements  
will be of similar quality



### LOW-PERFORMING SCHOOL

When a top teacher leaves  
only 1 in 11 potential replacements  
will be of similar quality



When a great teacher leaves a school,  
the school is almost guaranteed to hire a less effective replacement.

Estimates based on teachers with value-added or growth data; Low performing schools include schools in the lowest quintile of proficiency by school level; Percentage of high-performing potential replacements in all schools—District A: 12%; District B: 17%; District C: 15%; District D: 15%; Low-performing schools—District A: 12%; District B: 10%; District C: 3%; District D: 9%. Source: District data from SY 2008-09 and SY 2009-10.



# Impact of Principal Turnover

*Principal turnover adversely impacts schools.*

Gains in student achievement temporarily slow whenever there is a new principal & the impact is felt more at the most challenging schools (Beteille, Kalogrides & Loeb 2011, Miller 2009).

# Beginnings

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- **Bill and Melinda Gates** funding for innovative design

BILL & MELINDA  
GATES *foundation*

- **USDOE:**

- 2010: Race to the Top
- 2013: School Leadership Program
- 2014: School Leader Turnaround Program



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# Innovative Beginnings & Custom Design

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- USDOE School Leadership Program- Kentucky – PEP – top program nationally (*Innovative Pathways to School Leadership*). In NC we sought opportunities to work with local districts.
- **Bill and Melinda Gates** funding for innovative design
- Race to the Top pilot leadership program
- **Accolades: UCEA's Top Exemplary Program Nationally 2014**, AACTE, Center for American Progress, others
- **USDOE:**
  - 2013 School Leadership Program: \$4.7 million
  - 2014: School Leader Turnaround Program: \$2 million
  - Total since 2010: Over **\$14 Million** in external funding for NELA

BILL & MELINDA  
GATES foundation





## Judge: 'Academic genocide' in Halifax schools

By Martha Waggoner

The Associated Press March 18, 2009

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RALEIGH — Halifax County's public schools do such a bad job of educating students that they are committing "academic genocide," a state judge said in ordering a hearing next month on who should run the schools.

Superior Court Judge Howard Manning ordered that a hearing be held April 29 on the schools in the northeastern North Carolina county, making it clear that he thinks the state should take over their management.

"This is academic genocide, and it must be stopped," Manning wrote in a letter Monday to the chairman of the State Board of Education and the superintendent of the state Department of Public Instruction.

The state of North Carolina is responsible for the schools' sorry state, and it's time for the state and the Board of Education "to exercise direct command and control," he said.

Manning based his statements, in part, on the system's scores on end-of-grade reading tests. More than 71 percent of elementary school students are not proficient in reading, and more than 74 percent of middle-school students are not proficient, Manning wrote.

"This is irrefutable evidence of a complete breakdown in academics" in the Halifax County schools, he wrote.

Manning manages a public school funding lawsuit known as the Leandro case, after one of the plaintiffs. He has focused much of his attention on high school improvements since the state Supreme Court in 2004 largely upheld his ruling, which found the state is required to provide a "sound basic education" to all public school students. The judge's order for a hearing is another outgrowth of the Leandro case, originally filed in 1994. Halifax was one of the five original school districts in the case.

DPI spokeswoman Vanessa Jeter declined comment Wednesday other than to say that DPI will attend the hearing. Keith Hoggard, a spokesman for the Halifax County schools, told The Associated Press that the system would issue a statement.

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Join The Conversation

92% of students free and reduced lunch  
18% of students are on grade level in reading  
30% teacher turnover  
20% principal turnover



# Great schools have great leaders, but...

- **Shortage** of high quality principals in high poverty schools – especially rural schools. (1/2% of NC schools are rural\*)
- **Critics** have questioned the effectiveness of traditional approaches to leadership preparation
- We must be more **effective** and **contextualize** leadership preparation
- Powerful, personalized, **authentic learning experiences** and innovative inquiry & action pedagogy

\*Source: NCES, 2010-2011



From (Criticisms of Traditional Approach)	To (NELA's Approach)
Self-Nomination, minimal admission requirements (e.g., GPAs and test scores)	<b>Rigorous selection</b> - candidates participate in performance-based assessments
Course-Based with little to no integration	Standards-Driven, <b>outcomes-based mastery</b> , all elements of the program are aligned (NC Standards for School Executives)
Preparation occurs after school, during the Night Shift	Preparation occurs during the Day Shift (in <b>action of school day</b> )
Delivered on University Campus	<b>Local Delivery</b>
General Topics	<b>Turnaround, High-Need Schools Concepts</b>
General Written Assignments	<b>Authentic Problem Solving Experiences</b>
Internship During Teacher Prep Time	<b>Extended Immersion in Multiple Contexts</b>
Busses, Books, and Discipline	<b>Emphasis on Instructional Leadership</b>
Too Many Theories & Too Many War Stories	<b>Blended Faculty</b> of Practitioner-Scholars
Little Field-Based Support	<b>Vetted and Trained Mentors and Coaches</b>
Sit and Get	<b>Tell Me, Show Me, Grow Me</b> Approach
Lone Ranger	<b>Critical Mass of Turnaround Specialists</b>
Learning about Technology	<b>Technology for Learning</b> (reflection, data-based decision making, efficiency, digital learning environments)
Schools in Community	<b>Schools as Community</b> (including summer internship experience)
"That will never work here"	<b>"Come see how it's being done."</b>
Licensure Only	<b>Commitment to Serve High-Need Schools</b>
Graduation = the end	<b>Induction Support</b> , Career-Spanning Professional Growth, Just-in-Time Professional Learning (Pre-leadership planning and Leadership PLCs for leaders)
No Program Evaluation	Strategic Data Collection and Analysis Informing and <b>Strengthening Preparation Programs</b>

# NELA Overview Video



# The Right Stuff

Cohort I



Cohort II



Cohort III



Cohort IV





# The Right Innovation: NELA Design

- **2-year**, funded program: contextualized MSA and license
- **Rigorous recruitment and selection**
- **Personalized, Standards-Based Leadership Training and Cohort-Based Experiences**
- **Action Pedagogy:** Inquiry-action approach focused on solving real school problems, site visits to high performing schools
- **Specialized Trainings & Developmental Projects (Pre K-Career)**
- **Service Learning** - pay it forward or give-back components



# The Right Innovation: NELA Design

- Full-time, **year-long clinical residency** experience
- **Summer internship in community agency & grant writing**
- Intensive **Executive Coaching**
- **Development of Current Principals:** Mentor Principals receive PD and learn alongside interns (DLP & Seminars)
- Integration of Technology (& cameras to record and document learning)
- On-going induction and **early career support**
- Dynamic feedback and **improvement loops**

# The Right Innovation Produces the Right Leaders

Three year, **inter-district** post-degree commitment.

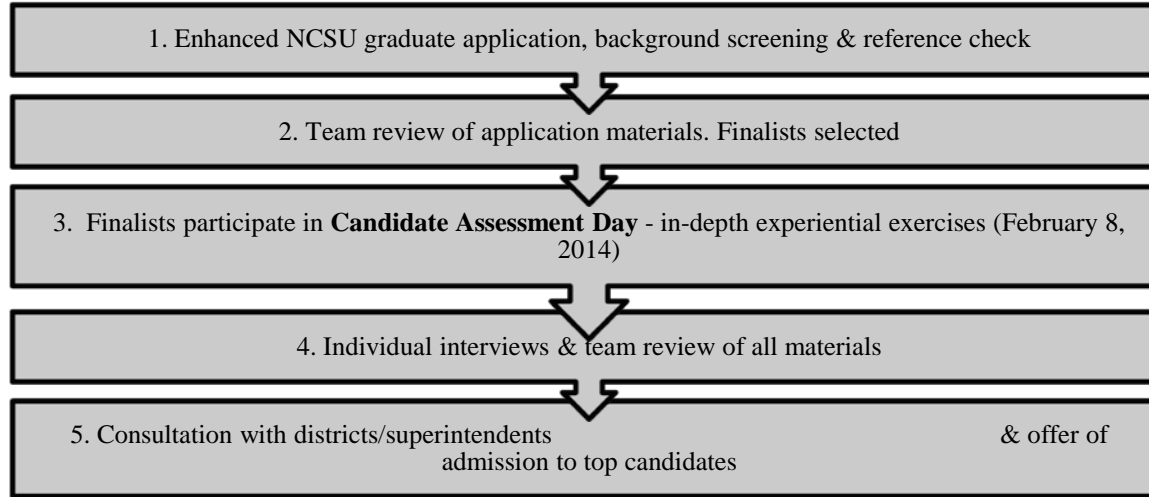
Strong **Superintendent Support** and Involvement.

*A critical mass of highly trained leaders in a  
concentrated area.*

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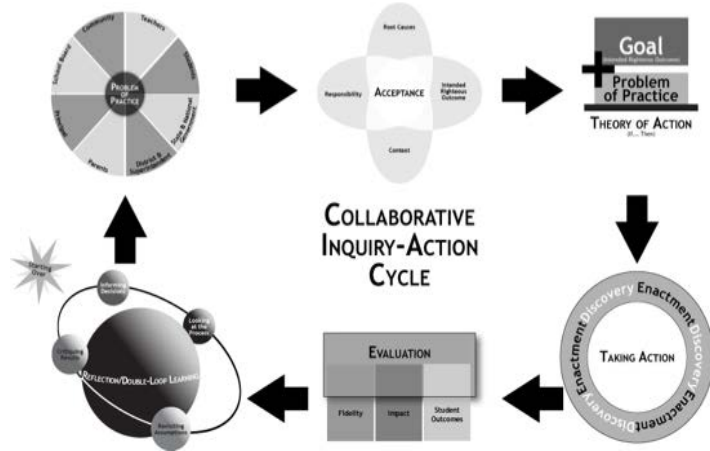
# Candidate Selection





# Problem of Practice: Inquiry and Action

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# Electronic Portfolios with Artifacts

The screenshot shows a web browser displaying an electronic portfolio. On the left is a navigation menu with items like 'Results', 'Vision Statement', 'Standard 1', 'Standard 2', 'Standard 3', 'Standard 4', 'Standard 5', 'Standard 6', 'Standard 7', 'Community Learning', 'Administrative Internship - Phase I', 'Administrative Internship - Phase II', 'Community Learning Exchange (CLE)', 'Developmental Projects', 'Specialized Trainings', and 'Reading List'. The main content area features a bar chart titled 'Standard 1 - Strategic Leadership' comparing scores for four sub-standards (1a, 1b, 1c, 1d) across three semesters: Spring 2012 (blue), Fall 2012 (red), and Winter 2012 (green). Below the chart is a section titled 'Related Coursework & Trainings' with a bulleted list of activities.

Sub-Standard	Spring 2012	Fall 2012	Winter 2012
Standard 1a	1	2	3
Standard 1b	2	2	2
Standard 1c	1	1	1
Standard 1d	1	2	3

**Related Coursework & Trainings**

- Distinguished Leadership in Practice assignment: "Strategic Leadership for High Performing Schools"
- Facilitative Leadership
- Internship project: "Problem of Practice"
- Personal vision statement & letter of introduction
- School visits to A.B. Combs Leadership Magnet (Elementary School), Henderson Collegiate Charter School, KIPP Gaston College Preparatory, Henderson Middle School, and East Garner Magnet Middle School
- Understanding By Design workshop





# Weekly Logs



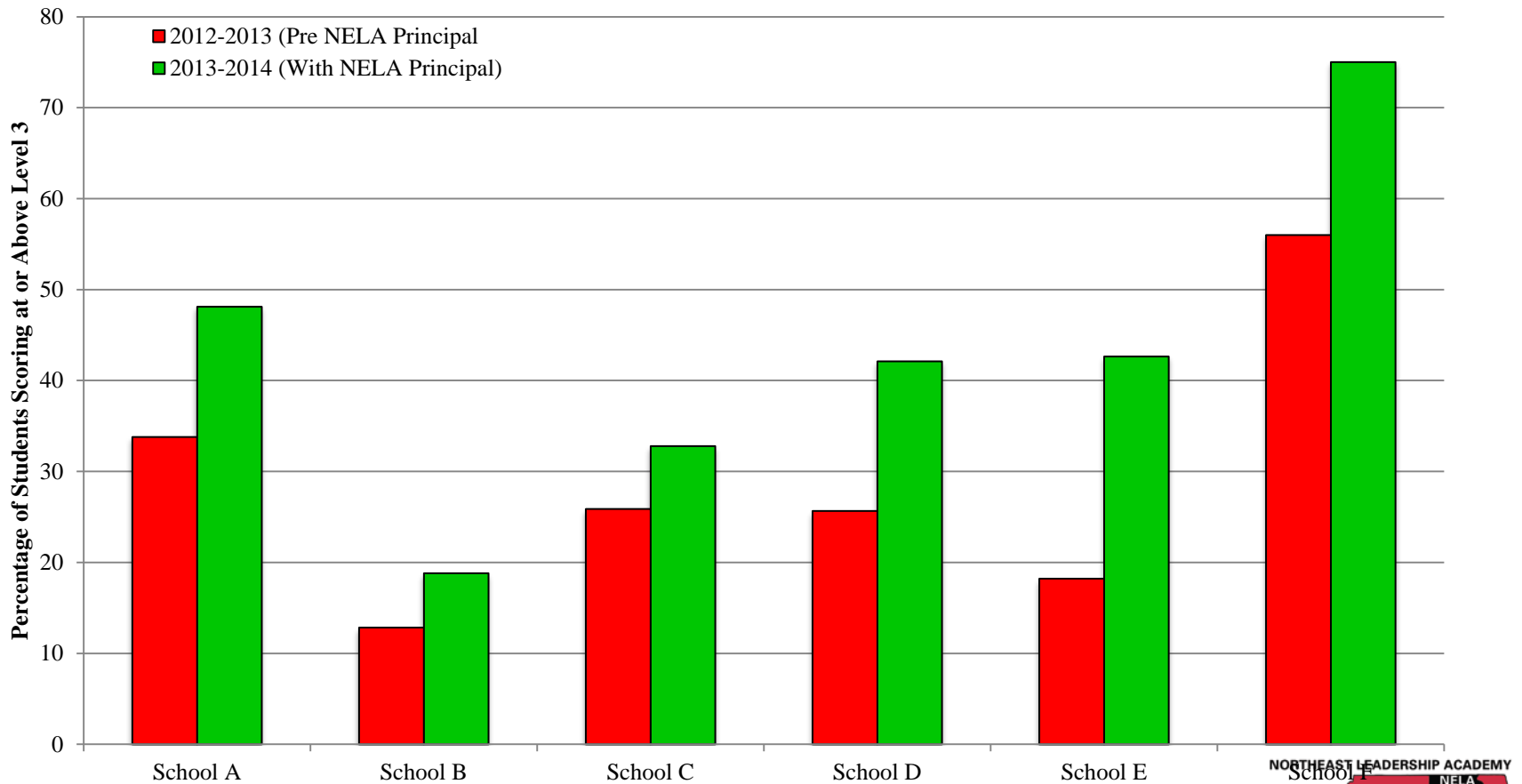
**Exhibits Marks**

**February 25<sup>th</sup> – March 1<sup>st</sup>**

	Teacher Observation	Teacher Evaluation	Teacher Meetings	Building Meetings	District Meetings	Community Meetings/ Contacts	Extra-Curricular Events	Management Tasks	Other
Mon 2/25	Exhibits Observations (1:00 pm - 2:00 pm) (1:00 pm - 2:00 pm)			1:00 PM Meeting @ 1:00		Exhibits Meeting (1:00 pm - 2:00 pm)		Exhibits/ Teacher Observations @ 1:00 PM (Friday, Area 8 Exhibits)	Approved for use (1:00)
Tue 2/26	<b>N</b>	<b>E</b>	<b>L</b>	<b>A</b>	<b>C</b>	<b>L</b>	<b>A</b>	<b>S</b>	<b>S</b>
Wed 2/27	1 <sup>st</sup> Exhibits Observations (1:00 pm - 2:00 pm) (1:00 pm - 2:00 pm)				1:00 PM Meeting @ 1:00 District Meeting @ 1:00 Exhibits Meeting @ 1:00		Exhibits/ Teacher Observations @ 1:00 PM (Friday, Area 8 Exhibits)	Approved for use (1:00)	
Thu 2/28			1:00 PM Meeting @ 1:00 Exhibits Meeting @ 1:00	1:00 PM Meeting @ 1:00			Exhibits/ Teacher Observations @ 1:00 PM (Friday, Area 8 Exhibits)	Approved for use (1:00)	
Fri 2/29	Exhibits Observations (1:00 pm - 2:00 pm) (1:00 pm - 2:00 pm)	Teacher Evaluation Reviewing Log of Principal		1:00 PM Meeting @ 1:00				Exhibits/ Teacher Observations @ 1:00 PM (Friday, Area 8 Exhibits)	Approved for use (1:00)

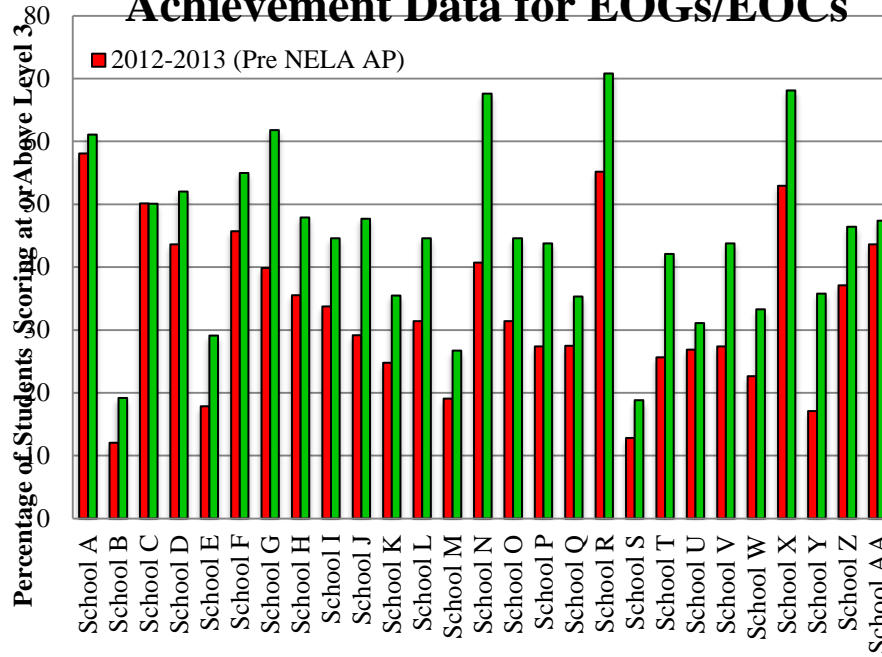


### Table 1: NELA Principals' School Achievement Data for EOG/EOCs





## NELA Assistant Principals' School Achievement Data for EOGs/EOCs





# Staying the Course

“Some folks talk about coming out here to help our schools but they seldom deliver or stay long enough to make an impact but not NC State. You all are helping us in impactful ways...most importantly – **helping us get the right leaders in place.**”

*~ NELA District Superintendent*



# What Are Your Questions?

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# Beating the Odds

- Researchers note it takes five years to put a teaching staff in place and fully implement policies and practices that will positively impact school performance. (Seashore-Louis, et al., 2010)
- Students in failing, high poverty schools with high concentrations of novice teachers have reading and math achievement that is .02-.06 standard deviations lower in years when they have a new principal. (Béteille, Kalogrides, & Loeb, 2012).
- Typically, new principals experience a dip in scores, yet all the *NELA principals had improvements in student achievement scores.*
- The achievements of the NELA principals are particularly impressive when viewed with this research in mind.

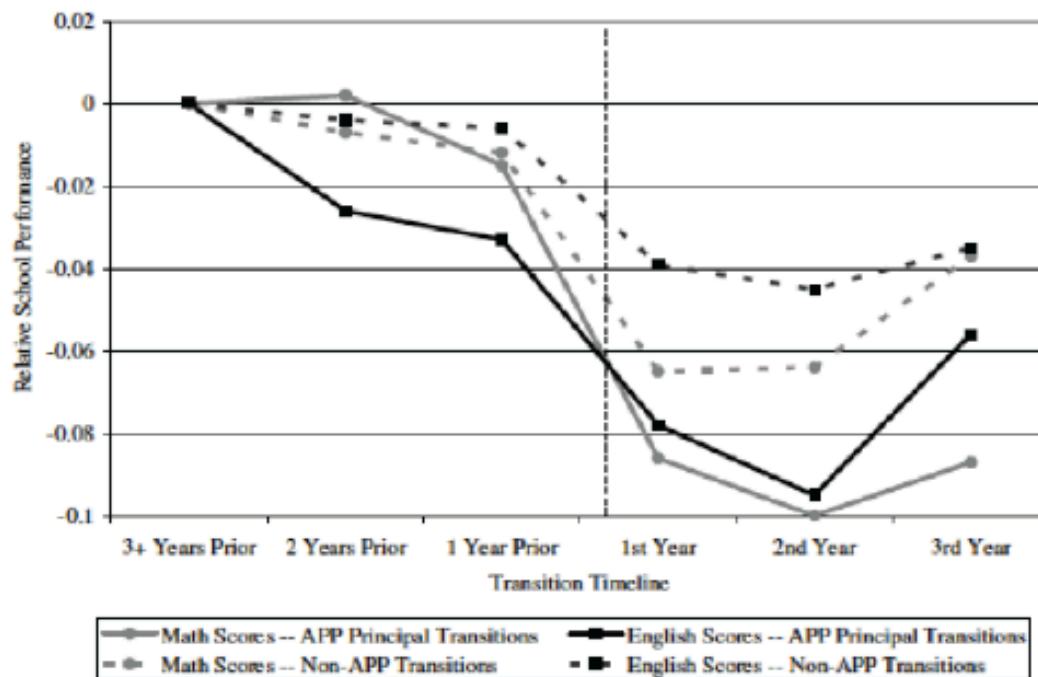
# All NELA Principals Improved Student Performance...

But First Year Principals of Other National Programs Experience Performance **Dips**



New York City Leadership Academy's New Principal **Performance Dips**

Figure 1: School Performance During the Transition to New Principal



Note: This figure plots the expected change in student test score performance as a school transitions from a principal with 5 or more years of experience to a new principal. The estimates used to create the figure are those shown in Table 11 and an estimate (from the same regressions) of the impact of a principal having 5 or more years of experience (0.042 for math scores and 0.026 for English scores) relative to no experience. We estimate transition effects separately for schools that transitioned to the new principal from the Aspiring Principals Program (APP) and those that transitioned to a principal trained through a more traditional route during the school years 2004-05 through 2006-07.

A CALDER study suggests that the performance drop associated with new principals is larger at the schools hiring NYCLA Aspiring Principal Program graduates and these relative performance trends are not reversed until 3 years later, and then only for English. (Clark, Martorell, Rockoff, 2009).

A study by RAND (sponsored by New Leaders) found similar student performance dips for students who had one year with a New Leaders principal.

**Table 5.1**  
**Estimates of Program Effect on Percentile Ranking, Lower Grades**

Variable	Mathematics	Reading
Impact of attending New Leaders school for		
1 year	-0.1	-0.2
2 years	0.6**	0.1
3+ years	1.3***	0.7**
Impact of attending school led by a New Leader who has		
1 year of tenure	0.2	0.0
2 years of tenure	-0.1	0.2
3+ years of tenure	-0.3	0.1

NOTE: \*\* = statistically significant at the 5-percent level. \*\*\* = statistically significant at the 1-percent level. The data show the program's effect on the percentile ranking of a typical district student (i.e., one who is in the middle of the achievement distribution).