



NYC Leadership Academy
National Conference of State
Legislatures
March 12, 2010



History & Structure

- Independent nonprofit established through philanthropy in 2003 as part of the NYCDOE's *Children First* reform agenda
- Selected as NYCDOE's primary principal training provider for both aspiring and current principals through a competitive procurement process in July 2008

What Problem Are We Trying to Solve?



- To develop an **accountable** principal preparation and support system that is:
 - **job-relevant**
 - **responsive** to the current and ever-changing environment
 - focused on **closing the achievement gap**

Our Programs

- Preparing aspiring school leaders
- Coaching and support for current principals
- Helping school districts/states develop and improve their school leadership preparation and coaching programs through advisory services, training and curricula development support

Learning Methods

Our programs use problem-based and action learning methods that put participants in the actual work of school leadership

- Learning is driven by comprehensive problem scenarios or school-based simulations
 - Scenarios: limit complexity, allow for focus on specific skill/knowledge development
 - Simulations: uncontrolled variability, allow for team thinking on complex problems
 - Role plays: practice specific skills
 - Mini-lessons: used to teach content knowledge

Theories in Action

- Organizational Change Theories:
 - Schools improve through organizational learning, led by teams of people committed to:
 - Continual dissatisfaction with the status quo
 - Exposing incentive structures and how they govern behaviors
 - Looking beneath the surface for the levers of change
 - Interrogating individual and organizational sense-making
 - Ego reduction
- Adult Learning Theory:
 - adults sustain learning by doing

Curriculum Delivery Model

- Experiential focus
 - Faculty/Staff — facilitators and coaches
 - Mostly former practitioners trained in problem-based learning facilitation and facilitative coaching
 - Role is to:
 - orchestrate learning, meet individual learning needs, and procure additional support
 - Assess participants against performance standards
 - Determine participant advancement through program
- Materials
 - Resources that support practice-based learning
 - Documents common to the principalship

APP Results

- **Highly Selective Admissions:** Since its inception, the program has accepted fewer than 25% of applicants who complete all phases of the admissions process
- **Preparing 16% of Current New York Principals in Six Years:** To date, APP has produced 392 graduates: 89% currently serve in school leadership positions as principals, program directors, assistant principals and district-level administrators
- **Greater African American Representation:** Collectively, entering and graduating APP classes have a greater African American representation than the NYCDOE principal population

Independent Evaluation Results

In August 2009, New York University's (NYU) Institute for Education and Social Policy released "The New York City Aspiring Principals Program: A School-Level Evaluation." The Study found that APP graduates are serving in high-need schools and are effectively improving their schools' performance trajectories:

- *APP principals are more likely to lead high-need schools – those marked by historically low student achievement and high poverty rates*
- *Elementary and middle schools led by APP graduates made greater gains in English Language Arts than comparison schools led by other new principals – even though APP graduates were generally placed in lower-performing schools*
- *In math, elementary and middle schools led by APP graduates also produced upward trajectories; however these gains were slightly smaller than the comparison schools but the differences, by and large, were not statistically significant*

Impact

- Worked with over 1200 of NYCDOE's 1600+ school leaders since inception
 - Graduated 392 APP participants and 58 are currently enrolled in our leadership preparation programs
 - Provided coaching to more than 850 of the system's 1,600+ principals and currently coaches 374 new and experienced principals
 - Supported over 300 principals who have opened new, small schools and currently supporting 31 educators opening new schools during the 2010-11 school year.