



Reform Support Network

BUILDING LEADERSHIP FOR RIGOROUS INSTRUCTION
DESIGNING PREPARATION PROGRAMS
CHANGED PRACTICE

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NYC LEADERSHIP ACADEMY

OCTOBER 01, 2012

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NYC LEADERSHIP ACADEMY – WHO WE ARE

- Independent national nonprofit organization established through philanthropy in 2003 as part of the NYC Department of Education's Children First reform agenda.
- A school system in transition and a new Chancellor who believed that an investment in school leadership is an investment in student learning.
- The charge to design a new program to prepare and support instructional and transformational leaders for the New York City Public Schools
- The NYC Leadership Academy (NYCLA) is committed to improving academic outcomes for all students, particularly among the most vulnerable students, through high-quality school leadership



OUR APPROACH: PROBLEM-BASED AND ACTION LEARNING

- Put people in the actual work: develop the muscle memory and use adult learning theory as basis of design
- Problem-based and Action Learning
- *Learning driven by comprehensive problem scenarios OR authentic, school-based challenges*
 - Scenarios: limit complexity, allow for focus on specific skill/knowledge development
 - Authentic challenges: uncontrolled variability, allow for team thinking on complex problems
 - Role plays: practice specific skills
 - Mini-lessons: used to teach content knowledge



OUR APPROACH: TEAM LEARNING

- Build relationships among people struggling with similar challenges
 - Develop collaborative, interpersonal and meeting management skills
- Leverage and disseminate participants' knowledge and best practices



OUR APPROACH: STANDARDS-BASED DEVELOPMENT

- Establish clear performance standards
 - Articulated in behavioral terms
- Align program work (assignments) to performance standards
- Ground conversations with participants in performance standards
- Develop strategies for meeting standards
- Counsel out when standards are not met

Align to clear and rigorous school leadership standards

Simulate authentic work of school leaders and emphasize job-embedded experiences

What does a school leader need to know and be able to do to be highly effective?

Responsive to the leadership needs of districts and schools where leaders will serve

Cultivate teamwork to promote sustainable school improvement



PROGRAM COMPONENTS





INDEPENDENT EVALUATION RESULTS

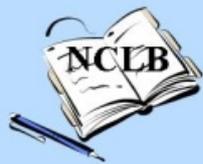
In August 2009, New York University's (NYU) Institute for Education and Social Policy released "The New York City Aspiring Principals Program: A School-Level Evaluation." The study found that APP graduates are serving in high-need schools and are effectively improving their schools' performance trajectories:

- 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

GOVERNMENT

FEDERAL

STATE



NCLB

MAYOR & CHANCELLOR

T & L

REGIONAL

LIS

PRINCIPAL

BOROUGH PRES./CITY COUN.

NYC Leadership Academy Coach

ROC

ISS, RASE

RIS

School Intervention & Development

SPYFSS

LABOR FORCE

PFAD

Vendors

Business Partnerships

Parents

SLT

CBO's

RELIANCE & DISTRUST

Testing Services



Textbook Publishers

Wallace

OSP

JA

Broad

Public Opinion

Media

Partnership for New York City

???AGENDA ???



Existence



NGO's / FOUNDATIONS

BUSINESS / PRIVATE INTEREST

COMMUNITY



Anyone with something to sell

Media

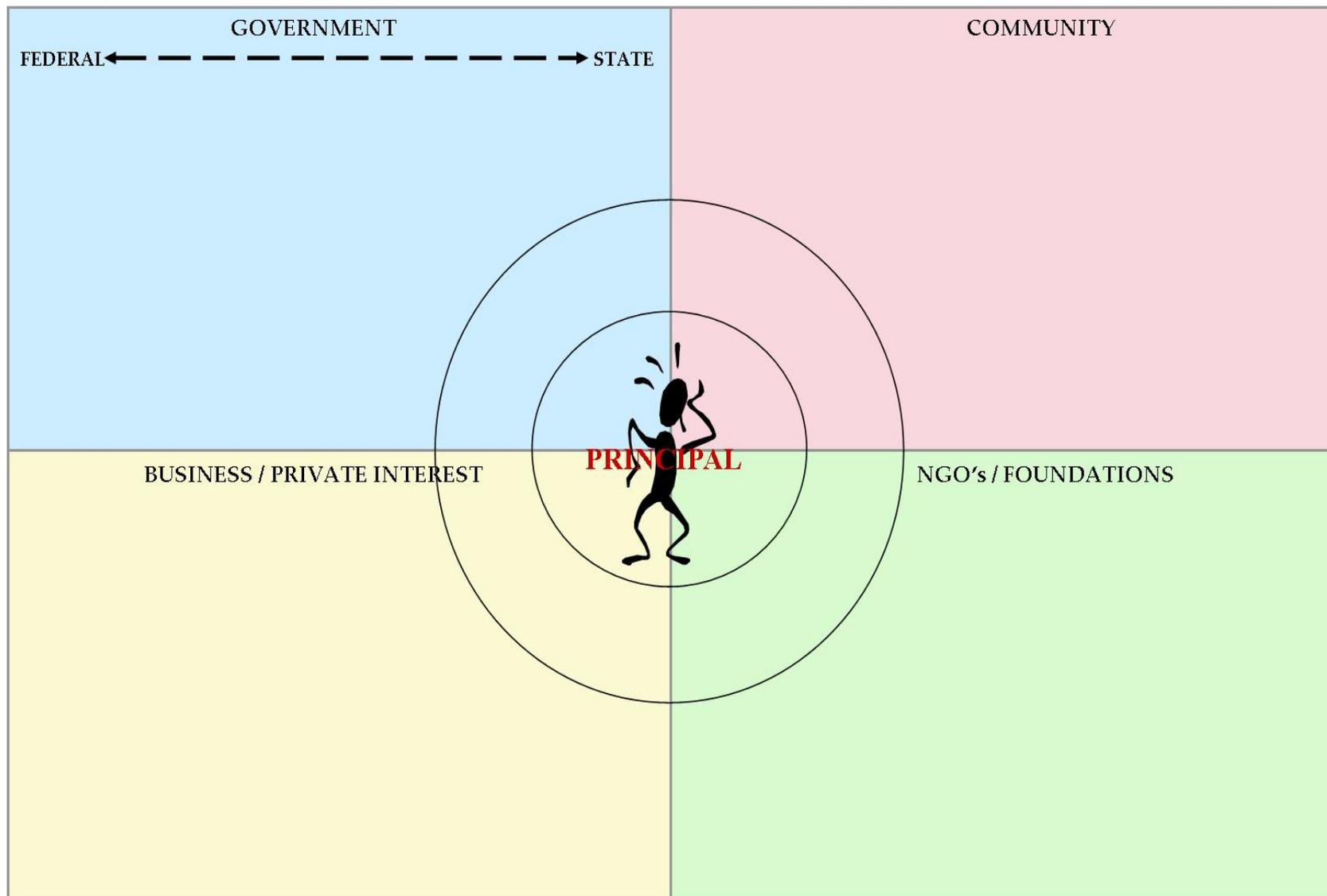
Political Mapping Tool

What motivates stakeholders?

What are stakeholders afraid of?

What do stakeholders pay attention to?

Because School Leadership Matters





CONTEXT MATTERS

- What is the urgent problem?
- What are the long-term concerns?
- What level of ownership do you want?
- What are your resources – time, people, expertise, money?
- What structure will meet your needs – partnerships with universities, not for profits, State or district academy?



CONSUMER OR RECEIVER

- Who is the real consumer?
- What is the role that States and districts need to play?
- What is the information that you need to collect and analyze to be a strong consumer ?



QUESTIONS?



THANK YOU