



THE NEED: INSTRUCTIONAL EXPERTISE

Research shows that standards-aligned feedback is associated with learning gains, but half of teachers do not get it. Leading Instruction builds fluency in new standards and enhances participants' teaching to the level of excellence needed to lead colleagues—and their students—to meet them.

47% Only 47% of teachers received standards-aligned feedback and even fewer got concrete guidance to improve instructional practices.¹

LEARNING TO LEAD IN THE CLASSROOM

All great leaders are great teachers first. Participants learn to break down the components of excellent, standards-aligned teaching. With support from our expert coaches, they develop the instructional expertise to foster learning growth.

A PROVEN APPROACH

Leading Instruction grew out of our successful Emerging Leaders program and employs the same job-embedded training. With ample real-world practice and feedback, Emerging Leaders participants made measurable gains in critical instructional leadership skills.

81% 81% of Emerging Leaders became proficient or grew at least one level in leading data-driven instruction.

BUILDING YOUR LEADERSHIP BENCH

Leading Instruction helps our partners build a robust leadership pipeline. The program serves leaders across a range of experience levels, whether they are early-career teachers seeking instructional leadership skills or experienced assistant principals looking to reconnect with the classroom.

1. Kane, T.J., et al. (2016) *Teaching Higher: Educators' Perspectives on Common Core Implementation*. Retrieved from <http://cepr.harvard.edu/files/cepr/files/teaching-higher-report.pdf>.



OUR APPROACH

Too often, educator development is disconnected from the classroom. Leading Instruction builds on formal training sessions with expert coaching as participants apply what they learn.



REAL-WORLD PRACTICE

Leading Instruction emphasizes purposeful learning and practice as participants implement excellent, standards-aligned instruction in their classrooms.



EXPERT COACHING

Expert coaches support participants during regular observations. Classroom-centered assignments are recorded on video for additional feedback from peers in the program.



SKILLS FOR SUCCESS

Participants master the practical skills needed for strong instructional leadership, such as setting appropriate learning targets and planning and delivering standards-aligned lessons.

MAKING THE LEAP TO HIGHER STANDARDS

New academic standards have raised the bar for instruction. We have seen this challenge play out in our own programs and in schools nationwide. Leading Instruction employs our proven, job-embedded training model to address this need.

While Leading Instruction is a new program, participants will embody the qualities our partners expect from New Leaders alumni: a deep belief that every child can excel and the instructional leadership expertise to bring that vision to life.



2,368

education leaders trained to work in America's highest-need schools



78%

of Emerging Leaders raised achievement across classrooms they supervised during training



RAND Corp.

found that students in New Leader schools outperformed peers by a statistically significant margin

LEADER SPOTLIGHT



HEATHER DEFLORIO QUEENS, NY

Heather DeFlorio joined Emerging Leaders with the goal of improving English instruction at Queens Metropolitan High School. The need was urgent, as most students arrived reading several years behind grade expectations and standards were rising.

After analyzing ninth-grade data, DeFlorio identified a critical barrier: no students were proficient in supporting a claim with textual evidence. Her team aimed to move 60 percent to mastery, with the rest making meaningful progress.

Working with her coach, DeFlorio revamped English teaching to focus on this skill. Every day, students read and discussed challenging texts like *Lord of the Flies*, followed by a short writing exercise. "Writing improved faster with daily practice and feedback. It was a bite-sized approach to the standard," says DeFlorio.

By evaluating daily assignments and adapting instruction as needed, DeFlorio's team led 90 percent of students to proficiency by year's end, putting them on a path to graduation and lifelong success.

New Leaders taught me how to dive into instruction, using data to understand what students are missing and what strategies teachers should adopt to address those gaps."



THE NEED: QUALITY LEADERSHIP TRAINING

Great teaching does not automatically translate into great leadership, yet teachers are often thrust into leadership roles without specialized training. Our Emerging Leaders program prepares educators with the skills they need to guide colleagues—and their students—to excellence.

IMPROVED LEADERSHIP PRACTICES

Over the course of the yearlong program, Emerging Leaders grow measurably more skillful in key leadership practices, such as using data to strengthen instruction, having difficult conversations, and delivering effective feedback. This ensures that participants are capable of accelerating student learning, whether they seek to advance in their careers or want to be more effective in their current roles.

IMMEDIATE STUDENT LEARNING GAINS

Participants apply what they learn while leading a teacher team in their schools, enabling them to immediately elevate instruction and raise achievement across multiple classrooms.

78% 78% of participants led achievement gains across the classrooms they supervised during the training year.

A PIPELINE FOR THE FUTURE

Emerging Leaders helps our partners build a robust pipeline of well-prepared future leaders: In some districts, half of graduates were promoted directly into school leadership roles.

53% 53% of participants in Arlington Independent School District were immediately promoted into assistant principal and principal roles upon graduation.



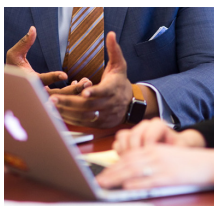
OUR APPROACH

While most leadership training takes educators out of their buildings, Emerging Leaders builds on formal training sessions with intensive on-the-job coaching while participants lead a team of teachers to advance school goals.



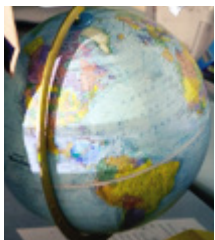
REAL-WORLD PRACTICE

Adults learn best when training is rooted in challenging, real-world work. Emerging Leaders get feedback as they lead team meetings and complete job-embedded assignments directly connected to their leadership responsibilities.



EXPERT COACHING

Emerging Leaders benefit from regular coaching delivered by highly successful former school leaders. Leadership interactions are also recorded on video for additional coaching and feedback.



SKILLS FOR SUCCESS

Great school leaders must have deep teaching expertise and be capable of winning colleagues' trust. Our Emerging Leaders program develops the adult and cultural leadership skills needed to guide colleagues to instructional excellence.

SELECTION IS KEY

We carefully screen candidates to identify a diverse and talented group of educators with strong teaching skills, a record of raising achievement, and the right disposition to lead.

Because past performance is the best predictor of future success, we continuously evaluate Emerging Leaders throughout the training year. Participants must demonstrate proficiency in key skills and the ability to coach teachers to advance student learning in order to successfully complete our program.



64%

Emerging Leaders participants are people of color



77%

Participants have a math or science background



1,267

Emerging Leaders trained since 2011

LEADER SPOTLIGHT



MARIA MADRIGAL

EMERGING LEADER | SAN JOSE, CA

Maria Madrigal didn't plan to become a principal when she enrolled in Emerging Leaders — she just wanted to keep learning. As grade-level leader at Voices College-Bound Language Academy, she particularly wanted to become better at working with adults. "Adults are much harder to deal with than children," says Madrigal.

With support from her Program Director, Madrigal coached fourth- and fifth-grade teachers 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 tests.

At year's end, Madrigal's principal asked her to lead a new Voices school. Thanks to her training, Madrigal felt ready: "Emerging Leaders helped me establish a vision for my team and to manage difficult conversations with teachers and parents without taking things personally. I keep the focus on children, because that's why we're all here."

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."



THE NEED: GREAT LEADERS FOR HIGH-NEED SCHOOLS

One exceptional teacher can change a child's life, but students — especially those disadvantaged by poverty — need consistently great teaching to thrive. Aspiring Principals develops school leaders capable of nurturing life-changing learning in every classroom, every day.

25%
25% of a school's influence on student learning can be attributed to school leadership.¹

LEARNING BY DOING

The heart of Aspiring Principals is a yearlong residency, including an active role on the Instructional Leadership Team. Throughout training, expert Facilitators help Residents master key skills as they guide a team of teachers toward success. Participants also receive entry planning support and onsite coaching during their first year or two as a new principal.

LEADING FOR THE LONG TERM

We seek candidates who believe all children can excel and prepare them to bring that vision to life. Our alumni are uncommonly dedicated: 74 percent of New Leader principals remain in their district for more than three years, compared with 50 percent nationally.

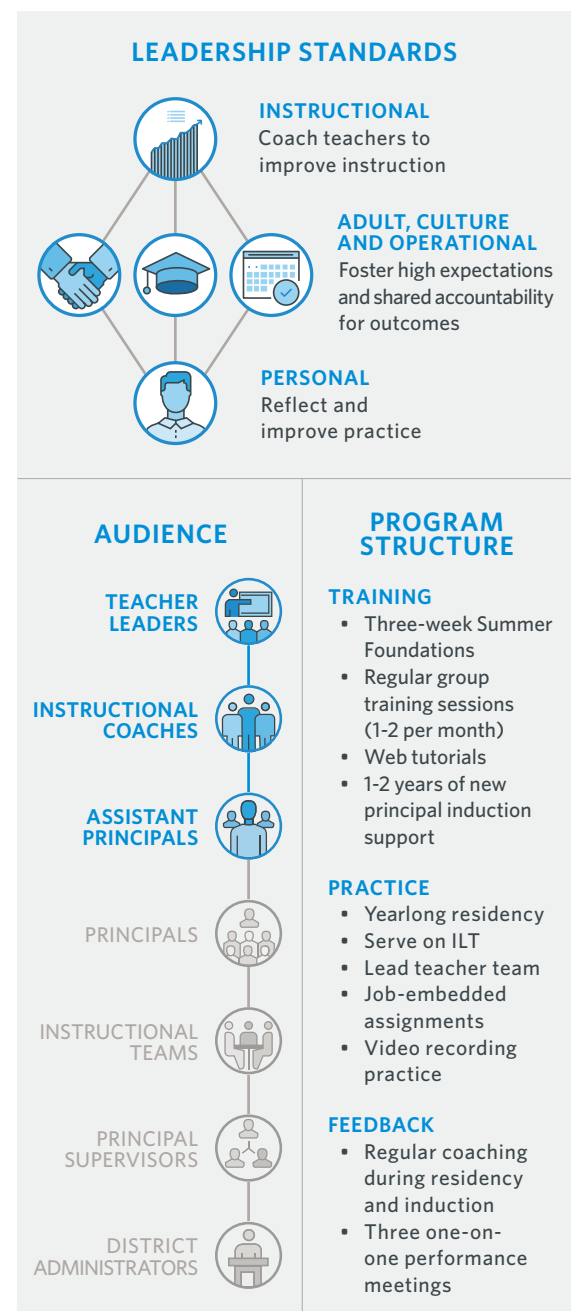
PROVEN RESULTS

New Leaders has unmatched experience developing principals capable of transforming schools and students' lives. A seven-year RAND Corporation study found that students at New Leader-led schools outperform peers at similar schools by a statistically significant margin.



RAND recently named New Leaders as the principal preparation program with the strongest evidence of positive impact.

1. Leithwood, K., et al. (2004). *How Leadership Influences Student Learning*. Retrieved from: <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx>



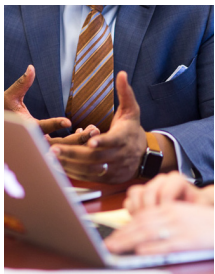
OUR APPROACH

Aspiring Principals produces exceptionally well-prepared new principals through intensive study, a mentored residency, and induction support once participants take the helm of a school.



REAL-WORLD PRACTICE

Residents study and immediately apply the leadership skills that matter most, as they lead a team of teachers in a real school and grapple with the unpredictable challenges leaders encounter every day.



EXPERT COACHING

Participants enjoy multiple sources of feedback, including job-embedded coaching from New Leaders' staff and mentoring from the principal in their residency placement. They regularly share challenges and reflect with fellow Residents, forging a support network that will last through their careers.



SKILLS FOR SUCCESS

Aspiring Principals cultivates all the skills leaders need for success, such as building a team capable of enacting ambitious improvement plans and delivering feedback that propels teacher growth.

SELECTION IS KEY

We carefully select candidates to identify diverse and talented educators with strong instructional expertise, a record of raising achievement, and the disposition to lead others to excellence.

Because past performance is the best predictor of future success, we continuously evaluate Residents during the training year. Only those who lead measurable increases in student achievement earn endorsement for the principalship.



1,083

principals trained since 2001



64%

of Aspiring Principals are people of color, compared to 20 percent nationwide



105

New Leaders alumni work in supervisor or district leadership roles

LEADER SPOTLIGHT



JASMINE THURMOND

ASPIRING PRINCIPAL | CHICAGO, IL

Jasmine Thurmond considered herself an accomplished instructional leader when she began her Aspiring Principals training, so she began observing math classrooms from her first week as a Resident at Abinger Elementary School. But teachers pushed back on her recommendations. "I hit a brick wall early on because I lacked adult leadership skills."

After conferring with her mentor and peers, she crafted a plan to build credibility. She met with teachers individually, held weekly coffee hours and solicited teachers' ideas to improve student learning.

By Thanksgiving, her visits and feedback were welcome, and teachers asked to observe one another to share strategies to improve. She led a team effort to ensure lessons met new standards, including articulating mathematical thinking, identifying misconceptions, and leading peers in rigorous discussions.

By May, students at all levels — including high achievers and those with learning disabilities — had demonstrated significant growth on nationally normed assessments.

Adult leadership is not about making friends, it's about building a relationship of trust around the fact that we are literally saving the lives of children with every lesson we teach."



THE NEED: LEADERSHIP DEVELOPMENT THAT WORKS

The job of the principal is complex and demanding, but many school leaders lack access to quality training. Principal Institute reshapes professional development, with participants mastering practices needed to tackle real challenges in their schools.

50%
50% of principals say they lack access to quality training.¹

CUSTOMIZED, RESEARCH-TESTED CURRICULUM

System leaders recognize the importance of leadership development, but capacity challenges often prevent a coherent approach to building the skills of principals and assistant principals. Together with our partners, we analyze local needs and design a course of study to address them using New Leaders' research-tested curriculum.

SCHOOL-CENTERED LEARNING

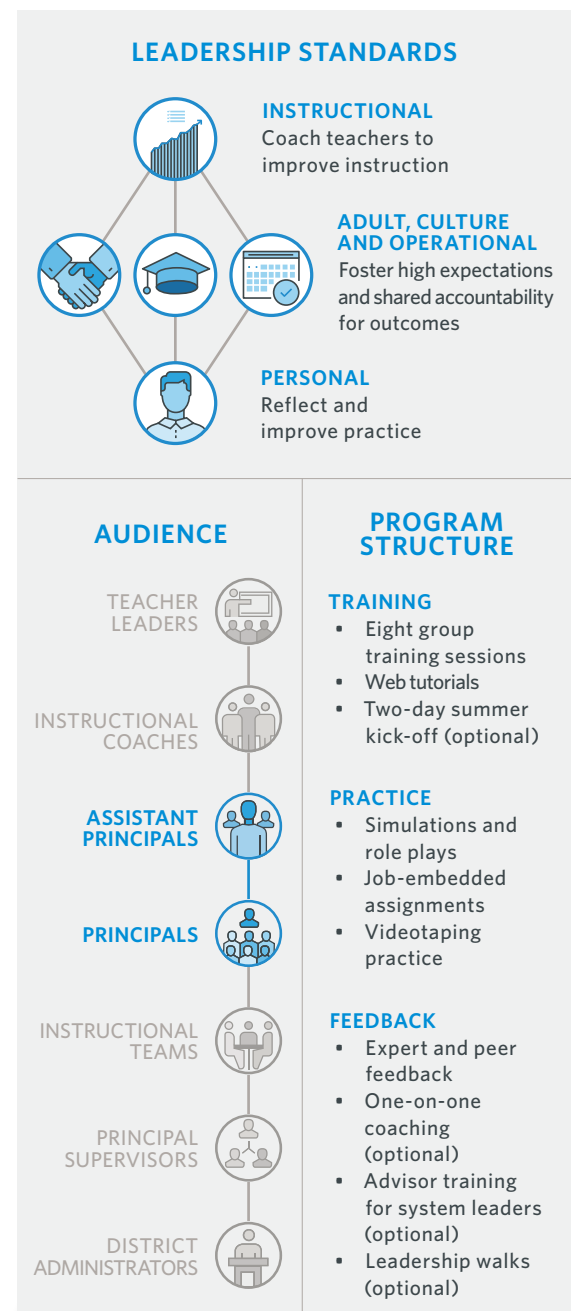
Training is grounded in participants' daily work at school, with job-embedded assignments focused on improving teaching and learning. Expert feedback prepares participants to lead achievement gains right away and provides a strong foundation for career growth.

A PROVEN APPROACH

New Leaders empowers school leaders to deliver breakthrough results and make a lasting difference for students. Citing a seven-year study, The RAND Corporation recently named New Leaders as the principal preparation program with the strongest evidence of positive impact, and one of only three meeting new federal funding requirements.

74%
74% of New Leader principals remained as principals in their districts for more than three years; less than half do so nationally.

1. MetLife, Inc. (2013) *The MetLife Survey of the American Teacher: Challenges for School Leadership*. Retrieved from <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>.



OUR APPROACH

Principal Institute extends New Leaders' research-tested leadership training across a district or CMO, with school-centered professional development and job-embedded assignments.



REAL-WORLD PRACTICE

Principal Institute uses data and student work samples drawn from participants' schools to ensure that role plays and coaching are directly relevant to their leadership responsibilities.



EXPERT COACHING

Successful former principals facilitate training sessions and provide feedback to help participants build skills and expertise aligned with their personal development needs.



SKILLS FOR SUCCESS

Participants master practices needed to transform schools, such as creating effective leadership teams, delivering actionable feedback, and managing change required by new district initiatives.

FLEXIBLE SOLUTIONS FOR DIVERSE NEEDS

Principal Institute is designed to accommodate the diverse needs of our partners, with a menu of supplemental offerings to address their priorities and budget considerations.

Partners seeking more intensive support for participants may opt to add leadership walks, one-on-one coaching, or a two-day summer kickoff session. We can also help our partners develop the capacity to do this work in-house, training Principal Supervisors to lead Principal Institute sessions in future years. That approach bolsters leaders' performance in the immediate term, while cultivating the expertise to build on that foundation for years to come.



2,368

education leaders trained to work in America's highest-need schools



RAND Corp.

Students attending New Leader schools outperformed peers by a statistically significant margin



4 months

Mathematica found that Oakland students in New Leader-led schools outgained peers by 4 months of learning in math and 1.5 months in reading

LEADER SPOTLIGHT



TIFFANY ETHERIDGE BALTIMORE, MD

When Tiffany Etheridge became principal at Belmont Elementary, she wanted to fix everything at once: more than half of students were reading below grade level, the halls were unsafe and 28 percent of students were chronically absent. She immediately set new expectations, including regular data analysis and consistent behavior enforcement. And she immediately encountered challenges: teachers were resentful, and some parents were actively hostile.

At a New Leaders training session, Etheridge's advisor asked key questions about steps she could take to build buy-in, helping her recognize the importance of input from the school community. Etheridge created a leadership team including respected staff, who spread enthusiasm for change. And she scheduled regular coffee chats with families, where she learned that parents felt unwelcome at the school.

New initiatives, including GED classes and a monthly food pantry, have engaged families, and positive change is underway. Chronic truancy dropped dramatically, the percentage of students reading at grade level jumped 14 percent, and enrollment is climbing.

Leading adults requires being forward thinking, but also humble enough to listen to other people. I've gotten buy-in because I'm saying, 'This is what we need to do. Let's do it together.'"



THE NEED: STRONG INSTRUCTIONAL TEAMS

Instructional teams fall short of ambitious goals when they lack a shared framework for collaboration. Transforming Teams builds critical leadership skills and deepens content expertise, empowering educators to work better, together, in an era of rising standards.

7% Only 7% of teachers report that their schools have strong collaborative models, and just 10% say collaboration is focused around standards and expectations.¹

COLLABORATION THAT WORKS

Participants master the practices of effective school teams, such as planning instruction together, leading through change, and holding each other accountable for success. Through guided study and application, these habits become part of the team's DNA, delivering lasting benefits for students.

MEETING A HIGHER BAR

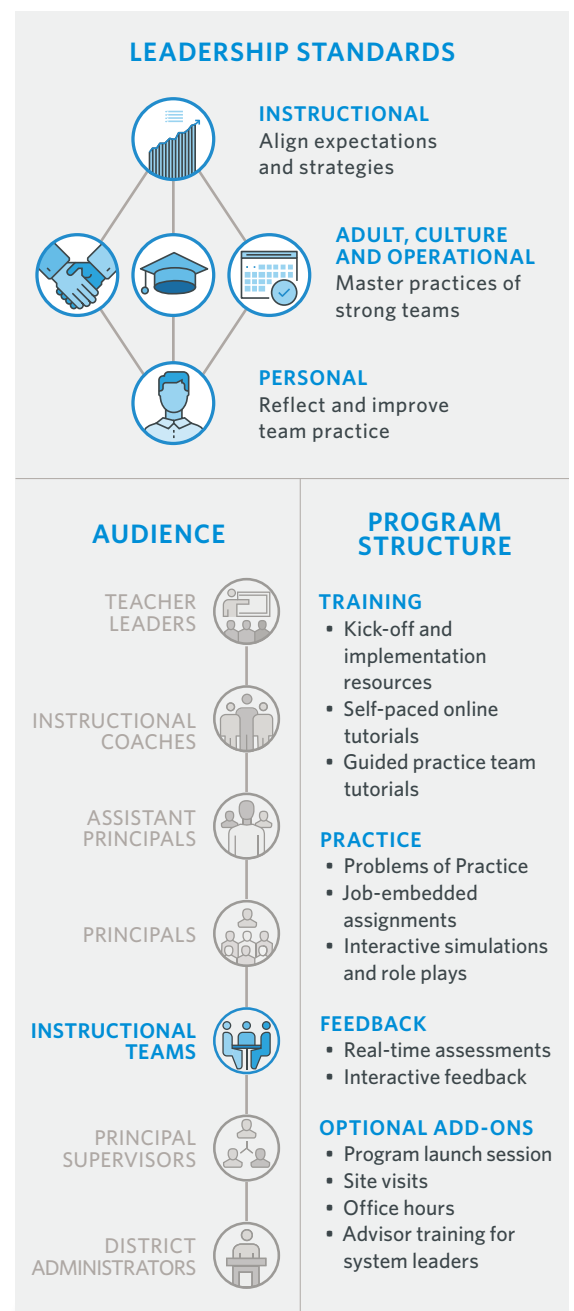
Using case studies and lessons drawn from online tutorials, participants plan standards-aligned lessons and assessments that will enable students to meet newly rigorous expectations. The program also includes real-time assessments with interactive feedback to ensure the entire team is aligned in efforts to improve teaching.

A PERSONALIZED APPROACH

Transforming Teams allows participants to choose a course of study tailored to the unique needs of their school. We offer multiple learning pathways, including deep dives into Common Core standards in math or English language arts.

100% 100% of participating teams said Transforming Teams was aligned to their school's needs.

1. Bill & Melinda Gates Foundation (2015). *Teachers Know Best: Teachers' Views on Professional Development*. Retrieved from <http://k12education.gatesfoundation.org/wp-content/uploads/2015/04/Gates-PDMarketResearch-Dec5.pdf>.



OUR APPROACH

Too often, educator development is disconnected from the classroom. Transforming Teams puts learning into practice right away, cultivating strong instructional teams as participants lead efforts to raise achievement in their schools.



REAL-WORLD PRACTICE

Transforming Teams emphasizes purposeful learning as participants plan instruction collaboratively and strive to advance shared goals. Partners may opt to include supplemental on-site professional development support that enriches the training experience.



BEST-IN-CLASS CONTENT

Transforming Teams provides affordable access to our library of online tutorials and case studies, all research-based and designed to support implementation of college- and career-readiness standards.



SKILLS FOR SUCCESS

Participants learn to lead focused meetings and master practices common to strong instructional teams, such as setting standards-aligned goals and using data to guide strategy.

FLEXIBLE SOLUTIONS FOR DIVERSE SCHOOLS

Transforming Teams allows our partners to choose from a menu of program models to find a solution that aligns with their needs and budget.

All participants enjoy access to our online content library, but partners may opt to supplement that training with additional support, such as on-site professional development, live webinars, or office hours with a New Leaders Advisor. We also offer a more robust engagement where we train local leaders as Transforming Teams Advisors. That approach cultivates effective collaboration within participating schools, while building the expertise to grow those practices across school systems for many years to come.



100%

of teams say the program helped them to collaborate more effectively



91%

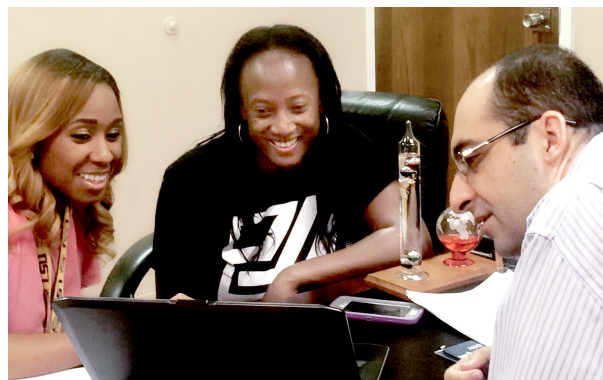
of teams say the program helped them make meaningful instructional changes



91%

would recommend Transforming Teams to other schools

SCHOOL SPOTLIGHT



KENILWORTH SCIENCE AND TECHNOLOGY CHARTER SCHOOL BATON ROUGE, LA

New Common Core standards posed a stark challenge for teachers at Kenilworth Science and Technology Charter School, where 96 percent of students are low income and half read below grade level on enrollment.

Through Transforming Teams, the school's Instructional Leadership Team set a goal to boost English proficiency. In particular, they found that Kenilworth teachers were not asking students rigorous, text-based questions, and the team set out to reverse that pattern.

They reviewed case studies to learn how other teams met similar goals and adopted practices common to those teams: setting clear meeting objectives, sharing planning and decisions, and establishing joint accountability. Their action plan included focused observations and coaching aligned to their instructional priority. They also monitored student progress with ongoing assessments and — after an “implementation dip” which Transforming Teams prepared them to anticipate and overcome — reading proficiency began to climb.

The program helped us think more deeply about what we were missing and align professional development accordingly. Our observations became more meaningful because we had a clear goal.”

— Principal Hasan Suzuk



THE NEED: SUPPORT FOR EFFECTIVE SCHOOL LEADERS

Great school leaders can't go it alone — they need skillful support from trusted managers. Principal Supervisors develops fluency in newly rigorous academic standards and equips participants with the tools and leadership practices to implement them.

A FOCUS ON INSTRUCTIONAL LEADERSHIP

Too often, system-level leadership is mired in compliance work. We work hand-in-hand with partners to refocus the principal supervisor role on elevating teaching and learning. We then prepare participants for this shift by cultivating the skills needed to transform principals into outstanding instructional leaders who deliver breakthrough results for students.

A COMMON LENS

Through shared study and structured school leadership walks, participants establish a consistent bar to evaluate principals' performance and learn to give actionable feedback to help them improve.

100% of supervisors say the program improved their ability to accurately and rigorously evaluate principals.

TOOLS TO ADVANCE ACHIEVEMENT

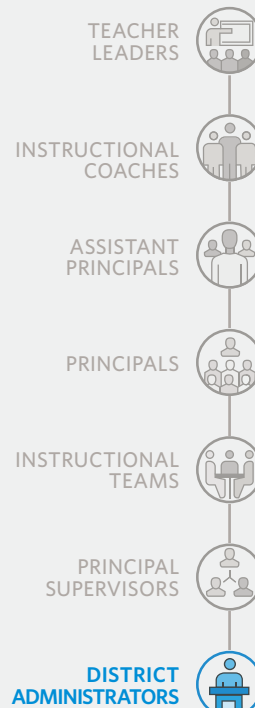
Participants learn to use district, school, and student data to diagnose school needs and guide principals to set and achieve ambitious goals for learning.

100% of supervisors say the program improved their ability to strengthen principals' instructional leadership.

LEADERSHIP STANDARDS



AUDIENCE



PROGRAM STRUCTURE

TRAINING

- 20 in-person group trainings
- 5-8 group school visits
- Web tutorials

PRACTICE

- Observing school leaders
- Role-playing coaching and feedback

FEEDBACK

- Monthly in-person feedback
- Individual check-ins by phone

OUR APPROACH

Principal Supervisors creates a focused community of practice, combining group study, school visits, and expert coaching to enhance instructional leadership.



REAL-WORLD PRACTICE

Participants apply new fluency in standards and data analysis during school visits, identifying instructional challenges and devising strategies to help principals address them.



EXPERT COACHING

Advisors provide personalized support to help participants prioritize and bolster instructional leadership among the principals they supervise.



SKILLS FOR SUCCESS

Participants master skills needed to coach principals to excellence, such as giving targeted feedback, using evidence to develop growth plans, and designing relevant professional development.

A CLEAR MISSION: PRIORITIZING PRINCIPALS

Leadership matters — at the school level, and at the system level too. Building on 16 years' experience developing great school leaders, Principal Supervisors helps system leaders refocus their mission, putting instructional excellence at its center.

The program draws on everything New Leaders has learned about developing and supporting exemplary principals, preparing principal supervisors to enact those practices in their districts and charter networks. In this way, the program delivers lasting benefits to students and schools.



2,416

leaders trained to work in America's highest-need schools since 2000



84%

of Oakland principals whose managers participated in the program say their supervisor uses evidence when providing feedback



80%

of Oakland principals whose managers participated in the program say their supervisor helps them determine actionable next steps

LEADER SPOTLIGHT



WESLEY JACQUES

EXECUTIVE DIRECTOR, PERSONALIZED-PROFESSIONAL LEARNING
OAKLAND, CA

After observing a fifth-grade math teacher's lesson and principal conference, Deputy Superintendent Wesley Jacques spotted a problem. Students were spending most of their time practicing algorithms, while new standards also called for conceptual knowledge to prepare them to solve unfamiliar problems. The principal had missed this detail, and with it, the opportunity to coach the teacher to improve.

Jacques helped the principal develop targeted questions for all teachers, to support appropriately challenging, standards-aligned lessons. Then, with other program participants, he developed a training for school leaders that delved into standards across grade levels.

He credits Principal Supervisors for his mastery of the standards and strategies to help schools and students meet them. The training fostered a shared vision of instructional excellence and practices to achieve it, including regular leadership walks, where leaders and supervisors visit classrooms, review data, and track progress toward goals. Armed with this expertise, Jacques was tapped to oversee professional development throughout Oakland Unified School District.

New Leaders has put instructional leadership at the front and center of our work. It has given us space to grow as learners and as instructional leaders."



LEADERSHIP CHANGES EVERYTHING

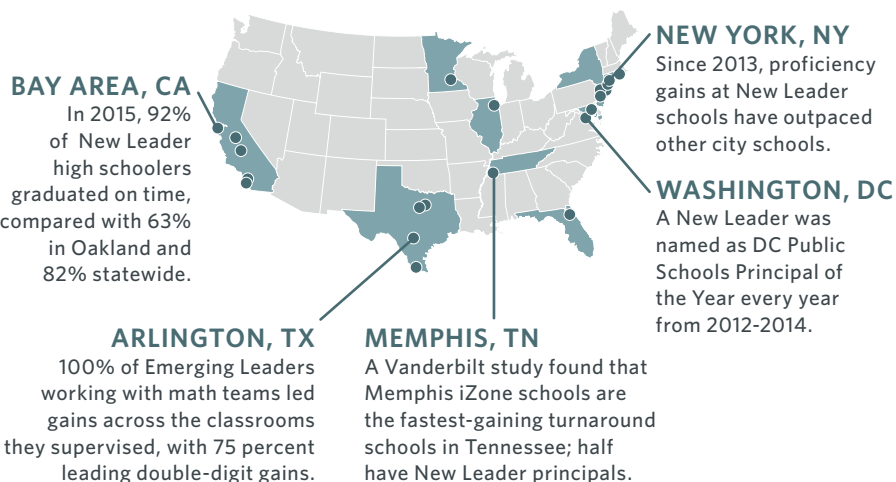
At New Leaders, we identify talented educators who believe that all kids can excel and equip them to transform schools and students' lives. Our programs provide intensive training to leaders at all levels — from teachers to superintendents — so they have the skills to improve instruction, accelerate student learning, and build a brighter future for their communities.

PARTNERING WITH US

We work hand-in-hand with our partners, delivering leadership solutions that build on their strengths and address their most pressing priorities. While each program is unique, all emphasize authentic practice and expert feedback to prepare leaders to elevate teaching and learning. We also help our partners develop the capacity to do this work in-house, using our proven training model and research-tested curriculum.

OUR IMPACT

In 2001, New Leaders launched its flagship Aspiring Principals program with a cohort of 14 participants. Since then, we've trained nearly 2,400 outstanding education leaders in more than 20 cities and 150 charter schools.



PROVING WHAT'S POSSIBLE

Over 16 years, we have trained **2,400 outstanding leaders** who reach **450,000 students**.

The RAND Corporation named New Leaders as the **principal preparation** program with the **strongest evidence of positive impact**.



78%

of Emerging Leaders delivered achievement gains across classrooms they supervised

TEACHERS AND PRINCIPALS OF COLOR



NEW LEADERS
64%

NATIONWIDE
20%

PRINCIPALS REMAINING FOR 3+ YEARS



NEW LEADERS
74%

NATIONWIDE
50%

RODNEY ROWAN PRINCIPAL | MEMPHIS, TN



Being a New Leader means you are crazy enough to think you can save the world, one child at a time. It means knowing you can make a difference and knowing how to make that difference."