



**THE UNIVERSITY OF  
NORTH CAROLINA SYSTEM**

**NCPFP**

**STRONG LEADERS = STRONG SCHOOLS**

**Dr. Eddie Price**  
*Director*

**Presentation to the NC House Select Committee on  
an Education System for North Carolina's Future**

August 15, 2022

Attract  
promising  
school leader  
candidates

Provide innovative and  
high-quality preparation  
through coursework,  
practice-based  
experiences in schools  
and leadership coaching

Produce effective  
school leaders that  
positively impact  
student achievement,  
engagement, school  
climate, and teacher  
retention

Meet a majority  
of the demand  
needs for school  
leaders in  
North Carolina



Our commitment through **partnerships**  
with **University** Principal Fellow Programs  
and **School Districts**.



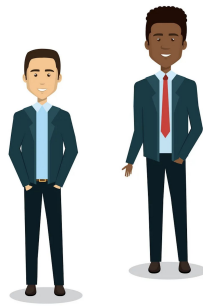
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*"We find that a one standard deviation increase in principal effectiveness increases the typical student's achievement by 0.13 standard deviations in math and 0.09 standard deviations in reading. To translate this result, we estimate that the impact of replacing a below-average elementary school principal (i.e., one at the 25th percentile of effectiveness) with an above-average principal (i.e., at the 75th percentile) **would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school. Effects of this replacement in math would be larger than more than two-thirds of educational interventions compiled in a recent review, and the effects in reading would be larger than about half of interventions** (Kraft, 2020)."*

Grissom, J., Egalite, A., Lindsay, C. (2021). *How Principals Affect Students and Schools*.



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*"Given the scope of principal effects, we conclude that Leithwood and coauthors' (2004) judgment about school leadership being among the most important school-related factors that contribute to student learning holds up. In fact, the importance of school principals may not have been stated strongly enough in prior work, **particularly from the perspective of state and district leaders and policymakers seeking to move the needle on student achievement. Indeed, it is difficult to envision an investment in K–12 education with a higher ceiling on its potential return than improving school leadership.**"*

Grissom, J., Egalite, A., Lindsay, C. (2021). *How Principals Affect Students and Schools.*

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*"Who the principal of a school is matters for outcomes beyond achievement. For example, studies show that some principals are more effective than others at reducing absenteeism and chronic absenteeism. Principals vary in their likelihood of meting out exclusionary discipline (e.g., suspensions). Some are more successful at retaining teachers, including more effective teachers. Moreover, we find that supervisor and teacher ratings of the effectiveness of principals' practices can predict student achievement growth and other outcomes. This finding suggests that the overall impact of an effective principal can be linked to observable behaviors. That is, how principals approach school leadership directly affects schools' outcomes."*

Grissom, J., Egalite, A., Lindsay, C. (2021). *How Principals Affect Students and Schools*.

# NCPFP Considerations



- Rigorous and collaborative recruitment leads to selection of high quality candidates
- Strong partnerships between grant-funded Program and K12 Partners positively impacts succession planning
- Preparation of Principal Fellows, which includes MSA Coursework, Enhancements, Enrichments, Full-time Internship and Coaching, ensures NC's high-need schools receive strong and effective leaders

# Principal Fellows preparation includes ...

Coursework

Internship Experience

University Enrichments

Program Enhancements

Leadership Coaching



# Instructional Leadership

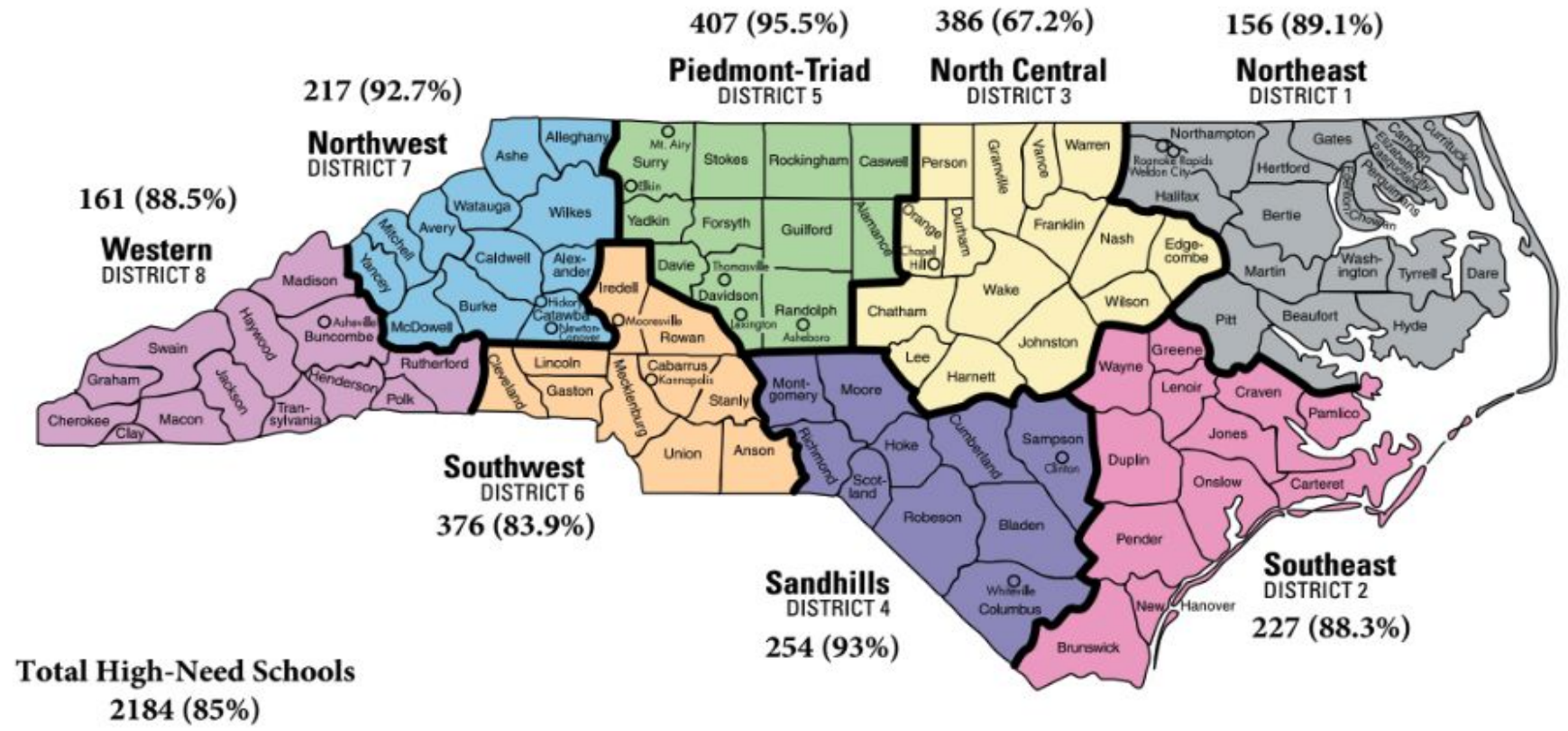
<b>Program Coursework Examples</b> (6 - 18 credit hours)	<b>Program Enrichment Examples</b>	<b>NCPFP Enhancement Examples</b>
<ul style="list-style-type: none"><li>● Instructional Leadership for Teaching and Learning</li><li>● Literacy for Leaders</li><li>● Culturally Responsive Pedagogy</li><li>● Instructional Leadership for Empowering Teachers</li><li>● Data Analysis: School Assessments and Accountability</li><li>● Principles of Educational Leadership and Empowerment</li><li>● Contexts and Challenges of School Improvement</li><li>● Schools as Centers of Inquiry</li><li>● Applications of Instructional Leadership</li><li>● Curriculum Leadership</li></ul>	<ul style="list-style-type: none"><li>● Understanding by Design</li><li>● Literacy Leadership</li><li>● Trust Leadership Training</li><li>● Crucial Conversations</li><li>● Instructional Programming for LatinX, AIG, &amp; ESL Students</li><li>● Poverty Training</li><li>● Professional Learning Communities</li><li>● Comprehensive School Improvement Planning</li></ul>	<ul style="list-style-type: none"><li>● LETRS for Administrators</li><li>● NC's Leadership Competencies Course</li><li>● Intrepid Leadership Training</li></ul>



# School Management

<b>Program Coursework Examples</b> (6 - 15 credit hours)	<b>Program Enrichment Examples</b>	<b>NCPFP Enhancement Examples</b>
<ul style="list-style-type: none"><li>● Micro-Political Decision-Making within a Legal Context</li><li>● Managerial Leadership for Complex School Operations</li><li>● Legal and Political Aspects of Educational Administration</li><li>● School-based Planning, Management and Evaluation in Professional Learning Communities</li><li>● School Leadership and Management</li><li>● Supervisory Practices</li></ul>	<ul style="list-style-type: none"><li>● Crucial Conversations</li><li>● Conflict Management</li><li>● Emergency Crisis Response</li><li>● Comprehensive School Improvement Planning</li></ul>	<ul style="list-style-type: none"><li>● TregoED Strategic Tools for Excellent Problem Solving</li><li>● NC's Leadership Competencies Course</li><li>● Intrepid Leadership Training</li></ul>

# 2021-22 High-Need Schools by SBE Region



UNCG



60 PFs



36 PFs



NCCU 45 PFs



45 PFs



45 PFs



45 PFs



53 PFs

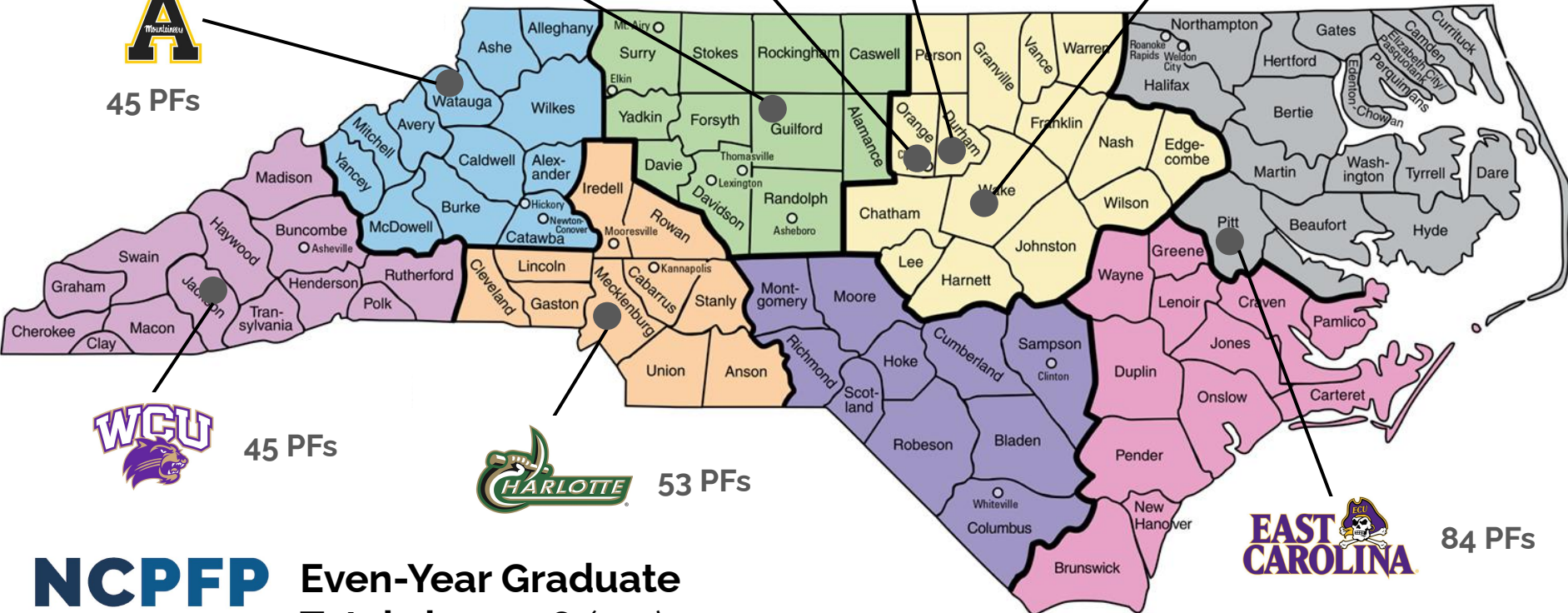


84 PFs

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Even-Year Graduate  
Totals by 2028 (413)





UNCG



24 PFs



16 PFs



76 PFs



30 PFs



46 PFs

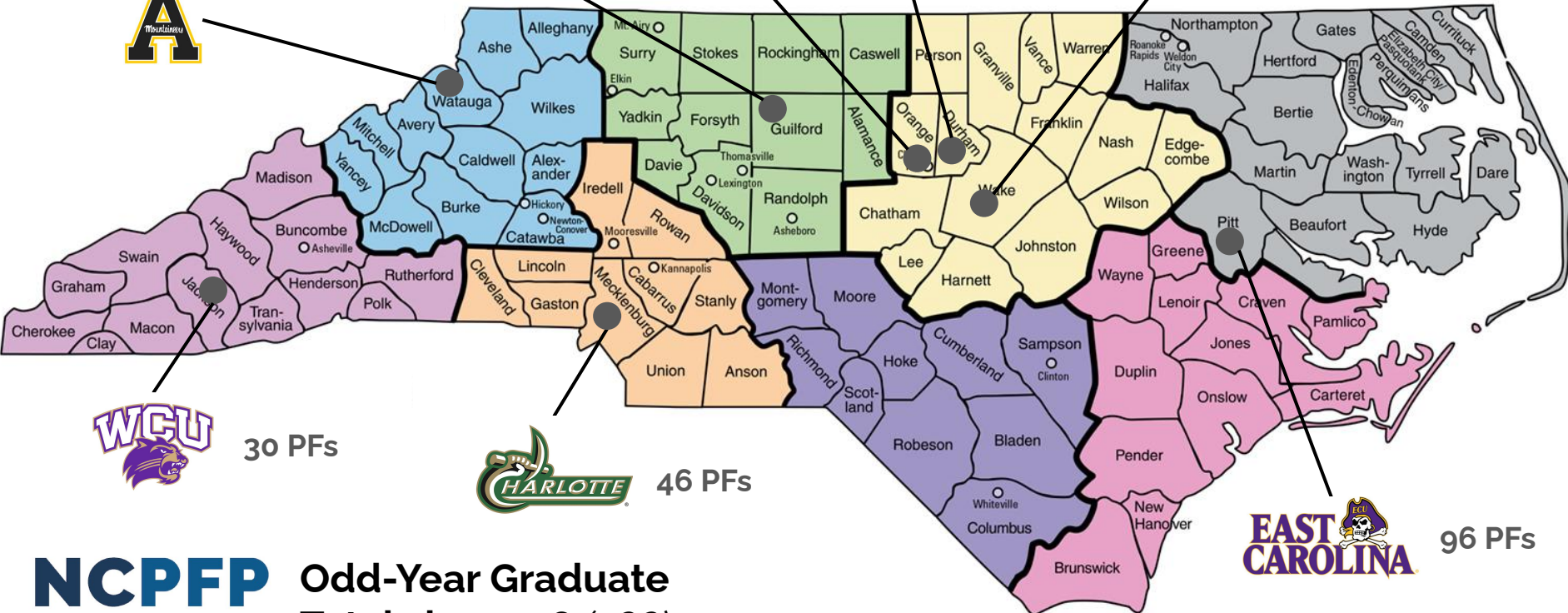


96 PFs

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**Odd-Year Graduate  
Totals by 2028 (288)**



UNCG



60 PFs



60 PFs



61 PFs



121 PFs



45 PFs



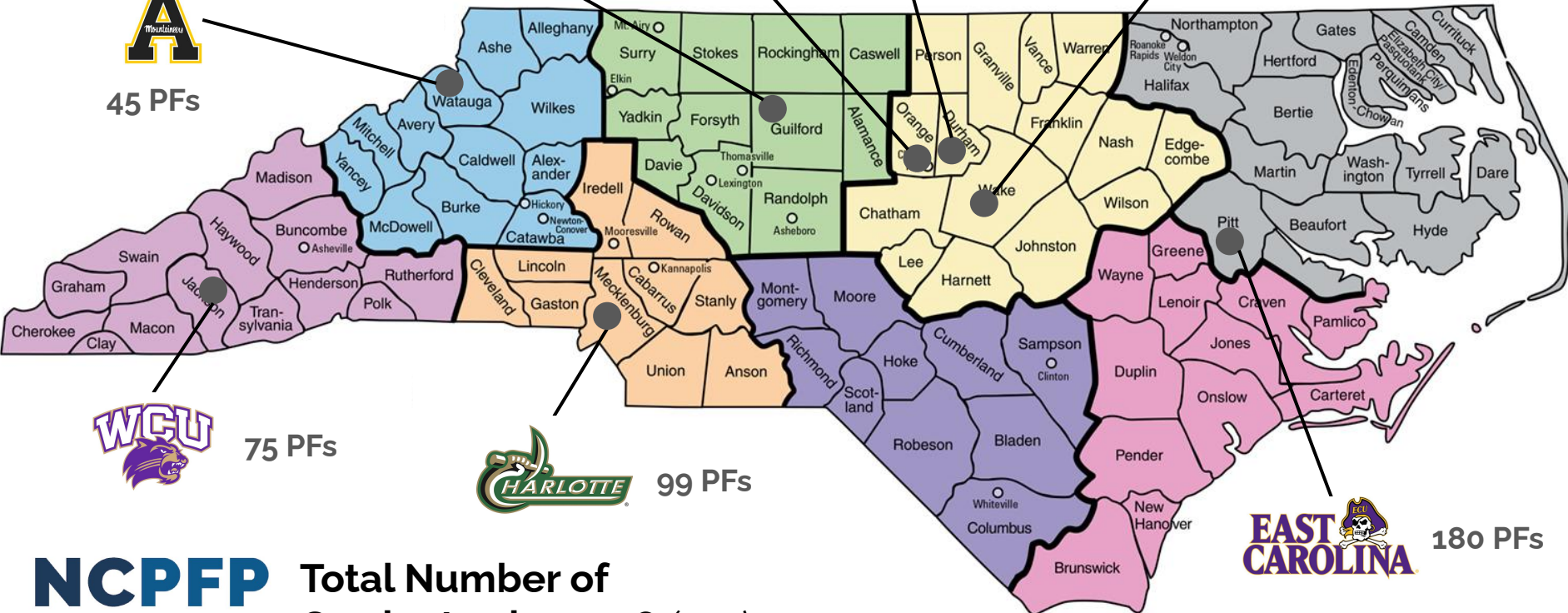
75 PFs



99 PFs



180 PFs



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Total Number of Graduates by 2028 (701)

# Employment Data



Percentage of Completers in School Leadership Positions	
Original TP3 (2016-2020)	
HPU (63)	87%
NCSU (66)	92%
SREC - UNCP (65)	94%
UNCG (41)	90%
WCU (22)	86%
Overall (257)	90%
High-Need School Placement	79%



# 2022-28 Grant Program Selection Process

## Grant RFP Released

(to RESAs, EPP Deans on Website, Twitter)

## Answers Posted

## Scoring

(non-affiliated, retired & active education leaders (Local & State K-12 and Higher Ed))

## Review of Proposal Strengths & Weaknesses

(by request)



March 2021

April 2021

May 2021

June 2021

July 2021

Technical Support Session & Deadline to Submit Questions

Proposal Submission Deadline

Award Announcements

# 2022-28 Grant Program Selection Process

Category	Subcategory
<p>The extent to which the entity has a demonstrated record of preparing school leaders who implement school leadership practices linked to increased student achievement. <b>18 points</b></p>	<p>Improve student achievement, placement of school leaders in eligible schools, and record of serving high-need schools/school districts.</p>
<p>The extent to which the entity has a rigorous school leader preparation program design that includes the following research-based programmatic elements. <b>72 points</b></p>	<p>Recruitment and selection processes, rigorous coursework, full-time internship with observations and coaching, strong, positive commitments with school districts that include processes for continuous improvement, evaluations during and at the completion of the internship, and candidate assessments.</p>
<p>Additional program information. <b>24 points</b></p>	<p>Focus on serving high-need schools/school districts, commitment to share lessons learned and to improve the capacity of other entities in reaching similar outcomes, management plan and organizational capacity, leveraged resources (e.g., professional development, substitute teachers) to be provided by the applicant and partner school districts.</p>
<p>Competitive Preference Priority. <b>10 points</b></p>	<p>Serving geographic and/or demographic populations that are at risk of not being served by the current portfolio of Principal Fellows Programs, applicants serving more than one LEA, and proposals which include a yearly cohort model</p>



# Program Evaluation Efforts

## Program Administrative Data

- Characteristics of Participants
- Loan/Stipend & Other Costs
- Enrichment Offerings and Attendance
- Internship Placements & Mentors
- Mentor Ratings of Interns
- Candidate Assessment Scores

## Survey & Interview Data

- Questionnaires for Program Administrators & Leaders
- Interviews & Focus Groups with NCPFP/TP3 Leaders, LEA Partners
- Surveys of Candidates & Graduates

## K-12 Administrative Data

- Employment Records
- NCEES Ratings
- Student Achievement
- Student Demographics, Attendance, & Discipline Records
- Working Condition Survey

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Program  
Components &  
Innovations

Graduate  
Outcomes

Comprehensive  
Cost  
Effectiveness

Evidence-based  
Program  
Improvement

A comprehensive and rigorous evaluation that provides . . .

- insight into key program components and innovations, a wide range of graduate outcomes, and cost-effectiveness;
- data to inform program improvement and evidence-based decision-making;
- details on all aspects of the NCPFP.

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