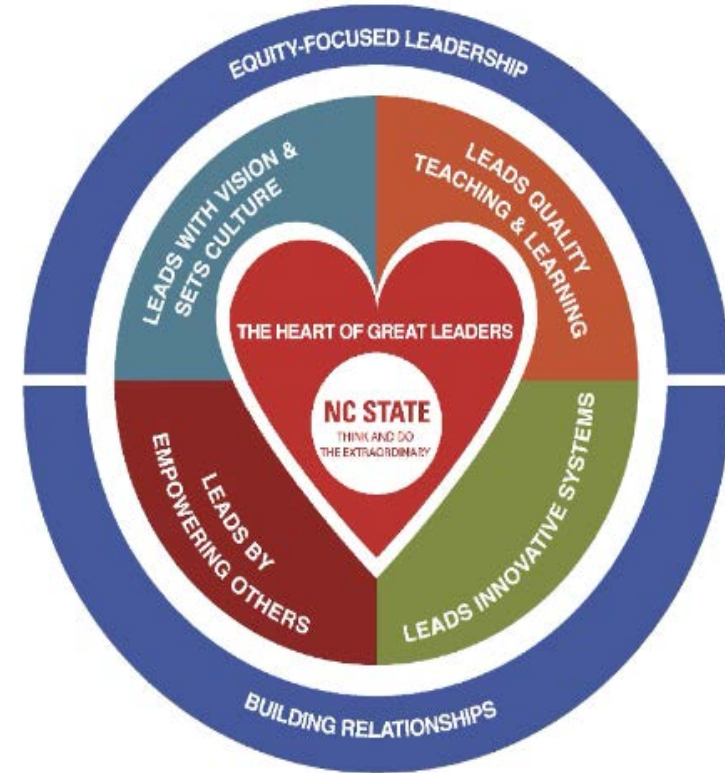


# NC State Educational Leadership Academies: A Radically Different Program to Prepare Principals for High-Need Schools



Excellent Leaders. **Effective Schools.** Enriched Communities©



## **Karen Anderson**

- Teacher
- Curriculum Coach
- Assistant Principal
- Principal
- Cohort Director for
- Wake Cohort

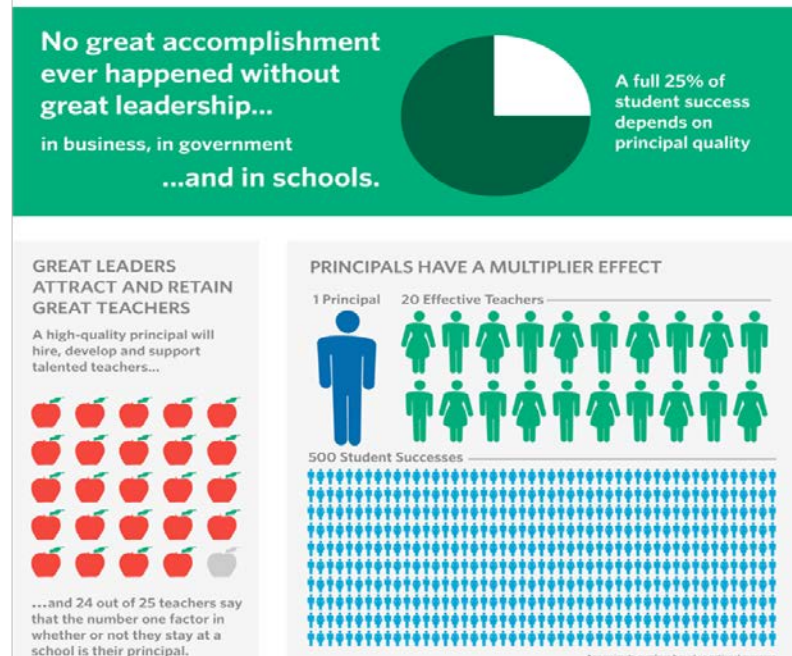


## **Bonnie Fusarelli**

Director of NC State's  
Leadership Programs

# Here is what we know...

1. Great schools have **great leaders.**
2. Great leaders have a **multiplier effect.**
3. Principals Matter:  
**Especially in High-Poverty Schools.**
4. Exceptional leadership training is essential to developing **great leaders.**



Source: New Leaders for New Schools: <http://www.newleaders.org/impact/leadership-matters/>

# Who are we?



# Who are we?

- **2-year** 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)**

# Who are we?

## Current Cohort Demographics

NCSU Principal Preparation  
**NELA COHORT**  
Class of 2023 \*

<b>FUTURE SCHOOL LEADERS</b> <b>11</b>	<b>FIRST GENERATION STUDENTS</b> <b>6</b>
<p>White 55%</p> <p>Black 45%</p> <p>Male 27%</p> <p>Female 73%</p>	
<b>AVERAGE AGE AT ADMISSION</b> <b>31</b>	<b>AVERAGE YEARS OF TEACHING EXPERIENCE</b> <b>7</b>

**CUMBERLAND COHORT**  
2020-2022

<p>20% Male</p> <p>80% Female</p>	<p>27% White</p> <p>73% African American</p>
<p><b>15</b> Future School Leaders</p>	<p><b>6</b> First Generation College Student</p>
<p><b>8.4</b> Years of Teaching Experience</p>	<p><b>35</b> Average Age At Admission</p>

NCSU Principal Preparation  
**DURHAM COHORT**  
Class of 2023 \*

<b>FUTURE SCHOOL LEADERS</b> <b>9</b>	<b>FIRST GENERATION STUDENTS</b> <b>4</b>
<p>White 56%</p> <p>Black 44%</p>	<p>Male 11%</p> <p>Female 89%</p>
<b>AVERAGE AGE AT ADMISSION</b> <b>36</b>	<b>AVERAGE YEARS OF TEACHING EXPERIENCE</b> <b>10</b>

# How are we different?

**Bad Practices**

**Better Practices**

**Best Practices**

**BREAKTHROUGH Practices**





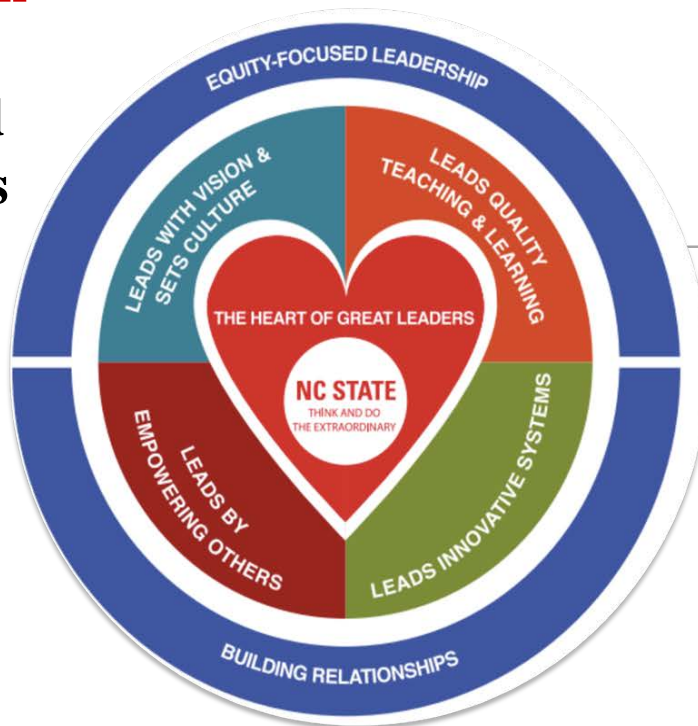
# How we are different?

From (Criticisms of Traditional Approach)	To (NC State'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 only after school, during the Night Shift	Preparation occurs mainly during the Day Shift ( <b>in action of school day</b> )
Delivered on University Campus	<b>Local Delivery</b> (in location central to the district partner)
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>



# How do we develop well-trained leaders?

**Rigorous Coursework**  
**Delivered by**  
**Proven Leaders and**  
**Leadership Scholars**



# NC State's MSA Program

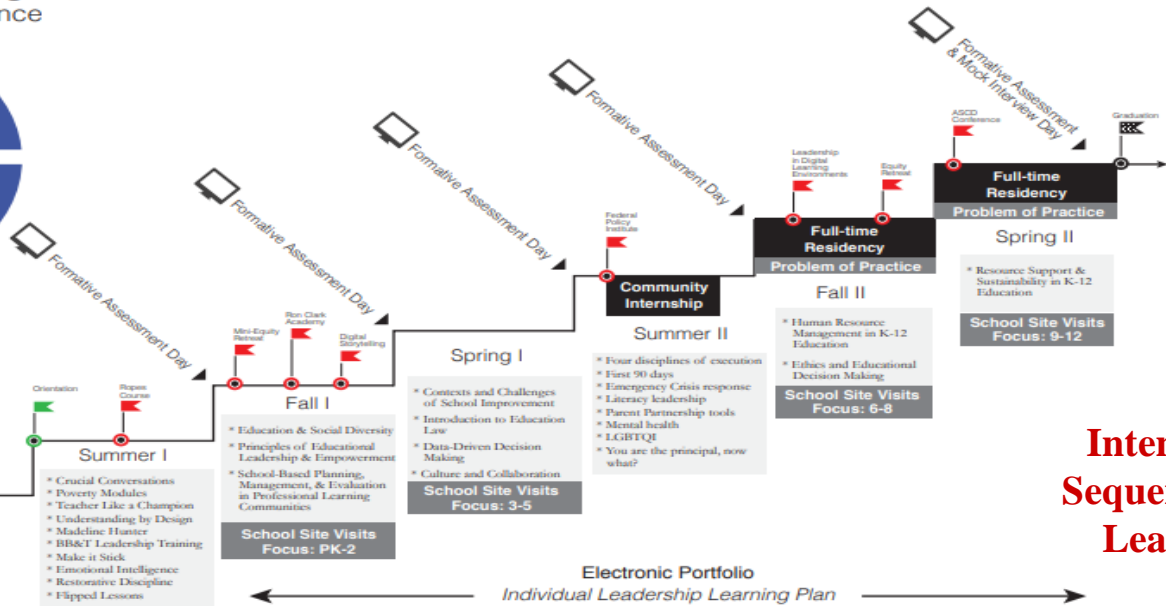
## The Student Experience



Recruitment & Selection

### Candidate Assessment Day

- \* Role Play: Conversation with a student
- \* Role Play: Conversation with a teacher
- \* Role Play: PLC Data talk (fishbowl)
- \* Letter home writing prompt
- \* Video Booth
- \* GRIT Scale
- \* Why I want to be a principal
- \* Humility scale (HEXACO-PI-18)
- \* Time management
- \* Rapid Response activities



Excellent Leaders Effective Schools Enriched Communities

## Intentional Sequencing of Learning

### Electronic Portfolio Individual Leadership Learning Plan

#### Program Expectations

- Read and discuss Educational Leadership journal articles (e.g., Harvard Business Review, EL)
- Write thank you letters as assigned on calendar
- Day in the Life assignments
- End of Semester Reflective Video
- Role Plays during Cohort Directors sessions and in classes
- Complete the "Communications" assignments as directed by your cohort director
- Maintain a productive cohort culture by reinforcing the cohort values and norms
- De-escalation techniques
- Conflict resolution
- Carnegie concepts
- Learn APA writing style
- Cohort director 1-on-1 day (once per term)

- John Maxwell
- MTSS
- Technology Leadership
- Technology Systems: NCStar, Powerschool, EVAAS
- Utilizing Counselors
- Trauma-informed leadership
- Leadership for Exceptional Children and AIG
- Friday Night in the ER
- Speed reading
- Utilize universal design principles that assist individuals with learning differences
- School site visits (and flipping your lesson to prepare for them)
- Individual SMART goals and progress monitoring on those

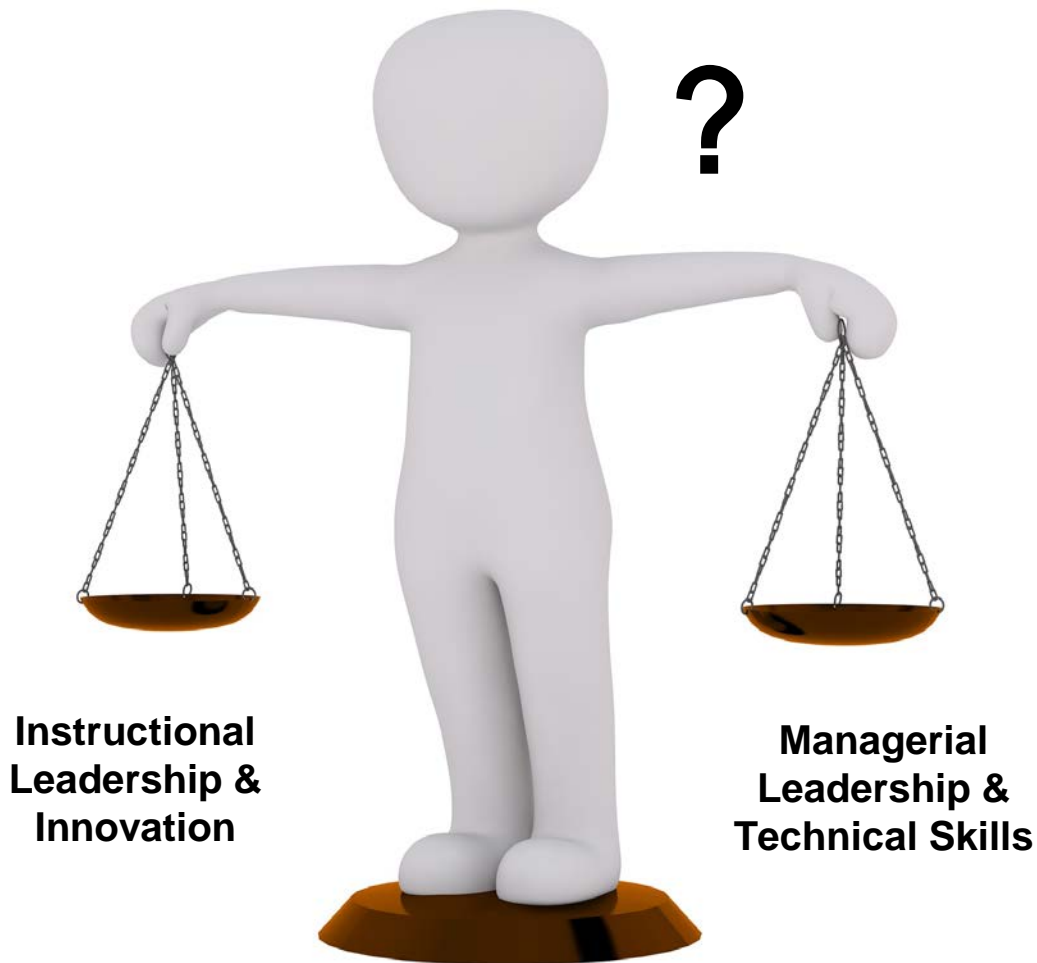
#### District Expectations

- Leadership Retreats
- Other trainings and professional development unique to each district's strategic plan and vision of leadership development



Data Collection: Leadership Development Dashboard (LDD)

**How do we  
develop well-  
balanced and well-  
trained  
principals?**





Our program is designed to have **bridging experiences** between **course content** and **relevant, in-time leadership practice**. Life as a school leader requires the use of specialized skills within the context of often ambiguous, demanding, and interconnected events.



# Exploring Factors that Impact Students in High-Needs Schools

## Exploring Factors

- Poverty
- Learning Exceptionalities
- Developmental Projects
- Day in the Life of a Student

**Innovative Approaches**

## Addressing Factors

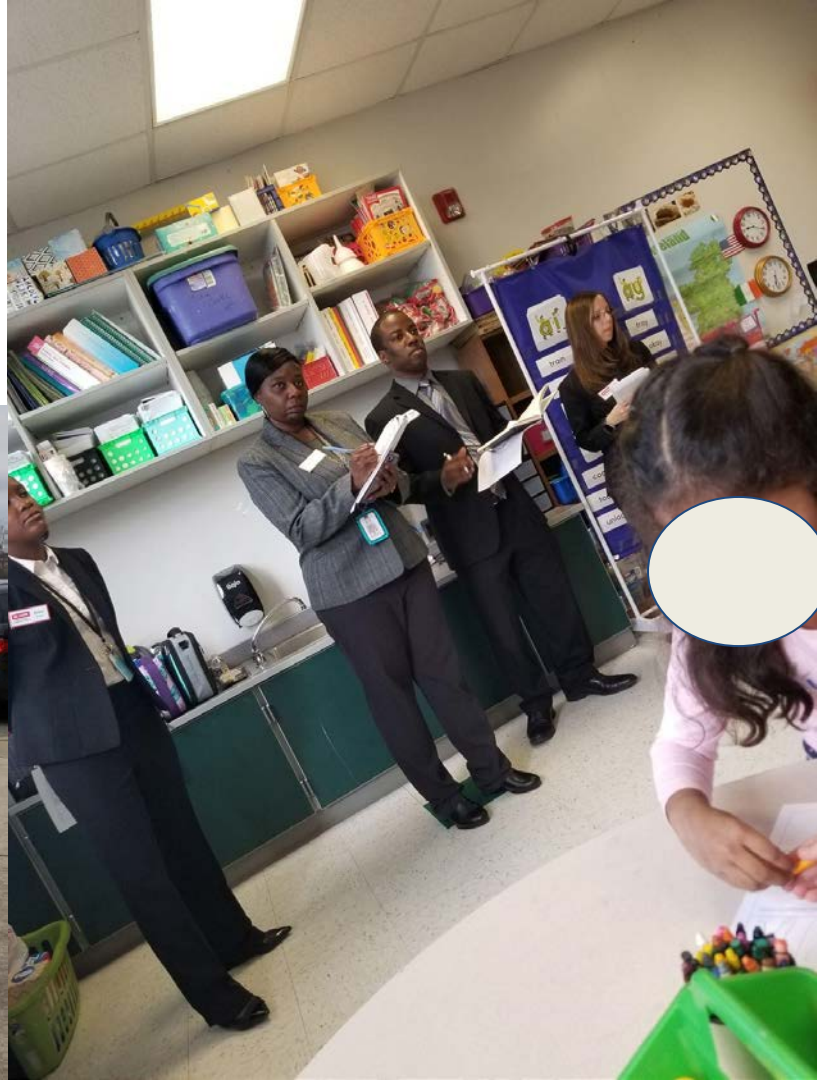
- Crucial Conversations and Role-Plays
- Crisis Prevention and De-escalation Training
- Mental Health First Aid
- Restorative Practices





# Go and See: School Visits

3 per semester + Elementary, Middle, High



# Go and See: School Visit

Model School: Ron Clark





# Specialized Trainings and Conferences

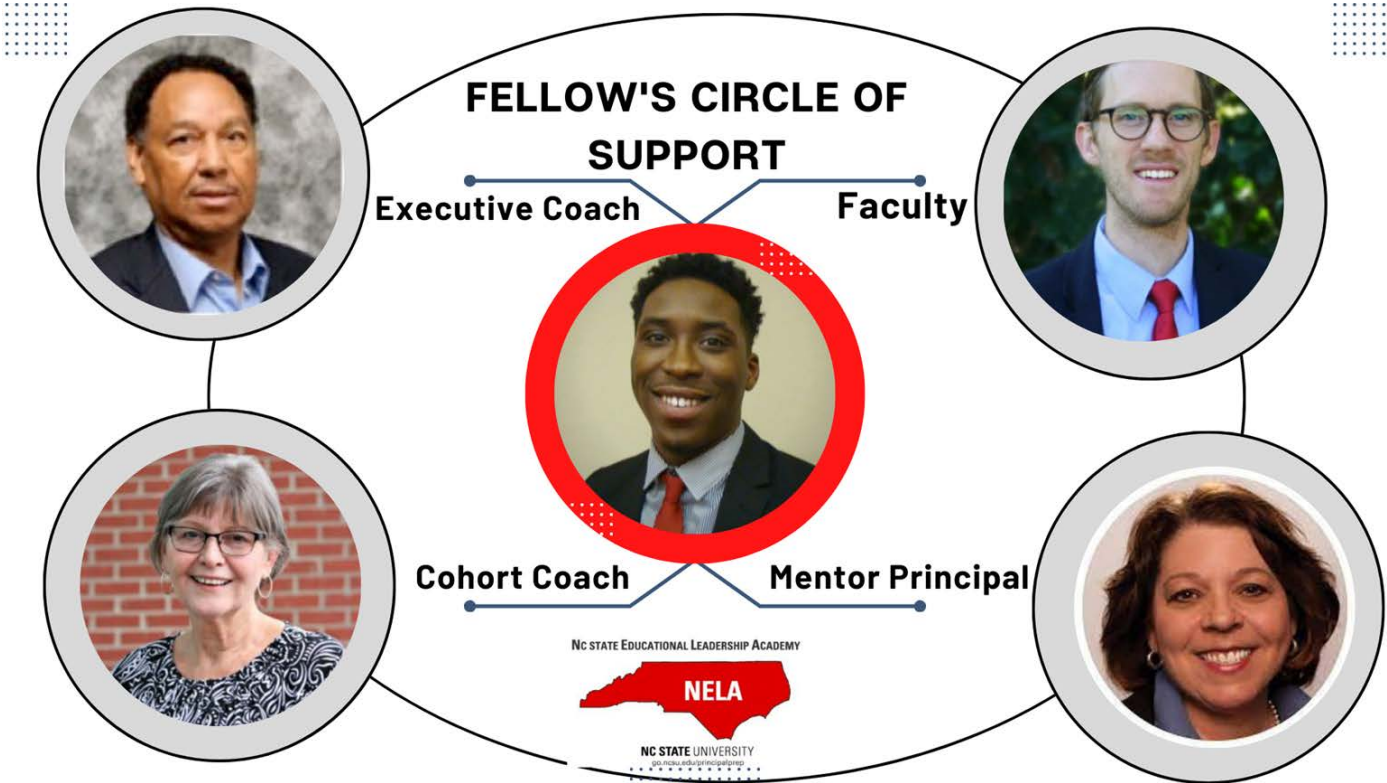


**No Kid Hungry Conference**



**American Enterprise Institute  
Field Experience**

# Nested Layers of Support and Coaching



**NC State Faculty and Program Instructors**  
to deliver evidence-based school leadership instruction



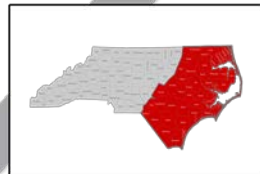
**Principal Residency Executive Coach**  
for individualized Leadership Growth Plan and Change Movement



**Mentor Principal** for day-to-day guidance and immediate feedback



**District Leadership Learning Coordinator**  
to facilitate the collaboration between NC State University and the School District



**NC STATE**  
**MSA Fellow**  
Aspiring Principal

# Formative Assessment Day

(Every Semester)

## How do we know it works?

Over the course of the program, three dimensions of learning will occur:

1. **Awareness**—acquiring concepts, information, definitions, and procedures
2. **Understanding**—interpreting, integrating, and using knowledge and skills
3. **Application**—applying knowledge and skills to new or specific opportunities or problems

**Formative Assessment Day includes:**

- Scenarios
- Role-Plays
- Timed Task that reflect the duties of a principal
- Mock Interviews
- Intensive Feedback & Reflection



# Problem of Practice

(End of Program)

How do we know it works?

## Positive Behavior Restoration



Taylor Evans  
North Carolina State University



## Qualitative Results

"I like how we feel like a family when we meet. It didn't feel like that at the beginning"

"I loved being able to meet new students that I don't get to see all of the time because they're on different teams."

"I understand my teachers a little bit more now and why they've been disappointed in me"



"I noticed a significant difference in [Student A]'s ability to take accountability for his actions"

"[Student C] is finally able to advocate for herself when she's frustrated as opposed to walking out of class."

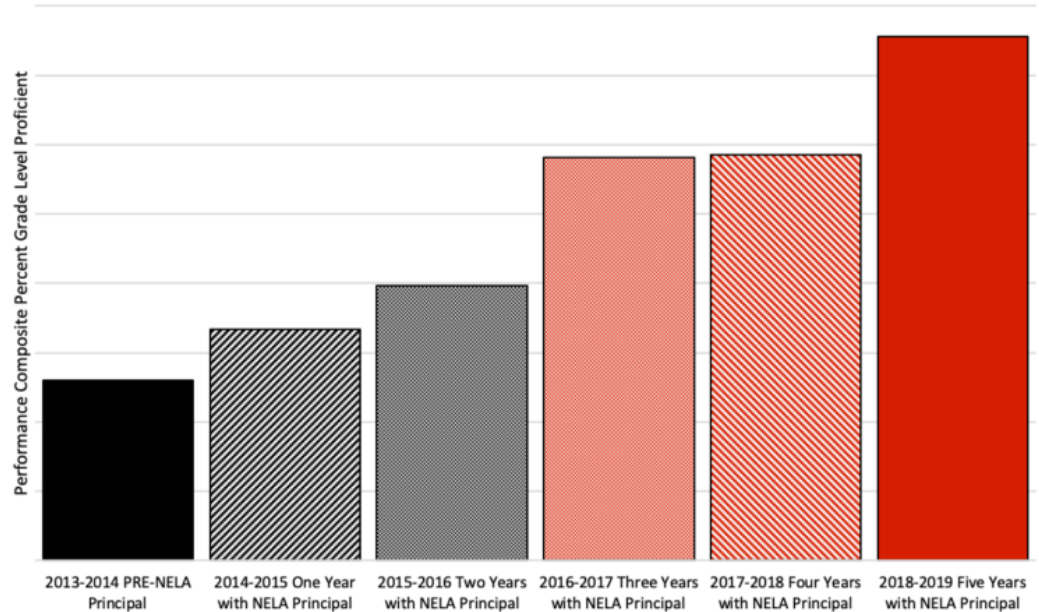
"I am beyond proud of [Student D] for his academic achievements during Quarter 3!"



# Graduate Outcomes

How do we know it works?

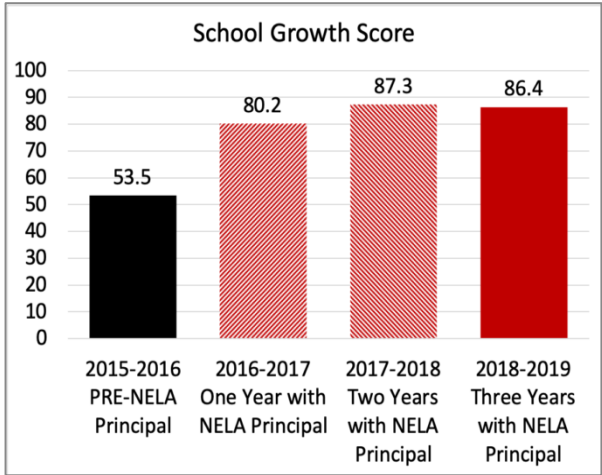
Five Years with NELA Principal: School Achievement Data



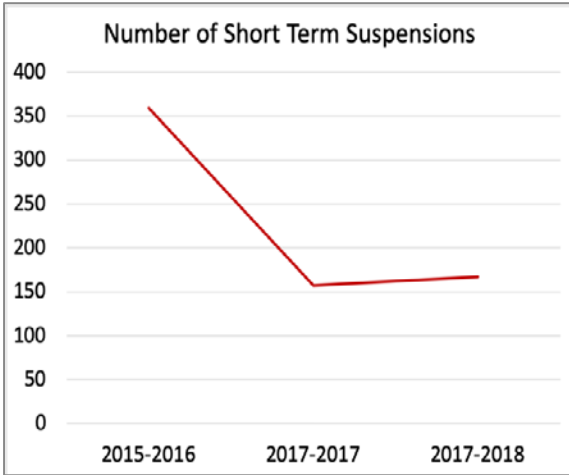


# How do we know it works?

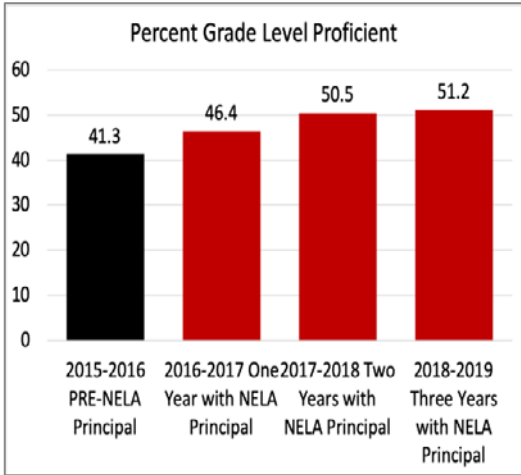
## Graduate Outcomes



Increased Academic Growth



Decreased Discipline Incidences



Increased Student Achievement



How do we know  
it works?



**Wake Cohort, 2020 Graduate, Assistant Principal**

# Thank you!

## Questions or Thoughts?



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