



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 the principal.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.

LEADING FOR THE LONG TERM

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

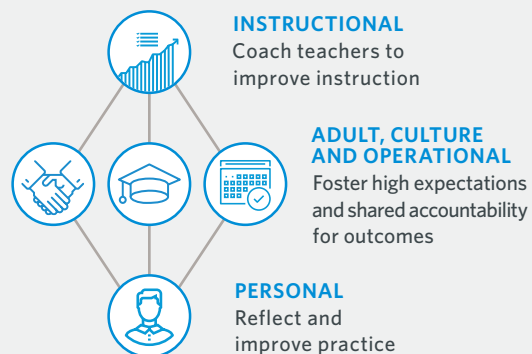
PROVEN RESULTS

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.

1 of 3 RAND 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.

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>

LEADERSHIP STANDARDS



AUDIENCE

TEACHER LEADERS



COACHES



ASSISTANT PRINCIPALS



PRINCIPALS



INSTRUCTIONAL TEAMS



PRINCIPAL SUPERVISORS



DISTRICT OFFICIALS



PROGRAM STRUCTURE

TRAINING

- Three-week summer institute
- Monthly training sessions
- Web tutorials
- Induction support

PRACTICE

- Yearlong residency
- Serve on ILT
- Lead teacher team
- Job-embedded assignments
- Videotaping practice

FEEDBACK

- Regular coaching during residency and induction
- Three one-on-one Learning Meetings

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.



1,073

principals trained since 2001



64%

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



107

New Leaders alumni work in supervisor or district leadership roles

SCHOOL 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 state 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."