

Principal Institute

After the Aspiring Principals Program, first-year principals (and second-year secondary principals) participate in the Principal Institute, a professional learning community that provides substantial professional development and support in the crucial early years on the job. Before moving into a principal role in the fall, our staff guide future New Leader Principals in developing a thoughtful Entry Plan that involves: collecting data from stakeholders, aligning staff around a common vision, setting student achievement targets, and establishing high standards for both the adults and students in the building. Throughout the year, participants learn from their local network of New Leader Principals, refine their leadership skills and work together to drive student achievement gains. Local Principal Institute networks meet monthly for several hours, and participants also stay connected virtually to provide each other with ongoing feedback.

Ongoing Support Through the New Leader Network

Beyond the Principal Institute, New Leader Principals in each program city continue to share effective practices and support one another's personal and professional development. They also join a network of almost 800 New Leaders across the country and have access to a wide range of resources and support:

- Professional development workshops at the national level called Pushing Our Practice (POP) Seminars
- Local professional development and community events held in each of our cities
- School-wide diagnostic tools and action planning frameworks
- Urban Excellence Framework™ Field Guide
- The EPIC Knowledge System, featuring case studies and tools from schools across the country making dramatic achievement gains

SELECTION CRITERIA 2011-2012

The following Selection Criteria summarize the characteristics shared by every New Leader Principal and are the basis for all admissions decisions.

1. Belief that all students will achieve college success
2. Relentless drive to achieve results
3. Adult leadership experience
4. Student achievement results
5. Personal improvement
6. Project management
7. Interpersonal leadership

ADMISSIONS PROCESS

Starting in the fall of 2011, in most of our locations, the Emerging Leaders Program provides the primary pathway to the Aspiring Principals Program.

There is also a national admissions process for applicants who are not eligible for the Emerging Leaders Program because a) they do not work in a location where we are offering the Emerging Leaders Program, and/or b) they are not currently in a teaching or school-based instructional role.

**PLEASE VISIT OUR WEBSITE,
WWW.NEWLEADERS.ORG,
FOR MORE INFORMATION.**

**NEW LEADERS
COME FROM DIVERSE
BACKGROUNDS,
INCLUDING:**

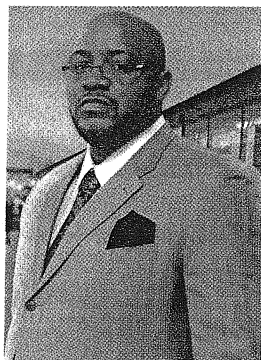
Accomplished, experienced individuals with a record of instructional leadership, such as teacher leaders, grade-level chairs, school leadership team members, and professional developers

Former teachers who now work for non-profits or for-profits

Former business and non-profit leaders who became teachers

Early career teacher leaders who have delivered results in a short period of time

MEET TWO NEW LEADERS



Principal James R. Griffin
Manassas High School, Memphis

When James R. Griffin walked into Manassas High School as the new principal in the fall of 2010, he entered a new, high-tech building that suffered from low expectations and old ideas. Community members first established Manassas in 1899, and today it is recognized as the county's oldest four-year accredited high school. Despite this rich tradition, the school suffered from low test scores and graduation rates, frequent fights and a loss of hope.

Under Griffin's leadership, the learning environment quickly changed. Within a week, he had established clear expectations and consequences regarding student conduct. He then instituted a Parent University to help parents learn how to reinforce and extend lessons. With a focus on data-driven instruction, Griffin established a Data Den where instructors could easily track student progress. Additionally, teachers began to engage in individually tailored professional development based on their data. Community residents and faculty were invited to Appreciative Inquiry sessions to help frame the future of Manassas around "what will be, what can be and what should be." A Saturday Academy was established to help students with writing composition and staying on track toward graduation.

At the end of the school year, Manassas student graduation rates moved 25 points—from 65 percent to 90 percent in one year. Along with improved graduation rates came college scholarship dollars for students that increased from \$500,000 in 2010 to more than \$4,000,000 in 2011. Of 135 graduating seniors, 104 received college acceptances—compared to only 25 college acceptances for 98 seniors in 2010. Writing scores at the school also moved from 41 percent of students at grade level in 2010 to 69 percent in 2011. Though academic achievement challenges still remain, Griffin is on his way to reaching his personal goal of transforming Manassas into a model school where all students graduate ready for college success.

**"Don't ever forget
that you are the
answer to some
child's problem."**

JAMES GRIFFIN



Principal Janeece Docal
Powell Elementary School, Washington, D.C.

Before Janeece Docal took over Powell Elementary School, the community was very dissatisfied with the school.

In the spring before she started, parents protested in the field in front

of the building, and a parent survey showed only 50 percent satisfaction with the school.

When Docal got the keys to the building and started as principal in fall of 2009, she knew she had a lot of work to do to turn the school around and gain the confidence of the community. First, she created an Entry Plan and interviewed as many staff, parents, community members and students as she could—and then she worked with her staff to develop a clear mission statement and action plan. She walked the community and introduced herself to parents. She also immediately improved the building, taking three U-Haul trucks of junk out and making the facility bright and clean.

After these first steps were in place, she worked to assemble a strong team who she knew would work hard to increase student achievement. Docal conducted frequent classroom visits and provided honest, direct feedback to teachers

using data. She worked to increase parent and community engagement by making sure that she and the staff knew the families well. Finally, she developed a strong Academic Leadership Team to engage in continuous learning cycles using data and a coordinated system of assessments and interventions across the school.

At the end of her first year at the school, there was a 14 percent increase in reading scores; at the end of her second year, 2010-2011, there was a 16 percent increase in math scores. The good news about the school is

spreading, and Powell now has a waiting list of more than 100 students.

In a survey from 2011, 98 percent of parents would recommend that a friend send his/her child to the school, and 97 percent of the parents think the school is on the right track

for student achievement. Though Docal and her staff are pleased with their progress, they feel their work has just begun; they are focused now on further increasing achievement levels and providing all children in the school with the highest quality elementary education.

"Being a New Leader means being supported by cohorts of other leaders before me with similar values and goals in this work of social justice."

JANECEE DOCAL

OUR LOCATIONS

NATIONAL OFFICE

30 West 26th Street
New York, NY 10010

BAY AREA

225 Bush Street
Suite 1850
San Francisco, CA 94104

CHARLOTTE

The Leadership Academy
Attn: New Leaders
7920 Neal Road
Charlotte, NC 28262

CHICAGO

850 West Jackson Blvd.
Suite 625
Chicago, IL 60607

GREATER NEW ORLEANS

(Orleans Parish and
Jefferson Parish)
200 Broadway
Suite 108
New Orleans, LA 70118

MARYLAND

(Baltimore and Prince
George's County)
1500 Union Avenue
Suite 1400
Baltimore, MD 21211

MEMPHIS

2701 Union Avenue Extended
Suite 300
Memphis, TN 38112

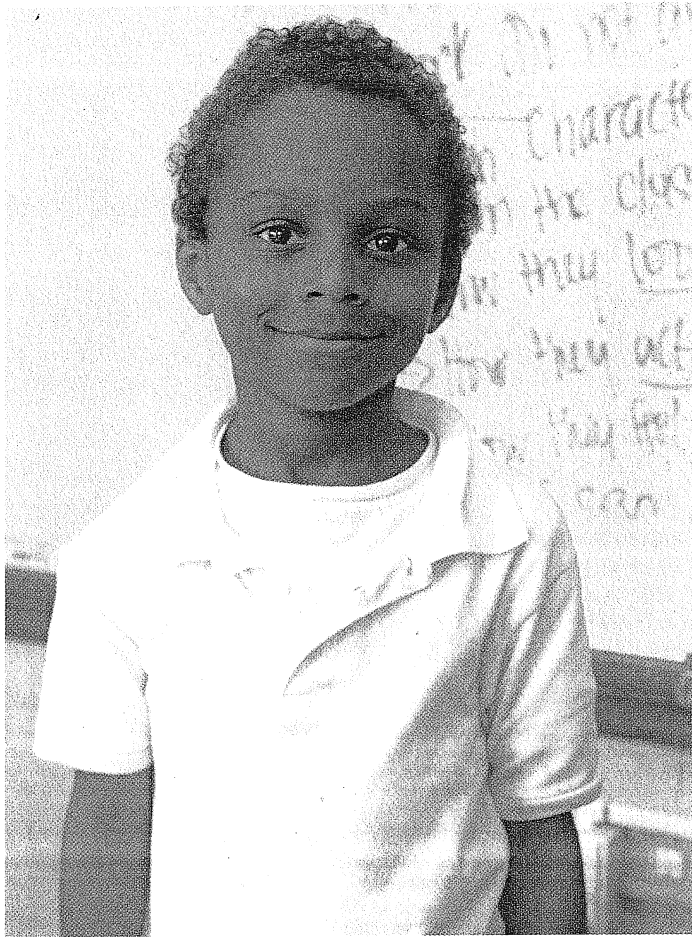
NEW YORK CITY/NEWARK

30 West 26th Street
New York, NY 10010

WASHINGTON, D.C.

1432 K Street NW, 2nd Floor
Washington, D.C. 20005

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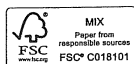
New Leader elementary school student Alek, class of 2022

Our vision

We envision a day when there is educational excellence and equity in America—when our country's public schools ensure that every student is prepared for success in college, careers and citizenship.

Our mission

Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.



New Leaders 