



## Supporting school transformation by developing teachers and instructional leaders

The Emerging Leaders Program (ELP) develops the adult leadership abilities of promising teachers and other instructional leaders, starting them on the pathway to explore future expanded leadership roles. Since launch, over 700 participants have completed ELP, impacting approximately 175,000 students in low-income communities across the country.

## Four aspects of ELP make it a uniquely high-impact leadership development program



Professional development for teachers and instructional leaders who have the potential to take on leadership roles in the future.



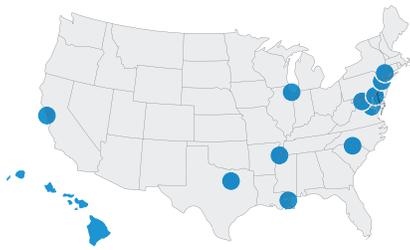
A learning cycle that includes immediate real-world application of these skills, evidence of implementation and expert feedback on how to improve these leadership actions.



A laser focus on instructional leadership skills, critical to driving student achievement gains.



Emerging Leaders put learning into practice at their schools and record their practices to receive peer and facilitator feedback.



**Professional development for teachers and instructional leaders who can expand their impact beyond the classroom.**

“Emerging Leaders has been my call to conscience. A call to really reflect on what is needed to create better public schools. I have always had the desire to effect change, but the Emerging Leaders Program is giving me a blueprint for success.

I know, without a shadow of doubt, that once I have completed the process, I will be a change agent that will assist in transforming public education in America.”

*Prince George’s County  
Participant*

## Who ELP serves: ELP improves the practices of teachers and other instructional leaders

An expert in identifying promising school leadership talent, New Leaders applies high standards to the ELP selection process. We work with our district and charter partners to co-select high-potential candidates who we believe will be ready for the principalship or other leadership roles in two to three years.

### Selection criteria

Through an online eligibility application, a video-based critique of instructional practice, a case study, and a supervisor recommendation, applicants must demonstrate:

- Belief in all students to be successful in college.
- Track record of strong student achievement results and a relentless drive to achieve results.
- Strong desire to work with adults in service of students and results or potential in improving adult behaviors.
- Instructional knowledge and ability to build a “work hard, get smart” culture with students.
- Interpersonal skills, specifically the ability to build trusting relationships with students and adults in diverse settings.
- Ability to prioritize and problem solve when confronted with competing priorities.

### A human capital solution for schools

In addition to the daily impact on students nationwide, ELP has three important impacts on the talent pipeline for our neediest public schools.

- First, it builds leadership capacity for schools by creating a larger pipeline of candidates who are ready to enter a leadership position.
- Second, it serves as a career ladder for teacher leaders by providing them with the opportunity to deepen their adult and instructional leadership expertise, regardless of whether they pursue a formal school leadership position.
- Third, ELP offers a “turn-key” human capital strategy for our school partners—providing them with a cost-effective way to identify promising leaders, invest in professional development and train a cross-section of existing district staff on using data-driven instruction to exert personal and adult leadership skills.



**Curriculum  
focused on  
leadership  
skills critical to  
driving student  
achievement  
gains.**

## **What ELP includes: Leadership domains and program elements**

ELP participants will be introduced to new concepts and leadership skills and then put them into action at their schools. These skills include:

- **Personal leadership:** Giving and receiving feedback and self-reflecting to continuously improve.
- **Adult leadership:** Motivating a team to believe in college success for all students and in the team's ability to realize this goal, building trusting relationships, giving constructive feedback, and leading effective meetings.
- **Culture leadership:** Building a learning orientation among team members and students who are focused on hard work and personal responsibility for their own development.
- **Instructional leadership:** Setting the expectation that college success is the target, guiding teams through a full data analysis cycle as well as observing and coaching teachers to improve instruction.

### **Examples of concepts covered**

- Leading Effective Teams
- Introduction to Data-Driven Instruction
- Item-Level Analysis and Difficult Conversations on Student Efficacy
- Leading Action-Planning to Correct Instruction and Support Student Efficacy
- Monitoring Corrective Instruction and Culture of Efficacy: Observation & Feedback
- Defining, Observing and Coaching Toward Rigor



**Participants  
learn, practice  
and demonstrate  
growth of  
leadership skills  
throughout the  
year.**

## **How ELP participants learn: The New Leaders learning cycle**

Emerging Leaders participate in a rigorous, continuous learning cycle that features:

- Self-guided, asynchronous webinars that explore a concept, which is then reinforced through an in-person session.
- Job-embedded projects that require participants to apply their learning in their schools. For example, participants convey why data-driven instruction matters, explain what it is, coach a two to three person teacher team to analyze their students' most recent test, diagnose where there are student learning gaps, and explain why that may be and what they can do to close those gaps.
- Videotape assignments, upload to a central hub with their own reflections, and learn from peer and facilitator feedback on their video.

## The New Leaders learning cycle

### Guided practice

Participants engage new concepts and ideas through participation and viewing of monthly asynchronous webinars. These webinars introduce concepts that allow teacher leaders to learn how to create a powerful team vision, set ambitious goals for improvement in student achievement using data-driven instruction and school wide efficacy, and develop capacity in others through building adult leaders on their teacher teams.

### Deep practice and reflection

Following each asynchronous webinar, participants meet in monthly sessions with their Emerging Leader Cohort to further discuss the concepts introduced. They will complete exercises to practice new skills— e.g., engage in a role play to act out their approach to a difficult conversation, give feedback on a video to a teacher, or provide feedback to one another. By engaging in these in person sessions, participants deepen their understanding and grow the skills of others and themselves.



### Feedback and reflection

At the end of each session, participants reflect on how they will apply and implement the concepts and skills with their teacher teams in their schools.

### Assessment

Participants get feedback throughout the year on their four assignments and through three learning meetings with their Emerging Leaders Director. The feedback allows participants to reflect on their practice, target growth toward achieving goals and build capacity to lead adults in their schools.

### Repeated practice and reflection

Following each session cycle, participants engage in meaningful assignment activities where they apply new concepts and skills during their in-person sessions with their teacher teams.



**Emerging Leaders put learning into practice at their schools and record their practices to receive peer and facilitator feedback.**

“ELP has reinforced my commitment to education reform. My outlook hasn’t changed, but I am better at articulating my goals: the ELP assignments and data tracking have been really helpful in keeping me focused.”

*Bay Area Participant*

## How ELP is delivered

Once accepted, ELP participants commit to working 15 hours a month on top of their school jobs. They strengthen their leadership skills through training sessions led by New Leaders facilitators, school-based projects where they apply what they are learning, and feedback from peers and facilitators.

The program starts in the summer of and runs throughout the school year. There are several elements of the program:

- A summer induction session and data-driven instruction intensive
- National asynchronous webinars
- Local in-person sessions
- Applied learning assignments
- Video-taping leadership practice in action for sharing and feedback
- Formal and informal learning meetings to gauge progress

By combining instruction with practice and execution, New Leaders reinforces participants’ leadership skills and brings improvement to struggling schools in real-time.

## Participant assessments

Throughout the program, Emerging Leaders attend a series of Learning Meetings in which they are evaluated based on their ability to set goals for driving student achievement gains and leading their teacher team to meet them, and their growth in adult leadership skills. After the third Learning Meeting, Emerging Leaders are ready to move forward in pursuing teacher leadership roles within their schools and districts. Those Emerging Leaders who have scored above proficient in every area are strong candidates for future school or district leadership roles.