

Colorado Department of Education: 2019-20 School Redesign Request for Information

Part I: Cover Page – Organization Information

Organization Information		
Organization Name:	<input type="text" value="New Leaders"/> <div style="float: right; text-align: right;"> <input type="checkbox"/> New or <input type="checkbox"/> Continuation <input type="checkbox"/> Submission </div>	
Primary Contact:	Claudia Alfaro, National Senior Executive Director, New Site Development	
Email Address:	calfaro@newleaders.org	
Phone Number:	(774) 273-1396	
Mailing Address:	30 W. 26 St., New York, NY 10010	
Organization Category (select all that apply)		
<input type="checkbox"/>	Charter Network, Charter Management Organization or Charter School	
<input checked="" type="checkbox"/>	Turnaround Leader Development Provider	
<input type="checkbox"/>	Management Partner	
<input type="checkbox"/>	Stakeholder Engagement Specialist	
Preferred Geographical Region(s) in Colorado to Work In (select all that apply)		
<input checked="" type="checkbox"/> Metro Denver	<input checked="" type="checkbox"/> Front Range (Colorado Springs, Ft. Collins)	<input checked="" type="checkbox"/> Rural / Mountain / Western Slope

Indicate the school district(s) or BOCES your organization is willing and able to engage with (from provided list):

New Leaders proposes to offer our leadership development services to any of the districts on the list provided on pages 11 – 16 of the RFI. Pending further exploration with individual districts around their unique leadership development needs and contexts, we would determine alignment and feasibility of partnership on a case-by-case basis.

Part II: Narrative Response – Turnaround Leader Development Provider

- a. **Provide a summary of your organization’s experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.**

Summary of New Leaders Success in Developing Effective School Leadership in Low-Performing Schools and School Districts. New Leaders develops transformational leaders at every level of the education system—teacher leaders to principal supervisors. For nearly two decades, we have developed equity-driven leaders who transform low-performing schools and improve learning outcomes for all students. We work together with our state, district, and charter partners, delivering turnaround leadership solutions that build on their strengths and address their most-pressing priorities.

Our partnerships span both urban and rural locations. We support large and small urban districts, including Chicago, Philadelphia, Memphis, and Pinellas County (FL), California’s Bay Area, and Denver Public Schools, among many others. In recent years we have expanded our services to rural districts in Texas and Washington states. Since 2001, New Leaders has trained nearly 3,900 leaders who reach more than 440,000 students nationwide. Our district and school leaders work with America’s highest-need students: 78% live in low-income households and 87% are children of color, with upwards of 30% percent English Language Learners.

An independent evaluation has shown that our approach works. In 2019, the RAND Corporation released an independent, multi-year evaluation confirming New Leaders’ effectiveness in improving student achievement.¹ The RAND researchers found that New Leader principals have a positive, statistically significant impact on student math and literacy performance, providing further validation and detail on the “New Leaders effect” previously reported in 2014.² RAND also found that New Leader principals are retained in their roles at higher rates and support higher student attendance than their peers.

Our work across the country has fueled breakthrough results, particularly in low-performing districts. During our partnership with Oakland Unified School District, for example, the district became the fastest-gaining district in California from 2006 - 2012, outpacing the state’s Academic Performance Index by 25 percent. Similarly, a study found statistically significant gains in Memphis iZone schools—traditionally among the lowest-performing schools in the state of Tennessee. At the time of the study, New Leader principals led half of those Memphis iZone schools and their students outperformed their peers in every subject.³

Turnaround leadership development for principals and principal supervisors. Research shows—and our experience confirms—that transformational principals are the leverage point

¹ Gates et al. (2019). Preparing school leaders for success: RAND evaluation of New Leaders’ Aspiring Principals program, 2012-2017. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2812.html

² Gates et al. (2014). Preparing principals to raise student achievement: Implementation and effects of the New Leaders program in ten districts. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR507/RAND_RR507.pdf

³ Zimmer, R., Kho, A., Henry, G., & Via, S. (2015). Evaluation of the Effect of Tennessee’s Achievement School District on Student Test Scores. Nashville: Tennessee Consortium on Research, Evaluation & Development.

for moving schools from good to great, and truly the heart of successful school turnaround. We recognize that sitting principals need ongoing, job-embedded support to transform the lowest performing schools. Our leadership development provides opportunities to practice new skills in authentic settings so that school leaders can translate theory into reality and drive significant improvement in schools. To support the sitting principals of schools in need of dramatic improvement, New Leaders' programming provides evidence-based content, job-embedded practice, and targeted one-on-one coaching to improve the *prioritized leadership skills* that our research has found most critical to turning around persistently low-performing schools.

New Leaders also provides leadership support to principal supervisors to strengthen their skill and capacity to advance student achievement in low-performing districts. Given their unique role, principal supervisors are critical to improved student outcomes and systemic change. When district leaders are aligned and well-supported, they are better able to develop principals as instructional leaders and lead effective performance management cycles: defining roles, setting clear expectations, and providing coaching and supports for professional growth. Our evidence-based programming places instructional excellence and equity at the center of the principal supervisor role. In our work together, district leaders learn to identify and leverage the strengths and capacities of the principals they manage and ultimately drive impact across all schools. Principal supervisors also learn new tools and create district-wide systems that increase the alignment and sustainability of high-impact leadership practices, to improve teaching and learning at scale and fuel sustainability across the district.

Our work with turnaround leaders in Pinellas County Schools, FL began in school year (SY) 2017 -18, when we trained sitting principals in select, low-performing schools. In partnership with the district, we worked to strengthen the skill and capacity of school leaders to increase teacher effectiveness and increase student outcomes.

- One participating turnaround principal shared, *"The program has helped me improve my instructional leadership most through reflecting, learning about specific principal and school action...and collaborating and learning from other administrators within the program. I feel as if I have a more laser-like focus to improving instruction at my school site."*
- Another turnaround principal reflected, *"New Leaders has given me the tools to focus on student learning and the impact teachers have on student learning."*

Overwhelmingly positive survey data from participating principals demonstrates the value they experienced from our turnaround leader development. (See Appendix A.) Our leadership development work in Pinellas County has expanded to include services for teacher leaders, instructional coaches, assistant principals, and other district leaders; and continues with select leadership development services into SY 2019-20.

In the state of Colorado, our partnership with Denver Public Schools across SYs 2017 - 2019 provided tailored support to the district's principal supervisors (Instructional Superintendents) to build their shared understanding of effective instructional leadership, including instructional leadership team (ILT) practices. New Leaders worked with principal supervisors to build their

capacity to coach and support principals and ILTs in this work—including coaching principals to not only strengthen their own leadership, but toward becoming strong leaders of other leaders. Participants consistently indicated that they found it helpful to dig into New Leaders’ Transformational Leadership Framework (see Table 1). They especially appreciated the opportunity to think about how the stages in the framework can help shape coaching conversations with principals, by pinpointing concrete actions that support immediate implementation. Participant surveys further emphasize the value that principal supervisors found in working with New Leaders. (See Appendix A.)

Our approach to turnaround leader development. New Leaders’ job-embedded approach to developing transformational leaders in persistently low-performing schools reflects the research that adults learn best when training is rooted in challenging, real-world work. We offer cohort-based learning, authentic practice, and expert coaching to equip participants with the ambitious leadership practices needed to dramatically improve low-performing schools. We have found that schools that implement practices described in our Transformational Leadership Framework (described below in table 1) have had success in transforming and/or making dramatic gains in student achievement. Our approach to turnaround leader development includes prioritizing skills that our research has found most critical to turning around persistently low-performing schools. Thus, partnership will build each leader’s ability to:

- Understand and articulate a clear instructional vision and systems to improve teaching and learning across the full school community (Teaching and Learning)
- Create a safe, positive, and efficacious school culture where adults and students work collaboratively to continuously improve the school community (Culture Leadership)
- Build systems that improve teacher practice, collaboration, and leadership in service to rigorous teaching and high-quality student learning (Talent Management)
- Lead the school community with clear core values and beliefs through the change process, engaging all stakeholders equally and transparently in service of meeting rigorous goals for school improvement and student learning (Personal Leadership)

These key leadership skills will guide the learning and content in each community of practice, drive the focus of the leadership walks in schools, inform the focus of individual leadership coaching and establish the bar for each leader’s culminating presentation of their growth and readiness at the end of the program experience.

Led by practitioners, our staff has an average of 24 years of experience in education and six years of principal experience. We also have deep roots in the communities in which we work and reflect the diversity in the schools that we serve: close to 60% of our staff identify as people of color. Former district leaders, principals, and New Leaders alumni are among our expert facilitators. Our staff develop great leaders because we are great leaders. Finally—importantly—our partnerships provide a laser-like focus on the equity-based leadership practices that ensure all students have access to a high-quality education and are well-prepared for success in college, career, and participation in a global society.

Key structures or systems used to provide feedback and monitor progress. Our leadership development is grounded in our research-based Transformational Leadership Framework™ (TLF™). The TLF defines five major categories that are central to school improvement (see Table 1). Aligned with Professional Standards for Educational Leaders, the TLF pulls from a wide evidence base and serves as the basis of our work with district, charter, and state partners.⁴ All of our programming is based upon this proven content and meets Tier II evidence requirements for the Every Student Succeeds Act (ESSA).

Table 1. Transformational Leadership Framework

Learning and Teaching	Ensure that curriculum, instruction, and assessments are aligned to rigorous college and career readiness standards
Talent Management	Ensure the development, efficacy, and sustainability of professional learning communities and teacher teams within the school; deliver actionable feedback and coach staff members to achieve excellence
School Culture	Foster an intellectual and caring culture of deep learning, structured inquiry, and ongoing curiosity for all members of the school community including families; build this out through high expectations and shared accountability
Planning and Operations	Create and sustain successful structures which support learning and culture for all members of the school community, including families; ensure that resources are always allocated in alignment with instructional priorities
Personal Leadership	Define leadership stance and style; act with integrity in accordance with values; reflect frequently on performance and continually seek and make change for improvement

All New Leaders’ programs employ a research-based curriculum that is proven to equip school and district leaders with the essential tools and leadership skills they need to transform classrooms, schools, and districts. Our emphasis on job-connected assignments and expert feedback empowers turnaround leaders to elevate instruction and advance achievement across even the most persistently low-performing school systems. Evidence-based strategies of our methodology include:

⁴ The TLF evidence base includes more than 100 site visits and case studies of schools that achieved dramatic gains between 2006-2011 in New Leaders’ program sites and Effective Practice Incentive Community (EPIC) partner sites; an extensive review of the available research on the practices of effective schools and leadership; and the collective knowledge of the New Leaders staff and program participants. <https://newleaders.org/wp-content/uploads/2018/02/2016.TransformationalLeadershipFramework.pdf>

(1) Research-Based Content. The content in our training sessions is based on the latest research regarding what leaders need to know and do to improve student achievement. (1.a.) Strong content is *standards-aligned*. Our content is aligned with Interstate School Leaders Licensure Consortium (ISLLC) Standards⁵ and the Professional Standards for Educational Leaders. (1.b.) Training scopes and sequences are grounded in a *framework of leadership competencies and practices*. All program content is rooted in our research-based TLF, detailed above.

(2) Focus on Continuous Opportunities for Practice. The primary focus of our programs is providing opportunities for school and district leaders to engage in job-embedded, professional learning experiences that allow them to translate theory into reality. (2.a.) Optimal practice is authentic and relevant.⁶ Our practice is in service of the work that needs to be done in schools and districts. (2.b.) Practice is continuous, happening multiple times—not just once or twice. The development of leadership skills is incremental and requires repetitive, targeted practice over time.

(3) High-Quality Feedback. The learner receives high-quality feedback on their practice. (3.a.) Feedback cites specific evidence, as observed. (3.b.) Feedback provides analysis of connections (and disconnections) between the learner’s practice and the characteristics of effective practice being taught. (3.c.) Feedback is actionable by identifying specific ways to improve and opportunities to hone practice.

(4) Collegial Learning Networks. We structure professional learning within a community of other learners. (4.a.) Cohort-based learning, in which trust and norms are built to foster safe and rich conversations and feedback, are key to ongoing connections and learning. (4.b.) Peer-learning structures enable collaboration and learning (e.g., mentoring and coaching, engaging with peers in research and professional materials, or joining professional development with teaching staff and leadership team members).

(5) A Learning Continuum. We thoughtfully design and plan for how to develop leadership across a progression of leadership skills across roles. (5.a.) Competency-based content with clear scope and sequence that articulates which competencies should be emphasized at each stage and how content can build over time to help leaders progress and see their growth. (5.b.) Alignment in professional development opportunities cultivates common language for reflecting and solving challenges with peer support.

Key structures or systems used to provide feedback and monitor progress. Over the course of each program year, New Leaders will use multiple proprietary tools to gather data to: 1) monitor, support, and ensure that participants implement with fidelity; 2) inform program content and drive participant goals, action steps, and foci; and 3) assess program impact on participants, students, and/or schools.

⁵ National Board for Educational Administration. (2015). *Professional Standards for Educational Leaders*. Reston, VA.

⁶ See Brown, J. S., Collins, A., & Dugrid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32 - 42.; Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.; and Rogoff, B. (1990). *Apprenticeship in thinking: Cognitive development in social context*. New York: Oxford University Press.

New Leaders will actively monitor and support ongoing fidelity of implementation and impact through the following assessments and avenues for communication:

Implementation Data. New Leaders will gather observation data via the program components that require participants to apply their new learning. During job-embedded assignments, leadership walks, and one-on-one coaching, participants will share evidence of ongoing implementation and receive targeted feedback from the New Leaders facilitator. These reflective conversations provide opportunities to monitor, adjust content, and/or coach to support participants in making progress toward goals.

Participant Surveys. New Leaders will conduct regular participant surveys after each session and at the mid- and end-of-year points. New Leaders will use this year-long data to monitor and support participant growth, including their improvement in skills and knowledge, application of program content, and impact on school improvement.

Monthly Check-ins. We will also host monthly check-ins with district leadership to provide updates on participant progress, fidelity of implementation, and identified areas of opportunity. These collaborative conversations will inform our differentiated support for participants and provide insights to the district toward supporting and sustaining transformational leadership practices across all schools.

Formal Step-back Meetings. New Leaders will host formal “step-back” meetings with district leadership at the mid- and end-of-year. The purpose of the step-back is to understand: 1) district satisfaction with the program to-date across all facets of the program; 2) participant perceptions and effect of programming on participant growth; and 3) needs for the next program year based on feedback and lessons learned.

b. Provide a description of the services and learning components your organization provides. Specifically, please describe:

- i. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.**
- ii. How your staff engage with participants throughout the program (e.g., how frequently, in person or virtually, in whole or small group).**

In alignment with the goals of this RFI, New Leaders proposes two year-long programs to support school and district leaders in turning around low-performing schools and districts. Table 2 provides a high-level overview for both job-embedded professional development options.

Table 2. Overview of Principal Supervisors and Principal Institute

Program Option	Principal Supervisors program	Principal Institute program
Participants	Principal Supervisors Senior District Leaders	Sitting principals
Focus	Building Principal Supervisor Capacity in Supporting Principals and Leading System-Level Change	Transformational School Leadership
Cohort size	Up to 30 participants	Up to 30 participants
School and District	Multiple schools within a district - or - multiple schools across multiple districts (referred to herein as “district”)	
Program Delivery	On-site professional development On-site and virtual coaching On-site Leadership Walks	On-site professional development On-site and virtual coaching On-site Leadership Walks
Staffing level	1 New Leaders Facilitator	1 New Leaders Facilitator

Principal Supervisors and Principal Institute may be implemented in the following ways: 1) in tandem; 2) consecutively over the course of two years; or 3) independently.

When done in tandem or consecutively over two years, New Leaders will work in partnership with the district and schools to ensure program alignment. Program alignment means that as principals are building their capacity as instructional leaders in their own schools, principal supervisors will focus on the macro-level and the development of district-wide systems and structures that drive impact and sustainability. Program content will vary as needed, with principal supervisors being exposed to Principal Institute content to better develop principals.

Principal Supervisors

Program Structure

New Leaders will collaborate with schools and districts in Colorado to understand local priorities and identify areas of strength and opportunity. We will customize the scope and sequence of work, pulling from our established content library to ensure the most effective support for participants. New Leaders reserves the right to modify the proposed program components in consultation with the district.

Working together, the goals for principal supervisors include:

- **Develop the capacity of senior district leaders** to implement a set of standard leadership practices that are embedded in the district’s vision and strategy for relevant, engaging, and innovative instruction
- **Sharpen observation and feedback skills** to develop and coach school leaders to drive school-wide impact
- **Build a common language and calibrate** on what effective standards-based instruction looks like in order to align teacher practices
- **Develop systems and structures** to support and monitor the implementation of high-quality instruction that meets the needs of all students
- **Integrate multiple sources of school and system-level data** to drive the systems and structures that scale effective practices and advance district-wide priorities
- **Lead effective management and review cycles** that hold principals accountable to goals and outcomes

Program Components

The proposed program components detailed below are for the full program scope for an annual cohort of up to 30 participants. The components describe job-embedded services to be delivered on-site (unless noted otherwise). The number and type of program components may be adjusted based on the needs assessment described herein or discussions with the district partner.

Program Launch (Up to 2 days). Our two-day program launch will provide participants with an opportunity to define their roles as system-level change agents. Principal supervisors will build a common understanding of systems thinking, analyze existing systems and structures that support instructional leadership, and begin to develop a shared vision for system-level change. Using the TLF, participants will explore effective principal leadership actions and what their role is in supporting them. Time will also be provided to reflect upon personal leadership, capacity to lead change, and equity-based beliefs. Working together, participants will build a community of learners and lay the foundation for developing the mindset, culture, and practices required to drive instructional excellence.

Community of Practice (Up to six 1-day sessions). New Leaders will facilitate up to six day-long community of practice sessions to engage participants in collegial, rigorous, transparent dialogue and activities designed to increase knowledge of rigorous, standards-based instruction and develop district-wide structures to accelerate teaching and learning. Sessions will strengthen the collective capacity of participants to use data to diagnose and solve challenges and lead change. Possible topics include:

- Coherent systems of curriculum, instruction, and assessments
- Development of data-driven systems and structures to advance district priorities
- Supervision of Instruction
- Differentiated principal support and coaching
- Effective systems for change management

Participants will also engage in consultancy protocols to share problems of practice and gain clarity around next steps. Working collaboratively in community of practice sessions, participants will experience: a) actionable and practical learning, including opportunities to address role-specific challenges; b) tools, resources, and strategies to improve student achievement across the district; c) planning strategies to leverage the leadership capacities of principals they supervise; and d) continuous professional learning and mentoring from peers.

Job-Embedded Goal and Plan (one per participant). Over the course of the program year, each participant will work towards a specific goal to enhance their leadership practices. Using TLF-aligned leadership actions as a guide, participants will design an individualized and targeted plan to implement and achieve their goal during the program year. Together with the New Leaders Facilitator, participants will monitor progress toward their goal and course-correct their plan, as needed, during one-on-one coaching sessions.

Leadership Walks (Up to four 1-day sessions). Building on the content of the community of practice sessions, leadership walks will deepen participant skill in the supervision of instruction and the capacity to lead systemic change. Led by New Leaders, leadership walks will engage participants in structured observations of classroom practices and identification of district-wide patterns that, if addressed, will improve learning. Leadership walks will provide participants with real-time opportunities to:

- Develop a mental model for quality instruction and learning tasks
- Gather evidence of principals' ability to lead instruction and develop action plans
- Identify high-leverage action steps to improve instructional patterns across the district

Leadership Walks are facilitated in groups of no more than eight participants. In a cohort of up to 30 participants, for example, each participant will engage in up to four leadership walks and New Leaders will lead up to 16 leadership walks over the course of the year.

One-on-One Coaching (Up to 8 hours in-person and/or virtual). This customized layer of support will be provided to each principal supervisor via in-person and virtual sessions. Targeting individual areas of growth, coaching will sharpen participant skills in developing instructional leaders and prioritizing leadership actions that drive impact. Examples of coaching may include, among others, targeted feedback on district professional development, coaching conversations, and accountability structures to build principal capacity.

Sustainability Action Planning (Up to 1 day). Facilitated by New Leaders, this session will allow participants to use their newly acquired knowledge and skills to sustain learning and address new challenges in the following year. Co-constructed with New Leaders, the sustainability action plan will identify concrete action steps and key stakeholders to drive systemic decision-making and fuel continuous improvement.

Delivery Timeline

Table 3 outlines the proposed timeline for New Leaders to deliver program services for our Principal Supervisors program and the projected number of visits over the course of a school

year if the full program scope is elected by a district. The final timeline will be determined based on the scheduling needs of the district and New Leaders.

Table 3. Program Delivery Table for Principal Supervisors

Program Components	Sessions PER Participant			Timeline for School Year											
	Delivery	Total # Sessions	Session Length	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE			
Program Launch	On-site	1	Up to 2 days	++	•										
Community of Practice	On-site	6	1 day			•	•	•	•	•	•				
Leadership Walks*	On-site	4	1 day			•	•		•	•					
Job-Embedded Goal and Plan				Ongoing											
One-on-One Coaching	On-site & virtual	Varies	Up to 8 hours	To be scheduled with participants											
Sustainability Action Planning	On-site	1	1 day									•			

++ Prior to the Program Launch, New Leaders will conduct a needs assessment to: 1) ensure mutual understanding of the district’s theory of action, strengths, priorities, and expected outcomes for the proposed scope of work; and 2) inform and refine program content or services, if needed, in consultation with the district. The needs assessment includes 90-minute school visit(s), 60-minute interview with district senior leadership, and 60-minute focus group with potential participants.

* As noted above, Leadership Walks are facilitated in groups of no more than eight participants at a time.

Principal Institute

Program Structure

To support the sitting principals of schools in need of dramatic improvement, New Leaders’ Principal Institute program will provide evidence-based content, job-embedded practice, and targeted one-on-one coaching to improve the *prioritized leadership skills* that our research has found most critical to turning around persistently low-performing schools. Working together, the goals for principals include:

- **Understand and articulate a clear instructional vision** and systems to improve teaching and learning across the full school community
- **Enhance knowledge and identification of rigorous curriculum** and instructional practice aligned to college and career readiness standards
- **Create a safe, positive, and efficacious school culture** where adults and students work collaboratively to continuously improve the school community
- **Build systems that improve teacher practice**, collaboration, and leadership in service to rigorous teaching and high-quality student learning
- **Lead the school community with clear core values and beliefs** through the change process, engaging all stakeholders equally and transparently, strengthening strategic decision-making, and developing sustainable practices that drive student success

Program Components

The proposed program components detailed below are for the full program scope for an annual cohort of up to 30 participants. The components describe job-embedded services to be delivered on-site (unless noted otherwise), and the number and type of program components may be adjusted based on the needs assessment described herein or discussions with the district partner.

Program Launch (Up to two days). Our 2-day program launch will provide all participants with a deep dive into the essential elements of transformational leadership that have been shown to dramatically improve student learning outcomes. Using the TLF, participants will analyze their existing school systems and practices and identify strengths and gaps. Participants will also explore how personal leadership, school culture, and the development of systems and structures advance teaching and learning. Time will be provided to reflect on personal leadership skills and equity-based beliefs. Participants will also develop two SMART goals, one focused on student achievement and one focused on enhancing key critical leadership practices. Both goals will be monitored over the course of the program year in collaboration with the New Leaders facilitator (see job-embedded goal below). Potential focus areas for the sessions will include:

- Identifying and analyzing Ambitious Leadership Practices that Lead to Improving Teaching and Learning
- Self-reflection/assessment of critical leadership skills for leadership development

Community of Practice (Up to six 1-day sessions). New Leaders will facilitate day-long community of practice sessions to engage participants in collegial, rigorous, transparent conversations and activities designed to deepen knowledge of effective practices for school turnaround. Building upon the program launch in addressing personal leadership and change management, the community of practice sessions will provide an in-depth focus on SMART goals and strengthen the collective capacity of participants to diagnose and solve school-based challenges that accelerate or impede learning. Participants will also build a common language around standards-based instruction, effective change management, and key leadership practices that drive impact. Possible topics include:

- Rigorous instruction and learning tasks aligned to college and career readiness standards
- Data-driven instructional cycles and strategic decision-making
- Coaching and post-observation feedback
- Building a culture of trust, efficacy, and continuous improvement
- Building, developing, and leveraging instructional leadership teams to scale effective data, observation, and feedback practices

Working collaboratively in community of practice sessions, participants will experience: a) actionable and practical learning, including opportunities to address school- and role-based challenges; b) tools, resources, and strategies to improve student achievement; c) planning strategies to distribute and leverage leadership in schools; and d) continuous professional learning and mentoring from peers.

Leadership Walks (Up to four 1-day sessions). Building on the content of the community of practice sessions, leadership walks will deepen participants' skills in the supervision of instruction aligned to college and career readiness standards. Led by New Leaders, leadership walks will engage participants in observing classroom instruction and identifying school- and/or district-wide patterns that, if addressed, will improve learning. Facilitated in groups of no more than eight participants, leadership walks will provide participants with a real-time opportunity to:

- Develop a mental model for quality instruction and learning tasks
- Identify high-leverage action steps to improve instructional patterns
- Build collective capacity to lead instructional change and improve student outcomes

Leadership Walks are facilitated in groups of no more than eight participants. In a cohort of up to 30 participants, for example, each participant will engage in up to four leadership walks and New Leaders will lead up to approximately 16 leadership walks over the course of the year.

Job-Embedded Assignment (up to two per participant). Over the course of the program year, each participant will complete two job-embedded projects that provide them the opportunity to practice implementing the knowledge and critical skills aligned to turnaround that they are learning in community of practice sessions. For each assignment, participants will receive feedback to inform adjustments to their practice and support their leadership development.

One-on-One Coaching (Up to 8 hours in-person and/or virtual). New Leaders will provide up to 8 hours of blended coaching as a customized layer of support for each participant. The content of the coaching will advance the leadership practices learned in community of practice sessions and observed during leadership walks or school visits. Coaching will also address the unique needs of experienced principals and principals early in their tenure. By targeting individual areas of growth and participant SMART goals, coaching will stimulate problem-solving and identification of action steps.

Sustainability Action Planning (One 1-day session). This one-day session will allow participants to use their newly acquired knowledge and skills to sustain learning and address new challenges in the following school year. Co-constructed with New Leaders, the sustainability action plan will identify concrete action steps for the principal and stakeholders to drive data-driven instruction, systemic decision-making, and continuous improvement.

New Leaders reserves the right to modify the proposed program components in consultation with the district. The quantity or format of the program components may change based on the needs assessment and/or program implementation over the delivery term.

Delivery Timeline

Table 4 outlines the proposed timeline for New Leaders to deliver program services for Principal Institute and the projected number of visits over the course of a school year if the full program scope is elected by the district. The final timeline will be determined based on the scheduling needs of the district and New Leaders.

Table 4. Program Delivery Table for Principal Institute

Program Components	Sessions PER Participant			Timeline for School Year											
	Delivery	Total # Sessions	Session Length	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE			
Program Launch	On-site	1	Up to 2 days	++	•										
Community of Practice	On-site	6	1 day			•	•	•	•	•	•				
Leadership Walks	On-site	4	1 day			•	•		•	•					
One-on-One Coaching	On-site & virtual	Varies	Up to 8 hours	To be scheduled with participants											
Sustainability Action Planning	On-site	1	1 day									•			

++ Prior to the Program Launch, New Leaders will conduct a needs assessment to: 1) ensure mutual understanding of the district's theory of action, strengths, priorities, and expected outcomes for the proposed scope of work; and 2) inform and refine program content or services, if needed, in consultation with the district. The needs assessment includes 90-minute school visit(s), a 60-minute interview with district senior leadership, and a 60-minute focus group with potential participants representing the range of roles, schools, and tenure of participants.

* As noted above, Leadership Walks are facilitated in groups of no more than eight participants at a time.

C. Provide a description of your ideal participant and his/her learning trajectory through the course of your program, including:

- i. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?
- ii. How do you determine readiness and accept participants into your program?

Ideal participants and determining readiness. Ideal participants for New Leaders programs are sitting principals and/or principal supervisors. In partnership with district leaders, New Leaders will design a program-specific entry process. This could include a selective approach that invites principals and/or principal supervisors across the district to apply for a position within the cohort. The application process would assess candidates' readiness for participation and New Leaders would work with the district to select the final cohorts for participation. In other cases, the entry process would be designed for a specific group of participants that have been preselected by the district based on a set of criteria established by the district and New Leaders.

This process would also include agreements between partners on expectations for programming, including systems that allow participants to be off-site, at times during the school day, to participate in communities of practice. In all instances, New Leaders and district leaders will also work hard to ensure all applicants and participants are aware of program participation requirements. Using an Expectations document, the requirements of the program will be clearly spelled out so that all participants are aware of what they are committing to, so as to ensure they can meet program requirements. (See Appendix C.)

Participant learning trajectory. New Leaders begins the process establishing a participant’s learning trajectory by assessing participant needs and identifying skill gaps to ensure services are prescribed based on need. In addition, New Leaders will ask each participant to complete Background Information Form, a brief survey to let us know about their career experience and their own reflections of their strengths, growth areas, and areas of focus for professional development and personal leadership tied explicitly to the TLF. We may also ask participants to complete an online activity to assess their knowledge of core components of the program being delivered.

We then use the data culled from this needs assessment process to carefully structure and enhance the design of our scope and sequence and coaching support (where coaching is offered) in alignment with the TFL, to best drive participant growth across their program year. We customize the scope and sequence of work, pulling from our established content library to ensure the most effective support for participants. As the baseline data around skill and capacity of incoming principals and principal supervisors will naturally vary, this process ensures that we are able to meet participants and partner districts where they are and elevate their growth through application of our transformational program design and delivery.

As shared previously, we will also gather data using multiple proprietary tools over the course of each program year to: 1) monitor, support, and ensure that participants implement with fidelity; 2) inform program content and drive participant goals, action steps, and foci; and 3) assess program impact on participants, students, and/or schools. This comprehensive approach ensures participants’ learning trajectories are carefully scoped, scaffolded, and monitored to drive maximum impact and learning.

iii. What are the leadership qualities that your program is expected to develop? Include any documents or tools you use.

See below in Table 5 an overview of the leadership quality development outcomes that New Leaders develops for both sitting principals and principal supervisors.

Table 5. Overview of Principal Supervisors and Principal Institute Outcomes

	Principal Supervisors	Principal Institute
Outcomes	<p>Develop a deeper understanding of instruction, assessment, and curriculum aligned to college and career readiness standards in ELA and math</p> <p>Effectively integrate multiple forms of data, at both the school and system levels, to inform coaching, district professional development, and the sustainability action plan</p> <p>Create district-wide systems that support principals in implementing data analysis, strategic planning, and standards-based instructional practices that drive impact</p> <p>Coach principals to ensure systems and structures are used by schools with fidelity and inform teaching and learning at scale</p> <p>Lead effective principal performance reviews that monitor progress and ensure accountability toward outcomes</p>	<p>Understand and articulate a clear instructional vision and systems to improve teaching and learning across the full school community</p> <p>Enhance knowledge and identification of rigorous curriculum and instructional practice aligned to college and career readiness standards</p> <p>Create a safe, positive, and efficacious school culture where adults and students work collaboratively to continuously improve the school community</p> <p>Build systems that improve teacher practice, collaboration, and leadership in service to rigorous teaching and high-quality student learning</p> <p>Lead the school community with clear core values and beliefs through the change process, engaging all stakeholders equally and transparently, strengthening strategic decision-making, and developing sustainable practices that drive student success</p>

Part III: Capacity

Does your organization currently have the capacity to serve additional schools and districts in Colorado? If yes, indicate how many new schools or districts your current capacity would allow for. If no, explain what additional capacity you would need to put in place, and any other constraints such as timelines or minimum participating schools or districts.

Yes, New Leaders has capacity to serve additional schools and districts in Colorado. We are strategically scaling up to grow in pursuit of our 2025 goal to impact 4,000 leaders annually. We have highly-skilled, expertly trained staff available to support turnaround leader development engagements based upon need, availability, and size—and we strategically hire new staff as needed to align with emerging new partnerships and set them up for success. As such, we will evaluate potential and capacity for each new possible district partnership as the opportunity unfolds and scale up our resources accordingly.

To support scalability across schools and/or districts and increase impact, our Principal Institute program may be implemented using the following models:

- **Single-district implementation.** Program implementation within one district across multiple campuses.
- **Multi-district implementation.** Program implementation with multiple adjacent districts (up to three [3] large districts, up to five [5] small districts, or an appropriate combination of districts) across multiple campuses within a designated region. In this case we recommend districts are no more than 45-60 miles apart.

To ensure a successful program launch for either our Principal Institute or Principal Supervisors program, New Leaders requires a seven-week window to implement our needs assessment process to allow our program leads, facilitators, and content designers to strengthen the alignment between district context and New Leaders content. The needs assessment enables us, in partnership with the district, to: 1) ensure mutual understanding of the district's theory of action, strengths, priorities, and expected outcomes for the proposed scope of work; and 2) inform and refine program content or services, if needed, in consultation with the district. The needs assessment includes 90-minute school visit(s), a 60-minute interview with district senior leadership, and a 60-minute focus group with potential participants representing the range of roles, schools, and tenure of participants.

As highlighted before, New Leaders' program delivery model has been thoughtfully designed to accommodate the diverse needs of partners. We offer the aforementioned flexible implementation options—and other examples, shared previously in various sections of this application—all proven to turnaround persistently low-performing schools. Moreover, our ratios of-participants-to-facilitator is 30:1 for communities of practice and 8:1 for leadership walks, ensuring that our work is authentic, accessible, and rooted in the strength of our expert staff's ability to grow transformational leaders. New Leaders' program leads, facilitators, and content designers have a vast and diverse body of leadership experience that reflects both the partners and participants we serve today across the country—as well as those we hope to serve across Colorado.

Part IV: Evidence of Track Record of Improved Student and Student Outcomes

- a. Describe your organization’s track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Highlight the context and location of where this work has occurred.
- b. Self-assess the evidence base for the interventions your organization provides using the following Evidence-Based Intervention (EBI) tiers as outlined in ESSA. Which EBI tier best describes your work, and why?

New Leaders meets **Tier II (Moderate) evidence requirements for ESSA**, with two recent, well-designed and well-implemented quasi-experimental studies undertaken by independent evaluators. Both of these studies found statistically significant program effects on student achievement:

In 2019, the RAND Corporation released an independent, multi-year evaluation confirming New Leaders’ effectiveness in improving student achievement in a national sample of school districts across the United States.⁷ The RAND researchers found that New Leader principals have a positive, statistically significant impact on student math and literacy performance, providing further validation and detail on the “New Leaders effect” previously reported in 2014.⁸ RAND also found that New Leader principals are retained in their roles at higher rates and support higher student attendance than their peers.

The Mathematica Policy Research found that on average New Leaders schools in the San Francisco Bay Area produced an estimated four months of additional learning growth in math and 1.5 months of additional learning growth in reading over a three-year period.⁹

Moreover, In 2016, RAND cited New Leaders as the principal preparation program with the strongest evidence of positive impact in a report naming school improvement interventions that meet evidence requirements under the Every Student Succeeds Act.¹⁰

⁷ Gates et al. (2019). Preparing school leaders for success: RAND evaluation of New Leaders’ Aspiring Principals program, 2012-2017. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2812.html

⁸ Gates et al. (2014). Preparing principals to raise student achievement: Implementation and effects of the New Leaders program in ten districts. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/content/dam/rand/pubs/research_reports/RR500/RR507/RAND_RR507.pdf

⁹ Booker, K., & Thomas, J. (2014). *Impacts of New Leaders on Student Achievement in Oakland*. Washington, D.C.: Mathematica Policy Research.

¹⁰ Herman, R., Gates, S. M., Chavez-Herrerias, E. R., & Harris, M. (2016). *School Leadership Interventions Under the Every Student Succeeds Act*. Santa Monica: RAND Corporation.

Part V: References

For management partners, turnaround leader development providers and stakeholder engagement specialists, submit the name and contact information for the last three schools or districts your organization contracted with.

1. Sonjhia Lowery, Assistant Superintendent for Educational Services
Stockton Unified School District
701 North Madison Street, Stockton, CA 95002
Slowery@stocktonusd.net
(209) 479-0372
2. Tiffany A. Perkins, Ed.D., Executive Director - Professional Learning and Leadership
Guilford County Schools
Laughlin Professional Development Center
7911 Summerfield Road, Summerfield, NC 27358
perkint2@gcsnc.com
Office: (336) 665-8000
Cell: (336) 202-7803
3. Dr. Angela Whitelaw, Deputy Superintendent of Schools and Academic Support
Shelby County Schools
160 South Hollywood, Memphis, TN 38112
whitelawam@scsk12.org
Office: (901) 216-7866
Cell: (901) 416-5300

Appendix A

Select Program Participant Survey Data	
DENVER PUBLIC SCHOOLS	PINELLAS COUNTY SCHOOLS
100% of responders ¹¹ agreed that principal supervisor standards were integrated into the session content	100% of responders ¹² agreed that the program improved their knowledge
93% agreed that their knowledge and/or skills increased in the content areas covered during New Leaders sessions	100% agreed that the program improved their skills
86% agreed that they could use the tools and strategies learned in the session to immediately support school improvement efforts	100% agreed that the program has an impact on student learning
	100% agreed they used what they learned in the program
100% of Pinellas County Schools participants rated facilitation as high quality AND agreed they would recommend the program to other educators, administrators, or districts	

¹¹ N = 14 responders; all principal supervisors and district leadership

¹² N = 9 responders; all turnaround school principals

Appendix B

2019 SAMPLE TURNAROUND LEADER DEVELOPMENT PROGRAM EXPECTATIONS

Welcome to the New Leaders Instructional Leadership Program! In partnership with DISTRICT, New Leaders is excited to have you join us in our mission to strengthen the skill and capacity of instructional leaders to ensure high academic achievement for every student. This document outlines expectations and your responsibilities as part of the turnaround leader development program. We look forward to working with you to enhance the development of your leadership skills.

This program has been designed to develop your readiness to implement and sustain data-informed practices to drive student achievement both at the school and district levels. New Leaders will work to strengthen your skill and capacity to increase teacher effectiveness and improve student outcomes. To that end, we expect you to fully and actively participate in all elements of the program. In collaboration with DISTRICT, we have designed a scope of work that not only requires a commitment for attendance but full engagement and active participation void of distractions from learning during sessions.

In addition to the attendance expectation at all scheduled program sessions, it is also required for the individually scheduled coaching sessions. Matters of concern that are disruptive to full participation and engagement will be addressed in collaboration with your principal. In order to benefit holistically from the program, all program activities should be approached from a perspective in alignment with the qualities of a great leader with the intent of learning for improvement.

Over the course of the year, New Leaders will use observational data from sessions and meetings with your coach to provide you with feedback on your knowledge and application of key program concepts. New Leaders may also share written and/or verbal feedback about you with your principal in order to support your growth and development.

You may be given access to documents, videos, and other materials developed by or licensed to New Leaders to support your learning this year. Please feel free to use these materials for your personal or professional development in the future, but we ask that you not copy or distribute these materials for others who did not participate in cohort, unless otherwise indicated on a material.