

UNTAPPED

Transforming Teacher Leadership
to Help Students Succeed

New Leaders 

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By Marianna Valdez, Ph.D. and Alexandra Broin, with Kathleen Carroll

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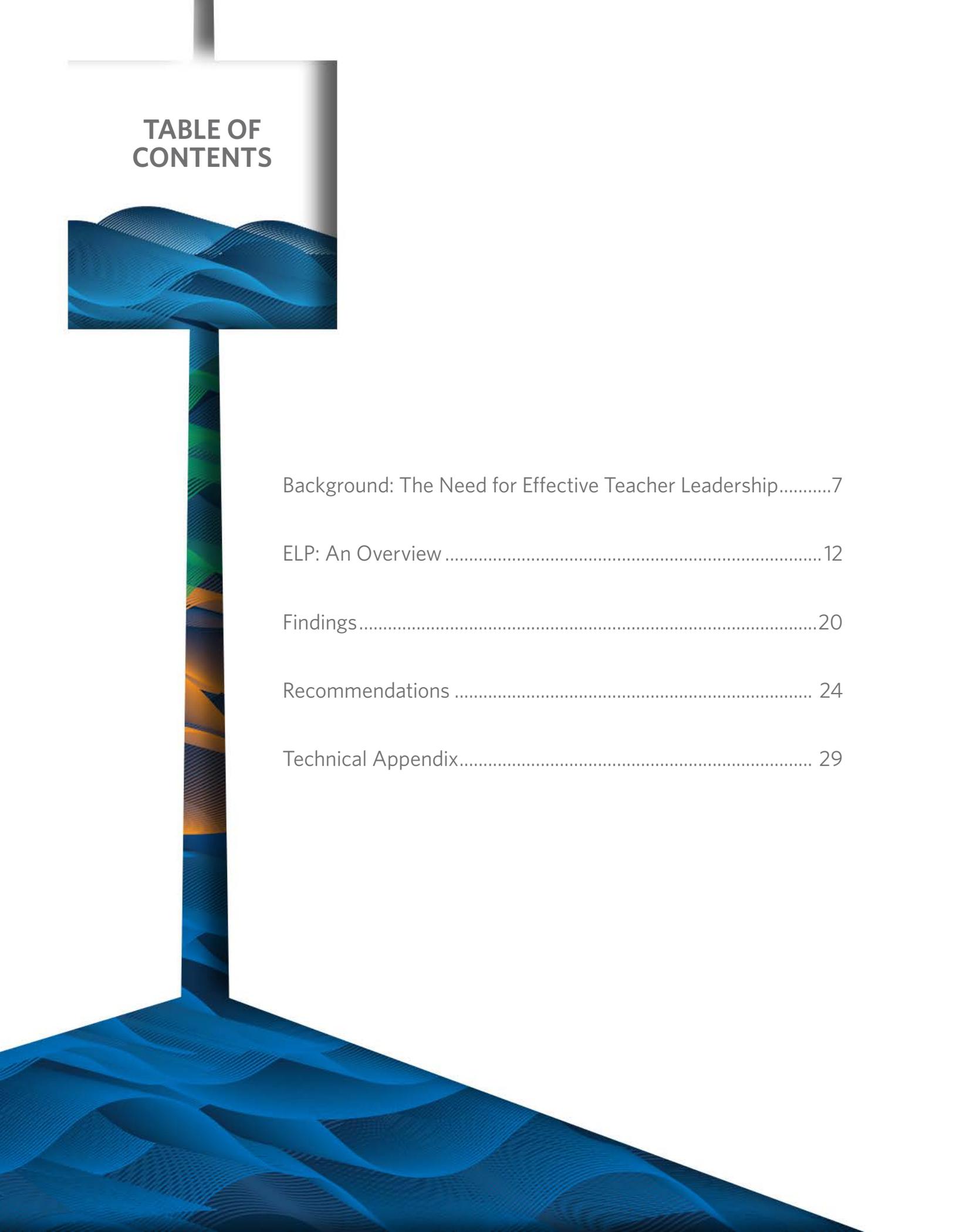
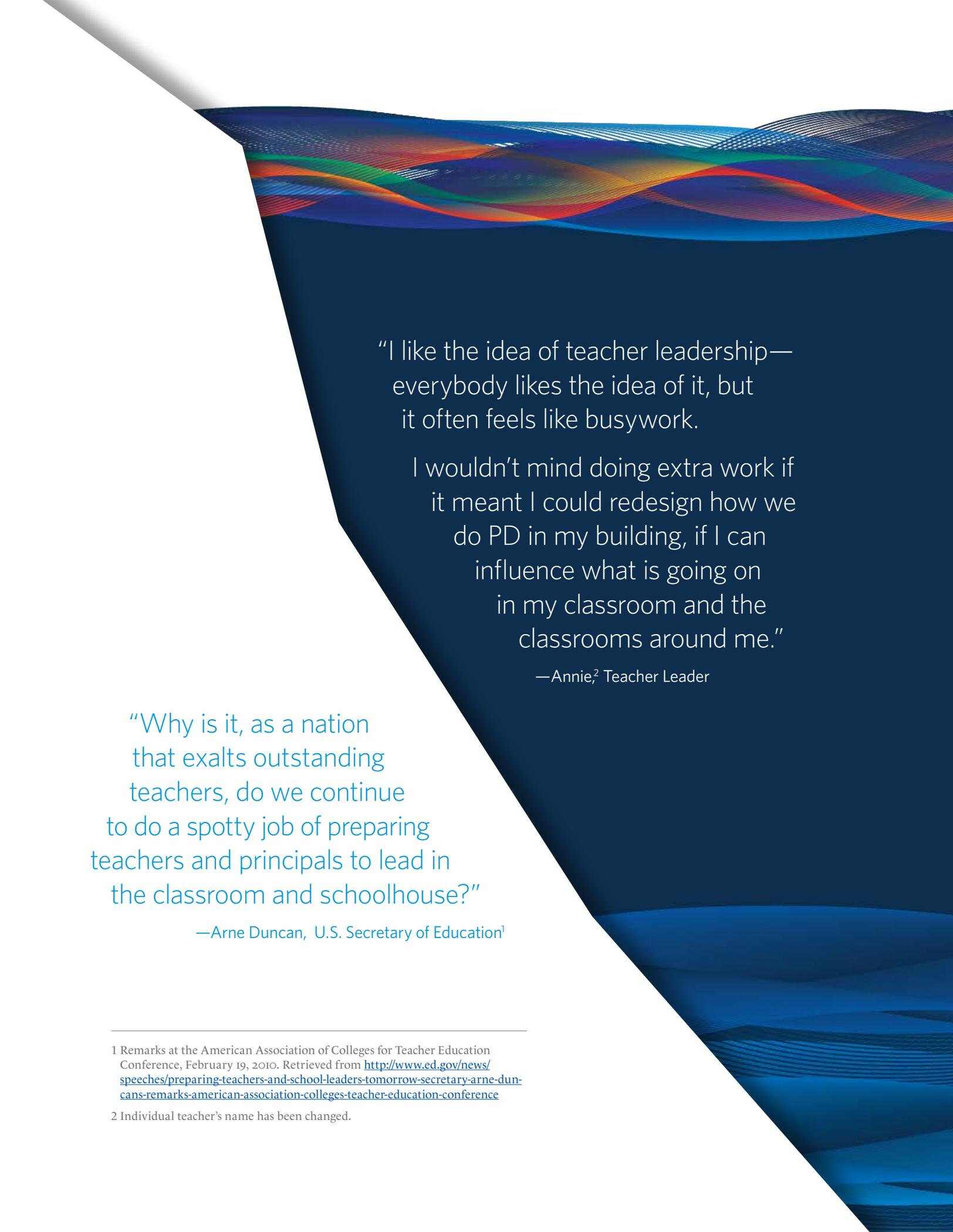


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“I like the idea of teacher leadership—
everybody likes the idea of it, but
it often feels like busywork.

I wouldn't mind doing extra work if
it meant I could redesign how we
do PD in my building, if I can
influence what is going on
in my classroom and the
classrooms around me.”

—Annie,² Teacher Leader

“Why is it, as a nation
that exalts outstanding
teachers, do we continue
to do a spotty job of preparing
teachers and principals to lead in
the classroom and schoolhouse?”

—Arne Duncan, U.S. Secretary of Education¹

¹ Remarks at the American Association of Colleges for Teacher Education Conference, February 19, 2010. Retrieved from <http://www.ed.gov/news/speeches/preparing-teachers-and-school-leaders-tomorrow-secretary-arne-duncans-remarks-american-association-colleges-teacher-education-conference>

² Individual teacher's name has been changed.



Annie is a seasoned and well-respected teacher leader in her large, urban school district, where officials routinely ask her to attend conferences and deliver speeches on values and practice. A highly effective fifth-grade teacher, she sits on district committees focused on teacher leadership and development. She mentors new teachers at her school, and can split her time between her own classroom and coaching her colleagues.

But she feels “negative and burned out” by it all, she said. No one has ever told her why she was asked to serve as a leader, much less what effective teacher leadership should entail.

“It’s this great idea, teacher leadership,” Annie said. “But a lot of the experiences I’ve had are random things that I’ve been recommended for, and I don’t really know what I’m supposed to do.”

The training she’s received during offsite summer sessions and monthly check-ins “felt totally separate from my work at school,” she said. “It’s a lot of talking at us. I can’t even remember it enough to explain it. It felt like there was something specific that should have been happening, but nobody knew what it was.”

But during breaks in those meetings, she’s glimpsed a better way: talking with other teacher leaders to reflect on shared challenges and trade successful strategies based on their diverse experiences. It’s crowd-sourced coaching—and “more meaningful than any of the PD that my district has provided me with.”

“This is just how learning works,” she said. “This is how people develop skills for any job. You figure out how to do it, you practice, you have a mentor who helps with reflection and practice, and then you figure out your mistakes and what you are going to do differently next time. Whether you are a teacher, or a principal, or a nurse, that is how anyone learns to master any kind of job.”



“In order to be an effective leader, you have to let others show you their strengths, and connect them with your strengths.”

Emerging Leaders participant and Teacher Leader, New Orleans

Annie isn't alone. The title of “teacher leader” may be common, but clear expectations for what teachers leaders should do, and strategies to prepare them to do it, are few and far between. One recent survey found that while 86 percent of schools have teacher leader roles, just 32 percent offered specialized leadership training for teachers stepping into those roles.³

That painful reality plays out time and again at schools across the country. Too often, teacher leaders are anointed with little guidance and held up as examples of advancement for the profession, even as they struggle with ambiguous expectations. Instead of practicing leadership skills alongside their principals and colleagues, they are sent out of the building for bureaucratic professional development sessions and asked to report back to staff on the latest from Central Office.

As private frustration mounts, leaders publicly congratulate themselves for putting teachers up on the dais. And chances to transform a school's teaching and learning are squandered, hurting students and teachers alike.

It doesn't have to be this way. At schools with true teacher leaders, a diverse group of carefully selected and well-prepared adults gradually master and share leadership responsibilities.⁴ They work as a team, and make hiring decisions, set curriculum and training and establish practices based on their various sources of expertise.

These schools are true professional learning communities, where teachers guide and coach one another toward instructional excellence.⁵ They fill gaps in leadership capacity, making school leadership more inclusive for teachers and sustainable for principals.⁶ And they accelerate student learning—research shows schools have better academic outcomes when leadership is shared.⁷

3 Council of Great City Schools (2015). *Assistant principals and teacher leaders in America's great city schools*. Unpublished data.

4 For more, see our 2015 report *Untapped: A policy roadmap for improving schools through shared leadership*.

5 Seashore Louis et al. (2010). *Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement, University of Minnesota, and the Ontario Institute for Studies in Education, University of Toronto. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>

6 MetLife, Inc. (2013). *The MetLife survey of the American teacher: Challenges for school leadership*. New York, NY: Metropolitan Life Insurance Company. Retrieved from <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>

7 Hallinger, P., & Heck, R. H. (2009). *Leadership for learning: Does collaborative leadership make a difference in school improvement?* Retrieved from http://philiphallinger.com/old-site/papers/EMAL_dist_2009.pdf

We must transform teacher leadership. Initiatives like the federal [Teach to Lead](#) program show widespread interest in unleashing its power to accelerate school improvement. But what will it take to develop teachers into true leaders?

We have identified some encouraging early answers from our selective Emerging Leaders Program, or ELP, a job-embedded teacher leadership development program that has trained more than 1,000 participants in 13 high-need school districts since it was launched in 2011.

Through ELP, we work with schools to strategically empower their best teachers to lead colleagues toward similar success. First, we help principals carefully select candidates with the right foundational skills to deliver on that promise. Then, we help participants master a focused set of high-impact instructional and adult leadership skills through targeted, on-the-job practice, expert coaching and actionable feedback. We assess progress and leadership readiness along the same standards that inform our highly effective principal training programs.

After two years of data collection, ELP has provided valuable early insights into the transformative potential of hands-on teacher leadership training, including:

- **Teacher leaders can immediately boost student learning in their schools.** Some 70 percent of ELP participants achieved notable gains in student achievement across classrooms they supervised during their training year.
- **Teacher leaders can quickly develop and apply critical leadership skills.** ELP participants made significant, measurable gains on high-impact skills, such as using data to strengthen instruction and coaching teachers to improve.
- **Teacher leaders can fill gaps in the leadership pipeline.** After one year of training, 80 percent of ELP participants who were accepted to a principal apprenticeship met proficiency standards on key leadership skills.

This paper describes ELP and these findings in greater detail. In addition, we offer several recommendations for principals, policymakers and district and charter leaders based on our experience. They include:

- **Policymakers** should remove barriers to incremental leadership development activities and ensure professional development funds can support both teacher leadership training and ongoing support.
- **District and charter leaders** should encourage supervisors to guide principals to build leadership capacity at their schools, provide high-quality training and support to teacher leaders and secure opportunities to bolster teacher leadership in collective bargaining conversations.
- **Principals** should strategically share responsibilities among a strong and diverse instructional leadership team, and provide meaningful feedback to enable teacher leaders to develop the skills needed to effectively manage new leadership responsibilities.

To be sure, we are at the outset of this work, and our teacher leadership training practices continue to evolve. We are sharing our experiences now in hopes of informing a critical conversation about developing diverse sources of leadership at schools across the country.

The need is urgent, particularly as teachers and students work to achieve rising academic expectations, such as Common Core and similarly rigorous college and career readiness standards. Teachers are uniquely positioned to build a collaborative instructional team and lead their colleagues and students to academic success.

With the right training and support, we can tap their potential.

BACKGROUND

THE NEED FOR EFFECTIVE TEACHER LEADERSHIP

“I was mentored, and now as a teacher leader, I am paying that forward. That’s the way that education is going to grow. If we are willing and able to take what someone has given us and share it with the next individual, then everybody becomes strong.”

ELP Participant and Teacher Leader, New Orleans

Since our founding in 2000, New Leaders has trained nearly 1,000 principals to lead schools in high-need communities. We expanded our focus to include teacher leadership in 2011, when we launched ELP. In all, we have trained about 2,000 school and teacher leaders who reach 450,000 students annually.

Our work is motivated by the strong link between effective school leaders and student success. Teacher and principal effectiveness are the two most significant school-based factors contributing to student achievement, and principal effectiveness alone accounts for 25 percent.⁸ School leaders have an important multiplier effect, because they influence many teachers, who in turn influence many more students. With the right skills and support, strong leaders can transform schools.

We’ve seen this firsthand. A recent study of New Leaders by the RAND Corporation found that schools led by principals we trained experienced outsized gains in student achievement (*Figure 1*). Those principals were also more likely to continue working in the schools that need them most (*Figure 2*).⁹

8 Seashore Louis et al. (2010). *Investigating the links to improved student learning*. Center for Applied Research and Educational Improvement, University of Minnesota, and the Ontario Institute for Studies in Education, University of Toronto. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx>

9 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

FIGURE 1
IMPACT ON
STUDENT
ACHIEVEMENT
BY NEW
LEADER
PRINCIPALS

Students attending schools helmed by New Leaders outperform their peers specifically because they have a New Leader principal—and the results are statistically significant, the gold standard in research.

District highlights include:

Oakland Unified School District

Students attending a K-8 New Leader-led school had a 3.6% rank increase in math and a 3% rank increase in reading.



Baltimore

Students attending a New Leader-led high school had nearly a 5% rank increase in both math and reading.

Washington DC

Students attending a New Leader-led High School had nearly a 10% rank increase in math.

Elementary results are for at least three years of exposure to a New Leader principal; secondary results are for attending a school with a New Leader with at least 3 years tenure. All results are based on average impact of the first 10 cohorts of New Leaders on student achievement.

Source: Gates, Susan M., 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.

These successes inspired us to explore the potential of hands-on leadership training for other educators in the building, including teachers, instructional coaches and assistant principals. Not only do we believe these diverse professionals can and must serve as members of strong leadership teams, but we have seen how such shared leadership can address particular challenges faced by high-need schools. These include:

Principals can't do it all on their own.

The responsibilities of principals have mushroomed in recent years, with a renewed focus on instructional leadership to meet rigorous academic standards alongside the administrative duties principals have long said distract them from focusing adequate time on instructional priorities. With 75 percent of principals reporting the job has become too complex,¹⁰ strong schools need thriving leadership teams to effectively manage vastly expanded school leadership responsibilities. Such teams naturally include teacher leaders with diverse content expertise, and assistant principals capable of stepping up as true instructional leaders.

Teachers want to advance while staying close to the classroom.

Meanwhile, the traditional teacher's role has barely budged. For the most part, teachers have two options if they wish to stay in the field: remain in the classroom doing much the same job until retirement, or move into administration and leave teaching behind.¹¹ These inflexible pathways are unsatisfactory to many teachers.¹² In the most recent MetLife survey, 84 percent of teachers said they were either “not very” or “not at all” interested in becoming a principal. However, nearly 25 percent were interested in a hybrid role combining teaching and some sort of leadership position.¹³

10 MetLife, Inc. (2013). *The MetLife survey of the American teacher: Challenges for school leadership*. New York, NY: Metropolitan Life Insurance Company. Retrieved from <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>

11 For more, see Natale, C. F., Gaddis, L., Bassett, K., & McKnight, K. (2013). *Creating sustainable teacher career pathways: A 21st century imperative*, a joint publication of Pearson & National Network of State Teachers of the Year. Retrieved from http://researchnetwork.pearson.com/wp-content/uploads/CSTCP_21CI_pk_final_WEB1.pdf

12 Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1-36.

13 MetLife, Inc. (2013). *The MetLife survey of the American teacher: Challenges for school leadership*. New York, NY: Metropolitan Life Insurance Company. Retrieved from <https://www.metlife.com/assets/cao/foundation/MetLife-Teacher-Survey-2012.pdf>

FIGURE 2

NEW LEADERS-TRAINED PRINCIPALS STAY ON THE JOB

New Leaders-trained principals stay on the job longer than their traditionally trained peers, on average.



Data is based on all principals trained by New Leaders from 2006 to 2013.

Source: Gates, Susan M. 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.

High-need schools must retain teaching talent.

As much as teachers want to stay in the classroom, high-need schools want and need to keep them even more. However, the best-prepared teachers are also the most likely to leave high-need schools and the profession.¹⁴ High rates of turnover threaten school stability and mean low-income students are more likely to be taught by inexperienced teachers.¹⁵ A range of factors contribute to teacher turnover, including poor working conditions, weak school leadership and lack of teacher participation in decision-making.¹⁶ Significantly, more than half of teachers leaving the profession cite a lack of advancement and desire for more authority over their work as influencing their decisions.¹⁷ Improving school leadership conditions and creating diverse pathways for teachers to grow their careers can reverse this trend.

Great teaching does not automatically translate into great leadership.

When principals see a teacher getting great results for students, they often move her into a leadership role in hopes that she can guide her colleagues to similar outcomes. But the skills that make someone a good teacher do not guarantee she can help adult colleagues improve. Supporting changes in colleagues' instructional practice requires not only content knowledge, but skills that motivate and facilitate adult learning.¹⁸ In surveys, principals and teachers reported that a reading coach's ability to work with adult learners was more important, or as important, as her content or pedagogical expertise.¹⁹

14 Podgursky, M., Monroe, R., & Watson, D. (2004). *The academic quality of public school teachers: An analysis of entry and exit behavior*. *Economics of Education Review*, 23(5), 507-518.

15 Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The schools teachers leave: Teacher mobility in Chicago public schools*. Chicago: Consortium on Chicago School Research, University of Chicago. Retrieved from https://csr.uchicago.edu/sites/default/files/publications/CCSR_Teacher_Mobility.pdf

16 Ingersoll, R. M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

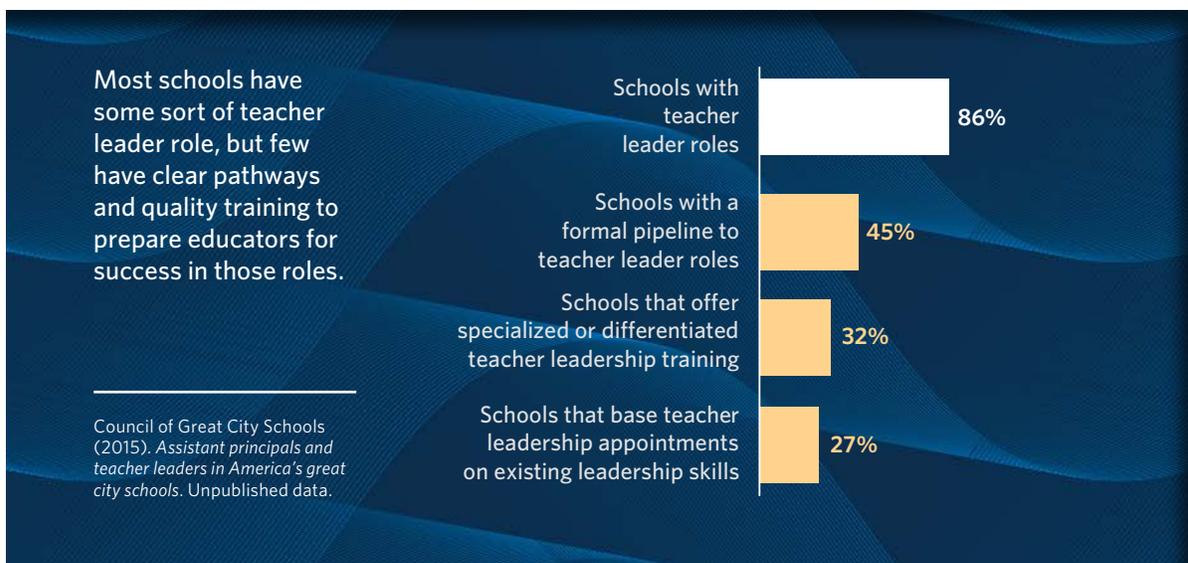
17 Marvel, J., Lyter, D. M., Peltola, P., Strizek, G. A., & Morton, B. A. (2006). *Teacher attrition and mobility: Results from the 2004-05 teacher follow-up survey* (NCES 2007-307). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved from <http://nces.ed.gov/pubs2007/2007307.pdf>

18 Firestone, W. A., & Martinez, M. C. (2007). Districts, teacher leaders, and distributed leadership: Changing instructional practice. *Leadership and Policy in Schools*, 6(1), 3-35.

19 Marsh, J. A., McCombs, J. S., & Martorell, F. (2012). Reading coach quality: Findings from Florida middle schools. *Literacy Research and Instruction*, 51(1), 1-26.

20 For example, one study found that 61 percent of superintendents in large urban districts report "at least a somewhat serious shortage of principals." Farkas et al. (2001). *Trying to stay ahead of the game*. Retrieved from http://www.publicagenda.org/files/ahead_of_the_game.pdf

FIGURE 3
INADEQUATE TRAINING FOR TEACHER LEADERS IN URBAN SCHOOLS, 2012-13



Districts and schools need a more diverse, stable source of leadership.

Gaps in the school leadership pipeline are well documented.²⁰ Those gaps are made more painful by high rates of churn among principals, half of whom are not retained after their third year on the job.²¹ Most teachers do not want to pursue leadership roles; discouraging factors include perceptions of overly burdensome paperwork and distance from students.²² In addition, many assistant principals and instructional coaches never received high-quality training to develop them into the effective instructional leaders they aspire to be.²³ Together, these trends make leadership an all-or-nothing role, compromising instructional continuity and negatively affecting student achievement.²⁴

These challenges will sound familiar to most people working in high-need schools, even though many of those schools have had teacher leader roles in place for years. But there remain few examples of teacher leadership development done right, where future leaders are cultivated for well-considered

responsibilities and supported to master the skills to manage those new responsibilities effectively. One recent survey conducted by the Council of Great City Schools found that 86 percent of its member schools had teacher leader roles, but only 32 percent offer teacher leadership training. Even fewer schools—27 percent—appoint teacher leaders based on existing leadership skills (*Figure 3*).

If the point of teacher leadership is to improve teaching and learning, thrusting high-performing teachers into teacher leader roles without training does a double disservice. It takes teaching time away from the educators best prepared to accelerate student learning, and then handicaps their potential to lead colleagues to similar successes by failing to equip them with the skills they need.

We have seen how hands-on training can help. With practice, feedback, reflection and supported opportunities to grow, teacher leaders can develop key adult and instructional leadership skills, to apply their classroom expertise and lead colleagues—and their students—to excellence.

21 School Leaders Network (2014). *Churn: The high cost of principal turnover*. Retrieved from https://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf

22 Hancock, D. R., Black, T., & Bird, J. J. (2006). A study of factors that influence teachers to become school administrators. *Journal of Educational Research & Policy Studies*, 6(1), 91-105.

23 Council of Great City Schools (2015). *Assistant principals and teacher leaders in America's great city schools*. Unpublished data.

24 School Leaders Network (2014). *Churn: The high cost of principal turnover*. Retrieved from https://connectleadsucceed.org/sites/default/files/principal_turnover_cost.pdf



“Emerging Leaders was more than PD; it became real. It wasn’t just that you sat there for six hours and then you left, and maybe you come back a few months later. We met on a regular basis, did projects and had coaching and time to improve along the way. There was detailed feedback, and a rubric to follow... And at the end of the year, we had gains.”

ELP Participant and Dean of Students, Charlotte

ELP is a skills-focused, job-embedded leadership training program for teacher leaders, instructional coaches and assistant principals. We designed the program to minimize theoretical study and to emphasize integrating purposeful leadership practice into participants' daily work at school.

We assign each participant a director who provides expert coaching that helps customize the program to build on participants' daily duties and address unique local challenges. Participants are given job-embedded activities as assignments, such as providing feedback on instruction, leading a team meeting to review student data or having a difficult conversation to help a colleague understand where they need to grow. Participants capture these interactions on video, get feedback from their director, and review and reflect on the recording together with fellow participants. Throughout the training year, participants practice, review, refine and practice again, emphasizing the high-impact skills that we've seen our successful principal apprentices master over the years.

Along the way, we have continually refined our training to smooth implementation and enhance positive outcomes. We are sharing these refinements to candidly detail our efforts and discoveries, and to hopefully inspire others in our field to do the same.

Selection

ELP participants bring diverse strengths and areas of expertise. They are selected based on their current successes and clear potential to develop into effective leaders in the future. To date, we have trained 1,000 educators through ELP (*Figure 4*).

Because ELP is a job-embedded program, we collaborate with principals long before training begins. Together, we identify local leadership needs and seek nominations for candidates with the expertise and potential to grow quickly to address those challenges.

We work to ensure candidates will have clear, appropriate leadership responsibilities at their schools throughout the training year and beyond. In particular, we want to ensure that all participants will have the opportunity to lead teams of teachers in their schools as a core component of their training.

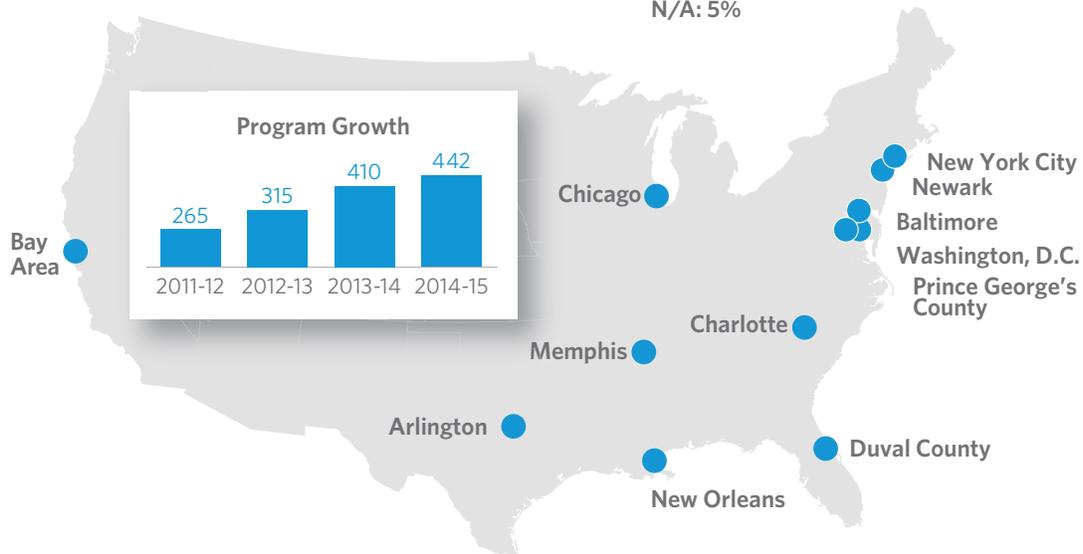
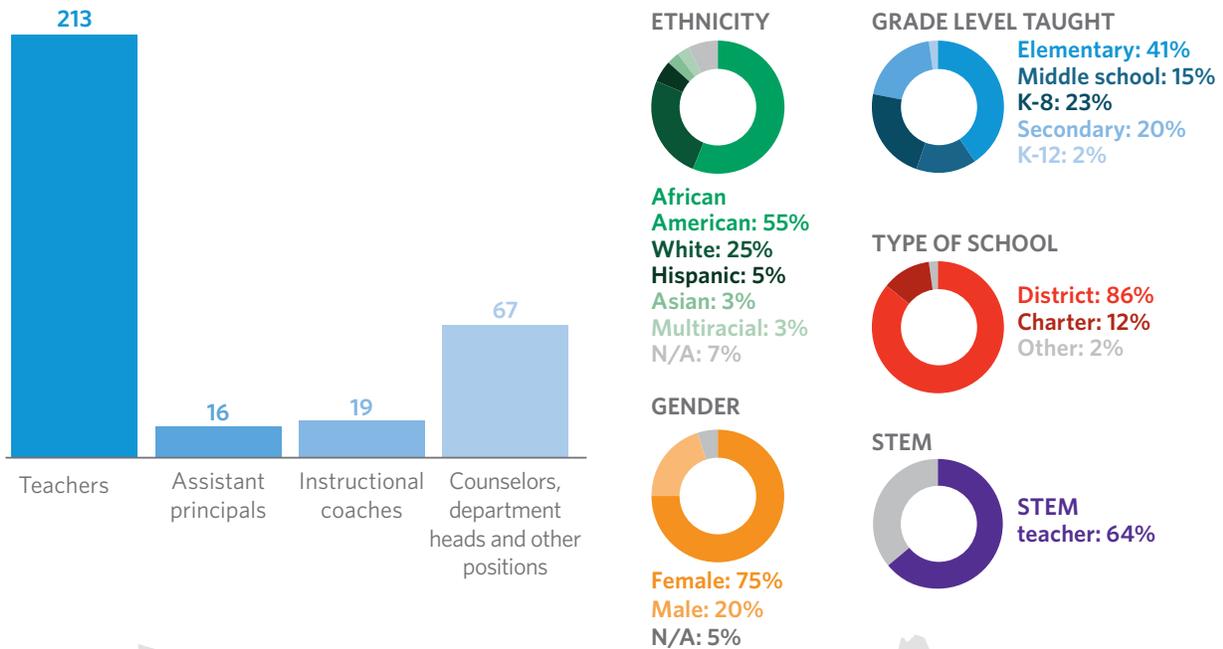


ELP: AN OVERVIEW

FIGURE 4
EMERGING LEADERS PROGRAM: OVERVIEW OF PARTICIPANTS

With a focus on teacher leadership, ELP helps schools build a pipeline of well-prepared leaders with diverse backgrounds and expertise.

During the 2012-13 school year, 315 participants nationwide included:



Enrollment data from the 2012-13 school year. Some percentages do not add to 100 due to incomplete demographic data.
 Source: New Leaders.

Candidates are recommended to apply by their principals, and may only enroll with their principal's commitment to the program. Admission is competitive. Even with a targeted nomination process, one-third of applicants ultimately do not meet our selection standards (*Figure 5*).

In the application portfolio, candidates submit a recommendation from their supervisor, case study and critique of a videotaped lesson, along with other evidence to demonstrate the following:

- Deep instructional knowledge
- A strong belief that *all* students can succeed in college and careers
- A track record of strong student achievement results
- The interpersonal skills to build trusting relationships with adults and students in diverse settings
- The desire and potential to influence adult behaviors
- Dedication to forging a school culture that cultivates persistence and love of learning among students
- The confidence to prioritize and problem solve appropriately when confronted with competing priorities

Skills

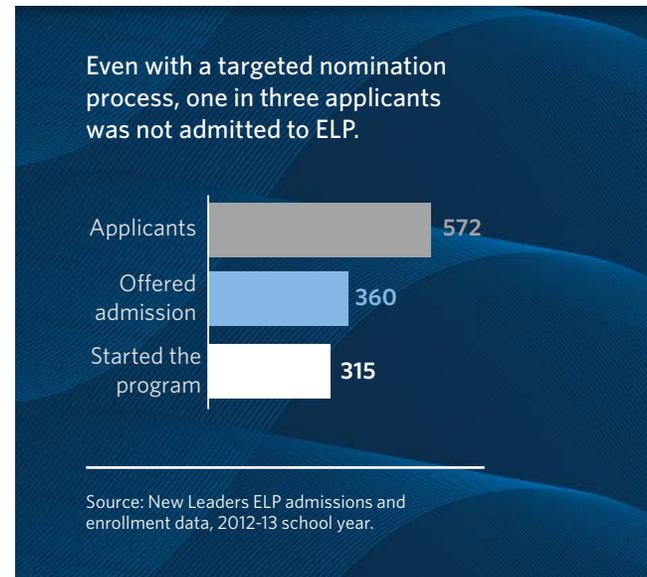
ELP standards are based on two hallmarks of successful school leadership: rigorous, data-driven instruction and achieving a shared vision of success. Throughout the training year, participants study and practice specific skills within four high-impact leadership domains:

- **Instructional Leadership**, including setting high expectations for all students, applying content expertise, leading data-driven instruction and coaching teachers.
- **Personal Leadership**, including receiving feedback and self-reflecting to continuously improve performance and instruction.
- **Culture Leadership**, including building expectations, systems and incentives to promote urgency and efficacy among adults to improve student achievement.
- **Adult Leadership**, including communicating skillfully, motivating a team, giving constructive feedback and facilitating effective meetings.

These domains stem from our Transformational Leadership Framework™, a set of critical leadership competencies that forms the basis of our principal training programs.²⁵ We developed the framework based on a comprehensive research review and visits to more than 100 rapidly improving schools serving low-income students. At those schools, expectations were high, the mission was clear and there were well-defined strategies in place for staff, students and families to follow in support of shared goals.

25 Desravines, J., & Fenton, B. (2015). *School leadership playbook: A field guide for dramatic improvement*. New York, NY: Jossey-Bass.

FIGURE 5
ELP ADMISSIONS, 2012-13



“They always say the top is lonely, but I don’t think [my principal] feels lonely. We all bear the same weight. And what I’ve learned from New Leaders is, we understand where our gaps are.”

ELP Participant and Assistant Principal, New York

Better Practice

INVEST PRINCIPALS IN SUPPORTING TRAINING

As a job-embedded training program, ELP coursework is designed to be integrated with participants' regular duties. This model calls on principals to prioritize participants' training opportunities—most importantly, the opportunity to supervise a team of teachers during the training year. Without strong buy-in, this structure can pose a challenge.

In exit surveys from the 2012-13 cohort, 13 percent of participants said they did not have sufficient opportunity to complete their on-site assignments. They attributed this challenge to scheduling issues, lack of administrative support and the inability to actually supervise a team as intended.

We have since become more specific in our communications with principals during the admissions process. Principals are now required to certify their commitment to the program before an accepted candidate enrolls. We ensure they understand what will be required of ELP participants. At the same time, we partner with principals to ensure that ELP participants' responsibilities are designed to meaningfully and immediately support the school's unique leadership priorities.

Structure

It's not just what our participants learn that matters. It's how they learn it.

ELP learning is grounded in real-world practice from the outset of the program. Participants do not sit and receive ideas about leadership, they engage in active practice and feedback until leadership strategies become second nature. Their coursework is threaded throughout their regular workday at school, with an additional 15 hours of ELP activities each month.

After a brief introductory seminar and data-driven instruction training, participants are immediately assigned leadership duties at their schools. They each supervise a team of 2 to 7 teachers, and must work to improve student achievement by year's end. They work with their teacher team to use data to diagnose students' strengths and weaknesses and set goals for growth. They lead data meetings, observe teachers, give one-on-one feedback, conduct professional development sessions and track progress toward their goals.

"I can be impactful to many children by influencing teachers. I love hearing from teachers that this technique or that activity was so helpful. I love stories of how things went from dark to light for teachers, and how that just turned around their classroom."

ELP Participant and
Dean of Students, Charlotte

FIGURE 6
**THE
LEARNING
CYCLE**



Better Practice

PRIORITIZE INSTRUCTIONAL LEADERSHIP SKILLS

The unprecedented challenges and opportunities presented by the introduction of Common Core and similarly rigorous academic standards have raised the bar for instructional leadership across the country. Like educators nationwide, our participants have found these changes daunting, particularly when curriculum updates outpaced training and support.

After taking a hard look at our program data, we found that 45 percent of admitted 2012-13 participants did not meet our proficiency standard for instructional leadership during the selection process, because their strengths in other leadership competencies masked relative weakness in this area. While this was due in part to the exceptionally high bar we had set in anticipation of rising academic standards, we believe that current and future challenges set by new college and career readiness standards make instructional leadership absolutely critical. Therefore, we opted for even greater focus on this area and built into our programs more opportunities to practice instructional leadership skills. Changes include:

- **Selection:** We refined our ELP selection process to give greater weight to applicants' instructional leadership skills. For example, we look closely for evidence of content expertise and the ability to assess and coach teacher performance toward rigorous instructional standards. We work hand-in-hand with our partners to design a selection model that advances local leadership pipeline priorities, whether that means focusing on candidates with STEM expertise or cultivating a diverse group of highly prepared future leaders.
- **Hands-on practice:** While this has always been a hallmark of our program, we will now spend more time developing instructional leadership—not only through practicing skills related to data-driven instruction, but also through focused mastery of content and teaching techniques. We are also building this priority into our commitment conversations with principals before training begins. We seek out school partners who share a sense of urgency around developing instructional practice, and principals must agree that ELP participants will be explicitly expected to lead teacher development and boost student achievement across the teacher team they supervise.

These shifts can also bolster leadership effectiveness of assistant principals and coaches in particular, who may lack the recent classroom experience to ground them in the specific challenges new standards pose. Our goal is to create multiple pathways toward a set of high leadership standards, so we can attract and support a diverse group of collaborative leaders.

To that end, we are also introducing a new training program to focus exclusively on instructional leadership. That program will launch in 2016 and will prepare teacher leaders and other instructional leaders to support their colleagues as they make the leap to new academic standards. Upon completion, participants may become teacher leaders in their schools or continue their leadership training in ELP the following year.

“It’s different from going and sitting in PD that you get that one time, and then there’s no one checking back to see if you need help. You get support, which you wouldn’t get in an in-service for one day.”

ELP Participant and Teacher Leader, New Orleans

Training focuses on 11 component skills, which are introduced monthly:

- Reflective Practice and Continuous Improvement
- Communication, Cultural Competence and Interpersonal Relationships
- Learning and Teaching—Pedagogy and Instructional Strategies
- Learning and Teaching—Data-Driven Instruction
- Vision and Mission
- Diagnostic and Strategic Planning
- Operational Systems and Structures Aligned to Vision and Mission
- Urgency around Improving Students’ Academic Performance
- Professional Development
- Leadership Development
- Performance Management

For each skill, ELP participants complete self-guided webinars, followed by in-person practice sessions with ELP directors and peers. Then, they practice the skills on the job and share their experiences with the group for reflection and feedback. Each learning cycle follows a six-step process, as with our principal programs (*Figure 6*).

ELP coursework is focused on real-life practice, as well. Rather than reading about leadership, participants practice leadership skills at school, applying these skills to improve instructional practice across teams of teachers and learning to win adult buy-in for their initiatives, both of which are critical skills for effective leadership.

They film their teacher meetings and coaching sessions, and then share and study those videos during meetings with their directors and in ELP group meetings so they can observe their practice alongside their peers and see exactly where they are succeeding and where they need to improve. Through this cycle of feedback and reflection, participants master specific techniques that lead to changes in adult behavior, such as creating a shared sense of urgency around improving student learning.

Assessment is based on four such assignments, along with three one-on-one meetings with a New Leaders director to track progress toward goals for student growth. Throughout all the assignments, participants submit written reflections on their ability to lead data-driven instruction, apply beliefs about student potential to achieve positive results and succeed at accelerating student achievement.

This structure provides ample opportunity for participants to practice what they’re learning in real school settings, while applying feedback from a supportive director and peers as they master the leadership skills that advance school improvement.

Training Example: Learning to Coach

Effective coaching is an important skill in a teacher leader’s toolkit. Here’s how participants in the ELP program learn, practice and master it.

Webinar: Walk through a self-guided webinar to gain an overview of the appropriate balance of inquiry versus advocacy approaches when coaching other teachers.

Guided Practice with Peers:

During an ELP cohort meeting, discuss strengths of various coaching methods, role-play with peers and share feedback on videos showing coaching practice by peers at school.

Deep Practice and Reflection:

Apply various coaching approaches on the job at school. Videotape these interactions for reflection and feedback.

Feedback and Reflection: Share video during the next in-person ELP session, and discuss reflection and feedback with peers and coach.

Repeated Practice and Reflection:

Apply feedback from the initial video to additional coaching sessions at school with teacher team. Videotape these interactions for further reflection and feedback. Repeat this step as needed.

Assessment: Formally submit a video of an at-school coaching session with a written reflection for measurement against program proficiency standards.

Better Practice

FOCUS ON BUILDING LEADERSHIP TEAMS

No one can be a truly transformative leader in isolation. Over 15 years training principals and in our ELP training, we've seen first-hand the value of collaboration and strong school cultures. Transforming schools requires multiple strong leaders working together toward a shared vision of student and school success.

When we first implemented ELP, we saw missed opportunities for our participants to effectively lead improvement at their schools. For example, principals would sometimes make school-wide decisions without tapping teacher leaders' classroom and content expertise. Not only would the principal miss out on an important perspective, but the teacher leader would miss the experience of being part of a strong leadership team in which key leadership practices are routinely modeled and practiced. At the same time, we saw examples of effective collaboration on ELP participants' teacher teams, who collectively achieved strong results, including gains in student achievement.

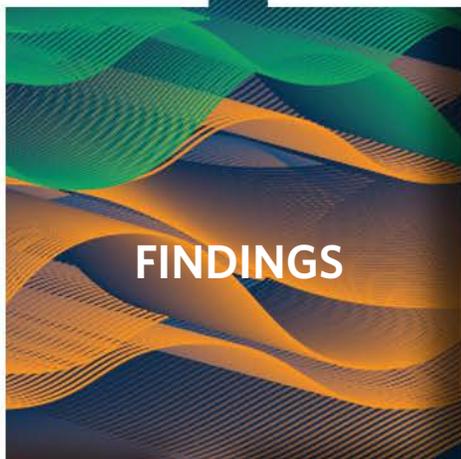
We realized that it was not sufficient to develop teacher leaders alone, so we launched a new program to foster thriving school leadership teams. We work hand-in-hand with principals to identify educators with clear potential to be effective leaders. Then, we help the team collectively develop the skills and practices that exemplify a strong culture of shared leadership. This allows principals to strengthen their instructional leadership impact by sharing responsibilities with colleagues who bring complementary strengths to the table.

Such teams can help principals, assistant principals and teacher leaders right-size their roles while creating a more vibrant learning environment for students. Effective teacher leaders can step up to assume substantive responsibilities that capitalize on their expertise and keep them engaged and excited about their work. Principals can count on strong partners to help shoulder an often overwhelming workload, allowing them to focus on their own core strengths and instructional leadership priorities. And educators across an entire school benefit from professional development that is not merely job-embedded but seamlessly integrated into daily teaching and learning.

"We have common language, we all respect each other's ability to make decisions."

Principal, New York

For a more detailed overview of ELP, including program model, research methods, findings and design recommendations for preparation providers and districts, please see our companion report, *The Research Behind Untapped: An Evaluation of New Leaders' Emerging Leaders Program*.



We conduct rigorous program evaluations each year to assess the effectiveness of ELP and continually fine tune our approach. The data that is the focus of this report is from 2012-13.²⁶

Our goal is not only to bolster the potential impact of teacher leaders, but to ensure that our job-embedded training model is effective in developing successful instructional coaches and assistant principals. In fact, our partner districts are increasingly turning to ELP to ensure that those latter groups of educators are prepared to lead their colleagues to meet the demands of rising academic standards.

We found that just one year of active, ongoing leadership training has an immediate effect on student learning and teacher development, and it quickly develops participants to share leadership at their schools—both in the short- and long-term.

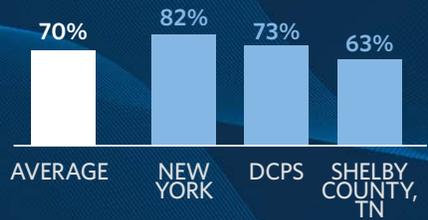
²⁶ Findings are based on our internal evaluation study of the second cohort of ELP, who participated during the 2012-13 school year. Our research was funded by a 5-year federal Investing in Innovation (i3) grant, which is also supporting a longitudinal evaluation by the RAND Corporation, to be completed in 2017. That study will examine the impact on student achievement by ELP participants who also complete New Leaders' Aspiring Principals Program (APP). For a more detailed description of our research methods, see our 2015 report "The Research Behind *Untapped: An Evaluation of New Leaders' Emerging Leaders Program*."

FIGURE 7

ELP PARTICIPANTS' EFFECT ON STUDENT ACHIEVEMENT, 2013-14

Students who were supported by ELP participants and their teacher teams did better on annual state tests in math and reading.

Percentage of ELP participants who supervised grades and subjects where more students met proficiency standards



Percentages of ELP participants who saw increases in the percentages of students scoring proficient on at least one of the grades or subjects they affected, based on student proficiency rates on 2012-13 and 2013-14 exams. Based on three cities where data was available. We have not included the New Orleans breakout due to small sample size.

Source: New Leaders.

FINDING 1

Teacher leaders can immediately boost student learning in their schools.

While ELP is only a few years old, early results show that with high-quality training, teacher leaders can quickly improve achievement among broad groups of students at their schools. Among ELP participants for whom we had complete data, 70 percent led their teacher teams to deliver gains in student performance on annual statewide tests in at least one of the grades or subjects they influenced during their training year (*Figure 7*).²⁷

These outcomes are particularly notable given their immediacy and the diversity of the exams, subjects and schools involved.²⁸ No matter where teacher leaders applied their new skills, they helped students improve right away—even as they were working toward full mastery of core leadership skills.

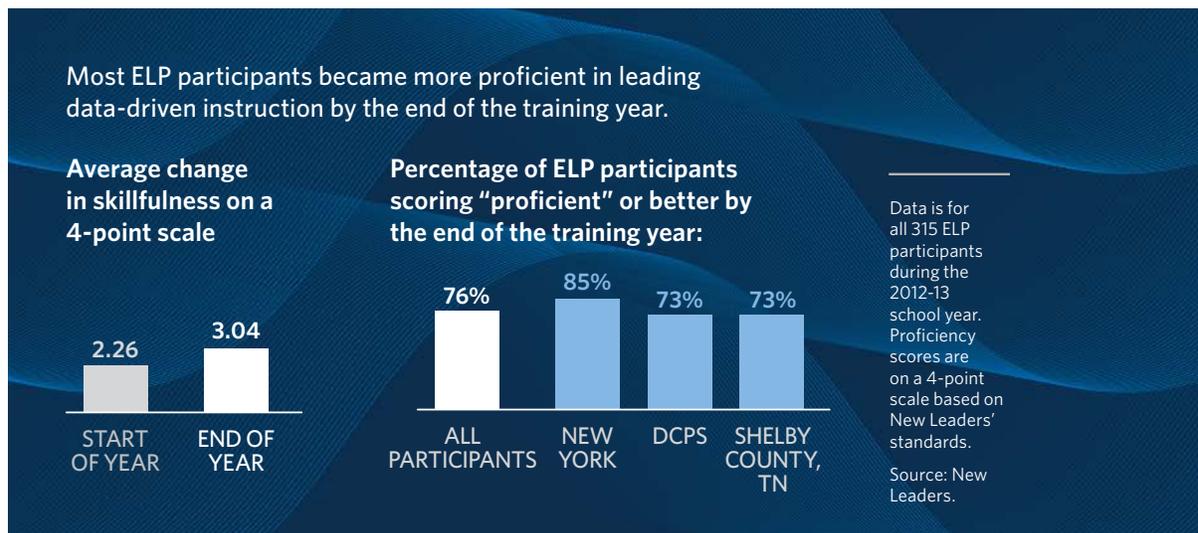
We believe there is great potential for even more rapid student progress with our increased focus on instructional leadership skills and introduction of a standalone instructional leadership program. Subsequent data collections will evaluate the effectiveness of that new program as well as the changes to our existing model.

More than 96 percent of participants said they gained skills to deliver dramatic gains in student achievement.

²⁷ Student achievement findings are based on 2013-14 program data. For details, see the Technical Appendix.

²⁸ This analysis draws on evidence from four cities—New York City, Washington, D.C., Memphis, TN and New Orleans—where state assessment data was available.

FIGURE 8
GROWTH IN DATA-DRIVEN INSTRUCTION SKILLS, ELP PARTICIPANTS, 2012-13



FINDING 2

Teacher leaders can quickly develop and apply critical leadership skills.

By assessing progress and gathering feedback from participants and the supervisors and teachers who collaborated with them during the training year, we saw just how quickly well-prepared educators can make the leap to share leadership in their schools.

We measured participants' ability to demonstrate proficiency on 11 key leadership concepts and skills, tracking progress on a four-point rubric developed for ELP. Scores were based on performance demonstrated by:

- Four formal assignments—videotaped interactions at school with deep reflection on practice.
- Setting student achievement goals and monitoring student progress toward those goals, supported by one-on-one meetings with a New Leaders director to discuss goals, student achievement and strategies to improve.
- A survey of skills related to data-driven instruction and leadership knowledge.

By the end of the program, participants grew more skillful in all 11 areas of training. More than half met our proficiency standard on at least 8 of the 11 skills, with especially high rates of proficiency in reflective practice and continuous improvement, professional development and interpersonal relationships. Three out of four participants grew proficient in leading data-driven instruction, meaning that they mastered the critical skill of coaching colleagues to analyze student data, set better goals and use that information to improve their teaching (*Figure 8*).

In addition to showing progress along our rubric, we wanted to know whether participants felt and were perceived as more skillful by their supervisors and teacher teams. We asked supervisors and teachers to complete end-of-year surveys rating each ELP participant's leadership skills and ability to accelerate school improvement. And we surveyed participants throughout the year about their perceived skillfulness.

Among supervisors, 85 percent of survey respondents agreed that ELP participants led student gains, demonstrated growth in leadership capacity, helped their teams deliver data-driven instruction and built a culture of achievement.

Among teachers supervised by ELP participants, more than 96 percent agreed that they were hardworking and expressed high expectations for student achievement, and 86 percent agreed they offered helpful feedback and instructional strategies.

These ratings were reflected in ELP participants' own assessments of their progress, as well. More than 96 percent said they gained skills to deliver dramatic gains in student achievement, use data-driven instruction, provide feedback and have difficult conversations. Tracking our other findings, participants felt somewhat less capable of providing instructional strategies to their teacher teams, with 89 percent perceiving growth at mid-year. By the end of the year, that increased to 95 percent.

This rapid progress reveals a clear opportunity to accelerate growth by practicing and developing shared leadership, even in the most challenging school environments. By giving teachers supported, concrete opportunities to lead, they can quickly master the high-impact skills that accelerate school improvement.

FIGURE 9

ELP PARTICIPANTS ACCEPTED TO PRINCIPAL TRAINING, 2012-13

About 40 percent of ELP participants were immediately invited to our principal apprenticeship program upon completing training.



Number of ELP participants offered acceptance to the Aspiring Principals Program (APP).

Source: New Leaders.

FIGURE 10

MOST VALUABLE LEADERSHIP PRACTICE

For principals, job-embedded practice and mentorship are far more important than academic study about school leadership.

Principals' responses to "What was the most valuable in preparing you for your current position?"



Percentages based on responses to a national mail survey completed by 925 school principals. One percent of respondents replied "not sure."

Source: Public Agenda. Rolling Up Their Sleeves, 2003.

FINDING 3

Teacher leaders can fill critical gaps in the leadership pipeline.

While teacher leadership can deliver an immediate positive impact on student learning, such roles have important longer-term benefits as well. They can shore up the leadership pipeline, creating important stability and a ready source of prepared leaders to step into administrative roles as needed. Not every ELP participant wants to step up toward a principal position directly after completing the one-year training program—some want to continue building skills and gaining experience, while others prefer to remain in classroom-centered leadership roles long-term. Still, about 40 percent of participants were immediately invited to our highly selective principal apprenticeship program, the Aspiring Principal Program, or APP (Figure 9).

ELP participants who earned entry to APP also had a significant head start: at the outset of that program, 80 percent met our proficiency standards for teacher leaders

on 10 of the 11 key leadership skills common to both programs. While the specific application of these skills is different for aspiring principals than it is for teacher leaders, the core concepts and strategies are similar.

In short, ELP provided participants who continued their training with the sorts of experiences that superintendents and principals cite as an important foundation for success as a new school leader, whether participants immediately stepped toward a principal position or sought to continue building skills and gaining leadership experience in other key school and district roles (Figure 10).²⁹

We are inspired by the potential for such preparedness to spur improvement at the schools where we work. Experienced leaders who build skills incrementally through training in real school settings are in a strong position to hit the ground running on day one as principals.

29 Farkas, S., Johnson, J., & Duffett, A. (2003). *Rolling up their sleeves: Superintendents and principals talk about what's needed to fix schools*. New York, NY: Public Agenda. Retrieved from http://www.publicagenda.org/files/rolling_up_their_sleeves.pdf

Across the education field, we find unusual consensus that teacher leaders are key to accelerating school improvement and equally wide agreement that collectively, we are not providing the training and support needed to tap that potential.

By sharing our experiences, we hope to spur long-overdue changes in policy and practice that enable us to build on recent momentum around this issue and finally fulfill the promise of teacher leadership. We also hope this paper will serve as a springboard for new conversations, more collaboration and even deeper insights for our organization and the field.



RECOMMENDATIONS

Recommendations for District and Charter Leaders

Teacher leadership sounds like an easy win—but as we've seen, in practice it needs careful planning and support. Education leaders can help schools avoid common pitfalls in these ways:

Apply talent management practices to teacher leadership.

- Encourage principals to collaborate and create teacher leadership pipelines, so effective teachers with clear potential to lead other adults can build skills over time.
- Promote collaboration among principals to share best practices for building strong leadership pipelines, including by convening meetings or establishing cohort groups.

Expand pathways to teacher leadership positions.

- Work with principals to identify current and future needs for particular skills and expertise at the school and district level.
- Support principals to provide incremental, job-embedded development opportunities for aspiring teacher leaders.

Guide supervisors to support meaningful teacher leadership development by school principals.

- Provide high-quality professional development and ongoing support for principals to build leadership culture and staff capacity.
- Require principals to include opportunities for teacher leaders to practice and receive feedback on specific leadership strategies as part of existing professional development plans.

Ensure that professional development supports growth in teacher leadership.

- Provide professional development around new academic standards that includes a focus on teacher collaboration and leadership.
- Choose high-quality training that empowers and supports teacher leaders to model and coach colleagues' instruction.

Establish up front that collectively bargained agreements need to support teacher leadership.

- Build awareness and interest among school staff to pursue leadership responsibilities.
- Define and secure appropriate flexibility for teachers to assume meaningful leadership responsibilities.
- Establish and communicate clear expectations for teachers as they take on leadership roles and design professional development specifically to cultivate skills aligned with their new responsibilities.

Share best practices for leadership training and practice.

- Reach out to district and network leaders with similar leadership goals, and share experiences and lessons learned at conferences, in journals, or in virtual communities and platforms.

Recommendations for Policymakers

Policymakers are in a unique position to promote teacher leadership, and should take the following steps to create conditions that support the development of high-impact teacher leaders:

Remove barriers that prevent teachers and other staff from being able to take on incremental leadership responsibilities.

- For example, amend rules that exclusively permit administrators to formally observe and coach teachers, so teacher leaders or other staff with hybridized responsibilities can provide meaningful instructional leadership support and, where appropriate, contribute to principals' evaluations of colleagues' performance.

Adopt policies that empower principals to identify and support teacher leadership.

- For example, adopt rules that give principals balanced autonomy, a careful mix of district support and school-level control over hiring, budgeting and scheduling decisions, in order to recruit and promote teachers ready to lead and formally encourage collaboration among teachers and other staff members as part of regular school operations.

Ensure that professional development and other funds can support high-quality, job-embedded teacher leadership training.

- For example, support funding for teacher leadership development, or encourage better use of existing funds by providing guidance or technical assistance to focus those funds on proven approaches to leadership training.

Build systems to help principals manage and support teacher leader development in a way that reflects the full scope of their influence, both on the students in their classrooms and students in other classrooms they support.

- For example, support states and districts with coherent plans for evaluation and support systems that include clear, aligned goals for teachers, teacher leaders and principals that collectively lead to improved student outcomes.

Create incentives for districts and charter management organizations to create shared leadership structures.

- For example, encourage principals to build the leadership capacity of their staff and cultivate a school culture that supports and promotes shared leadership. Strategies to accomplish this might include incentivizing explicit school-level goals for sharing leadership responsibilities and offering appropriate training and support.

Call on teachers and school leaders to ensure policy proposals are in line with their expectations for leadership development and success.

- For example, convene teacher working groups around critical questions, such as establishing shared expectations for what effective teacher leaders should know and be able to achieve, and give these perspectives fair weight in the policy conversation.

Recommendations for Principals

Principals have a good deal to gain by creating opportunities to share leadership at their schools. In order to support effective teacher leadership, they should:

Prioritize shared leadership as a critical strategy for school improvement.

- For example, set a time bound goal to collaborate in a key area of responsibility, such as teacher coaching, operations or accelerating student achievement in a particular subject or grade.

Assess individual potential to share leadership responsibilities.

- For example, look for evidence that individual staff members can set and exemplify high expectations for all, earn respect and trust among colleagues, navigate difficult conversations and lead their colleagues to better teaching and learning.
- Be strategic when tapping educators to take on leadership responsibilities, selecting candidates with a strong track record in the classroom and the disposition to lead other adults to similar success.

Inventory current and future leadership needs at their schools, including specialized expertise to meet challenges set by new academic standards.

- For example, create a school needs assessment or have a structured conversation with a supervisor to specify particular gaps in leadership capacity.

Define potential shared leadership responsibilities based on school needs and the diverse strengths and specialized expertise among school staff.

- For example, draft a potential playbook to match various, discrete responsibilities with current or potential staff capacity.

Support targeted opportunities for staff to develop leadership skills.

- For example, develop incremental, job-embedded opportunities for aspiring teacher leaders to road-test their skills, hear feedback on their performance and receive professional development and training that supports those skills.

Set specific impact goals for teacher leaders' work as leaders.

- Clearly communicate your expectations for teachers as they take on new leadership responsibilities and offer regular feedback to help them meet those expectations.
- For example, entrust teacher leaders with meaningful, goal-driven responsibilities to lead a team and move colleagues toward instructional excellence, and track progress toward those goals.

Anywhere you look at Expeditionary Learning School for Community Leaders in Brooklyn, New York, you're likely to spot a teacher leader. Fully one-third of staff is on the school leadership team, which meets twice a month to dig into challenges and set a course to overcome them.

"One thing that New Leaders did really well is a strong focus on not only helping build me as a leader, but helping me build the capacity of other leaders in my school," said Principal David O'Hara, who was trained through New Leaders' Aspiring Principals Program. "I believe we have a really strong school culture of very high expectations and high support at the same time."

That twin approach has transformed Expeditionary Learning School. When O'Hara joined as principal in 2011, the school had a 37 percent graduation rate, and just two of 50 seniors were on track to graduate. That year, he instituted new college-bound expectations for all, upgraded instruction and instituted a shared leadership approach, and 56 percent of students graduated on schedule. Since then, graduation rates have risen rapidly, reaching a remarkable 84 percent in 2014, with 100 percent of those graduates accepted to college.

A thoughtful, job-embedded approach to developing teacher leaders is a cornerstone of the school's turnaround, with educators empowered to lead one another to success with their students. They practice inter-visitation, where colleagues observe one another's classes and share best practices to further their professional development. They facilitate professional learning sessions, which helps to define them as leaders and capitalizes on their unique expertise to support one another's development to meet classroom challenges. And, as part of the school's state-sanctioned alternative teacher evaluation system, teacher leaders review their colleagues' portfolios.

Teachers acknowledged that initially, some were nervous about having other teachers in their classrooms.

"But it's a reinforcing cycle," said Kevin Mears, a tenth-grade team leader. "The feedback I received was so valuable that I wanted it to keep happening."

They also said they felt energized by the dynamic leadership structure at their school, and the room such structure gives them to grow.

What Works: Taking Time to Develop Teacher Leaders

"Teaching and leading are different skill sets, and distributed leadership helps develop some of those skills," said Rachel Madris, an instructional guide and eleventh- and twelfth-grade team leader. "It's also an added intellectual challenge. I enjoy thinking about how adult learning is the same and different than kid learning. It forces you to be self-reflective."

Developing leadership skills among a diverse group of staff is a continual process, said O'Hara. Aspiring teacher leaders are entrusted with a small set of leadership duties and strong support; then, as they grow more skillful, they gradually assume more responsibility.

"It's really hard to teach people to be teacher leaders," O'Hara explained. "It takes time."

For example, to prepare staff for new evaluations, the school initiated "lesson studies" within departments, where a variety of teachers and leaders worked in small groups to co-develop a lesson and then observed each other implementing the plan. Such collaboration helped them develop the ability to build trust among adults and discuss challenges with clarity and candor.

Sharing these responsibilities among so many staff members is also complex. But having a strong set of shared values and common language helps streamline decision-making, said Assistant Principal Bethany O'Shea, who completed ELP in 2013 and continued her training as an Aspiring Principal Program resident at the school.

"For example, if I say teacher collaboration is important, have I created a schedule to enable collaboration?" she said. "Have I set aside funds so teachers can meet after school if needed? Have I done everything to ensure they can learn and grow together?"

For O'Shea, the training she received during ELP was critical.

"I learned to identify and focus on my intentions, and analyze how I'm actually coming across to others," she said. "Watching a videotape of myself with colleagues who provided feedback, they would ask, 'Did you notice this about yourself?' or say things like, 'I understand you're trying to come across this way, but some might see it this way.'"

"I learned adaptive leadership moves, and how to ask probing questions," she said. "A lot of the transformative experience was through that reflection."

"I have a lot to learn still, but I have the language to talk about these challenges," she said. "ELP enabled me to think through and discuss leadership in a bigger, more general way. What do good leaders do? And what don't they do? And how do you think reflectively about the things you say or do—as a teacher, leader or individual?"

TECHNICAL APPENDIX

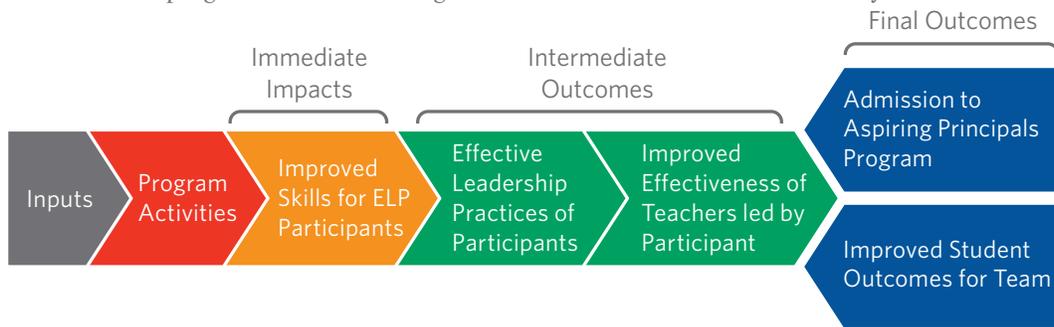
To determine whether the Emerging Leaders Program meets its objectives of increasing the knowledge and skills of educators to serve as teacher leaders, New Leaders regularly conducts program evaluation studies. These studies provide insight into program effectiveness and identify areas for improvement.

This report presents findings from an evaluation study of the second cohort of ELP, who participated during the 2012-13 school year. We are publishing these findings to share our early experiences, and to inform the conversation and improve teacher leadership training practices across the field.

The evaluation includes data from all 582 applicants and 315 participants during the 2012-13 school year, as well as some data from 60 participants from the 2013-14 school year. The data are also part of a rigorous longitudinal evaluation being conducted by the RAND Corporation, as part of the New Leaders' federal i3 grant. Results from that full study, which will include more detailed analysis of the ELP participants' impact on student achievement, will be available in 2017.

Methodology

We followed a program evaluation design to examine the merits of ELP's theory of action:



The study is designed to answer the following research questions:

- To what extent was ELP implemented with fidelity?
- To what extent did the program improve teacher learning and effectiveness?
- To what extent did the program advance student learning?
- What factors contributed to smooth implementation and positive results?

To answer these questions, we focused on four areas: implementation of the program, and participants' skill development, evidence of strong leadership practices and admissions into our principal apprenticeship program. When available, data were compared across points in time (e.g., scored assessment and survey responses at the mid-year and end-of-year points).

We reviewed several sources of data to assess those areas, including:

Program Information

- Admissions, enrollment and attendance data
- Formal reflection and feedback from New Leaders staff on program implementation
- Program artifacts, documents and meetings notes

Survey Results

- Participants' perceptions of overall program quality (mid-year and end-of-year) and feedback on in-person sessions and webinars
- Supervised teachers' perceptions of participants' performance and impact
- Principals' perceptions of ELP and participants' performance and growth

Performance Measures

- Videotaped in-school exercises on target skills, scored on a four-point rubric
- Scored progress against S.M.A.R.T. goals
- Participation in one-on-one "learning meetings" with New Leaders directors, where growth in target skills is discussed and scored on a four-point rubric
- Two rounds of written assessments of participants' beliefs and knowledge of data-driven instruction and ability to lead a team meeting
- Evidence of student progress, including interim skills assessments and scores on annual statewide tests

Student Achievement Impact Analysis

Our internal analysis specifically examined whether ELP participants drove instructional development among the teachers they supervised, as evidence by student growth.

In 2012-13, participants' in-school placements were not tracked in a way that allowed New Leaders to systematically determine their impact on student outcomes. Data collection improved by the 2013-14 school year, the third ELP cohort, allowing us to tie student achievement data to individual ELP participants.

We reviewed performance on annual state assessments in the grades and subjects affected by 60 ELP participants in four cities where data was complete: Memphis, New Orleans, New York and Washington, D.C. In order to capture grade-level proficiency growth accurately, New Leaders used the previous grade for the 2013 baseline where possible, to most accurately represent change in the same cohort of students.

For example, if an ELP participant worked with a group of fourth-grade math teachers in 2013-14, we used third grade math scores from 2012-13 as a baseline. The aim in applying this baseline was to isolate the impact of the ELP participant in the grade and subject area, to find the extent to which participants drove improvements in the percentages of students scoring proficient on state-required assessments.

In addition, we also analyzed the S.M.A.R.T. goals that ELP participants established for each member of their teacher teams. This analysis looked at the extent to which participants met their own individual goals to improve student achievement. The targets, measurement strategy and assessment were specific to each participant.

We will continue these analyses in subsequent years of the program, and also collaborate with the RAND Corporation to complete the longitudinal evaluation. For a more detailed review of our internal research studies of ELP, please see "The Research behind *Untapped: An Evaluation of New Leaders' Emerging Leaders Program.*" (This and other companion resources to this paper are available at <http://newleaders.org/Untapped>.)

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