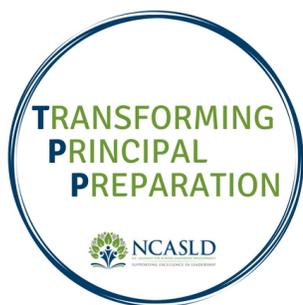


Transforming Principal Preparation Program - April 2018 Snapshot



The NC General Assembly established a competitive grant program, *Transforming Principal Preparation* (TPP), to provide funds for the preparation and support of highly effective school principals (NC Session Law 2015-241, Section 11) who can meet the growing demands of today's public schools and effect necessary changes for improvement in the state's schools. Serving as the TPP Program administrator, the North Carolina Alliance for School Leadership Development (NCASLD) conducted two competitions for grant funding resulting in five Provider agencies representing a mix of institutions (public universities, a private university, and a local education authority) being chosen to implement

TPP Programs. Contracts with the Provider agencies were completed in Fall 2016, and programs began serving participants in Spring 2017.

TPP Programs

High Point University's High Point University Leadership Academy (HPULA)
North Carolina State University's North Carolina Leadership Academy (NCLA) (includes prior Durham-based program)
Sandhills Regional Education Consortium's Sandhills Leadership Program (SLP)
University of North Carolina Greensboro's Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)
Western Carolina University's North Carolina School Executive Leadership Program (NCSELP)

The TPP grant program requires funded Provider agencies to carry out innovative, research-based, best practices in preparing graduates to implement school leadership practices that lead to increased student achievement. The programs selected for funding uniquely meet this requirement through a combination of: targeted recruitment, rigorous selection criteria, alignment to professional leadership standards, rigorous research-based coursework, cohort implementation, authentic full-time clinical internships, and partnerships with local education agencies (LEAs). While each of these dimensions singly differs from historical methods along a continuum of principal preparation practices, the inclusion of all seven dimensions collectively in each funded program makes the TPP programs truly different from traditional preparation programs.

Targeted Recruitment

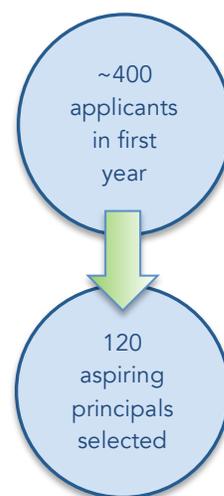
TPP programs actively make use of multiple strategies for attracting and recruiting applicants including collaborating with LEAs to target recruitment efforts toward educators demonstrating outstanding leadership skills and whom local administrators believe will succeed.

Rigorous selection criteria

Program participants are selected through competitive processes such as live formative assessment of key leadership skills using tools such as simulations and group exercises. These rigorous selection criteria resulted in an average of **30% of applicants** being admitted across programs (range 23-83%).

Alignment to Professional Leadership Standards

All TPP programs are aligned with professional standards for high quality school executive leadership development. These standards are woven into all program activities. Programs include multiple performance-based assessments based on these standards and provide participants with multiple opportunities for feedback to improve performance.



Implementation of a Cohort

To create a supportive educational environment and establish a support system for post-program completion, TPP programs serve their participants as a cohort taking the same courses at the same time and interacting as a group in many other ways. Program participants reported very strong positive perceptions towards being in a cohort at the end of their first semester, averaging **4.92 on a 5-point scale** (100% responding), and they reported overall satisfaction with the program, **4.59 on a 5-point scale** (100% responding). By April 2018, **27 participants had completed** their program, 52 were on track for completion by June 2018, an additional 20 by August, and the remaining 14 in December. Of the original 120 participants, only 1 has left the program to date—for reasons unrelated to the program.

Rigorous Research-based Coursework

TPP programs incorporate project-based learning methods, authentic learning experiences, and fieldwork requiring participants to critically assess implications for practice. Participants engage in many hours of learning experiences outside the regular curriculum. The programs share an emphasis on the role of the principal in working with teachers and school staff in creating a positive, equitable school culture focused on high quality instruction, as well as realistic simulation of the intensive and challenging work of today's principals.

Average Cumulative Credit Hours by January 2018

56 participants in 1-year programs completed 28.5 credit hours

64 participants in 2-year programs completed 28.8 credit hours



Authentic Full-time Clinical Internships

All of the TPP programs have worked with their LEA partners to create full-time internships of at least 5 months duration, allowing interns to develop first-hand experience with the real responsibilities of the principalship. TPP programs are also providing three levels of mentoring for program participants – university faculty in their for-credit coursework, the on-site principal mentor during their internship, and an executive coach/mentor.

Partnerships with Local Education Agencies (LEAs)

The TPP programs are partnering with **51 LEAs** serving 44 counties, 6 city school districts, and Cherokee Central Schools (tribally operated). The programs all have frequent contact with administrators in their partnering LEAs including feedback loops for program improvement. A survey of 29 LEA representatives (superintendents, assistant and associate superintendents) reveals very positive satisfaction with the TPP programs with which they have partnered, reporting an average of **4.5 on a 5-point scale**. As of March 2018, the partner LEAs have hired **30 participants as assistant principals**, with **18 of these hires in high needs schools**.

Masters Degrees and Licensures

In May 2018, the first TPP program participants will graduate with **79 receiving Masters degrees**, followed by 20 more in August, and another 14 in December. Currently, **33 participants are licensure eligible** as NC Administrators. In May 2018, an additional 52 will be eligible, followed by 20 more in August, and another 14 in December.

