COLUMBIA UNIVERSITY

TEACHERS COLLEGE

Summer PRINCIPALS Academy

Hosted At:
Loyola University New Orleans
College of Law
The SPA curriculum pushes you to change from the inside out by looking internally to understand yourself first before beginning to lead people forward.

—Joshua Galindo, Raymondville TX
238,000 children served in 1,232 schools by SPA alumni.
1,112 Columbia graduates.
263 graduate students enrolled in 36 credits over 2 summers.
1 program.
Dear Prospective SPA Students,

The Summer Principals Academy is a proven and effective principal training program through which aspiring school leaders can earn a master’s degree from Columbia University at Teachers College. Advocating innovation and risk-taking to promote institutional change, our outstanding faculty introduce students to new possibilities for student learning, school improvement, social equity, and creative school design.

The best academic programs support emerging leaders by providing a rich, complex and adaptive learning environment that mimics closely the actual competencies required, and provides frequent and prompt feedback. The actual work of our emerging leaders is our best way to communicate our motto:

*Teach! Lead! Excel!*

If you are an aspiring school leader and are determined to make innovative changes for students seeking a 21st century education, we encourage you to learn more about our program and to apply for admission to one of the Summer Principal Academy cohort programs.

Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), the Summer Principals Academy currently operates in New Orleans at the Loyola University New Orleans College of Law.

We wish you the best of luck in furthering your graduate education, and we are prepared to answer any questions you might have. Please feel free to contact us at (858) 692-3653 or info@tcprincipalnola.org.

Warm regards,

Craig E. Richards, PhD
Director, Summer Principals Academy - NOLA
Teachers College, Columbia University
SPA Overview

Affectionately known as SPA, the Summer Principals Academy at Teachers College, Columbia University is a transformative graduate program for public school educators interested in becoming public school leaders. SPA integrates practice and skill development with theory and research, using case studies, simulations, and teamwork.

Through SPA, aspiring school leaders are encouraged to construct transforming possibilities for student learning, school improvement, social equity, and opportunity. Leadership development is fostered through an integrated set of experiences that include sound theoretical and “best practice” knowledge, problem-based coursework, and field-based experiences, including an intensive internship. Aspiring school leaders pursue coursework and skill development over two consecutive summers and undertake site-based research projects and internships at their schools of employment during the intervening year.

The best academic programs support such emergence by providing rich, complex, and adaptive learning environments. SPA provides this kind of respectful and encouraging environment as cohort participants seek to become the best leaders they can be. The SPA New Orleans schedule is designed to accommodate educators who teach on an August to May calendar with a June/July Summer Break.

Teachers College, Columbia University in the South

The Summer Principals Academy is proud to announce the establishment of a Southern Cohort based in New Orleans, Louisiana. Designed specifically to meet the scheduling needs of emerging leaders from the southern region, SPA NOLA welcomed its inaugural cohort in June 2012.

Housed at Loyola University New Orleans, this cohort provides southern students with access to:

- A world-class principal preparation program
- Courses taught by Teachers College faculty
- Enrollment as students at Teachers College, Columbia University
- A master’s degree from Columbia University

A Uniquely Southern Cohort

While offering the same world-class education provided in New York, SPA’s new cohort also provides its students with uniquely New Orleans experiences, such as jazz quartet concerts, an instructional visit to Mardi Gras World, excursions to local vendors, artists, and attractions.
Our Cohort Model

Innovative leadership training programs point to the cohort as one of the most significant attributes of professional development. Both professional and personal bonds develop, creating networks of friendship and support that last throughout careers. The strength of our cohort is drawn from the following:

- **Diversity**: racial, ethnic, gender, geographic, and school type
- **Social entrepreneurship**
- **Commitment to excellence**
- **High achievement**

By working in teams, our students develop experience in pooling their knowledge, talents, and perspectives with others. They see not only that teamwork can lead to better solutions, but that it leads to increased commitment as well. They learn that when stakeholders are involved in decision-making early on, they are far more likely to be invested in the outcome.

"As a result of SPA NOLA I have grown so much as a professional and a person! My SPA experience not only taught me about the fundamentals of leadership but has also enabled me to delve deeply into my personal growth."

—Maya Jenkins, Atlanta GA
A Look at Our Students

Cohorts by Ethnicity and Gender:

The strength of the cohort is drawn from the diversity of our student population. Half of SPA's population is comprised of men and women of color, and we actively seek to develop an environment that serves as a microcosm of the national landscape of education. Traditionally, the principalship has been a male profession, even in elementary and middle schools. Noteworthy is the significant increase in female participation from traditional principal preparation programs.
Cohorts by Degree Path

We provide students with two paths to the degree: the Master of Education and the Master of Arts. Students entering the Summer Principals Academy with a previously earned master’s degree (or at least 24 graduate credits) pursue the 60-credit Master of Education. Students who possess fewer than 24 graduate credits at the time of matriculation pursue the 36-credit Master of Arts.

This program exemplifies the qualities that make great leaders by providing superb instruction with ample support from professors, opportunities for personal growth and self-awareness, and insight into building a successful team of adults.

—Lauren Cox, New Orleans LA

Cohorts by School Type

Actively seeking to harness the talent and passion of emerging leaders throughout the nation, the cohorts contain relatively equal representation from both traditional and charter schools.
Benefits of SPA vs. Other Principal Preparation Programs

The Columbia University Difference

Students enrolled in SPA graduate with a master's degree from Columbia University. Teachers College’s rigorous programs, insistence on accepting only highly motivated and qualified applicants, and renowned history, have resulted in a well-deserved reputation for excellence. All courses are team-taught by highly skilled faculty, who are known throughout the nation for their contributions to education. Columbia University and Teachers College consistently rank among the top universities and schools of education, respectively, in the nation by US News and World Report.

No Opportunity Cost

SPA students remain employed full-time at their sponsoring schools and complete a 450-hour administrative internship during the intervening academic year. The summer format allows emerging leaders to engage in intensive academic study and leadership training without taking a leave of absence from their schools, thereby foregoing a year of salary. Additionally, unlike many part-time administration programs, which take up to three years to complete, graduates of SPA earn their master’s degree in just 14 months.
SPA Curriculum

SPA is a cohort program enrolling over 160 graduate students each year in a rigorous 14-month, 36-credit program. Courses are delivered Monday-Friday and some Saturdays from 8:00am to 5:00pm over two consecutive five-week summer sessions. The 450-hour Administrative Internship takes place during the intervening school year. The schedule supports the reality of aspiring principals who are currently working teachers, team leaders, department chairs, or supervisors, and who cannot afford to leave their schools or program to attend a full-time program.

Summer I

- ORLA 4001: Introduction to School Leadership and Decision-Making
- ORLA 5018: School Leadership for Adult Development
- ORLA 5029: Supervision of Teaching and Learning
- ORLJ 5340: Basic Practicum in Conflict Resolution
- ORLA 5532: Program Development: Teaching, Learning, and Assessment (Year-long Course)
- ORLA 6020: Pro-Seminar in Leadership Development
  Includes Self-Awareness Training, Emotional Intelligence, and Cultural Awareness

Fall & Spring Semesters

- ORLA 5532: Program Development: Teaching, Learning, and Assessment
- ORLA 6460: Administrative Internship

Summer II

- ORLA 4033: Ethical and Legal Issues in Education Leadership
- ORLA 4025: Resource Allocation for Student Achievement
- ORLA 5025: The Ecology of Data-Driven Leadership
- ORLA 5017: Team Building and Organizational Development
- ORLA 6020: Pro-Seminar in Leadership Development
Administrative Internship

A 450-hour Internship is completed between summers. An internship coach and the student’s cooperating school administrator provide support. The specific details are documented in an official Internship Memorandum of Agreement (MOA).

Internship Deliverables

MEMORANDUM OF AGREEMENT: The completed MOA describes the internship project deliverables that are to be completed. The intern carefully details how each project deliverable enables him/her to demonstrate competence with the various ELCC standards that align with the project.

DATA DRIVEN AUDIT: Students perform a strategic analysis of their school’s Strengths, Weaknesses, Opportunities, and Threats (SWOT), and make recommendations for improvement. Further, interns will complete a school climate inventory for their school.

PRINCIPAL SHADOWING PROJECT: Each intern is responsible for shadowing three different principals during the fall semester.

TEACHER EVALUATION PROJECT: Interns will conduct three observations of a single tenured teacher in their classroom with the approval of the participating teacher and the principal.

CURRICULUM CASE STUDY: The Curriculum Case Study is done in conjunction with ORLA 5532: Leadership & Institutional Analysis: Curriculum, Learning, & Assessment. The project builds upon summer course work, and culminates during the January Callback.

RESOURCE ALLOCATION PROJECT: The Resource Allocation Project requires interns to gather the top ten line items for three years of a school budget. The analysis of the data requires students to take a global view of the school’s finances and identify general trends.

LEADERSHIP INITIATIVE PROJECT: The Leadership Initiative Project assesses the intern’s impact on student learning, and takes on significantly different forms depending on geographic location, school culture, and school needs.

FINAL REFLECTION PAPER: At the conclusion of the Administrative Internship, interns submit a reflection paper that details their experiences. Interns reflect upon their progress, challenges, approaches to leadership, decision-making models, adult learning theory, and negotiating skills used in the exercise of leadership.
SPA Guiding Framework

The SPA curriculum framework is the result of intensive research in educational leadership and cutting-edge practices in effective school leadership that highlights strategies developed to employ and implement the instructional approaches that drive school improvement and student achievement. The framework consists of four competency clusters and 28 associated competencies, which are embedded in each of the courses taken and experienced throughout the 14-month program.

SPA NOLA is an innovative and transformational program that is designed to develop and foster transformational leaders - the kind of leaders our children desperately need.

—Dumaka X. Moultrie, Lithonia GA
New School Design

The New School Design Project (NSD) showcases the efforts candidates have made over 14 months in SPA. Serving as the capstone project, candidates integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. The leadership teams are challenged to design a new school that reflects these domains of knowledge, skill, and habits of mind, and is relevant to the challenges faced by children seeking a 21st century education. The event offers the larger educational community of leaders the opportunity to share their insights and expertise regarding how to close achievement gaps effectively through the design of innovative and high-performing schools. Cohort members are organized into small groups based on similar interests and ideas, and work throughout their second summer to present the new school design before an audience of critical friends.

Application Requirements

The Summer Principals Academy priority application deadline is December 15. The final application deadline is March 1. Please visit our website to submit your application: www.tc.edu/spanola.

Please note: The GRE is not required for admission to SPA

- Three years of full-time teaching experience
- Official copy of your undergraduate transcript (and transcripts for any advanced or graduate level coursework, if applicable)
- Professional resume
- Two professional letters of recommendation
- A thoughtful personal statement (Upload to online application as “Statement of Purpose”) that addresses the following:
  1. Describe any formal or informal leadership roles you have had and what you have learned from the experience.
  2. Why do you believe that SPA could be an appropriate program for furthering your leadership skills?
Financial Aid

For many students, the cost of graduate education presents one of the greatest challenges one may encounter. Often the figures for tuition can seem out of reach. This is particularly true for many applicants who have already pursued a master’s degree. We believe the Summer Principals Academy is highly cost-effective because: (1) it does not require students to leave their jobs and therefore they can maintain their source of income, and (2) we have very high placement rates into full-time administrative positions. However, we recognize the significance of financial aid in helping prospective students make this important decision. The Summer Principals Academy works with admitted students in two ways:

Scholarship Points

Last year, Teachers College awarded over $7 million of its own funds in scholarship and stipend aid and $2 million in endowed funds to new and continuing students. Most scholarship awards are made on the basis of academic merit. The SPA program has funds dedicated to tuition support.

Financial Aid

The mission of the Office of Financial Aid at Teachers College is to help remove financial barriers to assist students in meeting the cost of attendance at the institution by filling the gap that exists between the cost of attendance and funds available from your family, savings, and other resources. The office of Financial Aid provides counseling and assistance in completing the financial aid application, evaluation, and determination of needs. For more information regarding Financial Aid, call 212.678.3712 or visit the following link: http://www.tc.columbia.edu/financialaid.

2016 Cohort Calendar

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>December 15, 2015</td>
<td>Priority Application Deadline</td>
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<tr>
<td>March 1, 2016</td>
<td>Regular Application Deadline</td>
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<tr>
<td>April 16 - 17, 2016</td>
<td>Spring Orientation</td>
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<td>June 13 - July 16, 2016</td>
<td>Summer I Classes</td>
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<tr>
<td>January 13 - 15, 2017</td>
<td>Winter Callback</td>
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<tr>
<td>June 12 - July 15, 2017</td>
<td>Summer II Classes</td>
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“The SPA NOLA cohort was a support system like I had never experienced before in my personal or professional life. The absolute support, safety and trust built within the cohort allowed me to take the risks necessary to transform myself as a person and a school leader.”

—Colleen Lowry, Addison TX
For more information please contact:

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Teach. Lead. Excel.