

COLUMBIA UNIVERSITY



Summer
PRINCIPALS
Academy 

TEACHERS COLLEGE COLUMBIA UNIVERSITY
SOUTHERN COHORT: NEW ORLEANS, LA

“ The SPA |NOLA curriculum pushes you to change from the inside out by looking internally to understand yourself first before beginning to lead people forward. ”

—Joshua Galindo, SPA|NOLA Instructor and Alumnus

TEACH. LEAD. EXCEL.



200+ SPA|NOLA alumni across
31+ states.

90,000+ Teachers College alumni.

60 graduate students enrolled in

2 SPA|NOLA cohorts taking

36 credits over

2 summers.

1 program.



The Summer Principals Academy (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 educational 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 achievement and learning, school improvement, and social equity. 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 a site-based internship at their school of employment during the intervening year.

The SPA program supports the cultivation of ethical and effective leadership by providing a rich, complex and adaptive learning environment that facilitates the acquisition of leadership competencies and provides holistic and frequent feedback.

The SPA New Orleans (SPA|NOLA) location accommodates for students residing in the region who are working professionals intending to keep their professional commitments throughout the academic year. The SPA|NOLA schedule is designed to have two intensive summer sessions with an administrative internship in the intervening academic year.

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 - College of Law, 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|NOLA's southern location provides students with a uniquely New Orleans experience, such as workshop series integrating arts with leadership training, team-building exercises with Outward Bound Professionals, and an instructional visit to Mardi Gras World.



Our Cohort Model

Innovative leadership training programs point to the cohort model as one of the most effective learning models. Professional and personal bonds develop amongst cohort members, thereby creating networks of support that last throughout a lifetime. The strength of our cohort is drawn from the following:

- Diversity: racial, ethnic, gender, academic and professional experiences, and school type
- A collective commitment for social entrepreneurship
- A dedication to excellence
- A track record of exceptional accomplishments

By working in teams, students learn how to pool resources, whether in terms of knowledge, talents, or experiences, to achieve their leadership goals. Together, they understand the value of teamwork in generating creative solutions and enhancing commitment.

“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.”

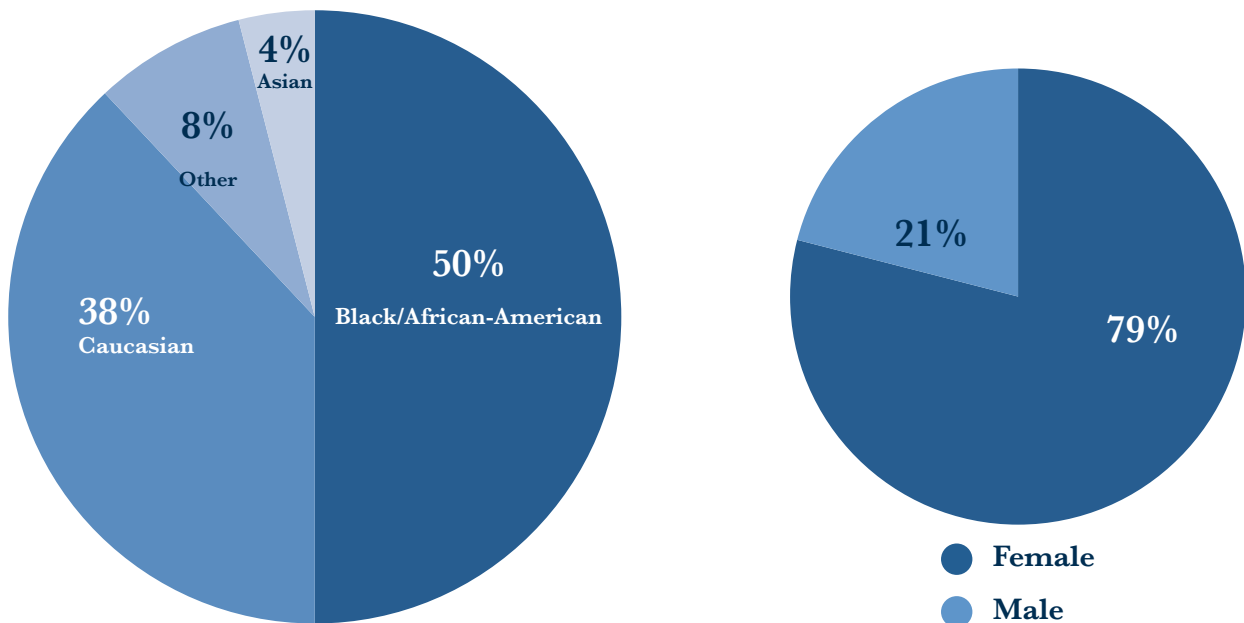
—Maya Jenkins, Atlanta, GA - Cohort 2012

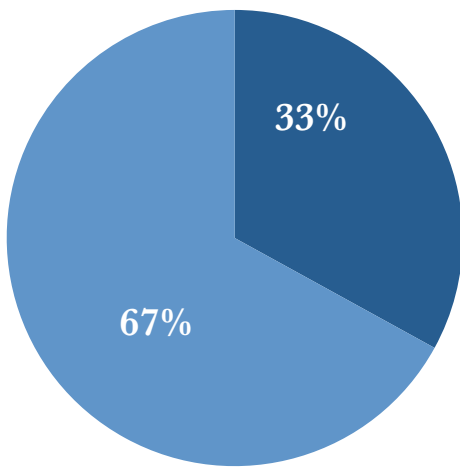


A Look at Our Students

Cohorts by Ethnicity and Gender:

The strength of the cohort model is drawn from the diversity of the student population. Half of SPA|NOLA'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 principal preparation programs. Our program contributes to this trend by empowering aspiring leaders from these diverse ethnic and gender based backgrounds.

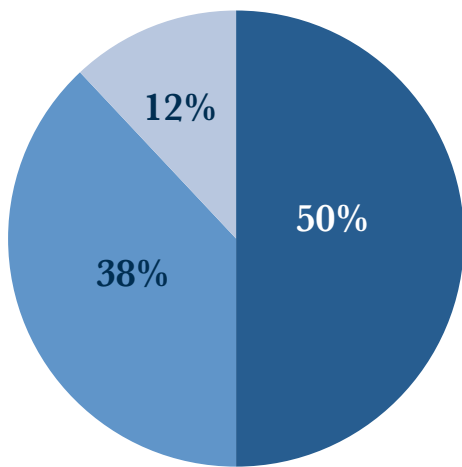




- Master of Education
- Master of Arts

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.



- Charter Schools
- Traditional Public Schools
- Non-Profit Organization (TFA)

Cohorts by School Type

As a result of SPA’s commitment to harness the talent and passion of emerging leaders throughout the nation, our cohorts contain relatively equal representation from both traditional public and charter schools.

“ SPA|NOLA provided me with a world-class, immersive education experience that gave me not only tools to help unlock these talents but the very mindset shift that is required when we think about how we will educate our communities for the 21st century and beyond. Without the guidance and hands-on attention of SPA|NOLA’s outstanding faculty and the resources of Columbia University, I would not be in the position to make the transformative change that I already see being implemented within my school and my district. ”

— David Bellard, Chalmette, LA - Cohort 2017

Benefits of SPA|NOLA vs. Other Principal Preparation Programs

The Columbia University Difference

Students graduate from the SPA|NOLA program with either a Master of Arts or a Master of Education degree from Columbia University. Certification in any state is not part of this program. Students have been successful in obtaining certification and building leader licensure all over the United States. Columbia University's reputation for rigor, its insistence on accepting only highly motivated and qualified applicants, and its renowned history have resulted in a well-deserved reputation for excellence. Teachers College ranks consistently in the top ten graduate schools of education in the nation by US News and World Report.

No Opportunity Cost

Students enrolled in the SPA|NOLA program remain employed full-time at their sponsoring schools and complete a 450-hour supervised administrative internship during the intervening academic year. The summer format allows teacher-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 administrative programs, which can take up to three years to complete, graduates of SPA|NOLA earn their Master's degrees in just 14 months.



SPA | NOLA Curriculum

SPA|NOLA is a cohort program enrolling approximately 30 - 40 graduate students each year in a rigorous 14-month, 36-credit program. Courses are delivered Monday through Friday and some Saturdays, from 8:00 am to 5:00 pm, over two consecutive five-week summer sessions. In the intervening academic year, students engage in a 450-hour Administrative Internship in Education Leadership. The schedule supports the reality of aspiring educators who are currently working teachers, team leaders, department chairs or supervisors who cannot leave their schools or programs to study full-time.

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 (continues to Summer II)
Includes Self-Awareness Training, Emotional Intelligence, and Cultural Awareness

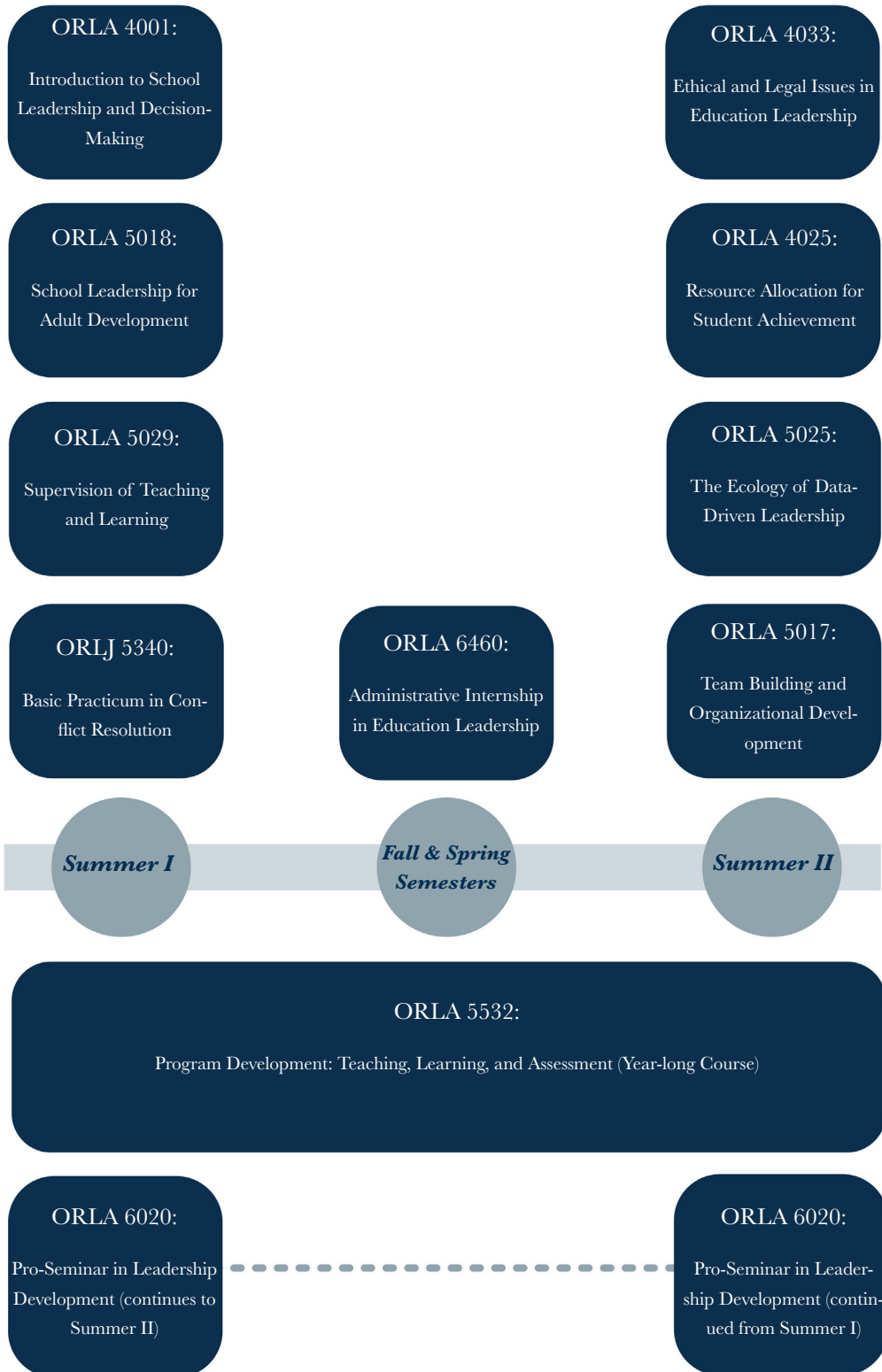
Fall & Spring Semesters

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

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 (continued from Summer I)

SPA | NOLA Curriculum Timeline



Administrative Internship in Education Leadership

A 450-hour Internship is completed between Summer I and Summer II sessions. An internship coach and the student's cooperating school administrator provide support throughout the internship period. The internship's specific details, such as structure, proposed field work plan, are documented in an official 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. Interns record their observations, which later enables them to develop an overall analysis of all three principals' decision-making processes and leadership styles.

TEACHER EVALUATION PROJECT: Interns will conduct three observations of a single tenured teacher in his/her 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: Program Development: Teaching, Learning, and Assessment . The project builds upon summer course work, and culminates during a callback session on Teachers College campus in January..

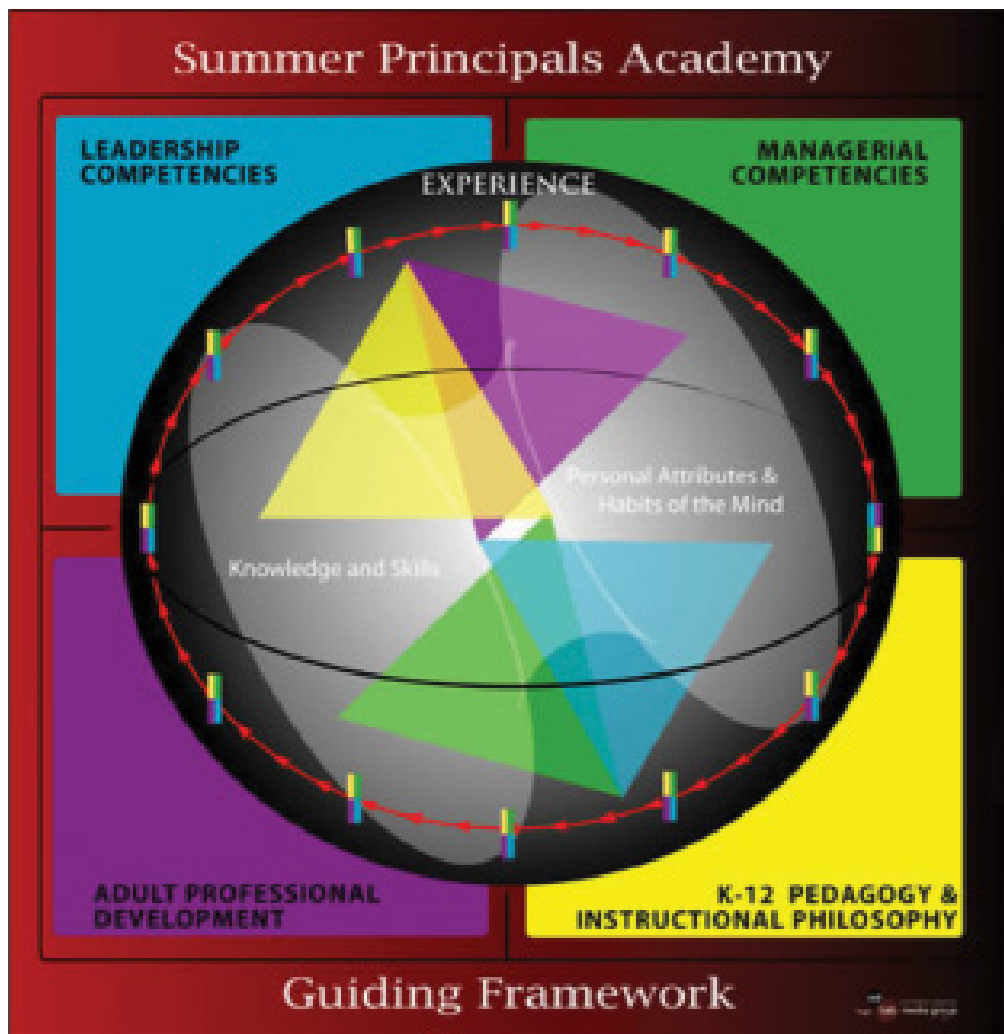
RESOURCE ALLOCATION PROJECT: Interns gather the top ten line items for three years of a school budget. The analysis of the data requires students to take a holistic view of the school's finances and identify general trends.

LEADERSHIP INITIATIVE PROJECT: Interns will design and implement a holistic initiative that creates a dynamic school culture, modifies ineffective organizational practices, and builds capacity through collaborative processes. This exercise requires interns to put the knowledge, competencies, and skills acquired through their learning into innovative practice.

FINAL REFLECTION PAPER: At the conclusion of the Administrative Internship, interns submit a reflection paper that details their experiences. This analytic paper requires interns to think about the various ways that leadership impacts a school community. Interns reflect upon their progress, challenges, approaches to leadership, decision-making models, adult learning theories and practices, and communication skills used in the exercise of leadership.

SPA|NOLA Guiding Framework

The SPA|NOLA curriculum framework is the result of intensive research in educational leadership and cutting-edge practices in effective school leadership. The combination of theory and practice has resulted in a learning design firmly grounded in a commitment for school improvement and higher 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 transformative program that is designed to develop and foster transformational leaders - the kind of leaders our children desperately need. ”

—Dumaka X. Moultrie, SPA|NOLA Instructional Assistant - Cohort 2012

New School Design

The New School Design (NSD) project showcases the efforts students have made over 14 months in SPA|NOLA. Serving as the capstone project, students integrate the knowledge and skills they have developed while preparing for leadership service in schools across the nation. Cohort members are grouped into smaller teams based on similar interests and ideas, and work throughout their second summer to brainstorm ideas and generate the school design that would best meet the educational needs of the nation's most vulnerable students. The leadership teams are challenged to design a new school that reflects the domains of knowledge, skills, and habits of the mind that they acquired while addressing the challenges faced by children seeking a 21st century education. Students present their innovative work to a panel of judges, an audience of critical friends, and the wider community of educators in the region on the last day of Summer II. The event offers SPA|NOLA students the opportunity to share their innovative solutions for overcoming the achievement gap

Application Requirements

The SPA|NOLA 2019 program application priority deadline is January 2nd, 2019. The final application deadline is February 15, 2019. Please visit our website to submit your application: www.tc.edu/spanola.

Application requirements are:

- Full online application <https://apply.tc.edu/apply/>
- 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 that addresses the following:
 1. Formal or informal leadership roles you have had in your professional life and what you have learned from these experiences.
 2. Why do you believe SPA|NOLA is the right program for furthering your leadership skills?



Funding Your SPA | NOLA Education

For many students, the cost of graduate education presents a challenge that is difficult to overcome. 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 SPA|NOLA 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) the program has very high placement rates into full-time administrative positions. However, we recognize the significance of financial support in helping prospective students make the important decision of pursuing an advanced degree. SPA|NOLA 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|NOLA 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. Namely, the Office staff advises students on options available to fill the gap that exists between the cost of attendance and funds available from their family and relatives, personal savings and other resources. The Office of Financial Aid provides counseling and assistance in completing the financial aid application, conducting evaluation and determination of needs. For more information regarding Financial Aid, call 212.678.3714 or visit the following link: <http://www.tc.columbia.edu/financialaid>.

2019 Cohort Calendar


January 2, 2019 - Priority Application Deadline
February 15, 2019 - Regular Application Deadline
April 13 - 14, 2019 - Spring Orientation
June 8, 2019 - Move-in Day (non-local students)

June 9, 2019 - Summer I Orientation
June 10 - July 13, 2019 - Summer I Classes
January 17 - 19, 2020 - Winter Callback (New York)
June 7 - July 11, 2020 - Summer II Classes

“ As a New Orleans based educator one of the biggest benefits of the SPA|NOLA program is the combination of the best educational leadership practices with local insider knowledge of how to apply them. Additionally having access to veteran New Orleans educational leaders who understand what it takes to do the work was invaluable. Thanks to SPA|NOLA I am so much more prepared to handle the complexity of the New Orleans educational landscape. ”

— Catherine Sarenac, New Orleans, LA SPA|NOLA Cohort 2017

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