



Summer Principals Academy

Teachers College, Columbia University

January, 2025

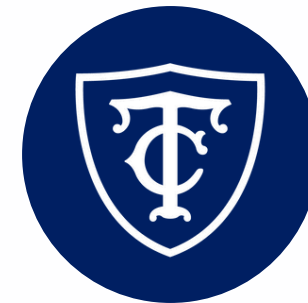
Dear SPA Students, Alumni, and Friends,

Happy New Year! This January, we are excited to welcome Cohort 2024 back to campus for Callback Weekend. We look forward to reconnecting and hearing about all they've accomplished since the summer. During the weekend, they'll begin working with their New School Design Teams, diving into innovative ideas and leadership strategies to improve schools and transform education.

Here's to a year filled with growth, collaboration, and meaningful impact!

Warm Regards,
The SPA Program

Upcoming SPA Events



IN JANUARY



2025

**MON
13**

STATEMENT OF PURPOSE WORKSHOP!

Join us to learn more about the SPA Program and get started on your application! Staff will be present to assist with crafting the perfect personal statement!

⌵ 5:00 PM EST
525 West 120th Street | New York, New York 10027
Russel Hall 17



**THUS
16**

MEET AND GREET: HARLEM TAVERN in Partnership with Uncommon Schools

Meet, greet, and network with SPA and representatives from Uncommon Schools! Learn about SPA and job opportunities available.

⌵ 5:00 PM EST
Harlem Tavern
2153 Frederick Douglass Blvd | New York, NY 10026



**TUES
21**

VIRTUAL INFORMATION SESSION

Come discover how SPA prepares future school leaders with hands-on learning, mentorship, and a rigorous curriculum. This will be a great time to ask any questions you may have about the program.

⌵ 5:00 PM EST
Virtual



ONGOING

ASK ME ANYTHING!

Learn more about the SPA program! Talk with Dr. Young! Get help on your personal statement and/or application!

⌵ Schedule at your convenience!
<http://calendly.com/spa-nyc>



To request disability-related accommodations, contact OASID at oasid@tc.edu, or 212-678-3689, (646) 755-3144 video phone, as soon as possible.



COME & JOIN US FOR

BOOK LAUNCH EVENT

*with SPA Adjunct Assistant
Professor and her associates*

● *Nancy Gutiérrez, Michelle
Jarney, and Michael Kim*

*for
Their New
Released
Title:*

*" Coaching
Education
Leaders "*

Thursday, February 13, 6:00pm
at Teachers College, Columbia University
525 West 120th Street | NY, NY 10027

Dr. Colette Young
Assistant Director|NYC
spa@tc.columbia.edu
212-870-8605

SCAN ME



**COACHING
EDUCATION
LEADERS**



**A CULTURALLY RESPONSIVE APPROACH
TO TRANSFORMING SCHOOLS AND SYSTEMS**

Nancy B. Gutiérrez,
Michelle Jarney,
and Michael Kim

An Eye On Education Book

ROUTLEDGE

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possible**



Professional Development

TC Academy

Teachers College, Columbia University

[Learn More >](#)



SCHOOL TURNAROUND PROGRAM

July 28 – August 1, 2025



WHO IS IT FOR?

STP is designed for K-12 state, district, school, and teacher leaders directly responsible for leading ambitious school turnaround initiatives.

WHAT IS THE STP?

The School Turnaround Program (STP)* is an innovative and comprehensive professional development program designed to equip education leaders with the tools, strategies, and insights needed to transform underperforming schools into thriving learning environments.



*This program does not lead to a degree or recommendation for leadership licensure in any state.

JOIN NOW!



+212-678-4142



Email: tcacademy@tc.columbia.edu

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SPA Faculty Spotlight

DR. NANCY GUTIERREZ

"Championing Equity, Advocacy, and Leadership in Education"



BY: K I A R A
H A U G H T O N &
P E T E R F Y N N

Nancy Gutierrez's journey in education began deeply rooted in her community of East San Jose, California, where she began as a middle school teacher. Her early teaching experiences brought her immense joy and set the foundation for a career dedicated to transformative leadership in education. Today, she serves as the President and Lead Executive Officer (LEO) of The Leadership Academy, a nationally recognized nonprofit organization that supports school and system leaders across 41 states in disrupting systemic inequities and creating conditions for all students to thrive. Since 2003, The Leadership Academy supports school and system leaders from the schoolhouse to the statehouse, creating the rigorous and responsive classrooms we want for our own children and/or children we love. They have worked with over 436 school systems, state education departments, and organizations, impacting more than 15,000 leaders nationwide.

Before stepping into her current role at the helm of The Leadership Academy, Nancy worked with the New York City Department of Education's leadership office, where she played a pivotal role in guiding aspiring principals and superintendents. She launched a program for executive leadership advancement that led to superintendent certification and shaped the next generation of educational leaders. Nancy's leadership as the founding principal of Renaissance Academy in East San Jose—the highest-performing middle school in the district and a California Distinguished School—and her successful turnaround of the district's lowest-performing middle school earned her accolades, including the UC Davis Rising Star award and the Association of California School Administrators' Region 8 Middle School Principal of the Year in 2010.

Nancy's academic contributions extend to teaching at esteemed institutions such as New York University, Teachers College, and Harvard University. At Teachers College's Summer Principals Academy (SPA), she has taught courses including 4001: Introduction to School Leadership and Decision Making and currently co-teaches Cultural Diversity II with Dr. Janice Gassam Asare. Her teaching philosophy emphasizes the principles of adult learning, fostering growth through discomfort, storytelling, and active engagement. She views learning as an inherently social process and designs her classes to be highly interactive, ensuring students take an active role in intellectual exploration through deep, participatory discussions.



The course Nancy currently co-teaches for SPA, Cultural Diversity II, focuses on developing culturally responsive, equity-centered leaders equipped to address systemic inequities in education. This course examines harmful schooling practices, fosters critical discourse, and builds the capacity to create more equitable educational structures. Nancy's dedication to her students is at the heart of her work. She takes pride in their drive and capabilities, often leaving her classes inspired by their passion for leading schools and systems. One of Nancy's most memorable teaching moments occurred during a case study exercise when a student courageously shared personal insights tied to their identity. This act of vulnerability enriched the class's understanding and underscored the importance of proactive learning about each other's identities. For Nancy, such moments highlight the power of building networks that empower future leaders to navigate challenges while staying grounded in their purpose.



Nancy's advocacy extends beyond the classroom. Her first book, *Stay and Prevail: Students of Color Don't Need to Leave Their Communities to Succeed*, which was co-authored with Dr. Roberto Padilla, Superintendent of New York City's District 7 in the South Bronx, challenges the narrative that success requires leaving one's roots. She encourages young people, particularly students of color, to see reinvesting in their communities as a valid and fulfilling path. Her work emphasizes the importance of honoring one's heritage while navigating broader opportunities. The book has resonated widely, selling out on platforms such as Amazon and Barnes & Noble, and its success underscores the relevance of her message.



Nancy has recently co-authored a new book with her colleagues Michelle Jarney and Michael Kim titled *Coaching Education Leaders: A Culturally Responsive Approach to Transforming Schools and Systems*. This groundbreaking work, which encompasses 20+ years of coaching experience, introduces a Facilitative Competency-Based Coaching approach developed by The Leadership Academy. It provides strategies for planning the full arc of the coaching experience, real stories from the field, and practical tools for immediate application. The book emphasizes creating safe learning spaces and engaging in deep dialogues to address systemic challenges, making it an essential resource for fostering sustainable change in schools and systems.



On February 13, Nancy and her colleagues will host an interactive book talk at Teachers College to discuss their new work. This event promises to be an engaging opportunity to learn more about their innovative coaching approach and its impact on educational leadership.

Nancy Gutierrez's leadership and teaching exemplify her steadfast commitment to transformative education. By centering cultural understanding, advocacy, and community ties, she inspires her students and colleagues to envision and work toward a more inclusive and equitable future.

JOB OPPORTUNITIES



Explore the latest job opportunities in education and leadership roles to advance your career.

Assistant Principal

Malcolm X Shabazz High School

Newark, New Jersey

Contact: Assistant Principal Steven Lawrence

SLawrence@nps.k12.nj.us

English AND Special Education Teaching Positions

Brooklyn High School for Law and Technology

The ideal candidate is open to deep-level collaboration across grade and content teams and has a working knowledge of:

- Standards-based curriculum
- Curriculum-aligned formative and summative assessment
- Pedagogical strategies for diverse learners
- Culturally sustaining-responsive pedagogy
- Literacy across the content areas
- Project-based learning
- Data-driven inquiry learning

Interested candidates should send a resume to

aeversleymilton@schools.nyc.gov

Assistant Principal (Grades 7-12)

Casablanca American School

Morocco

More information [HERE](#)

Upper School Principal

Malaysia

Contact: Jonathan Gastel jagastel@hotmail.com

Assistant Principal

Advanced Math & Science IV, United Charter High Schools

New York, New York

Link [HERE](#)

The Summer Principals Academy (SPA) at Teachers College, Columbia University is a transformative graduate program that is committed to promoting equity and excellence in education and overcoming the gap in educational access and achievement between the most and least advantaged groups in this country



tc.edu/SPA