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Principals Path to Leadership: Successes and Lessons Learned





OVERVIEW

In 2015, in partnership with the National Association of Secondary School Principals (NASSP), American Express launched the American Express Principals Path to Leadership Initiative, a giving program created to expand effective principal preparation programs. Five winners—selected from more than 70 applicants—received a total of approximately \$2.5 million to increase their program’s capacity and impact over a three-year period, with an eye toward long-term sustainability.

Now, at the end of the grant’s third year, the Principals Path to Leadership grantees have begun to see the cumulative successes and lessons learned from their expanded aspiring principal and principal leadership development programs. Each of these grantees intend their work to not only inform the work of their impacted school leaders, schools, districts, and organizations, but also the work of K–12 schools, districts, and organizations across the country. As the work of these programs continue beyond the end of the Principals Path to Leadership grant, each grantee will continue to evaluate and refine their programs, increase their reach, and most importantly, share the results of their work with others. This addendum to *Principals Path to Leadership: Compendium of Effective Practices* will highlight some of the successes seen by each of these grantees during the third year of the grant, as well as the lessons they have learned over the last three years.

Principals Path to Leadership represents one of American Express’ largest investments in education leadership training to date, and it continues the company’s commitment to leadership development across the social sector. To download a copy of *Principals Path to Leadership: Compendium of Effective Practices*, go to www.nassp.org/principalspath.






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Alabama State Department of Education

ALABAMA STRONG

Program location target: Alabama

Type of organization: State department of education

Number of students served: 726,924

Student demographics: 55% White/Caucasian, 33% Black/African American, 8% Hispanic, 1% Asian, 2% Multiracial, and 1% Other

Number of school leaders impacted by program: 264 principals or aspiring principals and 63 district office leaders, including nine superintendents

Program Overview

Through the Office of Learning Supports, the Alabama State Department of Education (ALSDE) embarked on the statewide Learning Supports Initiative in Fall 2012 to increase student learning and engagement in the teaching and learning process, and to eliminate barriers to student success. In the course of this work, ALSDE also targeted the leadership capacity of its principals to drive change. Utilizing the Learning Supports Framework, which addresses student support services that are fragmented or marginalized with a goal of bringing instruction, learning supports, and school management under one leadership team, ALSDE worked with principals across the state through its Learning Supports Initiative to help them assess overlapping roles and resources and develop an integrated organizational and operational school structure focused on improving schools.

Through the support of the American Express Principals Path to Leadership grant, ALSDE created Alabama Strong to expand the work of the Learning Supports Initiative to six districts that serve high-poverty and/or rural students: Lawrence County, Birmingham City, Selma City, Perry County, Escambia County, and Bullock County School Districts. The three-year, job-embedded Alabama Strong program offers a peer-coaching professional development model that customizes the Learning Supports Initiative to meet the needs of these principals, strengthen their leadership, and build their capacity for leading change.

Through Alabama Strong, each of the six districts receives three on-site workshops a year that focus on transformational change through a systemic process that guides the development of the Alabama Continuous Improvement Plan (ACIP), a plan developed annually by each school using data from academic achievement, discipline, attendance, and participation rates, as well as perception data from surveys and focus groups. Workshops are delivered in the following sequence:

- Workshop 1 (March): Data analysis to assess a school's current progress in reaching improvement goals; identify areas of concern and their causes; develop an organizational structure of school leadership teams and meeting schedules; and identify the preferred leadership style necessary to work towards the school's improvement goals for the upcoming school year.
- Workshop 2 (June or July): Examination of year-end data to revisit areas of concern and identify other areas of concern; identify and select evidence and/or research-based strategies to address the root cause of underperformance; and develop specific, measurable, agreed upon, realistic, and time-bound (SMART) goals for the ACIP strategies.
- Workshop 3 (September): Examination of benchmark data and current progress toward goals; revisiting leadership styles; and demonstrating the application of organizational structures and meeting schedules.

A monthly conference call is conducted with a lead coach and the superintendent or superintendent's designee to guide and

adjust plans. In addition, principals and aspiring principals participate in face-to-face and phone peer mentoring meetings, and all district participants participate in a book study.

Success Outcomes

Through its first (2016) and second cohorts (2017) of Alabama Strong, ALSDE served 131 individuals. For its third cohort, ALSDE is serving 175 participants (with an increase in participants due to increased participation from Lawrence County.) The range of participants in Cohort 3 spans many different leadership roles including:

- 52 principals
- 74 assistant principals
- 7 teachers
- 4 superintendents
- 38 district staff

The support of the American Express Principals Path to Leadership grant has resulted in a substantial increase in collaboration among internal and external stakeholders. For instance, the Alabama State Department Office of Learning Supports has partnered with the Office of Student Learning to use their instructional audits to target areas of need in leadership and provide targeted assistance in grant activities. In addition, faculty from the University of Alabama; University of California, Los Angeles; and Harvard University have partnered with ALSDE to provide consulting and research expertise for the program.

To assess the growth of participants' leadership skills between the beginning of the program and the end of the program, ALSDE uses the LEADAlabama assessment, a formative, online evaluation program for educational leaders, to determine the pre-program and post-program measurement of participants' skills. LEADAlabama evaluates school leaders on leadership skills such as supporting teaching and learning within their school, developing human resources, building community and stakeholder relationships, and managing the learning organization. Results reported to date have indicated that there has been an increase in the number of Alabama Strong participants rated as "Distinguished," "Good," and "Making Progress" in the LEADAlabama assessment, and most importantly, overall growth among the Alabama Strong cohorts.

In addition, participants have benefited through:

- An understanding of the most effective leadership style to guide transformational change.
- Attainment of skills to design meeting agendas, communications, and meeting structures for school improvement leadership teams.
- A professional learning community of participant cohorts that extend to school improvement leadership teams.
- The participation of district staff to better support principals.
- A state-approved award of Professional Learning Units for those participating in Alabama Strong.

Lessons Learned

Through Alabama Strong, ALSDE discovered several factors that were key to creating the greatest success for participants' leadership skill development, including:

- **Superintendent engagement:** Obtaining superintendent support in the program was critical to participants' success, but having superintendents participate in the program alongside their district's school leaders yielded the strongest improvement for principals.
- **Job-embedded application of leadership principles:** Incorporating on-the-job application of new leadership principles acquired through Alabama Strong gave participants the opportunity to practice their skills during the course of the program and gain feedback from mentors.
- **Learning Supports Pathway approach:** Applying the use of the Learning Supports Pathway improved work alignment between participating schools and their districts.

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Arlington Independent School District

EMERGING LEADERS PROGRAM

Program location target: Arlington, TX

Type of organization: Urban school district

Number of students served: 61,035 students

Student demographics: 45% Hispanic, 25% Black/African American, 20% White/Caucasian, 6% Asian, and 4% Multiracial

Number of school leaders impacted by program: 124

Program Overview

Launched during the 2014–15 school year, the Arlington Independent School District's (AISD) Emerging Leaders Program is a comprehensive program managed by the district, in partnership with New Leaders (a national nonprofit that develops transformational school leaders across the country), to train emerging K–12 principals and support leadership development beyond pipeline investments. Through a partnership with New Leaders and funding from American Express, Amon G. Carter Foundation, Rainwater Charitable Foundation, Raise Your Hand Texas, The Meadows Foundation, and the Sid W. Richardson Foundation, select AISD assistant principals and teacher-leaders interested in future campus leadership positions participate in a yearlong cohort leadership training program designed to build a pipeline of emerging leaders and provide support to develop high-performing teams at school campuses.

The AISD Emerging Leaders Program strengthens leadership skills, putting participants on the pathway to the principalship while building leadership capacity. Program participants learn powerful mindsets and skill sets that enable them to lead a school team in raising student achievement levels. Participants attend a summer induction session, monthly local in-person sessions, and monthly webinars; complete applied learning assignments; and participate in coaching sessions that include feedback of their videotaped leadership practice in action. Participants' work in the program is embedded into their jobs, with each participant leading a teacher team at their school to work on a problem of practice in the area of student outcomes.

Emerging Leaders participants are given priority status when they apply for vacant leadership positions in AISD as part of the district's goal to recruit and retain the most effective staff and principals.

Success Outcomes

Demand for participation in Emerging Leaders has surpassed the number of spots available for the program. To date, 322 school leaders and emerging leaders have applied for admission, with 124 candidates selected, plus two participants from neighboring districts. Emerging Leaders has seen high program completion rates from its participants, with an average completion rate of 89 percent in its first three program cohorts.

Among the first three cohorts of the program:

- 68 percent of the first cohort of participants who completed the program were promoted to positions of increased leadership within AISD for the 2015–16 school year.
- 43 percent of the second cohort were promoted to positions of increased leadership within AISD for the 2016–17 school year.
- 16 percent of the third cohort were promoted to positions of increased leadership for the 2017–18 school year.

In the two full years that AISD and New Leaders have partnered on the Emerging Leaders Program, for which the Principals Path to Leadership grant was awarded, there has been a steady, significant increase in student achievement in

the classrooms with which Emerging Leaders participants work. According to data collected by New Leaders:

- 72 percent of the 2014–15 cohort and 2015–16 cohort drove gains on state tests for their students.
 - 69 percent of the math and ELA grades/subjects impacted by these two cohorts saw improvements in the percentage of students meeting college- and career-ready standards.
 - Over half (57 percent) of these grades saw gains of 10 points or more on state testing.
- On average, the percentage of students meeting college- and career-ready standards in all math and ELA grades/subjects impacted by Emerging Leaders improved by 5 points from the prior year.
- 80 percent of Emerging Leaders made improvements of at least 5 points in student achievement as measured by interim assessments.

An essential component of the AISD Emerging Leaders Program is that program participants develop a deep understanding of data in order to cultivate student success on their campuses. Participants “dive into the data” and establish specific, measurable, agreed upon, realistic, and time-bound (SMART) goals to reach objectives. Teams that fully incorporate a data-driven approach to affect change on their campus are teaching their students, some as young as second graders, to review and analyze their own academic progress—charting, graphing, and establishing individual student SMART goals.

Lessons Learned

Emerging Leaders has brought a solid understanding of instructional leadership with a focus on data-driven practices to AISD. Effective practices seen within the Emerging Leaders program have informed and been incorporated into principal leadership programs across the district. For instance, Emerging Leaders participants engage in rigorous learning designed to stretch their knowledge and application of instructional practices to enhance teaching and learning. This allows principals, assistant principals, and deans participating in the program to regularly engage in instructional leadership sessions in the same topic area, supporting and aligning their work in increasing student achievement in a strategic and data-driven manner. Due to the alignment of Emerging Leaders work with other school leadership professional development programs in the district, AISD has created a more seamless transition for developing

school leaders with a solid instructional foundation and supporting the promotion of these aspiring school leaders to administrative positions.

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Learning Forward

LEARNING LEADERS FOR LEARNING SCHOOLS

Program location target: Arizona

Type of organization: Nonprofit membership association

Number of students served: 1.1 million students

Student demographics: 45% Hispanic, 39% White/Caucasian, 5% Black/African American, 5% Native American/American Indian, 3% Asian, 3% Multiracial, and 1% Other

Number of school leaders impacted by program: 111 participants

Program Overview

Learning Leaders for Learning Schools (LLLS) is an intensive, three-year professional learning experience developed in partnership with the Arizona Department of Education. The purpose of LLLS is to develop, pilot, and institutionalize a systemic and sustainable leadership development system to prepare and retain highly effective school and central office leaders. Grounded in the Standards for Professional Learning, LLLS engages principals and district office personnel in learning designs, including seminars; small communities of practice; personalized coaching; collective problem solving; application of new knowledge to daily work; and goal attainment.

LLLS focuses on professional learning as the key thread throughout the entire experience, and works with principals and central office leaders to understand, recognize, and apply high-quality professional learning, and with district offices to replicate the professional learning model across a state. The three-year program runs on a four-month cycle, with each cycle focusing on problems of practice identified by participants and communities of practice created to solve these identified areas. Each four-month cycle consists of a one-day large group seminar to explore problems of practice, aggregate them into communities of practice and explore professional learning to create solutions; a one-day community of practice session; and personalized coaching calls with individual participants and teams. In each four-month cycle, different problems of practice are explored, and

by the third year, the communities of practice are informed directly by the needs of the cohort.

Session Outcomes

After the first year of LLLS, an independent evaluator conducted a survey of program participants and found that a significant majority of participants were beginning to see the alignment between their needs and the resources provided. That same majority indicated that the “learning processes” were moderate to high quality and relevant to their role as principals. Finally, most participants indicated they were satisfied overall with the training.

In addition, when asked about the quality of the large group sessions relevant to their role, 95 percent of participants rated the sessions as moderate to high quality, and when asked about the quality of the smaller community of practice sessions relevant to their role, 76 percent of participants rated the quality as moderate to high quality. *(See Table 1 for additional survey results.)*

Table 1. LLLS participant survey data on the alignment, relevancy and impact of the LLLS program components.

	% participants who found resources moderately or highly aligned to their needs	% participants who rated the resources as relevant to their role	% participants who rated the resources as moderately to highly impactful to their role
Leadership/Change tools	97%	92%	79%
Resources	97%	90%	74%
Protocols	79%	69%	64%
Quarterly coaching calls	61%	59%	62%

As part of the sustainability of the program in Arizona, Learning Forward is developing a field guide and other related materials that can be used internally by the Arizona Department of Education to replicate aspects of LLLS across the state. Learning Forward is also creating another field guide to help organizations across the country to support the establishment and sustainability of school leadership development programs.

integration into the program as an opportunity to develop strategies for onboarding participants to LLLS, successfully preparing new program participants, and supporting the learning of any participant who faces challenges in the LLLS program.

Lessons Learned

One thing that Learning Forward discovered during the implementation of LLLS was the critical importance of having district engagement and support in the program. All LLLS participants who have been most successful have had a highly engaged district partner attending all sessions and convening principals in between the LLLS sessions. Principals or assistant principals that have participated in the program without the engagement of their district have had more challenges with implementing strategies back at their schools, or have had LLLS relegated on their list of priorities.

Another major learning discovered has been the importance of selecting team members who can both facilitate the principal leadership development content as well as help sustain the program once grant funds have been expended.

While Learning Forward will gain more lessons learned from future participant surveys and from their outside program evaluation, it is also anticipating learning additional lessons through an unexpected formal request from Scottsdale Unified School District to join the initial LLLS cohort. Learning Forward will take advantage of Scottsdale Unified's

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North Carolina Principals and Assistant Principals' Association

DISTINGUISHED LEADERSHIP IN PRACTICE

Program location target: North Carolina

Type of organization: Nonprofit membership association

Number of students served: 1,459,852

Student demographics: 50% White/Caucasian, 26% Black/African American, 17% Hispanic, 3% Asian, 1% Native American/American Indian, and 4% Other

Number of school leaders impacted by program: 243

Program Overview

In 2010, the North Carolina Department of Public Instruction awarded a grant to North Carolina Principals and Assistant Principals' Association (NCPAPA) to create a leadership development program for school leaders aligned with the statewide principal evaluation framework. The resulting program, the Distinguished Leadership in Practice (DLP) program, has since been provided across the state as a yearlong series of structured leadership development experiences for regional cohorts of school leaders. Modeled after the NYC Leadership Academy (also featured in the Principals Path to Leadership compendium and addendum), the DLP experiential approach is designed to be problem- and application-based, translating proven research-based practices and leadership competencies into transformational improvement. As participating school leaders are led and coached through a proven capacity-building process for their own schools, they also develop their capacity as exemplary leaders.

With early career principals (defined by NCPAPA as principals with under five years of experience) making up approximately 60 percent of all principals in North Carolina, NCPAPA has been increasingly focusing DLP on the needs of these early career leaders. Through the support of the American Express Principals Path to Leadership grant, NCPAPA is updating and enhancing its face-to-face and online curriculum to meet the specific needs of early career principals and engage them as a peer group.

The program's blended approach is designed to allow principal cohorts with diverse skill levels and experiences to receive a tailored learning experience that they can immediately apply to their job. The program components include:

- **Face-to-face sessions:** While DLP places an emphasis on protecting time spent away from school, it does convene participants in one-and-a-half day, face-to-face sessions every other month, where participants can talk with and gain insight from others about their goals and plans.
- **Online discussions:** Through learner-to-learner and facilitator-to-learner online forums, participants engage in active learning, constructive interactions, and collaborative learning communities.
- **SMART goal-oriented assignments:** Each principal is expected to design and work towards the achievement of a specific, measurable, achievable, relevant, and time-bound (SMART) goal that addresses a School Improvement Plan student achievement goal. This is an individualized project, which is shared with facilitators and peers for feedback.
- **Personal growth assignments:** DLP targets the personal growth of its participants through assignments that incorporate self-assessment, individual analysis or evaluation, and the development of a personalized plan for change or improvement.

Success Outcomes

Historically, when DLP was offered to principals at all levels of experience, the participant withdraw rate for the program was 20 percent. During the third year of the American Express Principals Path to Leadership grant, the withdraw rate has decreased to 14 percent. NCPAPA has attributed the decrease in participant withdrawals to DLP's specific focus on the needs of early career principals, the additional support early

career principals receive through NCPAPA's management and facilitators, and participants' work with principal advisors.

In evaluation surveys with the 2017–18 DLP cohort, participants noted the high relevancy, effectiveness, and usefulness of the face-to-face and online sessions.

Table 2. Evaluation of all DLP face-to-face sessions in 2017–18.

Statement	% of participants who “strongly agreed” or “agreed” with the statement
The face-to-face sessions had clear objectives	95%
The face-to-face sessions were relevant to my professional development needs	94%
The face-to-face sessions were scheduled at a time convenient for my participation	93%
The face-to-face sessions were led by effective facilitators	95%
The face-to-face sessions were well structured	92%
The face-to-face sessions provided me with useful resources	93%
The face-to-face sessions were engaging	91%
The face-to-face sessions included adequate opportunities for participants to share their knowledge and/or experiences	95%
The face-to-face sessions included adequate opportunities for participants to consider applications to their own professional practice	96%
The face-to-face sessions were of high quality overall	94%

Table 3. Evaluation of all DLP online sessions in 2017–18.

Statement	% of participants who “strongly agreed” or “agreed” with the statement
The online sessions had clear outcomes	97%
The online sessions were relevant to my professional development needs	97%
The online sessions were easy to access and use	97%
The online sessions were well organized	97%
The online sessions had effective facilitators	97%
The online sessions were engaging	97%
The online sessions provided me with useful resources	97%
The online sessions provided opportunities for meaningful collaboration and/or social interaction	94%
The online sessions were of high quality overall	97%



Lessons Learned

DLP serves participants with diverse backgrounds, skill levels, and experiences. Assignments are differentiated and personalized and allow principals to develop individual skills at all levels and engage in thoughtful reflection. The blended approach has provided a flexible learning environment where participants learn in a variety of ways through collaboration with their peers in DLP, engagement with those inside and outside of their school through online discussions, the “Plan-Do-Check-Act” cycle project, and personal improvement assignments. The online classroom has provided participants a more engaging and useful experience by enabling learning by doing. The variety of online content participants can choose from also helps to meet the varied needs of principals to work on issues specific to their school and address personal goals.

The American Express grant has allowed NCPAPA to focus the DLP curriculum on early-career principals and “high flying” assistant principals. While the program has been a success with early-career principals, DLP has had to work hard to retain assistant principals in the program, likely due to assistant principals lacking full authority to apply their newfound leadership skills or work on their in-school student achievement assignments. Over the past year, NCPAPA has decided to include assistant principals in their Future Ready Leadership program, which allows assistant principals to gain a deeper understanding of the North Carolina Standards for School Executives and their application to the assistant principal and principal roles.

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NYC Leadership Academy

ASPIRING PRINCIPALS PROGRAM

Program location target: Yonkers, NY and Rochester, NY

Type of organization: Nonprofit organization

Yonkers Public Schools

Number of students served: 25,349

Student demographics: 57% Hispanic, 19% Black/African American, 17% White/Caucasian, 5% Asian, 1% Other

Number of school leaders impacted by program: 14

Rochester City School District

Number of students served: 26,687

Student demographics: 58% Black/African American, 28% Hispanic, 10% White/Caucasian, 4% Asian

Number of school leaders impacted by program: 11

Program Overview

The New York City Leadership Academy's (NYCLA) Aspiring Principals Program (APP) began in 2003 to develop school leaders who possess the disposition, skills, knowledge, and capacity to synthesize and implement strategies and policies associated with: monitoring student and school academic progress; aligning new academic standards and assessments; facilitating instructional improvement; conducting teacher evaluation; and addressing persistent racial, opportunity, and achievement gaps. Its nationally recognized leadership development model equips future leaders to create thriving schools that advance improved teaching and learning practices. The APP model is undergirded in research-based methods and is customized to meet the needs of aspiring leaders, their schools, and their school systems.

Through the support of the American Express Principals Path to Leadership grant, NYCLA partnered with the Rochester City School District (RCSD) and Yonkers Public Schools (YPS) to train the districts to deliver APP to prepare emerging leaders from their districts for the principalship. During the first year of the grant, NYCLA identified the two school districts as partners and worked with them to customize APP to best fit

each district's needs. NYCLA and each of the districts worked together to:

- Recruit and select participants, including developing selection criteria, the application process and materials, interview protocols and assessment rubrics, and marketing materials.
- Develop a summer intensive curriculum to kick off the APP cohort, with an experienced facilitator to give participants the opportunity to practice being school leaders in simulated scenarios while receiving feedback.
- Design and deliver a 10-month "blended residency" after the summer intensive, including face-to-face and online facilitated learning sessions to provide opportunities for participants to practice the skills necessary to be effective instructional and transformational leaders; lead a school-based team; work with a variety of school and community stakeholders; and engage in reflective debriefs with mentor principals.
- Hire and develop facilitators for the 10-month residency program, with each district hiring four facilitators for the 2017–18 program.

- Select and train mentor principals to ensure their preparation with the facilitative and capacity building skills needed for their mentees' growth.

NYCLA co-delivered the APP model with each of the districts to their respective 2017-18 cohorts, and over the summer of 2018, NYCLA will hand off the full APP delivery responsibility to each district for the second cohorts. For the 2018-19 school year cohort, each district is targeting sixteen candidates. NYCLA is supporting the design of the second summer intensive and fine-tuning the curriculum based on its analysis of the most effective activities and experiences from the summer of 2017.

Success Outcomes

RCSD, through their Rochester Leadership Academy, graduated nine aspiring principals in May 2018. Five of those aspiring principals interviewed for anticipated school principalship openings, with four advancing to the next level of the interview process. Yonkers graduated fourteen aspiring principals and two members of their cohort have been placed in district roles.

Each district has also seen additional successes and progress in the establishment of their programs. The Rochester Leadership Academy:

- Conducted a winter intensive in February 2018 focused on curriculum and instructional practices.
- Had their cohort participants present their mid-term residency change projects to panels that included the superintendent, the deputy superintendents, and school chiefs, with each participant receiving positive feedback on their presentations from district leadership.
- Sent two additional staff to facilitation training conducted at NYCLA in May 2018 to further develop their facilitation team.

In addition to having two of its aspiring principals selected as administrators in the District Office, Yonkers Leadership Academy provided further training of its aspiring principals using NYCLA's Equity Simulation to advance the importance of leading with a focus on equity.

Lessons Learned

During the 2017-18 school year, both districts gained new tactics and strategies to develop their principal pipeline. During the summer intensive, participants in both districts confronted issues of equity in their work, raising the importance of the relationship between leadership and equity. Due to participants' experiences during the summer intensive, both districts used what was learned from the summer intensive to intentionally target issues of equity as the focus of their residency curriculums.

During the residency curriculum, the Rochester and Yonkers school districts experienced the power of school cohort visits using an instructional rounds approach protocol (forming a small network of colleagues to define a problem of practice, visit and observe classrooms in small groups, debrief after the classroom observations, and, based on the analysis of the observations, identify the next level of work to improve on the problem of practice). Both districts found the school cohort visits particularly informative to their cohorts' work and scheduled additional school cohort visits during their respective residencies.

Due to the small number of principal vacancies in their district, RCSD is customizing the second cohort of the Rochester Leadership Academy to recruit more teacher leaders, with an eye towards expanding the district's pipeline of assistant principals over the next two years.

With each of the districts taking on the full delivery of the APP model during the 2018-19 school year, there will be many new lessons learned as they continue to implement and refine their APP models.

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About American Express: Developing New Leaders for Tomorrow



One of American Express' three philanthropic platforms is **Developing New Leaders for Tomorrow**. Under this giving initiative, which recognizes the significance of strong leadership in the nonprofit and social purpose sectors, American Express makes grants focused on training high potential emerging leaders to tackle important issues in the 21st century. More than 70,000 emerging nonprofit and social sector leaders worldwide have benefitted from American Express leadership programs, including the American Express Leadership Academy among others. Launched in 2008, the American Express Leadership Academy addresses the growing need of leadership development programs in the nonprofit sector by bringing together emerging leaders from a diverse set of nonprofit, social sector and non-governmental organizations. For leadership journey stories and additional resources, visit LeaderStories.org.

About the National Association of Secondary School Principals



The **National Association of Secondary School Principals (NASSP)** is the leading organization of and voice for principals and other school leaders across the United States. NASSP seeks to transform education through school leadership, recognizing that the fulfillment of each student's potential relies on great leaders in every school committed to the success of each student. Reflecting its long-standing commitment to student leadership development, NASSP administers the **National Honor Society**, **National Junior Honor Society**, **National Elementary Honor Society**, and **National Student Council**.

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