

QUEENS
UNIVERSITY CHARLOTTE

EDUCATION LEADERSHIP PROGRAMS

McCOLL
SCHOOL OF BUSINESS

EXECUTIVE
LEADERSHIP
INSTITUTE

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EDUCATION LEADERSHIP PROGRAM SUITE

Intentional and balanced leadership is absolutely critical to student success. Without it, teachers, schools, and entire districts can struggle with direction. But with strong, decisive leadership in place, the possibilities are limitless.

That's exactly why Queens University of Charlotte designed the Education Leadership Program (ELP). A collaboration of the McColl School of Business Executive Leadership Institute and the Cato School of Education, the ELP is a comprehensive suite of development programs that address the unique leadership needs of educators who are continually striving to build and sustain strong schools and districts.

SCHOOL EXECUTIVE LEADERSHIP ACADEMY

Aspiring Leaders

ASSISTANT PRINCIPAL ACADEMY

2nd Year Assistant Principals

PRINCIPAL LEADERSHIP INSTITUTE

3rd Year Principals

COACHING INSTITUTE

Facilitators, Deans, Coaches, Principals, APs,
Principal Supervisors, District Leaders

GROUP DYNAMICS

Teacher Leaders, Facilitators, Deans, Coaches,
APs, Principal Supervisors, District Leaders

PARTICIPANT BENEFITS:

Community & Support

Cohort-based education builds a learning community and support network.

Real-Life Challenges

Focused on addressing challenges faced by school leaders through case studies, simulations, and applied theory in real-life situations.

On-the-Job Experience

Leadership experience as a full-time resident intern assigned to a mentor principal.

Licensure

15 credit hours earned toward a Master's in Educational Leadership or an Educational Leadership Graduate Certificate for those already with a education related master's.

Graduate-Level Learning

Upon Certificate or MEL program completion, graduates receive licensure for N.C. principal certification.

ASSISTANT PRINCIPAL ACADEMY

Since 2014

2nd Year Assistant Principals (APs)

Purpose: School districts have asked Queens University to deliver a program that will be conducted for new APs and deans in their second year. The program should focus on helping these individuals build self-awareness, develop an understanding of leadership and a leadership philosophy of their own. The program should help APs and deans understand and navigate the challenges of leading from the middle — i.e. owning their own authority and leadership while also serving the vision and leadership of their principal.

Goals of the Program:

- Have greater self-awareness, including an understanding of their default style in communicating, taking in information, making decisions and planning
- Understand the challenges of leadership and how leadership is different from the teacher role
- Develop their own leadership philosophy, including their values
- Understand the value of feedback as regular practice and develop coaching skills
- Establish a learning partner network
- Develop and implement an Instructional Leadership Project leading adults, having a positive impact on student achievement and present to district leaders

3 Sessions | 5-day program | Up to 24 Assistant Principals

PRINCIPAL LEADERSHIP INSTITUTE

Since 2009

3rd Year Principals

Purpose: Principals are continually relied upon to be decisive leaders of change. Queens' Principal Leadership Institute (PLI) understands this and has designed an innovative program around enhancing their ability to identify and implement effective change.

Goals of the Program:

- Apply practical experience to classroom discussions with fellow cohort members, principals become even more effective in meeting the needs of students, teachers, school staff and communities
- Learn how to build a results-focused culture by fully examining your personal leadership style
- Develop personalized coaching skills to help you better understand group dynamics and change resistance
- Understand the value of feedback as regular practice and develop coaching skills
- Practice leading organizational change and how to manage difficult situations through simulations
- Establish a learning partner network

2 Sessions | 6-day program | Up to 24 Principals

COACHING INSTITUTE

Since 2014

Facilitators, Deans, Coaches, Principals, AP's, Principal Supervisors, District Leaders

Purpose: Develop coaching skills for leaders to use as the intervention of choice for driving organizational change. You will be introduced to a framework for coaching and be given tools to help you in your role. This program will be highly interactive, focused on real challenges, and equip you to be more effective.

Goals of the Program:

- Understand when and how to apply coaching skills in your role
- Develop a common coaching process and skill set
- Gain personal awareness that will inform coaching effectiveness
- Develop skills to coach individuals to improve performance and develop abilities
- Develop the ability to test hypotheses about adult behaviors
- Develop a community of practice

2-8 day program | Up to 24 people including new learning community superintendent and executive directors and central office leaders

GROUP DYNAMICS

Since 2017

Teacher Leaders, Facilitators, Deans, Coaches, AP's, Principal Supervisors, District Leaders

Purpose: Professional Learning Communities (PLCs) play critical roles in student achievement, teacher effectiveness, team dynamics, and leadership development. In this two-day program, you will learn how to recognize and address common barriers to optimal team performance, and learn ways to effectively intervene with groups to help them function more productively. You will be introduced to a framework for interpersonal interactions and be given tools to help you in your role as a principal. This program will be highly interactive, focused on real challenges, and equip you to be more effective.

Goals of the Program:

- Develop skills to apply in your role as a leader of a team
- Tools and techniques to improve the performance of PLCs
- Learn about yourself as a leader
- Develop a plan of action to apply in your school

2-day program | Up to 24 people

SCHOOL EXECUTIVE LEADERSHIP ACADEMY

Aspiring Leaders

The School Executive Leadership Academy (SELA) was established to address the significant need to develop qualified leaders who are eligible to become educational executives.

Situation:

In 2011, more than 50% of sitting principals...

- were eligible for or nearing retirement.
- had less than three full years of experience.



Actions:

The North Carolina School Board...

- adopted the Race to the Top (RttT) proposal.
- provided for principal leadership development through the establishment of innovative, alternative leadership academies.

Experts and innovators from two strong organizations joined forces to produce a best-in-class program that develops future educational leaders.

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RIGOROUS 3-STEP APPLICATION PROCESS

SELA is not an open enrollment program; nomination is mandatory.

1. Nomination

Applicants must:

- Receive a nomination by one's principal
- Demonstrate instructional leadership and is a practice model for others
- Believe that all children can learn
- Have perseverance to solve challenges
- Make sound decisions based on facts and data

2. Application

- Submit a written application
- Provide copy of teaching license
- Have 3 years experience in school setting
- Provide transcript with GPA of 2.75 or higher
- Provide references
- Submit essays

Application Committee scores each application and nomination

3. Assessment Center

Assessment is:

- 3 hours
- Conducted by trained assessors consisting of Queens faculty and retired principals
- Includes a behavioral interview and workplace simulations
- Assessments:
 - Watson-Glaser
 - Critical Thinking Inventory

PROGRAM STRUCTURE

First Summer

- Virtual classes Wednesdays May 14 - June 7
- Classes five days per week for 5 weeks; 8 a.m. – 5 p.m.
- June 15, 2025 - July 17, 2025
- Independent group work before or after daily sessions or during lunch

First Summer Principal Internship

- Opening of school tasks
- Opening for staff
- Introduction to faculty and staff on Opening Day

School Year Principal Intern Residency

- Residency compact/tasks – Fall, Winter, Spring
- Residency project – leading adults and impacting student achievement
- Full day residency days on campus – workdays
- 1-on-1 coaching visits with retired principal coaches

Second Summer

- Four week internship at a different level or type of school
- Poverty simulation for incoming cohort
- Final portfolio/project presentation

PRINCIPAL PIPELINE

In its ten year history, SELA has made a marked impact on principal pipeline progression. 93% of SELA Graduates are now leading adults vs. leading students.

Here's where they are now:

Cohort #	1	2	3	4	5	6	7	8	9	10	11	12
Total Graduates	8	14	9	23	17	20	20	17	16	19	9	10
Teacher	1	1	0	0	0	0	2	0	2	0	0	3
FAC/MCL/ Dist.	3	4	0	10	5	7	8	3	6	7	6	2
Dean	1	1	2	3	3	3	1	2	3	7	2	5
Assistant Principal	2	2	6	6	8	9	8	11	4	5	1	0
Principal	1	6	1	2	1	1	1	1	0	0	0	0