

**For Immediate Release**

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**More Than Two Hundred Selected to Participate  
in Distinguished Leadership for Remote Learning Program**

*Raleigh, North Carolina* – Two hundred eight school leaders, from across the state, have been selected to participate in the inaugural cohort of Distinguished Leadership in a Remote Learning Environment (DLR), a leadership development program for practicing school leaders.

“Our school leaders are responding to the urgency to strengthen their ability to lead effective virtual and hybrid learning in their schools. If their students are going to be successful throughout these challenging times, their deliberate and focused instructional leadership will be more important than ever,” said Dr. Shirley Prince, NCPAPA Executive Director.

DLR, which was developed by the North Carolina Principals & Assistant Principals’ Association (NCPAPA) in partnership with the North Carolina Department of Public Instruction (NCDPI) and the North Carolina Alliance for School Leadership Development (NCASLD), is a professional development program designed to help school leaders navigate the unique challenges posed by assuring quality learning experiences during a pandemic.

The virtual program, funded by NCDPI, is available to practicing principals throughout North Carolina and their school leadership teams including assistant principals and instructional coaches. The inaugural cohort of school leaders represents sixty-three school districts and thirteen charter schools from across the state. Additional cohorts will be held in the near future.

“While we did not need to be convinced of the power of great leadership, our current climate validates the critical importance of strong educational leaders. We are thrilled to partner with NCPAPA to continue to invest in the development and support of the best school leaders for North Carolina,” said Dr. Bev Emory, Deputy Superintendent at NCDPI.

The program will be delivered both synchronously and asynchronously focusing on three main components:

- 1) Developing a shared vision for high quality instruction in a remote and hybrid learning environment

- 2) Promoting and developing teacher effectiveness through evaluation and coaching in a remote and hybrid learning environment
- 3) Creating a collaborative culture of high expectations for students and staff in a remote and hybrid learning environment

DLR includes facilitated sessions, interactions with peers, and structured sharing and networking sessions. The DLR program is built around application-based job-embedded activities designed to build the capacity of the school leaders and teachers to assess and continuously improve the effectiveness of their students' learning outcomes with both quality and equity in mind during the pandemic and beyond. "Our school leaders must work with their teachers to put processes and frameworks in place for building and maintaining a culture of high expectations for every student's success combined with high support that allows every student to meet these expectations," said Prince.



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