

Fab 5 Recommendation to Advisory Team Members (May 1, 2017)

At the March 22, 2017 meeting of the Advisory Team, members appointed a “Fab 5” group to represent the 5 Breakout Groups. The Fab 5 was asked to revisit the 5 belief statements that had not yet earned the full support of the Advisory Team. The Advisory Team charge was for Fab 5 to work collaboratively to revise these five beliefs. In return, Advisory Team members agreed to support what Fab 5 produced, sight unseen. “Fab 5” had 3 meetings. Each is described below.

1. The Fab 5 agreed to a process to achieve the goal within established timeline (before May 1 meeting).
2. Fab 5 considered rewording but agreed to obtain feedback from Breakout Team members before revising further.
3. The Fab 5 reviewed feedback. Two beliefs enjoyed unanimous support right off the bat (at least 3 of “fist to five”) but three beliefs attracted suggested revisions. The Fab 5 worked to incorporate suggested changes and reviewed changes with those who provided feedback. The Fab 5 agreed to language for all five belief statements.

<i>Topic</i>	<i>Original</i>	<i>Revision</i>
Skillful Practice under Authentic Conditions	Effective school building leader preparation programs produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquired in the university setting during the course of an internship.	Effective school building leader preparation programs produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquire within authentic settings throughout their preparation program.
Reflective Practice	Well-prepared building leader candidates rely on collegial feedback, student evidence, and current research to guide practice and inform decisions.	Effective school leader preparation programs require candidates to reflect upon their actions. Well-prepared building leader candidates rely on collegial feedback, student evidence, and current research to inform their reflection and guide their practice.
Innovation	Well-prepared school building leader candidates embrace innovation.	Well-prepared school building leader candidates embrace innovation and possess the skills and desire to make innovation possible.
Shared Responsibility	Effective school building leader preparation programs work with districts to pair each aspiring principal with a trained mentor who is a successful administrator who provides mentoring advice to the leader candidate (on how to improve) and feedback to university faculty (on how to refine the preparation program)	Effective school building leader preparation programs establish strong collaborative ties for building leadership candidate placement and mentoring training; both as a conduit for quality feedback and continuous development of candidate leadership skills and the refinement of preparation programs.
Program Admission	Effective school building leader preparation programs enhance the quality of aspiring building leaders by raising the expectations used to admit candidates and through the use of a richer array of evidence that provides a better picture of candidate fitness for the position and readiness for admission.	Effective principal preparation programs enhance the quality of aspiring building leaders and attract a well-qualified candidate pool which reflects the diverse student communities they will serve. This effort is aided by communicating key expectations, adopting common admission criteria, and identifying bias-free, evidence-based success criteria.