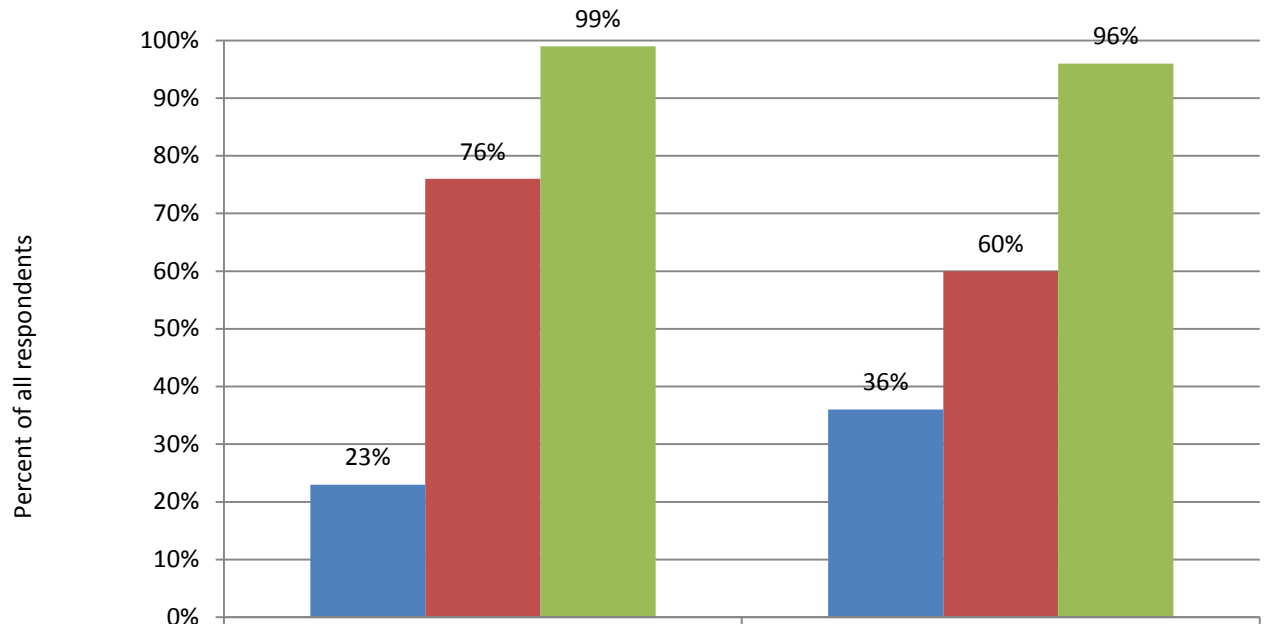


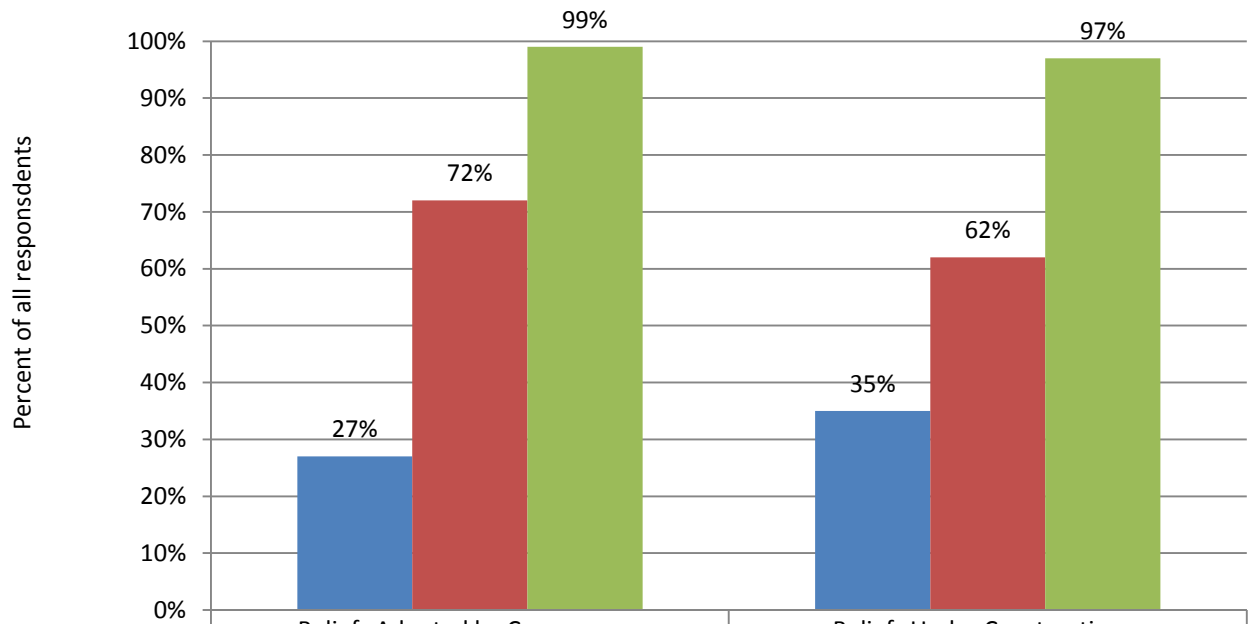
**GRAPHIC SUMMARY OF FOCUS GROUP FEEDBACK CONCERNING BELIEF STATEMENTS (April 12, 2017)**

Fig. 1: Replies to a prompt "These beliefs are an important foundation for principal certification."  
 Note: Responses are from 235 stakeholders participating in 22 focus groups (Mar. 3 - Apr. 10, 2017)



	Beliefs Adopted by Consensus	Beliefs Under Construction
Agreed	23%	36%
Strongly Agreed	76%	60%
Agreed or Strongly Agreed	99%	96%

Figure 2: Summary of replies to the prompt "I support these beliefs in concept."  
 Note: Responses are from 235 stakeholders participating in 22 focus groups (Mar. 3 - Apr. 10, 2017)



	Beliefs Adopted by Consensus	Beliefs Under Construction
Agreed	27%	35%
Strongly Agreed	72%	62%
Agreed or Strongly Agreed	99%	97%

## **Consensus Belief Statements (adopted by Principal Project Advisory Team, Feb. 7, 2017)**

Purpose: Well prepared school building leader candidates make it their mission to support staff in the school so every student is equipped for success in the next level of schooling, career, and life; further, candidates have the ability to translate goals into plans, action, and desired results.

Instruction: Well prepared school building leader candidates have the knowledge and skill to improve teacher instruction and student learning.

Shared Decision-Making and Shared-Leadership: Well prepared school building leader candidates have the willingness and ability to share decision-making and distribute leadership.

Continuous Improvement and Change Management: Well prepared school building leader candidates display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

Equity: Well prepared school building leader candidates cultivate a climate of compassion and care for the well-being of every child in the school; candidates create a culture that strives to support the learning needs of every student in an environment where all students are valued, are respected, and experience success regardless of their differences (age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, or national origin).

Value Diversity: Effective school building leader preparation programs recruit and produce aspiring leaders from varied backgrounds and historically-under-represented populations who are committed to the success of every student, who value different learning styles, who promote instructional practices that capitalize on a range of cultural traditions, and who strive to eliminate prejudice, stereotype, bias, and favoritism.

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## **Belief Statements Still Under Construction (as of Feb. 7, 2017)**

Collaborative Partnership: Well-prepared building leader candidates have the skill, ability, and desire to collaborate so students, staff, and parents feel they belong and community members are valued and appreciated as respected partners.

Innovation: Well-prepared school building leader candidates embrace innovation.

Reflective Practice: Well-prepared building leader candidates rely on collegial feedback, student evidence, and current research to guide practice and inform decisions.

Shared Responsibility for Feedback: 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).

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).

Program Admissions: 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.