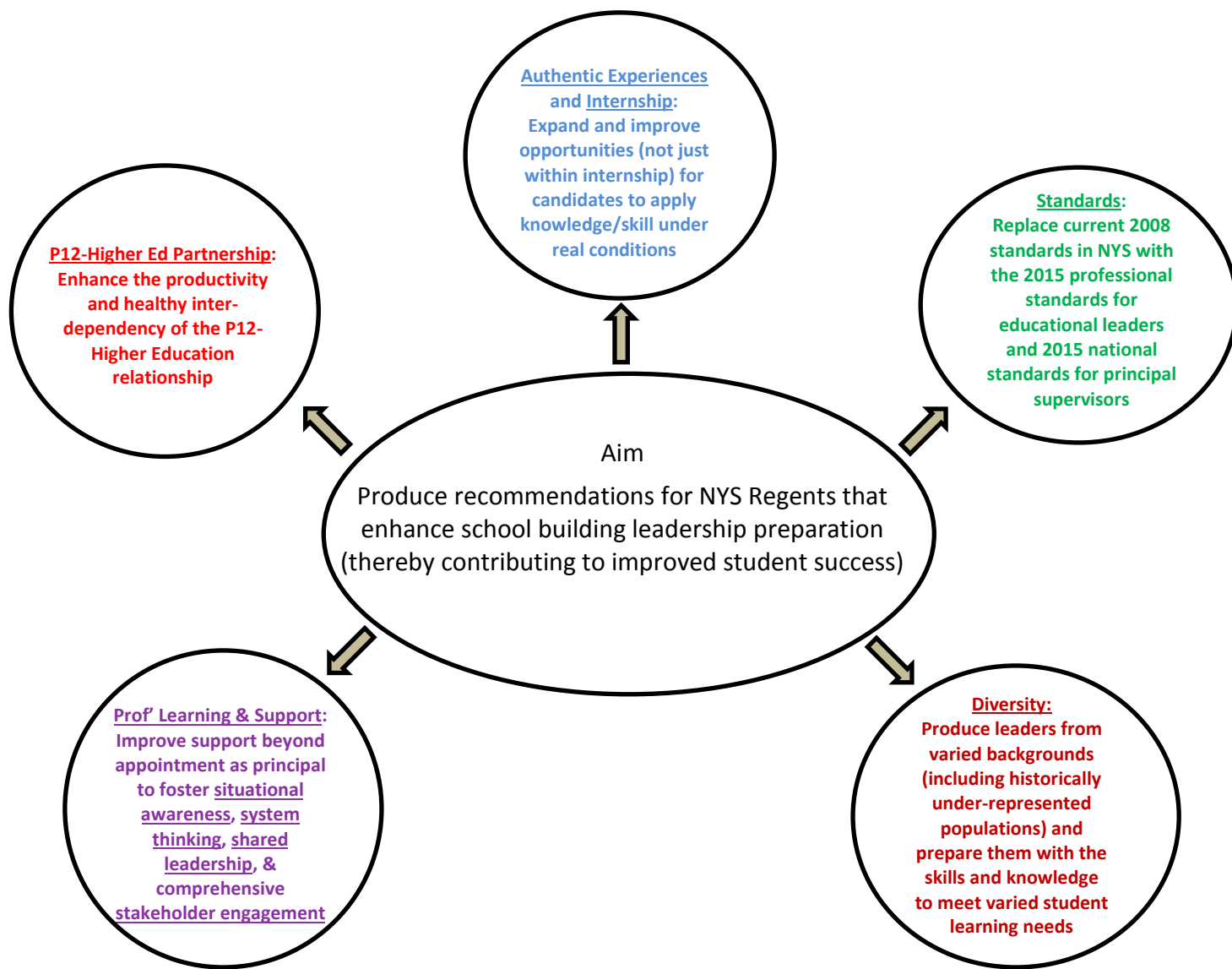


Principal Preparation Project

Organizing breakout groups – slide 1 (of 3)

Nov. 17, 2016



Principal Preparation Project
Organizing breakout groups – 2 (of 3)
Nov. 17, 2016

Belief Statement

Shared Responsibility for Feedback Cycles that Promote Improvement: [Effective principal preparation programs] work with districts to pair aspiring candidate with a practiced administrator who provides mentor advice to the candidate (on how to improve) and feedback to the university (on how to improve the prep program).

Belief Statement

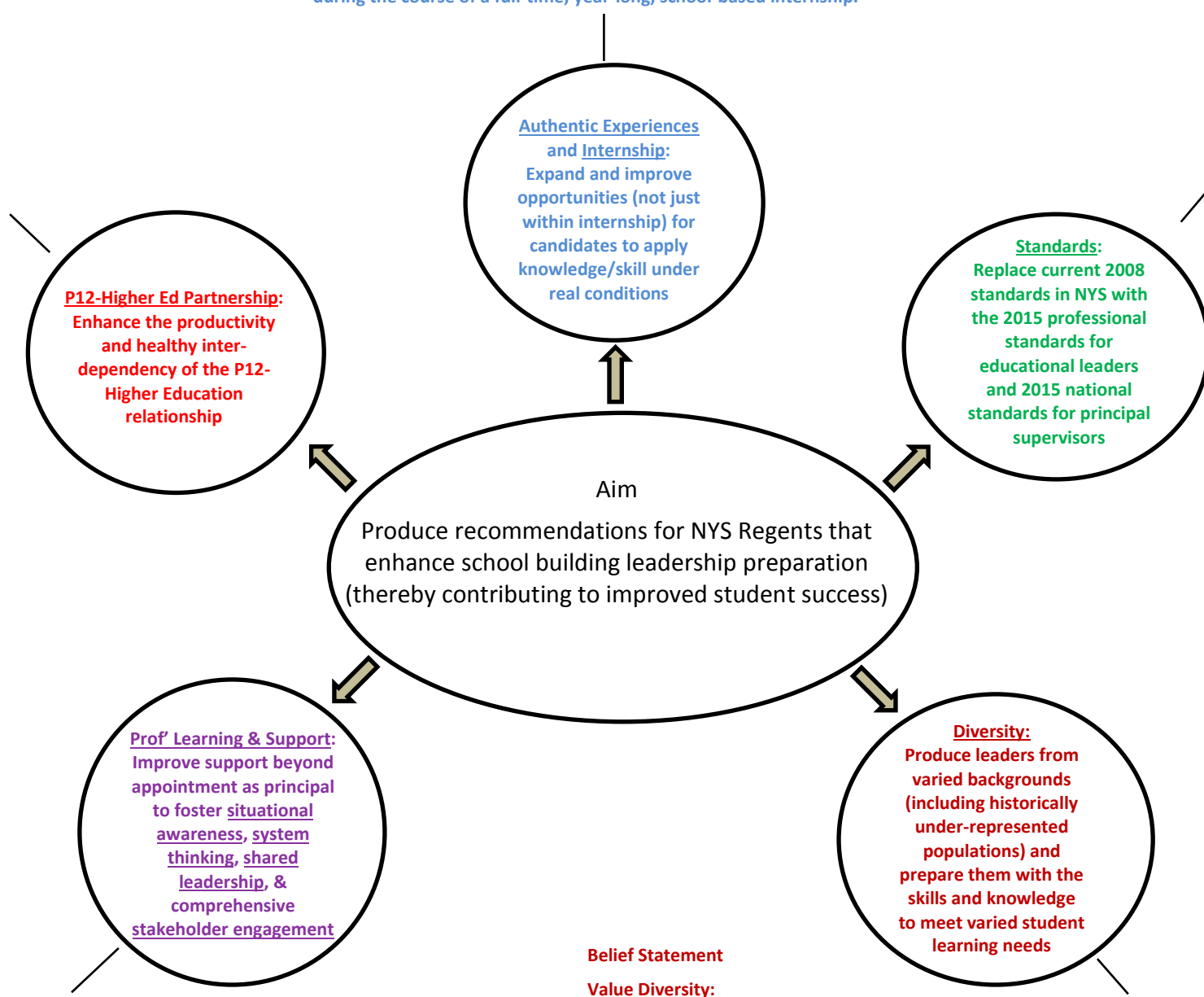
Partnership: [Well-prepared school building leader candidates] have the willingness and ability to share decision-making and distribute leadership so collaboration thrives, students and parents feel they belong, and community members are valued and appreciated as respected partners.

Belief Statement

Skillful Practice under Authentic Conditions: [Effective principal 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 a full-time, year-long, school-based internship.

Belief Statement

Instruction: [Well-prepared school building leader candidates] have the knowledge and skill to improve teacher instruction and student learning the day they step into the job.



Belief Statement

Value Diversity: [Effective principal 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.

Principal Preparation Project
Organizing breakout groups – 3 (of 3)
Nov. 17, 2016

Belief Statement
Shared Responsibility for Feedback Cycles that Promote Improvement: [Effective principal preparation programs] work with districts to pair aspiring candidate with a practiced administrator who provides mentor advice to the candidate (on how to improve) and feedback to the university (on how to improve the prep program).

Breakout Group:
David Flatley (leader)
David Babician
Hazel Carter
David Cantaffa
Annette Romano
John Blowers
John D'Agati

Breakout Group (for Remote Participants):
Erika Hunt (leader)
Jim Mills
Stephen Todd
Sister Remigia Kushner
Omar Tabb
Bergre Escobores
Grace Barrett

Belief Statement
Partnership: [Well-prepared school building leader candidates] have the willingness and ability to share decision-making and distribute leadership so collaboration thrives, students and parents feel they belong, and community members are valued and appreciated as respected partners.

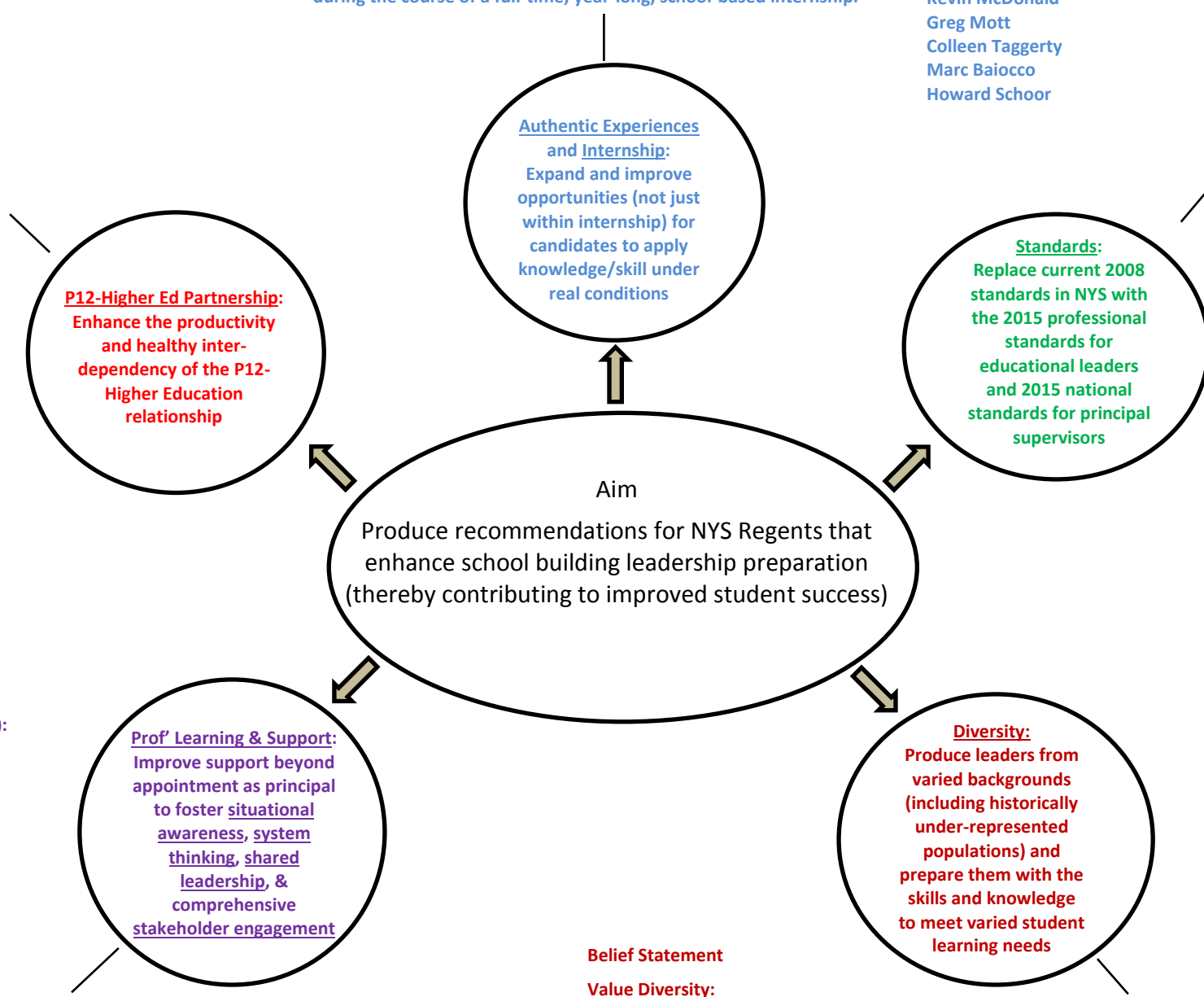
Belief Statement
Skillful Practice under Authentic Conditions: [Effective principal preparation programs] produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquired in the university setting during the course of a full-time, year-long, school-based internship.

Breakout Group:
Nell Scharff-Panero (leader)
Shireen Fasciglione
Lynn Lisy-Macan
John McKenna
Kevin McDonald
Greg Mott
Colleen Taggerty
Marc Baiocco
Howard School

Belief Statement
Instruction: [Well-prepared school building leader candidates] have the knowledge and skill to improve teacher instruction and student learning the day they step into the job.

Breakout Group:
Larry Woodbridge (leader)
Soribel Genao
Moses Ojeda
Maria Pacheco
Michelle Young
Cecilia Golden
Marie Guillaume

Breakout Group:
Carron Staple (leader)
Kathleen Feeley
Adrienne Gliha-Bell
Pamela Odom
Cheryl Atkinson
Allen Williams
Bill Clark
Edwin Quezada
Ken Turner



Belief Statement
Value Diversity: [Effective principal 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.