

WELL-PREPARED SCHOOL BUILDING LEADER CANDIDATES. . .

Instruction

. . . Have the knowledge and skill to improve teacher instruction and student learning the day they step into the job.

WELL-PREPARED SCHOOL BUILDING LEADER CANDIDATES. . .

Equity

. . . Are committed to meeting the learning needs of all students and create a school culture where all students are valued and experience success, regardless of socio-economic status, religion, race, sexual orientation, disability, or native language.

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Partnership

. . . 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.

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Purpose

. . . Make it their mission to equip every student for success in the next level of schooling, career, and life and have demonstrated they have the ability to translate aspirational goals into plans, action, and desired results.

WELL-PREPARED SCHOOL BUILDING LEADER CANDIDATES. . .

Student-Centeredness

. . . Cultivate a climate of compassion and care for the well-being of every child in the school.

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Continuous Improvement and Change Management

. . . Display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

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Reflective Practice

. . . Rely on collegial feedback, student evidence, and current research to guide practice and inform decisions.

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Innovation and Calculated Risk-Taking

. . . Embrace innovation when a credible case can be made that a novel approach could lead to improvement.

EFFECTIVE PRINCIPAL PREPARATION PROGRAMS . . .

Value Diversity

. . . 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.

EFFECTIVE PRINCIPAL PREPARATION PROGRAMS . . .

Skillful Practice under Authentic Conditions

. . . 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.

EFFECTIVE PRINCIPAL PREPARATION PROGRAMS . . .

Shared Responsibility for Feedback Cycles that Promote Improvement (of Candidates and Programs)

. . . . Work with Districts to pair each aspiring principal candidate with a practiced administrator who provides mentoring advice to the leader candidate (on how to improve) and feedback to university faculty (on how to refine the prep program).

EFFECTIVE PRINCIPAL PREPARATION PROGRAMS . . .

Program Admissions

. . . 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.