

## Principal Preparation Project (October 17, 2016)

Table 1: Verbatim responses from 20 Advisory Team members to the homework prompt: “What key beliefs should we consider as a philosophical guide for this work?”

#	Verbatim Responses	Categories <sup>1</sup>	Categories <sup>2</sup>	Categories <sup>3</sup>	Categories <sup>4</sup>	Categories <sup>5</sup>
1	<ul style="list-style-type: none"> <li>- Must have the necessary knowledge, skills and dispositions before taking on the position.</li> <li>- Can and does impact student learning.</li> <li>- Has a moral obligation to assure all students succeed.</li> <li>- Pursues the role as a calling not a career path.</li> <li>- Perceives instructional leadership as primary to the role.</li> <li>- Is committed to life-long learning as a fundamental personal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity</li> <li>- Expectation</li> <li>- Incentive</li> <li>- Opportunity</li> <li>- Expectation</li> <li>- Incentive</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Efficiency</li> <li>- Access</li> <li>- Quality</li> <li>- Efficiency</li> <li>- Quality</li> </ul>	<ul style="list-style-type: none"> <li>- Resource</li> <li>- Mission</li> <li>- Mission</li> <li>- Power</li> <li>- Structure</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- How we do it</li> <li>- Why we exist</li> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Design</li> <li>- Impact</li> <li>- Assumption</li> <li>- Design</li> <li>- Impact</li> <li>- Recruitment criteria</li> </ul>
2	<ul style="list-style-type: none"> <li>- The leader of a school building has a tremendous impact on the learning opportunities for students in that school.</li> <li>- The quality of a building leader's preparation has a major impact on his/her ability to provide strong school leadership.</li> <li>- We need to attract and retain the most talented pool of school leaders possible.</li> <li>- Effective school leader preparation includes a combination of academic study and authentic, relevant field experience.</li> <li>- Effective school leaders build, maintain, and enhance strong relationships within the school and the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Capacity</li> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> <li>- Access</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Quality</li> <li>- Resource</li> <li>- Structure</li> <li>- Mission</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- How we do it</li> <li>- How we do it</li> <li>- How we do it</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Impact</li> </ul>
3	<ul style="list-style-type: none"> <li>- The mission of public education in New York is to help grow good people who happen to be smart people.</li> <li>- Principals play a lead role in maximizing student achievement.</li> <li>- Principal preparation programs should be rigorous and effective.</li> <li>- Diversity is our only hedge against extinction; therefore, our principal cohorts should be diverse.</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Quality</li> <li>- Efficiency</li> <li>- Quality</li> <li>- Equity</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Power</li> <li>- Structure</li> <li>- Resource</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- What we do</li> <li>- How we do it</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Impact</li> <li>- Design</li> <li>- Recruitment criteria</li> </ul>
4	<ul style="list-style-type: none"> <li>- School management is change management. How can the wealth of knowledge on change management be leveraged to better prepare new leaders?</li> <li>- Research supports the notion that school culture is foundational to increased achievement. How are we addressing school culture in preparation and leadership development programs?</li> <li>- Research points to specific leadership characteristics that are necessary to be successful in our lowest performing schools. How can or are we leveraging this knowledge in guiding preparation programs?</li> <li>- Family and community engagement are significant components, especially for schools in our most challenging areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity</li> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Quality</li> <li>- Efficiency</li> <li>- Quality</li> <li>- Equity</li> </ul>	<ul style="list-style-type: none"> <li>- Power</li> <li>- Power</li> <li>- Structure</li> <li>- Resource</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Design</li> <li>- Assumption</li> <li>- Assumption</li> <li>- Impact</li> </ul>

<sup>1</sup> The Council of Chief State School Officers (CCSSO) has identified four policy levers available to the leadership of State Educational Agencies (SEAs). They are expectations, incentives, capacities, and opportunities.

<sup>2</sup> Henry Braun (Director of the Center for the Study of Testing, Evaluation, and Educational Policy at Boston College) describes how every educational system is a mix of four elements: quality, efficiency, equity, and access.

<sup>3</sup> Robert Terry (former director of the Hubert Humphrey Center for Policy Studies at University of Minnesota) described how factors related to change can be placed into one of four classifications: mission, power, structure, and resources.

<sup>4</sup> William J. Cook (founder of the Cambridge Group and author of *Strategic Planning for America's Schools*) describes a sequence that organizations can use to develop strategic plans.

<sup>5</sup> Four themes emerged from the responses Advisory Team members provided: assumption, design, recruitment criteria, and impact

#	Verbatim Responses	Categories	Categories	Categories	Categories	Categories
5	<p>Each building level administrator must be able to:</p> <ul style="list-style-type: none"> <li>- Believe in ALL learners</li> <li>- Think critically through unexpected situations that arise</li> <li>- Anticipate unintended outcomes of decisions made</li> <li>- Know and understand the research of teaching and learning as it pertains to brain research and poverty</li> <li>- Build leadership capacity within the school</li> <li>- Reflect upon their practices in an open and honest manner - embrace continuous improvement</li> <li>- Build &amp; maintain positive relationships with community partners; families; students; colleagues; Board members...</li> <li>- See the bigger picture - district-wide perspective (need to understand their individual role is part of tm of leaders)</li> <li>- Understand P role is to encourage/support/supervise Ts for purpose of improving S achievement; must be instr'l ldrs</li> <li>- Model professional learning attributes that will assist teachers &amp; students to perform at their highest levels possible</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Capacity</li> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Expectation</li> <li>- Expectation</li> <li>- Capacity</li> <li>- Expectation</li> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Equity</li> <li>- Quality</li> <li>- Efficiency</li> <li>- Access</li> <li>- Efficiency</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> <li>- Quality</li> <li>- Quality</li> </ul>	<ul style="list-style-type: none"> <li>- Resource</li> <li>- Power</li> <li>- Power</li> <li>- Resource</li> <li>- Power</li> <li>- Mission</li> <li>- Structure</li> <li>- Power</li> <li>- Mission</li> <li>- Mission</li> </ul>	<ul style="list-style-type: none"> <li>- How we do it</li> <li>- What we do</li> <li>- What we do</li> <li>- What we do</li> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- Why we exist</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Design</li> <li>- Design</li> <li>- Impact</li> <li>- Assumption</li> <li>- Design</li> <li>- Design</li> <li>- Assumption</li> <li>- Design</li> </ul>
6	<p>Through their actions and guidance principals are responsible for developing a professional culture where:</p> <ul style="list-style-type: none"> <li>- Growth mindset is evident. Everyone can learn and there are many different ways to learn;</li> <li>- Adults hold high expectations for themselves and others to promote excellence;</li> <li>- Trust, respect, responsibility, caring, and encouragement are present;</li> <li>- All adults are positive role models who profoundly influence students and each other;</li> <li>- Decision making involves a process with those affected/impacted by decisions.</li> <li>- Staff is empowered and committed to develop and implement plans and are held accountable for the results.</li> <li>- There are clear expectations (mission/vision/commitments) that are developed/shared with community stakeholders</li> <li>- Leadership is shared to inspire/support staff to improve culture/instruction by monitoring/discussing progress &amp; lrng</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Equity</li> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> <li>- Access</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Mission</li> <li>- Power</li> <li>- Power</li> <li>- Power</li> <li>- Power</li> <li>- Structure</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- What we do</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Assumption</li> <li>- Assumption</li> <li>- Assumption</li> <li>- Design</li> <li>- Design</li> <li>- Impact</li> <li>- Impact</li> </ul>
7	<ul style="list-style-type: none"> <li>- Every effort should be made to have ALL children attend the school and the class they would have attended had they not had disabilities. Thus, all children would be welcomed into our schools and our classrooms.</li> <li>- NYS has highest %age of students in segregated placements (appalling); must be addressed immediately at every level</li> <li>- Families have more influence on the path their children take in life than we do as prof'ls; thus we need to welcome them in all aspects as equal contributing members, not guest that are invited to hear what was already decided</li> <li>- Building administrators should be responsible for all children in who attend their schools.</li> <li>- There is a wealth of innovation behind our neighborhood, county, state, and country. We need to look at what works on other places and consider it for use in our schools - rather than to look at the next district as our yard stick.</li> <li>- Educational technologies should be treated as a medical treatment that warrant controlled studies and evidence that they are effective and when those technologies are identified, they should be mandated. Free choice of interventions leaves children at risk for receiving decades of ineffective teaching strategies.</li> <li>- Similarly, how we address behavior in all of our schools should be through the use of evidence based interventions.</li> <li>- Administrators need mentors who have desired qualities, not just a title; titles don't always mean a person is qualified</li> <li>- If we want certain qualities in school leaders there must be careful screening process &amp; potential leaders must receive experiences &amp; instruction in content we desire to have in the repertoire (requires oversight of preparation programs)</li> <li>- Never underestimate power of small grp of committed ppl to change world; its the only thing that ever has (M Mead)</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Incentives</li> <li>- Expectation</li> <li>- Capacity</li> <li>- Incentives</li> <li>- Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Access</li> <li>- Access</li> <li>- Equity</li> <li>- Quality</li> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Structure</li> <li>- Power</li> <li>- Power</li> <li>- Mission</li> <li>- Resource</li> <li>- Power</li> <li>- Power</li> <li>- Resource</li> <li>- Structure</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- How we do it</li> <li>- How we do it</li> <li>- What we do</li> <li>- What we do</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Assumption</li> <li>- Impact</li> <li>- Design</li> <li>- Assumption</li> <li>- Design</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Recruitment criteria</li> <li>- Impact</li> </ul>

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8	<ul style="list-style-type: none"> <li>- Principal prep programs should offer real-life, job-ready experiences and training opportunities.</li> <li>- Universities/principal prep programs should do all they can to evaluate and reevaluate their programs.</li> <li>- Universities/principal prep programs should seek regular feedback from districts, program participants &amp; practitioners</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Incentive</li> <li>- Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Quality</li> <li>- Access</li> </ul>	<ul style="list-style-type: none"> <li>- Structure</li> <li>- Structure</li> <li>- Resource</li> </ul>	<ul style="list-style-type: none"> <li>- What we do</li> <li>- What we do</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Design</li> <li>- Impact</li> <li>- Design</li> </ul>
9	<ul style="list-style-type: none"> <li>- I believe that good leaders understand that in order for a school to thrive and show progress <u>leadership has to be distributive</u>. Specifically, <u>every person has to be accountable</u> and play a role within the school community; parent leaders, teacher leaders, student leaders, community leaders and of course the administrators have to work together. In essence, a principal <u>preparation program should prepare candidates for what effective distributive leadership looks like</u> and have them engage in a mini-project to experience how important work gets successfully completed at the school level when all stakeholders come together to do their part. If we are being charged with this work, then we should believe or agree to come to consensus about the importance of distributive leadership.</li> <li>- I believe that every student that attends school is unique with a story to share, and can learn, therefore it is important that the <u>principal ensures the learning environment is welcoming to all students regardless of socio-economic status, religion, race, sexual orientation, native language, disability, and level of knowledge/skill</u>. As we engage in this work we should consider <u>putting into place an area of principal preparation that allows principals to focus on what their beliefs are about education</u> and how they will either <u>establish or maintain a culture of high expectations in a respectful, safe and nurturing environment that supports and celebrates creativity, risk-taking and sharing of ideas</u>. As an advisory team for principal preparation we should be able to come to consensus about how students learn best and incorporate those ideas, or at least have them guide our work.</li> <li>- This may be controversial, but I personally believe that it's becoming a bit too easy to become a principal. In my opinion, a principal preparation program is not enough unless we add some mandated components. An idea that may guide our work is <u>making the selection process for getting into these principal preparation programs more rigorous by adding additional pre-requisites and also adding an "exit" requirement</u>. In New York City, all candidates must be part of a principal's pool and cannot be hired as a principal without being accepted into this pool. Candidates receive a score which superintendents review when making leadership decisions. As an advisory team we may want to <u>come to consensus about what qualifies a person to gain entry into a principal prep program</u> and ultimately the "pool" for prospective employment.</li> <li>- We discussed at our last meeting that <u>a mentoring and/or internship/service training program would be beneficial for prospective leaders. We should work on making that the norm across the state, but adding extra years of mentoring once they become principals (at least in year one)</u>.</li> <li>- Although we have not fully agreed yet on what a principal preparation program should offer, I think we could all agree that <u>these programs are expensive and may exclude certain groups from entering these programs due to cost</u>. If we could agree that there may be great candidates who may never be eligible to become principals in their communities merely because of their financial status, then it may be possible to <u>consider a "give back" incentive where candidates pay half for committing to their community</u>. This needs to be fleshed out more but the philosophy here is that there are great individuals who have the potential to be great leaders if only they had the opportunity.</li> <li>- I believe that being the leader of ANYTHING is quite stressful, but being the instructional leader of a school that may or may not be in a successful district is beyond stressful. We have to <u>teach our leaders which battles to "fight" and how not to burn out</u>. As a first year principal, I had to learn how to <u>take criticism, negotiate, be diplomatic, ask questions, research best practices and programs, and present school data in a friendly and understandable manner</u> to parents, students, and teachers. There is sometimes an assumption that the principal knows it all, and that's a scary place to be, so we have <u>to add a component of emotional intelligence to all principal prep programs</u> or run the risk that many will begin this career, but not make it. How do we ensure we give our leaders the tools to survive?</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Incentive</li> <li>- Capacity</li> <li>- Opportunity</li> <li>- Capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Equity</li> <li>- Quality</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Power</li> <li>- Mission</li> <li>- Power</li> <li>- Resource</li> <li>- Structure</li> <li>- Structure</li> </ul>	<ul style="list-style-type: none"> <li>- What we do</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- What we do</li> <li>- How we do it</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Design</li> <li>- Impact</li> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Design</li> </ul>



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13	<p>I feel that the beliefs we should focus on are:</p> <ul style="list-style-type: none"> <li>- Understanding instruction and being an educational leader to improve instruction</li> <li>- An understanding of 21<sup>st</sup> century skills to build programs that will help benefit our students (course offerings)</li> <li>- Collaboration with the building and the community (all stakeholders)</li> <li>- Compassion for the staff and students of the building</li> <li>- Shared decision-making with true transparency</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Capacity</li> <li>- Opportunity</li> <li>- Expectation</li> <li>- Incentive</li> </ul>	<ul style="list-style-type: none"> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> <li>- Equity</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Resource</li> <li>- Power</li> <li>- Power</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- How we do it</li> <li>- What we do</li> <li>- How we do it</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Impact</li> <li>- Design</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Design</li> </ul>
14	<ul style="list-style-type: none"> <li>- Principals must believe and articulate that all students can achieve at high levels. It is the job of the Principal to support this vision.</li> <li>- Principals are not just instructional leaders or organizational managers; they are both. I would like us to get away from the argument that the job is one thing or another.</li> <li>- Effective adult learning requires differentiation; effective learning requires the use of different modalities of instruction</li> <li>- Principals are responsible for cultivating an ethic of care in their schools, both for students and adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Capacity</li> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Quality</li> <li>- Efficiency</li> <li>- Equity</li> <li>- Access</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Mission</li> <li>- Resource</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Impact</li> <li>- Assumption</li> <li>- Design</li> <li>- Recruitment criteria</li> </ul>
15	<ul style="list-style-type: none"> <li>- Every student is entitled to a well-educated and engaged school leadership team, including teachers, principals and support staff</li> <li>- School leaders make the difference in overall school success or failure, along with active family and community engagement. Engaging families should be at the cornerstone of every school leader's agenda and they should make every effort to connect and interact with families in their communities in meaningful and mutually beneficial ways</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Quality</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment criteria</li> <li>- Impact</li> </ul>
16	<ul style="list-style-type: none"> <li>- the role of the principal will continue to evolve</li> <li>- principal certification should contain initial and ongoing requirements to achieve and maintain certification</li> <li>- principal certification may want to have some element of variability for elementary and secondary</li> <li>- certified principals should feel an obligation to give back to principals seeking certification</li> <li>- principal certification should contain some element of private sector exposure</li> <li>- principal certification requirements should be on a multi-year review rhythm including key stakeholders</li> <li>- principal certification should contain some element of community service</li> <li>- successful principals have many and varied skills...our work should reflect this</li> <li>- the many and varied skills a successful principal possesses should be weighted to determine appropriate emphasis during certification</li> <li>- the weighting of the many and varied skills of a successful principal will change over time and require updating</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Incentive</li> <li>- Incentive</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Incentive</li> <li>- Expectation</li> <li>- Capacity</li> <li>- Incentive</li> <li>- Incentive</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> <li>- Equity</li> <li>- Quality</li> <li>- Access</li> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> <li>- Quality</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Structure</li> <li>- Structure</li> <li>- Mission</li> <li>- Structure</li> <li>- Power</li> <li>- Mission</li> <li>- Structure</li> <li>- Power</li> <li>- Structure</li> </ul>	<ul style="list-style-type: none"> <li>- What we do</li> <li>- What we do</li> <li>- How we do it</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- Why we exist</li> <li>- How we do it</li> <li>- What we do</li> <li>- What we do</li> <li>- How we do it</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Design</li> <li>- Design</li> <li>- Assumption</li> <li>- Assumption</li> <li>- Design</li> <li>- Assumption</li> <li>- Design</li> <li>- Design</li> <li>- Design</li> </ul>
17	<ul style="list-style-type: none"> <li>- Leaders are born and made!</li> <li>- If we can describe the type of behaviors we believe are useful and effective, future leaders can imitate those behaviors</li> <li>- GRIT is essential. We need to find ways to find out whether they have it. We need to find ways to help future leaders develop it.</li> <li>- Our programs have to provide deliberate leadership practice.</li> <li>- Teacher leadership as a form of that practice needs to be defined and opportunities provided. (Career ladders?)</li> <li>- We have to help future leaders develop an experimental frame of mind.</li> <li>- They also have to develop an evidence based frame of mind for decisions, accountability, planning.</li> <li>- They need a pattern for design thinking</li> <li>- We all need to share ideas about what works, how we know it works, is there something we can try together, and can we compare results. (We, too, need an experimental frame of mind and engage in design thinking!)</li> <li>- It's not about leadership, and it's not about followership, it is about participantship. Participating with full engagement permits various levels of leadership. That way, future leaders lead <i>with others</i> to transform the organization.</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Capacity</li> <li>- Opportunity</li> <li>- Capacity</li> <li>- Capacity</li> <li>- Capacity</li> <li>- Capacity</li> <li>- Incentive</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Access</li> <li>- Equity</li> <li>- Quality</li> <li>- Access</li> <li>- Quality</li> <li>- Quality</li> <li>- Quality</li> <li>- Quality</li> <li>- Access</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Structure</li> <li>- Resource</li> <li>- Structure</li> <li>- Power</li> <li>- Structure</li> <li>- Structure</li> <li>- Structure</li> <li>- Structure</li> <li>- Mission</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- What we do</li> <li>- How we do it</li> <li>- Why we exist</li> </ul>	<ul style="list-style-type: none"> <li>- Assumption</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Design</li> <li>- Design</li> <li>- Design</li> <li>- Impact</li> </ul>

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18	<ul style="list-style-type: none"> <li>- Involve diverse constituents using a broad definition of diversity</li> <li>- Have a longitudinal view of education by incorporating all sectors of the education system</li> <li>- Promote the importance of collaborative leadership and specify what it looks like in a school</li> <li>- Blend theory and practice in order to create powerful and effective learning experiences for aspiring leaders</li> <li>- Emphasize the role of the college as a logical partner in leadership preparation and not only as a purveyor of degrees/certification</li> <li>- Promote the importance of leadership succession</li> <li>- Involve the community stakeholders as partners</li> <li>- Differentiate the needs of large and small school; urban and suburban districts</li> <li>- Create an environment to learn from one another</li> <li>- Agree to disagree</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Capacity</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Incentive</li> <li>- Expectation</li> <li>- Expectation</li> </ul>	<ul style="list-style-type: none"> <li>- Equity</li> <li>- Quality</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> <li>- Access</li> <li>- Access</li> <li>- Efficiency</li> <li>- Quality</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Power</li> <li>- Structure</li> <li>- Power</li> <li>- Mission</li> <li>- Power</li> <li>- Structure</li> <li>- Power</li> <li>- Power</li> <li>- Mission</li> <li>- Power</li> </ul>	<ul style="list-style-type: none"> <li>- What we do</li> <li>- How we do it</li> <li>- What we do</li> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- What we do</li> <li>- What we do</li> <li>- Why we exist</li> <li>- Why we exist</li> </ul>	<ul style="list-style-type: none"> <li>- Recruitment criteria</li> <li>- Design</li> <li>- Design</li> <li>- Impact</li> <li>- Design</li> <li>- Design</li> <li>- Design</li> <li>- Impact</li> <li>- Impact</li> <li>- Impact</li> </ul>
19	<ul style="list-style-type: none"> <li>- School and learning should be joyful, thus leaders should possess and demonstrate joyfulness.</li> <li>- Study the best - we should do our due diligence and study the elements of the most successful preparation programs currently in action.</li> <li>- Innovation can be disruptive - we should be innovative without great concern for the barriers that might be encountered - there will be short and long-term implications</li> <li>- Hear those with differing viewpoints. The more input the better.</li> <li>- To a degree, plan for a world that currently does not exist - whether this implies anticipating and/or embracing technological or other solutions.</li> <li>- Context matters - consider WHERE leaders will work, and plan for them being prepared for the context in which they will find themselves</li> <li>- Be prepared for all sessions - which means we ALL need to be working in between meetings. This also implies that we need to leave meetings with a clear expectation of what will be accomplished prior to the next meeting.</li> <li>- Leaders have different needs within their developmental journey - any solutions need to address those differentiated needs both in preparation programs and once leaders are in the field.</li> <li>- Partnerships will be essential between higher education and schools/districts - we need to strategically plan for their development</li> <li>- Preparation needs to be cross-disciplinary within HED - which likely implies looking outside of Schools of Education when considering what knowledge and competencies leaders need to have.</li> </ul>	<ul style="list-style-type: none"> <li>- Expectation</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Opportunity</li> <li>- Expectation</li> <li>- Capacity</li> <li>- Capacity</li> <li>- Expectation</li> <li>- Opportunity</li> <li>- Opportunity</li> </ul>	<ul style="list-style-type: none"> <li>- Access</li> <li>- Quality</li> <li>- Quality</li> <li>- Equity</li> <li>- Access</li> <li>- Efficiency</li> <li>- Efficiency</li> <li>- Access</li> <li>- Efficiency</li> <li>- Efficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Mission</li> <li>- Mission</li> <li>- Structure</li> <li>- Power</li> <li>- Power</li> <li>- Structure</li> <li>- Structure</li> <li>- Mission</li> <li>- Power</li> <li>- Resource</li> </ul>	<ul style="list-style-type: none"> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> <li>- What we do</li> <li>- Why we exist</li> <li>- What we do</li> <li>- How we do it</li> <li>- Why we exist</li> <li>- What we do</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Impact</li> <li>- Impact</li> <li>- Assumption</li> <li>- Recruitment criteria</li> <li>- Impact</li> <li>- Design</li> <li>- Assumption</li> <li>- Impact</li> <li>- Design</li> <li>- Design</li> </ul>
20	<ul style="list-style-type: none"> <li>- good leadership is shared leadership. We need to encourage programs that teach principals how to create decision-making pathways that bring the school community into key decisions made at the school in more than an advisory capacity.</li> <li>- theory is different from practice. Strong school leaders have extensive experience grounded in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunity</li> <li>- Capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Quality</li> <li>- Quality</li> </ul>	<ul style="list-style-type: none"> <li>- Power</li> <li>- Structure</li> </ul>	<ul style="list-style-type: none"> <li>- How we do it</li> <li>- What we do</li> </ul>	<ul style="list-style-type: none"> <li>- Design</li> <li>- Design</li> </ul>