

Consensus Belief Statements (adopted by Principal Project Advisory Team as of May 3, 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.

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.

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.

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.

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 acquire within authentic settings throughout their preparation program.

Reflective Practice: 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.

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Belief Statements Still Under Consideration (as of May 3, 2017)

Shared Responsibility for Feedback: [We're reviewing meeting notes to determine if we locked in agreement on this.]

Innovation: [TBD]

Program Admissions: [TBD]