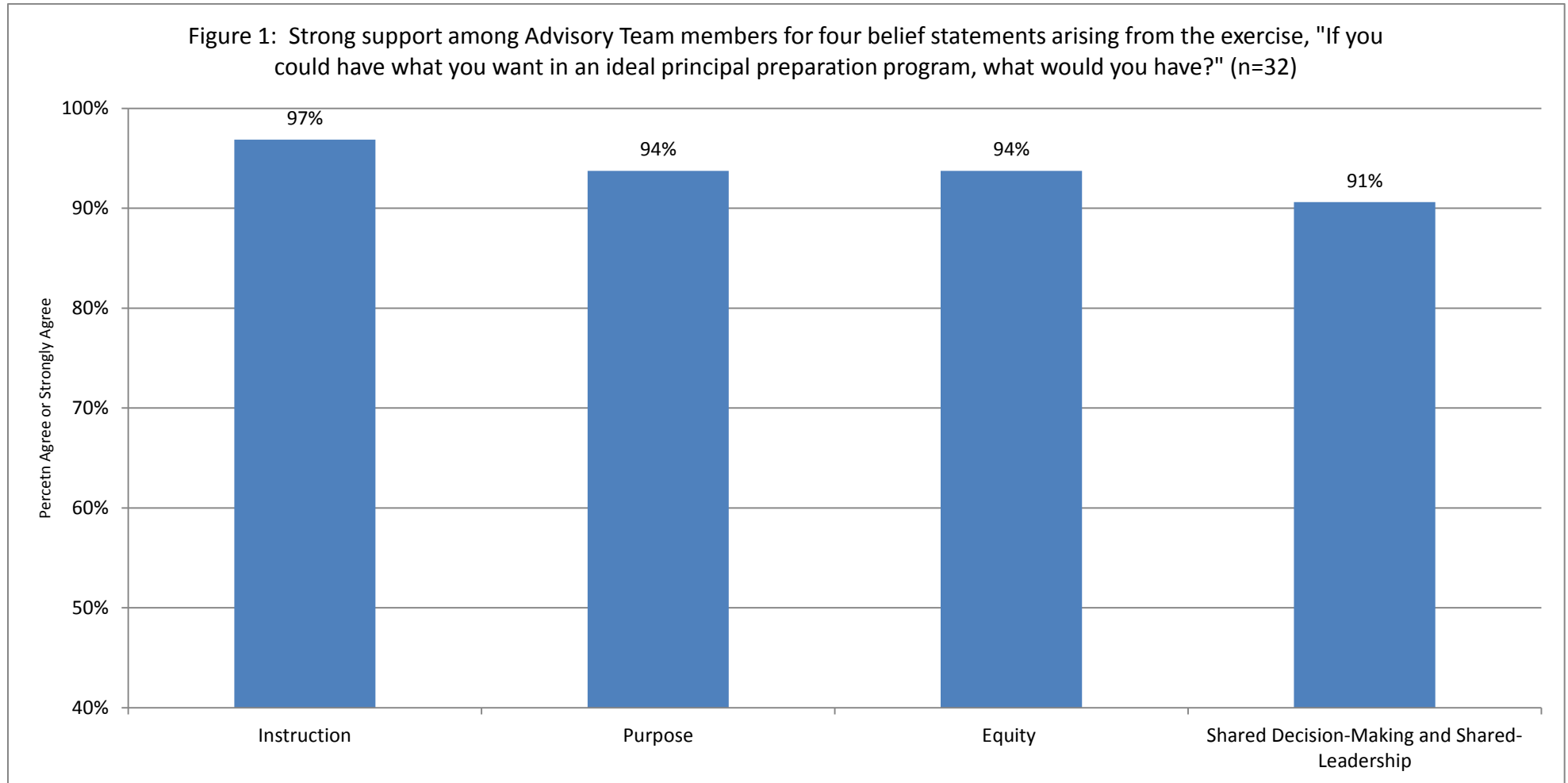


Summary of Advisory Team member responses to online survey conducted Jan. 10 – 18, 2017 (32 of 35 possible responses received).



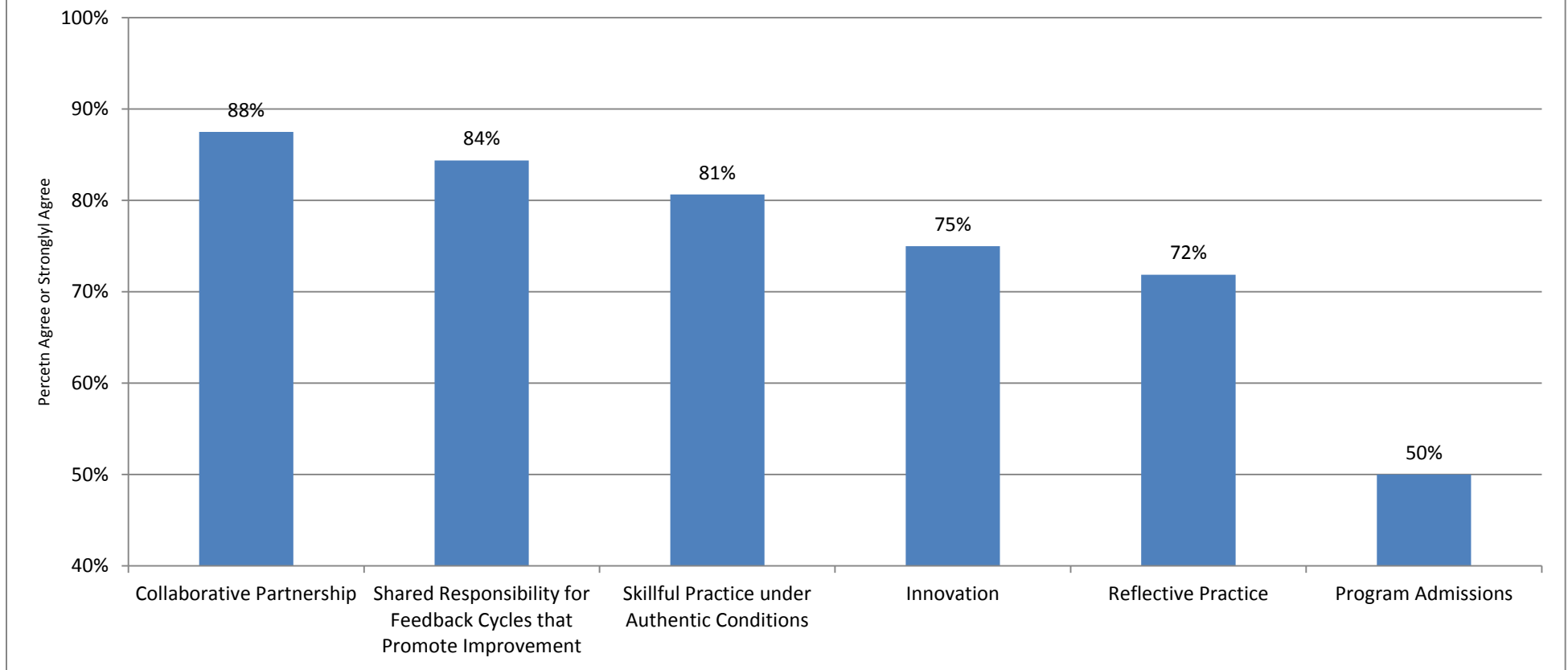
Instruction: Well-prepared school building leader candidates have the knowledge and skill to improve teacher instruction and student learning.

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, these candidates have the ability to translate aspirational 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).

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

Figure 2: Moderate to weaker support from the Advisory Team for six belief statements arising from the exercise, "If you could have what you want in an ideal principal preparation program, what would you have?" (n=32)



Collaborative Partnership: Well-prepared school 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.

Shared Responsibility for Feedback Cycles that Promote Improvement: Effective principal 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 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 an internship).

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.

Program Admissions: Effective principal 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.