

Link to the Program Theory will be housed at the top of your program.

[Masters in School Leadership Framework](#)

[NELP-Building-Standards.pdf](#)

[International Society for Technology Administrator Standards](#)

[Graduate Graduation Competencies](#)

[DPAS II for Administrators](#)

A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to

3. Candidates will identify and engage community stakeholders in planning with school personnel in collaboration and planning for innovative use of resources.
- 4.

References

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[***Rethinking Leadership: The Changing Role of Principal Supervisors***](#) (October 2013). Corcoran, Michael Casserly, A., Price-Baugh, R., Walston, D., Hall, R. & Simon, C. looks at the six districts participating in The Wallace Foundation's Principal Pipeline Initiative. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides recommendations for building more effective principal supervisors. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are *most likely* to result in stronger school leaders and higher student achievement.

[***Districts Matter: Cultivating the Principals Urban Schools Need***](#) (February 2013): The Wallace Foundation distills insights from school leadership projects and major studies supported by the foundation since 2000 to highlight key district actions to boost school leadership, including drawing up meaningful job descriptions and mentoring novice principals.

[***The School Principal as Leader: Guiding Schools to Better Teaching and Learning***](#) (January 2013): This Wallace *Perspective* summarizes a decade of foundation research and work in school leadership to identify what it is that effective school principals do. It concludes that they carry out five key actions particularly well, including shaping a vision of academic success for all students and cultivating leadership in others.

[***The Making of a Principal: Five Lessons in Leadership Training***](#) (June 2012): This report draws on a decade of work by the Wallace Foundation and identifies ways that pre-service and in-service training can be enhanced to further develop strong leadership in every school. This report focuses on candidate selection, emphasizing instructional leadership, and including high quality mentoring and individualized professional development.

[***How Leadership Influences Student Learning***](#) (2004): This Wallace Foundation report shows that leadership is second only to teaching among school influences on student success, and its impact is greatest in schools with the greatest need, according to this landmark examination of the evidence on school leadership.

Articles

Harris, K. & Frieler, J. (September 2017). A new approach: Design thinking methodology is being utilized effectively by The Wallace Foundation. *Principal Leadership*, Vol. 18 n1, pp. 47-49

Browne, D. (May 2017). The role of nonacademic skills in academic outcomes. *Principal Leadership*, Vol.19 n9, pp. 40-43

Cummins, H.J. (January/February 2015). Best Practices in Action. *Principal*, v94 n3 pp. 26-29

Syed, S. (January 2015). Making Space for New Leaders. *Principal Leadership*, v15 n5 p24-27.

Syed, S. (October 2014). Beyond Buses, Boilers, and Books. *JSD the Learning Forward Journal*, v35 n5 p46-49.

School districts are experimenting with several strategies to build up the role of principals' managers in the central office as a means to improve principal effectiveness and provide instructional support. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Beyond-Buses-Boilers-and-Books.pdf>

Gil, J. (December 2013). Stories from the Field: Making Room for the Principal Supervisors. Wallace Foundation.

Despite tight budgets, Denver Public Schools has hired more people to coach and evaluate leaders. Here's how the district did it. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Make-Room-for-the-Principal-Supervisors.pdf>

Syed, S. (October 2013). Leading School through Major Change. *Principal Leadership*, v14 n2 p30-33.

A Wallace Foundation study finds five practices that will help principals lead their schools through implementing new standards. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Leading-Schools-Through-Major-Change-Principals-and-the-Common-Core.pdf>

Mendels, P., Mitgang, L.D. (April 2013). Creating Strong Principals. *Educational Leadership*, v70 n7 p22-26.

The Wallace Foundation reports on dozens of districtwide efforts that are aiming to make school leaders more effective. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Educational-Leadership-Creating-Strong-Principals.pdf>

Gil, J. (December 2012). Strength Training: Aspiring Principals Need Fortified Programs to Prepare Them for the Challenges They Face. *JSD the Learning Forward Journal*, v33 n6 p24-31.

This articles argues for principal training programs that are selective, comprehensive and support principals beyond their graduation dates. <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-training/Documents/Strength-Training-Aspiring-Principals-Need-Fortified-Programs-to-Prepare-Them-for-ge>

[THE PRINCIPAL STORY](#) (September 2009) – a critically-acclaimed PBS documentary that follows two school leaders determined to make successes of the difficult schools they lead – with specially-