

Enabling Conditions: University

Need to Change	Willing to Change	Able to Change	Indicators	Consistently Evident	Sometimes Evident	Seldom Evident	Don't Know
Condition U1:			University leaders recognize and support a mission of outreach and service to local school districts.				
			A. The university's vision, mission or belief statements describe outreach to the local community, its schools and students as a significant value for the organization.				
			B. The university's public communications describe the outreach and services offered to local school districts.				
			C. University leaders meet regularly with local school district leaders to discuss the system of leadership preparation and results expected for student achievement.				
			D. University leaders respond quickly and decisively to requests for support from local school districts.				
Condition U2:			A successful history of collaboration and partnering positively influences the organization's commitment to the development process.				
			E. University leaders acknowledge previous collaborative initiatives as partnerships between organizations without "ownership" by any one staff member.				
			F. Previous collaboration experiences are regularly profiled in public communications and reports as evidence of an ongoing commitment of the university to local school districts.				
			G. University leaders draw from the experiences of previous collaboration attempts to develop even more successful and sustainable partnerships with local school districts.				
			H. Representatives of partnering organizations are invited to serve in volunteer leadership positions (e.g. advisory councils) at the university in order to deepen the university's commitment to local school districts.				
Condition U3:			The university recognizes and supports the resources that are necessary to begin developing partnerships.				
			I. University leaders allocate appropriate financial resources for program staff to cultivate individual relationships and develop organizational partnerships.				
			J. The university leaders recognize that the return on				

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			investment of resources is neither without risk nor immediacy.				
			K. The university is equitable in its allocation of resources to develop partnerships across its service region and in diverse school districts.				
			L. Partnership development resources are allocated during the annual budgeting process and without sole dependence on external funding sources.				
Condition U4:			The faculty in the leadership preparation program share a common vision of the ideal graduate's knowledge, skills and disposition.				
			M. Faculty members have reached consensus through dialog about the knowledge, skills and dispositions of ideal graduates.				
			N. This common vision of graduates is codified in documents distributed publicly, internally and externally.				
			O. Faculty members align learning objectives and course curriculum in support of this vision.				
			P. The leadership preparation program monitors its success by assessing graduates' knowledge, skills and dispositions.				
Condition U5:			The faculty in the leadership preparation program share a belief that field-based experiences offer significant learning opportunities to support the application of theory to practice.				
			Q. Faculty members incorporate field-based experiences in their dialog about a common vision of graduates, discussion about course requirements and policy changes, and evaluation of program goals and objectives.				
			R. Faculty members work to develop the structure and support to provide field-based experiences that offer significant learning opportunities.				
			S. Field-based experiences are provided to candidates throughout their leadership preparation program.				
			T. Faculty members provide support to candidates and their mentors to ensure application of theory to practice.				
Condition U6:			Preparation program redesign is part of a larger state initiative to develop learning-centered leaders.				
			U. The preparation program is competency-based and aligned with the state's standards for new leaders.				
			V. The preparation program redesign has been approved by				

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			the state's education agency for leadership programs.				
			W. The preparation program is designed to specifically develop learning-centered leaders — leaders who can focus improvement on curriculum, instruction and student achievement.				
			X. University leaders regularly review the preparation program and monitor its results in developing learning-centered leaders.				
Condition U7:			The university and department expect and reward partnership development as a component of each faculty member's work load.				
			Y. New faculty members are provided orientation and training for partnership development.				
			Z. Faculty members are cited for outreach and service to local school districts.				
			AA. Faculty members are expected to regularly contribute to outreach and service to local school districts.				
			BB. University leaders recognize the contributions to partnership development and service to school districts during tenure and promotion decisions.				

Enabling Conditions: District

Need to Change	Willing to Change	Able to Change	Indicators	Consistently Evident	Sometimes Evident	Seldom Evident	Don't Know
Condition D1:			School district leaders recognize and support public engagement and community partnerships as essential to achieve the district's mission.				
			A. The district's vision, mission or belief statements describe engagement with local community organizations and families to be of significant value in order to improve student learning.				
			B. The district's public communications describe the organizational partnerships that contribute to achieving a goal of improved student achievement.				
			C. District leaders meet regularly with university leaders to discuss the system of leadership preparation and results for student achievement.				
			D. District leaders respond quickly and decisively to requests for support from universities.				
Condition D2:			A successful history with the university positively influences the organization's commitment to the development process.				
			E. District leaders acknowledge previous collaborative initiatives as partnerships between organizations without "ownership" by any one staff member.				
			F. Previous collaboration experiences are regularly profiled in public communications and reports as evidence of an ongoing commitment of the district to the university's outreach and service.				
			G. District leaders draw from the experiences of previous collaboration attempts to develop even more successful and sustainable partnerships with the university.				
			H. Representatives of partnering organizations are invited to serve in volunteer leadership positions (e.g. advisory councils) at the school or district in order to deepen the district's commitment to partnership development.				
Condition D3:			The school district recognizes and supports the resources that are necessary to begin developing partnerships.				
			I. District leaders allocate appropriate financial resources for program staff to cultivate individual relationships and				

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			develop organizational partnerships.				
			J. District leaders recognize that the return on investment of resources is neither without risk nor immediacy.				
			K. The district is equitable in its allocation of resources to develop partnerships across university preparation programs.				
			L. Partnership development resources are allocated during the annual budgeting process and without sole dependence on external funding sources.				
Condition D4:			The departments within the central office share a common vision of the ideal school leader's knowledge, skills and dispositions.				
			M. Staff members have reached consensus through dialog about the knowledge, skills and dispositions of ideal school leaders.				
			N. This common vision of school leaders is codified in documents distributed publicly, internally and externally.				
			O. Staff members align hiring guidelines, documents and decisions in support of this vision.				
			P. The district, through its leadership succession plan, monitors its success by assessing new school leaders' knowledge, skills and dispositions.				
Condition D5:			School and district leaders share a belief that school-based experiences offer significant learning opportunities for aspiring principals to apply theory to practice.				
			Q. School and district leaders incorporate school-based experiences in their dialog about a common vision of ideal school leaders, discussion about leadership preparation, and evaluation of leadership succession plans, goals and objectives.				
			R. School and district leaders work to develop the structure and support to provide school-based experiences that offer significant learning opportunities.				
			S. School-based experiences are provided to aspiring leaders throughout their leadership preparation program.				
			T. School and district leaders provide the support to aspiring leaders and their mentors to ensure application of theory to practice.				
Condition D6:			Partnering with a university preparation program is part of the district's leadership succession and professional development plans for learning-centered				

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			leaders in each school.				
			U. Leadership preparation and professional development are competency-based and aligned with the state's standards for new leaders.				
			V. Leadership succession plans have been approved by the district's leaders and the district's board of control.				
			W. Leadership preparation and professional development are designed to specifically develop learning-centered leaders — leaders who can focus improvement on curriculum, instruction and student achievement.				
			X. District leaders regularly review the preparation program and monitor its results in developing learning-centered leaders for the needs of the local schools.				
Condition D7:			The school district expects and rewards partnership development as a component of the central office and school-level leaders' workload.				
			Y. District and school leaders are provided orientation and training for partnership development.				
			Z. District and school leaders are cited for partnership development with universities.				
			AA. District and school leaders are expected to regularly contribute to ongoing partnership efforts and university leadership preparation programs.				
			BB. District and school leaders recognize the contributions to partnership development and mentoring of aspiring leaders during recognition and promotion decisions.				