

RLA's Response to Criticisms of Traditional Leadership Preparation Approaches

In the table below, the criticisms of traditional preparation programs are in the left column, and RLA's approach is in the right column.

| From (Criticisms of Traditional Approach) | To (RLA's Approach) |
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| Self-Nomination, minimal admission requirements (e.g., GPAs and test scores) | Rigorous selection - candidates participate in performance-based assessments |
| Course-Based with little to no integration | Standards-Driven, outcomes-based mastery , all elements of the program are aligned (NC Standards for School Executives) |
| Preparation occurs after school, during the Night Shift | Preparation occurs during the Day Shift (in action of school day) |
| Delivered on University Campus | Local Delivery |
| General Topics | Turnaround, High-Need Schools Concepts |
| General Written Assignments | Authentic Problem Solving Experiences |
| Internship During Teacher Prep Time | Extended Immersion in Multiple Contexts |
| Busses, Books, and Discipline | Emphasis on Instructional Leadership |
| Too Many Theories & Too Many War Stories | Blended Faculty of Practitioner-Scholars |
| Little Field-Based Support | Vetted and Trained Mentors and Coaches |
| Sit and Get | Tell Me, Show Me, Grow Me Approach |
| Lone Ranger | Critical Mass of Turnaround Specialists |
| Learning about Technology | Technology for Learning (reflection, data-based decision making, efficiency, digital learning environments) |
| Schools in Community | Schools as Community |
| "That will never work here" | "Come see how it's being done." |
| Licensure Only | Commitment to Serve High-Need Schools |
| Graduation = the end | Induction Support , Career-Spanning Professional Growth, Just-in-Time Professional Learning (Pre-leadership planning and Leadership PLCs for leaders) |
| No Program Evaluation | Strategic Data Collection and Analysis Informing and Strengthening Preparation Programs |

(Modified from: Briggs, Cheney, Davis & Moll, 2013).