The current study investigates principal leadership from an international perspective. It is presented in three parts. The first section sets the stage by looking at the most recent data on instructional leadership. How does the U.S. compare to other nations? The second section digs into the archives of international data to explore how principals' leadership activities changed during two intervals—2003 to 2007 and 1995 to 1999—and how those changes were related to student achievement. Several interesting patterns are apparent. More than 50 percent of students internationally have a principal who devotes a lot of time to developing and promoting their school's educational goals and monitoring teachers' implementation of those goals in teaching. The Principal Preparation Program is Nationally Recognized by the Educational Leadership Constituent Council (ELCC), which is a premier accreditation organization for Educational Administration Programs. Program graduates tend to do exceptionally well on the required Ohio Licensure Test, to be employed as administrators based upon the strong reputation of the program, and to be successful once they become administrators. Two full year internships are included as part of the program. The program provides its students with an opportunity to become knowledgeable in a substantive manner about the operation of a school. Principal Preparation Program of Study. Credits. Summer. Preparation is a management principle whereby people get ready for a final product or for a successful experience. Preparation means “a substance especially prepared”. Preparation is a proceeding or readiness for a future event as a goal and an acceptable accomplished final outcome. It is to make something (e.g., child, food, procedures, machines) acceptable before you give it to others. This article will examine different international approaches to leadership preparation and induction, linked to concepts of socialization and identity. Although leadership is widely understood to be the second most important factor influencing student outcomes, principal preparation is neglected in many countries. A teaching qualification and teaching experience are often considered to be sufficient attributes for new principals. The article will argue that being a principal is a different role from classroom teaching and requires specific preparation. This involves three phases of socialization: 1) offering perspectives from the major stakeholder groups involved in transforming Illinois principal preparation—school districts, universities, state education agencies, teachers unions, and professional associations—this book documents the three district policy stages: policy formation, implementation, and improvement. As a national award-winning leader in principal preparation policy and practice, Illinois serves as a model for effective policy reform. Chapter 3: Policy Transfer from Local to Statewide: Scaling Evidence-Based Principal Preparation Practices in Illinois (Steve Tozer, Professor, UIC, Ana Martinez, New Leaders, Chicago, and Diane Rutledge, Executive Director, Large Unit District Association).