



**Principal Project Advisory Team**  
**Wednesday, October 19, 2014 (9:00 am – Noon)**  
**New York State Education Department**  
**89 Washington Avenue, Albany, NY (Room 5A-5B)**

1. Welcome and Introductions (9:00 am) Co-Chairs
2. Meeting objectives (9:10 am)
  - Reach consensus on “takeaways” from homework task (“If you could have what you want, what would you have?”)
  - Identify insights from data (including survey results, SBL program performance, and how pass rates vary by SBL exam type)
  - Reach consensus on a set of key beliefs that will inform our work and drive our recommendations
  - Assemble a theory of action describing how the Team recommendations lead to enhanced school leadership
  - Place the recommendations that could possibly emerge from this work into rank order
  - Decide how to organize into subgroups that work to refine broad conceptual agreements into actionable recommendations
3. Platform (9:15 am)
  - Review and either accept “as is” or agree on any needed change to minutes from meeting #1
  - Receive the revised schedule of the Advisory Team that calls for 6 remaining meetings, each 3 hours in length.
4. Old business – Carryover from meeting #1 (9:20 am)
  - Takeaways: “If you could have what you want in an ideal program of principal preparation, what would you have?”
    - o Review consensus agreement reached by each small group in Meeting #1 (see chart paper from each group).
    - o Extract elements that are common to all (or nearly all) small groups
    - o Gauge support for a proposal to make elements that are common to small groups the basis of a Team recommendation
  - Data by source
    - o As 3-some, identify findings from graphed survey results that deserve attention & should be a basis for a recommendation
    - o As 3-some, identify findings from the narrative of focus group themes that should form the basis for a recommendation
    - o Extract elements that are common to all (or nearly all) small groups
    - o Gauge support for a proposal to make these common elements the foundation for consensus recommendation(s)
5. Review the data on SBL exam pass rates (and how they vary by race/ethnicity); identify implications (10:00 am)
  - Review figure titled “Comparison of Pass Rates (current SBL exam vs previous SBL exam), how impact varies by race/ethnicity”
  - Working as a whole group, identify the possible implications (both for our work and for statewide policy)
  - If appropriate, call the question on whether enough support exists to create another consensus recommendation
6. Strategy follows vision; tactics follow strategy (10:40 am)
  - Review results from homework that invited each member to draft beliefs that should ground and inform our work
  - Using slips of paper, each member independently ranks the beliefs in his/her envelope
  - Form a group of 3; compare notes and try to reach as much agreement as possible on a rank-ordered list of beliefs
  - Record your consensus list on chart paper
  - Determine if enough support exists in our Team to reach consensus on beliefs that inform our work & drive recommendations
7. Theory of action (11:20 pm)
  - Working silently and on your own, use 20 slips of paper to produce a “if this then that statement”
  - Find two other members with whom you have not worked; make sure each of you have different titles.
  - Compare notes with 2 others; as a team of 3, strive to reach agreement on a single theory of action. Record it on chart paper
  - After each 3-person group reports out, note similarities & differences among & between groups (this topic will be revisited)
8. Getting organized to produce (11:50 pm)
  - Rank order broad recommendations our team has generated thus far; decide how to organize members into work-groups
9. Consider proposal to have common meeting time for future meetings (12:30 pm - 3:30 pm) & then adjourn (Noon) Co-Chairs