

Principal Project Advisory Team Summary (minutes) of January 25, 2017 Meeting

Meeting opened at 11:30 am. Following introductions, members reviewed what transpired since the Nov. 30, 2016 meeting.

- Advisory Team completed online Monkey-Survey on beliefs (Jan. 10 - 18)
- Subgroup of the ESSA Think Tank approved our "High-Concept Paper" (Jan. 17)
- US DoE forgoes to issue new rules on "supplement vs supplant" (Jan. 18)
- US DoE places 60-day hold on regulations related to ESSA accountability (Jan. 20)
- Survey of Regents underway on 2015 *Prof'l Standards for Educ'l Leaders* (til Feb. 10)

Members reviewed the objectives for the Jan. 25, 2017 meeting:

- Reach consensus on belief statements
- Identify efforts to create national standards for programs that prepare building leaders
- Learn what is working well nationally and in NYS related to educator preparation
- Refine the recommendations that are emerging in our five breakout group areas

Members viewed a video that set the tone for the meeting. It documented the Mann Gulch Tragedy (and what is known as the "Escape Fire"). The video illustrated that when stress, complexity, and uncertainty are at their height, it is hard to realize fresh thinking is needed. When traditional approaches fail, a change in mindset is often what is needed most.

Approval was reached on the minutes and agreements from the Nov. 30, 2016 meeting. Members reviewed the consensus-building process ("fist to five").

Members considered graphs showing the results from a Monkey Survey that asked Team members to indicate their support for 10 beliefs. Members reviewed how the belief statements were formed.

- Members responded to a question about principal prep, "If you could have what you want, what would you have?"
- Themes that emerged from the Advisory Team member responses were framed as belief statements.
- The Advisory Team previously approved two belief statements ("Values Diversity" and "Continuous Improvement")
- Guiding the thinking of the Advisory Team was one idea. "Can I live with (and support) the revised language?"
- By consensus, the Team approved four new beliefs (emphasis added in underlining to show focus on staff support)

Purpose:

Well prepared school building leader candidates make it their mission to support staff in the school so every student is equipped for success in the next level of schooling, career, and life; further, these candidates have the ability to translate goals into plans, action, and desired results.

Instruction:

Well prepared school building leader candidates have the knowledge and skill to improve teacher instruction and student learning.

Shared Decision-Making and Shared-Leadership:

Well prepared school building leader candidates have the willingness and ability to share decision-making and distribute leadership.

Equity:

Well prepared building leader candidates cultivate a climate of compassion and care for the well-being of every child in the school; candidates create a culture that strives to support the learning needs of every student in an environment where staff and all students are valued, are respected, and experience success regardless of their differences (age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, disability, native language, or national origin).

Advisory Team member Michelle Young provided a presentation on national efforts to create SBL program standards aligned to CAEP and 2015 *Professional Standards for Educational Leaders*.

Members worked with colleagues at their respective breakout group to generate answers to one question. That is, What is the boldest possible way to improve school building leader preparation? Examples were cited so all could hear.

During the second hour of the three-hour meeting, members heard four different presentations.

- Competency-based certification
 - o Massachusetts Dept of Educ (Terry Orr from Bank Street presents on PAL, *Performance Assessment for Leaders*)
- P12-Higher Education Partnerships that have involved some form of full-time internships
 - o UBuff (Steve Jacobson) & 4 districts (*Leadership Initiative for Tomorrow's Schools*) teamed on year-long internship
 - o SUNY Plattsburgh (Steve Danna) & Cambridge Central District (Colleen McDonald) teamed on year-long internship
- Career ladders leading to principal-ship
 - o Ossining District (Supt Raymond Sanchez) and STLE-funded, 6-tier path to the principal-ship

The final hour of the meeting was devoted to small group work. Individuals met with one of five breakout groups:

- Standards
- Authentic Experiences and the Internship
- P12-Higher Education Partnership
- Diversity
- Professional Learning and Support

Each breakout group reported out on progress.

Co-chairs adjourned the meeting (at 2:30 pm).