



**Principal Project Advisory Team (Phase 2)**  
**Wednesday, January 17, 2018 (10:30 am – 4:30 pm)**  
**New York State School Board Association**  
**24 Century Hill Drive, Latham, NY (Lashway Conf Center)**

1. Welcome and introductions (10:30 am)
2. Getting oriented (10:45 am)
  - Reimbursements
  - Travel arrangements and scheduled meeting time
  - Lunch arrangement
  - Do we agree to share email addresses
  - Affinity Exercise: Each person takes a single post-it note
    - o In 15 words or less, describe what you perceive will be the single biggest hurdle to achieving results we desire
    - o Collect Post-it notes (for use later in the meeting)
3. Key to Success; given two choices, which is true? (10:55 am)
  - People are poor because they make bad decisions.
  - People make bad decisions because they are poor.
    - o Turn to your neighbors and as a threesome share your views.
    - o Be ready to reflect on what the “takeaway” is and what the implications are for our work
4. What can the psychology of scarcity teach us about the challenge that the Commissioner has given us? (11:15 am)
  - Consider the work of Senhdil Mullainathan on “Scarcity.”
    - o What accounts for unexplained plane crashes?
    - o Be ready to reflect on what the “takeaway” is and what the implications are for our work
5. Logic Model (11:30 am)

Objective: Understand why we exist, what we do, and how we do it

  - Where do we look for answers (a story of lost keys)?
  - For each complex problem there is a simple answer, and it is wrong (HL Mencken)
  - 3 types of wins

Insight wins ---> Process wins ---> Result wins

- Graphic of data by source
- Insights that surfaced:
  - a. Many are certified but not enough have what is needed to be effective as a principal.
  - b. Standards are important but “enacted competencies” matter more
  - c. Better alignment sought btw what it takes to be a successful, what is taught, and what it takes to be certified
  - d. 3-legged stool (candidates not asked to lead “under game-like” conditions) to improve staff, student, or school.
  - e. Internships are powerful way to improve prep (esp with quality guidance and feedback in actual P12 setting).
  - f. High-quality coaching and mentoring through the first year on the job is considered by most a vital element
  - g. In many ways, diversity plays a larger role today than in past. Cultural responsiveness and equity matter.
  - h. NY role = Set expectations. Assign duties. Deploy resources. Advance quality, equity, efficiency, and access.
  - i. By regulation, higher education institutions shall be continuously accredited.

- Moving from

Give, Get, Merge, Act ---> Get, Merge, Give, Get, Merge, Act

- 3 vignettes from NYS
- A logic model for this work (“placemat”)

6. How we will achieve consensus (11:50 am)

- Before a trial, a judge must seat a jury. When burden of proof comes up, attention turns to what is “reasonable”?
- Do each of us agree to subordinate self-interest so we can achieve more together than any one of us can alone?
- How we do it: Fist to Five

7. Why we’re here and what we do (12:10 pm)

Objective: Understand the mission, the boundaries, and the questions that animate our work

- 8-minutes of video from South Africa
- Four Phases of the Project
- Work-streams
- Goal, success criteria, charge, and deliverables
- Packet contents
- Web site access <http://www.nysed.gov/schools/principal-project-advisory-team>
- Two ideas surfaced during a listening tour in Nov. 2017. They have important meaning in the context of this work
  - o Resonance and prominence:
  - o Standards without standardization

8. How we do what we do? (12:35 am)

- Operating agreements
  - o Minutes reflect the official account.
  - o Jointly support what we help create.
  - o Consensus recommendations move forward.
  - o Reach consensus using an established process.
  - o Our meetings are held in public but they are not meetings of the public.
  - o There are “no stripes”, members and their contributions are valued equally.
  - o It is OK to miss 1 meeting (stipulating in advance that we agree to support decisions made in our absence).
- Use Fist to Five to gauge support.

9. Housekeeping (12:40 am)

- How do we avoid “mission creep?”
  - o Lock in agreements, record them in minutes, and post them prominently.
  - o Cross each bridge once (avoid revisiting decided issues).
  - o Use a “Parking Lot” to record promising ideas that are beyond our charge.
  - o Avoid trying to cure world hunger, refrain from prescriptions beyond our charge
- Use Fist to Five to gauge support.

10. Working lunch (12:45 pm)

Take a few minutes to stretch legs, gather lunch, and then be ready to re-start

11. Honing our consensus-building skill (1:15 pm)

- Take out a single post-it; on it write the single letter that best reflects your answer to the following scenario. You’re elected to Congress. At the orientation session for newcomers, the facilitator asks you to respond to a single multiple-choice question. When it comes to deciding on any issue, to whom or what will you be loyal?

- a. Those from your district who voted for you
- b. All voters from your district, including those who voted for you and those who did not vote for you
- c. Not just those who voted but everyone from your district who has a pulse, including children
- d. Your own conscience
- e. Future generations
- f. The planet
- Collect all post-its
- Members turn to neighbors and compare notes (try to reach as much consensus as you can; be ready to report out)
- As a whole group, see how many and which threesomes could reach agreement
- As a whole group, be ready to describe what if anything surprised you; and if you weren't surprised, why not?
- Be ready to reflect on what the "takeaway" is and what the implications are for our work
- If the need arises, consider the pentagon problem

12. Where do we begin? (1:50 pm)

- Affinity Exercise: Meeting started with Post-it task. Describe single biggest hurdle to achieving results we desire.
- Display distribution of results from the Post-It exercise.
- Introduce how a tool used by Congressional newcomers can help organize a disparate set of ideas
- Now consider responses to the online MonkeySurvey.
- See how tool applies to 3 areas of our charge (P20, Modernize regs for prep programs, and Micro-credentials)

13. Identify and organize questions we're trying to answer (2:15 pm)

- Work on your own to review the last two areas from our charge (standards for supervisors & competency based)
- Categorize the entries using the framework for Congressional newcomers.
- Turn to neighbors to form a group of three. Compare notes. Try to reach as much agreement as you can.
- Each group of three joins with another group of three. Compare notes. Reach as much agreement as possible.
- Record on chart paper the agreements you all reached on entries describing mission. Be ready to report out.

14. Organizing ourselves into five small work groups, review readings, and get oriented to the task (2:45 pm)

Each small group will:

- Select a pair of co-leaders; distribute and skim the reading material
- Identify the most obvious or important policy implications (in the form of questions) related to their topic area
- As an example, for competency-based assessment it may be:
  - o How will we know changes that are made improve performance of individuals, institutions, and system?
  - o How will comparability of judgments across person, institution, and year be achieved?
  - o How do we stay legal (IHEs must be accredited) while transitioning to a different set of requirements?
  - o How will we support growth of ppl & institutions yet make defensible judgments on quality & adequacy?
  - o How do we decide which changes we propose are uniformly expected across NY and which will be flexible?
- Record questions on chart paper
- Be ready to report out to the who group

15. Reconvene as a whole group for reporting out (3:50 pm)

16. Evaluate the meeting (4:20 pm) and adjourn (4:30 pm)