October 19, 2016 Meeting of the Principal Project Advisory Team
Agreements Reached and Transcription of Small-Group Notes from Chart Paper

Homework Assignment Related to Rank-Ordered Belief Statements - Agreements reached by small groups
- Exercise using homework, "If you could have what you want in an ideal principal prep program what would you have"?
  - Directions for consensus-building exercise
  - Review results from homework that invited each member to draft beliefs that should ground and inform our work
  - Each member receives an envelope with 12 slips of paper
  - Working independently, each member ranks the 12 beliefs
  - 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
  - In small groups, members came to consensus on important "takeaways" from the homework assignment

List of possible belief statements (not in any particular order)

- WELL-PREPARED SCHOOL BUILDING LEADER CANDIDATES. . .

  - Instruction: Have knowledge & skill to improve teacher instruction & student learning the day they step into the job.

  - Equity: Are committed to meeting the learning needs of all students & create a school culture where all students are valued & experience success, regardless of socio-economic status, religion, race, sexual orientation, disability, or native language.

  - Partnership: Have the willingness and ability to share decision-making and distribute leadership so collaboration thrives, students and parents feel they belong, and community members are valued and appreciated as respected partners.

  - Purpose: Make it their mission to equip every student for success in the next level of schooling, career, & life and have demonstrated they have the ability to translate aspirational goals into plans, action, & desired results.

  - Student-Centeredness: Cultivate a climate of compassion & care for the well-being of every child in the school.

  - Continuous Improvement and Change Management: Display the emotional intelligence, skill, and grace needed to manage the tension and conflict that can arise when schools engage in continuous improvement efforts.

  - Reflective Practice: Rely on collegial feedback, student evidence, & current research to guide practice and inform decisions.

  - Innovation and Calculated Risk-Taking: Embrace innovation when a credible case can be made that a novel approach could lead to improvement.

- EFFECTIVE PRINCIPAL PREPARATION PROGRAMS . . .

  - Value Diversity: Recruit & produce aspiring leaders from varied backgrounds & historically-under-represented populations who are committed to the success of every student, who value different learning styles, who promote instructional practices that capitalize on a range of cultural traditions, & who strive to eliminate prejudice, stereotype, bias, & favoritism.

- Skillful Practice under Authentic Conditions: Produce aspiring principals who demonstrate their readiness for school leadership by successfully applying the skills and knowledge they acquired in the university setting during the course of a full-time, year-long, school-based internship.

- Shared Responsibility for Feedback Cycles that Promote Improvement (of Candidates and Programs): Work with Districts to pair each aspiring principal candidate with a practiced administrator who provides mentoring advice to the leader candidate (on how to improve) and feedback to university faculty (on how to refine the prep program).

- Program Admissions: Enhance quality of aspiring building leaders by raising the expectations used to admit candidates through use of a richer array of evidence that provides better picture of candidate fitness for position & readiness for admission.

Transcription of Post-it Notes (and small-group notes from chart paper)

- Consensus within team of Shireen F, John B, and Soribel G
    - Program Admissions
    - Student Centeredness
    - Purpose
    - Value Diversity
    - Equity
    - Skillful Practice Under Authentic Conditions
    - Instruction
    - Partnership
    - Shared Responsibility
    - Continuous Improvement
    - Innovation and Calculated Risk-Taking
    - Reflective Practice
- Consensus within team of Carron, Jim, and Marie
    - Equity
    - Instruction
    - Purpose
    - Student Centered
    - Continuous Improvement (EI)
    - Partnership
    - Reflective Practice
    - Skillful Practice Under Authentic Conditions
- Consensus within team of David F and Nell S-P
    - Beliefs
        - Equity
        - Value Diversity
        - Student Centeredness
    - Purpose
    - Capacity
        - Instruction
        - Change Management
        - Continuous Improvement
        - Authentic Skills
        - Partnership
        - Reflection
- Consensus within team of David B and Annette R
    - Candidates

- - - Purpose
    - Equity
    - Partnership[
    - Instruction
    - Continuous Improvement
    - Student Centered
    - Reflective
    - Innovative
  - Programs
    - Skillful Practice
    - Diversity
    - Shared Responsibility
    - Admissions
- Consensus within team of Pam O, Maria P, John McK
  - Candidates
    - Purpose
    - Student Centeredness
    - Equity
    - Partnership
    - Instruction
    - Reflective Practice
    - Continuous Improvement & Change Management
    - Innovation
    - Calculated Risk Taking
  - Programs
    - Value Diversity
    - Shared Responsibility
    - Skillful Practice/Authentic Conditions
    - Program Admissions
- Consensus within team of Hazel C and Steven T
  - Partnership (most confident in the first six in this list)
  - Value Diversity
  - Shared Responsibility for Feedback Cycles
  - Skillful Practice under Authentic Conditions
  - Reflective Practice
  - Innovation and Calculated Risk-Taking
  - Equity (less confident of the this and the remaining items)
  - Instruction
  - Purpose
  - Continuous Improvement and Change Management
  - Student Centeredness
  - Program Admission (questionable)
- Consensus within team of Lynn L-M and Kathleen F
  - Reflective
  - Equity
  - Partnership
  - Purpose
  - Skillful Practice
  - Value Diversity
  - Instruction
  - Shared Responsibility

- o Others
- Consensus of Erika, Greg, Cecilia, Allen, Colleen, William, Marc, Sr Remigia, Edwin Q, Grace B, Kevin M, Howard S, Larry
  - o Equity
  - o Student Centeredness
  - o Reflective Practice
  - o Skillful Practice under Authentic Conditions