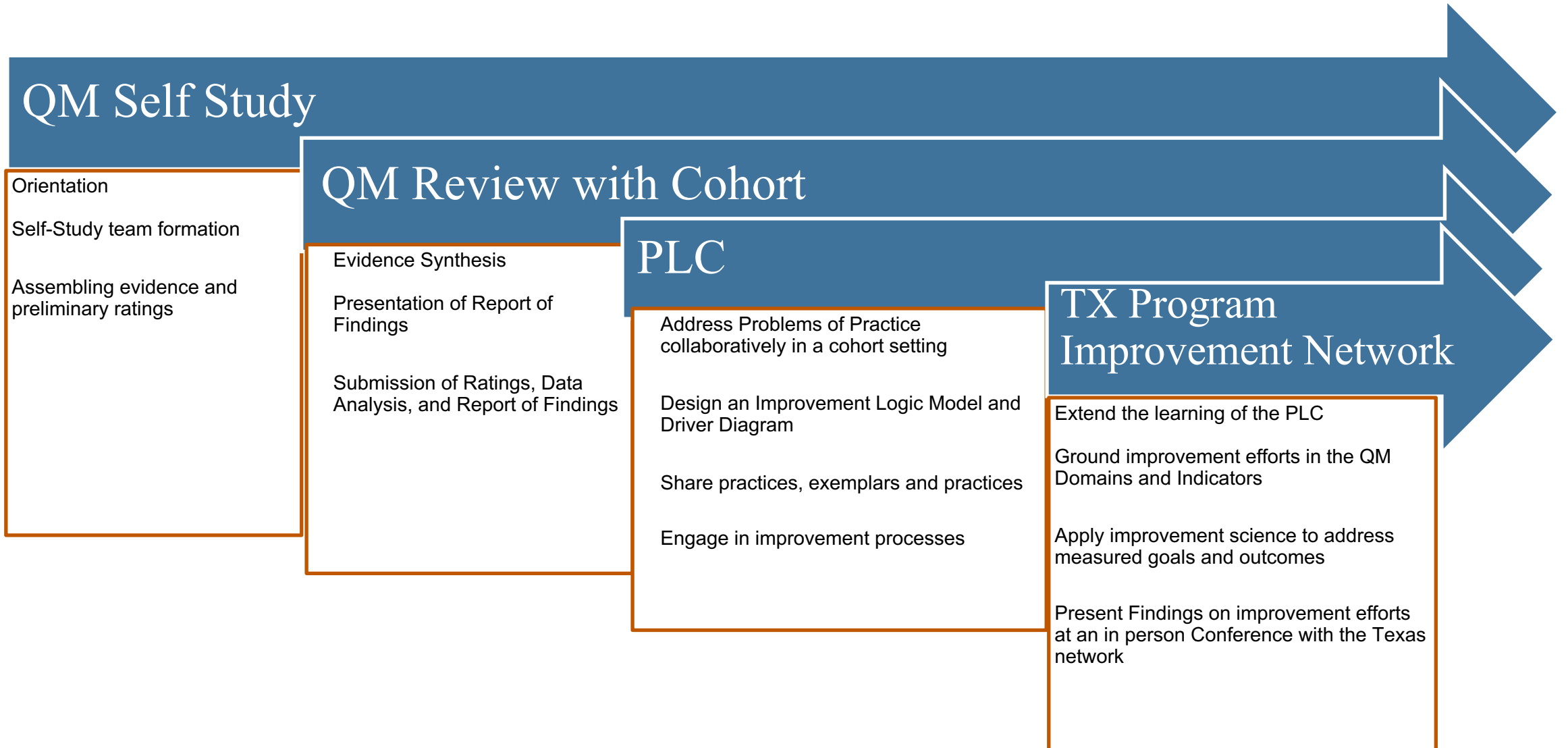


WiFi Password:
TEPSA2023

Texas Program Improvement Network

Quality Measures in TX



STEERING COMMITTEE



**Kevin Badgett,
University of Texas of the Permian Basin**



**Sarah Birkeland,
Educational Development Center**



**Debra Cantu,
University of Texas at Austin**



**Richard Gonzales,
University of Connecticut**



**Ebony Love,
Texas Education Agency**



**Gary Miller,
University of Texas at Tyler**



**Janice Taylor,
Prairie View A&M University**

Welcome from
Ebony Love -
Texas Education Agency

INTRODUCTIONS

NAME

INSTITUTION

PROUD ACCOMPLISHMENT FOR 2022-2023 SY




TX PIN Goal

In partnership with the Texas Education Agency, principal preparation programs will foster equitable improvement practices in a learning network across Texas to improve program design and implementation aligned to Quality Measures™ Domains and Texas Principal Standards to positively impact principal preparation.

What would a home run look like today?

We leave here...

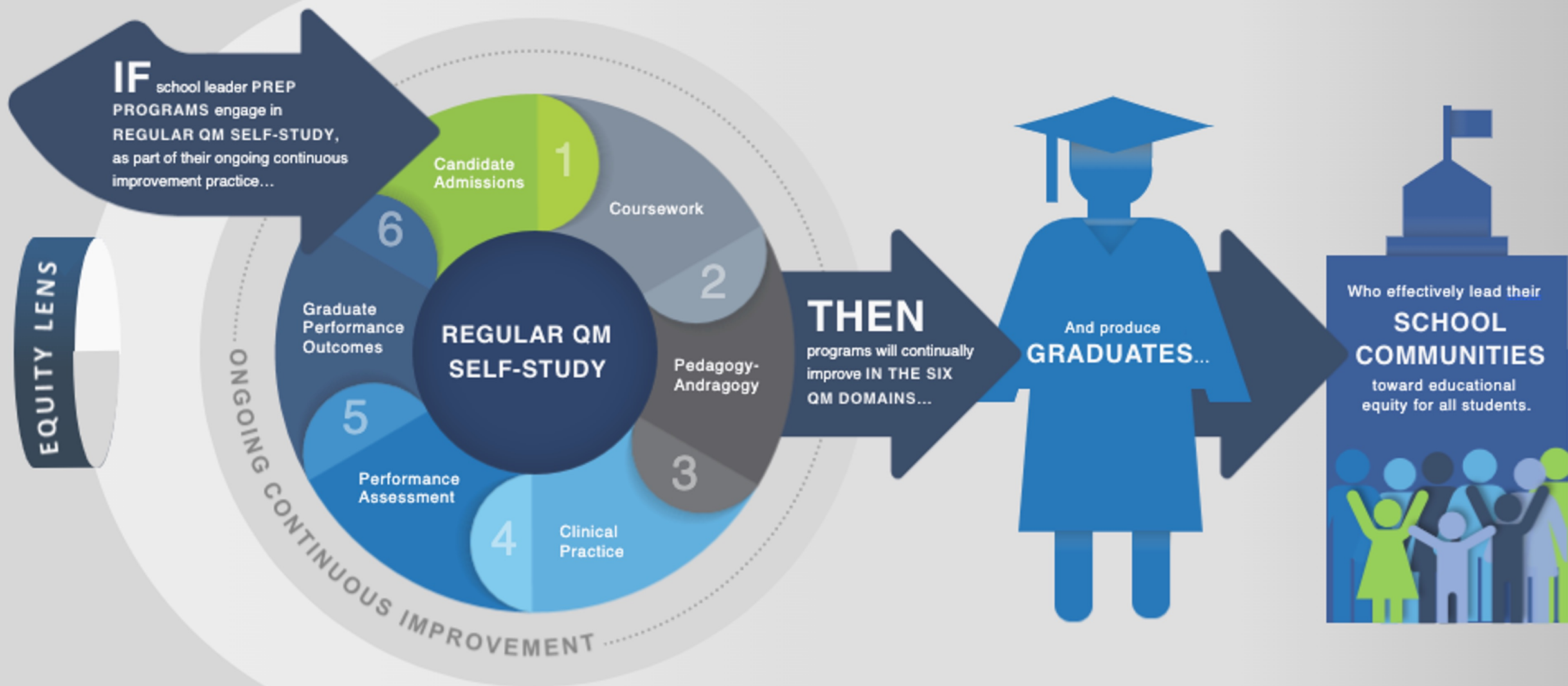
- with a first draft Problem of Practice for Domain 4 in the framework of a fishbone and driver diagram
 - with resources and/or ideas to address change practices
 - with an idea of how to prepare for the next meeting(s)
 - with excitement to collaborate as a PIN
- 

Conversational Norms

- Be curious rather than certain
- Value one another's interpretations
- Listen for what is new and different
- Be open to testing your own assumptions
- Be willing to be uncomfortable
- See confusion as an opportunity for creativity

(created from *Willing to be Disturbed-Wheatley*)

THEORY OF CHANGE



QM Domains and Indicators

QM Self-Study Toolkit 11th Edition

CANDIDATE ADMISSIONS

1. Program Mission, Vision, and Goals
2. Marketing Strategies
3. Recruitment Practices
4. Admission Criteria
5. Applicant Screening
6. Assessment of Candidates' Leadership Potential
7. Candidate Selection

COURSEWORK

1. Standards
2. Learning Goals
3. Course Design
4. Course Content
5. Course Materials
6. Course Sequence
7. Course Consistency

PEDAGOGY- ANDRAGOGY

1. Access
2. Culturally Responsive Teaching Practices
3. Active Learning Strategies
4. Experiential Learning Activities
5. Reflective Practices
6. Exemplars
7. Formative Feedback

CLINICAL PRACTICE

1. Clinical Design
2. Clinical Placements
3. Clinical Quality
4. Clinical Coaching
5. Clinical Supervision
6. Clinical Evaluation

PERFORMANCE ASSESSMENT

1. Candidate Performance Goals
2. Assessment Purpose
3. Assessment Quality
4. Assessment Methods
5. Communication of Assessment Results
6. Assessment Impact
7. Exit Assessment

GRADUATE PERFORMANCE OUTCOMES

1. State Certification Exams
2. Job Placement and Retention
3. Job Performance
4. Continuous Improvement
5. Program Responsiveness

Domain 4: Clinical Practice

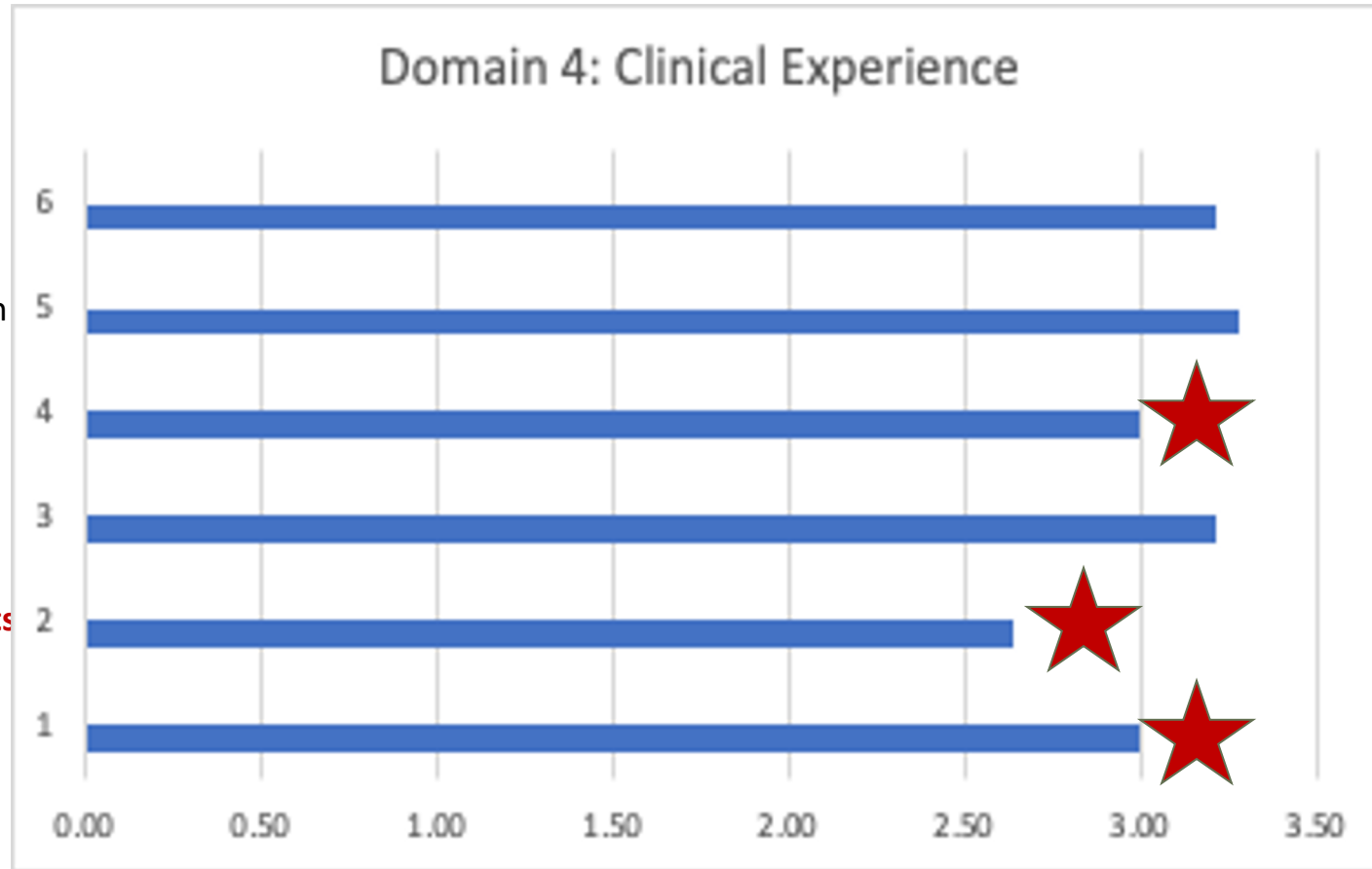
QM INDICATORS		QM CRITERIA
1	Clinical Design	<u>Clinical designs</u> are developed collaboratively by <u>program faculty</u> , <u>district partners</u> , and candidates and articulate specific <u>learning</u> and <u>performance goals</u> for each candidate. All clinical designs incorporate “learning while doing,” combining practical experiences with structured reflection and feedback; regularly offer opportunities to connect theory with practice; and require candidates to authentically address complex, <u>adaptive leadership challenges</u> including those related to equity.
2	Clinical Placements	Program faculty and district partners collaborate to ensure that candidates’ <u>clinical placements</u> are at schools well-positioned to support their development as <u>equity-centered leaders</u> , with attention to specific candidate needs, diversifying candidates’ experiences, and exposing each candidate to skilled, equity-centered site-based <u>mentors</u> and/or <u>coaches</u> .
3	Clinical Quality	Program faculty and district partners have developed a shared understanding of the standards and criteria for a high-quality clinical experience, and closely monitor each candidate’s experience against those standards and criteria to ensure quality.
4	Clinical Coaching	Throughout the clinical experience, candidates receive <u>culturally-responsive, equity-centered clinical coaching</u> which includes regular opportunities for reflection and feedback. Coaches are trained in implementing the program’s preferred <u>coaching model</u> .
5	Clinical Supervision	Candidates receive <u>culturally-responsive, equity-centered clinical supervision</u> throughout their clinical experience. Supervisors regularly communicate specific, actionable feedback about candidates’ performance relative to identified learning and performance goals to candidates and relevant program and clinical faculty.
6	Clinical Evaluation	<u>Evaluations of candidates’ performance in the clinical experience</u> align with the specific learning and performance goals identified for each candidate. Evaluations include assessments from multiple stakeholders who worked with the candidate, such as supervisors, school site faculty, site-based mentors and/or coaches, and candidates themselves.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
<ul style="list-style-type: none"> Handbooks Observation templates 	<ul style="list-style-type: none"> Standards, rubrics Clinical evaluation form 	<ul style="list-style-type: none"> Cohort performance reports Candidate performance reports Coaching records 	<ul style="list-style-type: none"> Candidate activity logs or reflection journals Candidate surveys

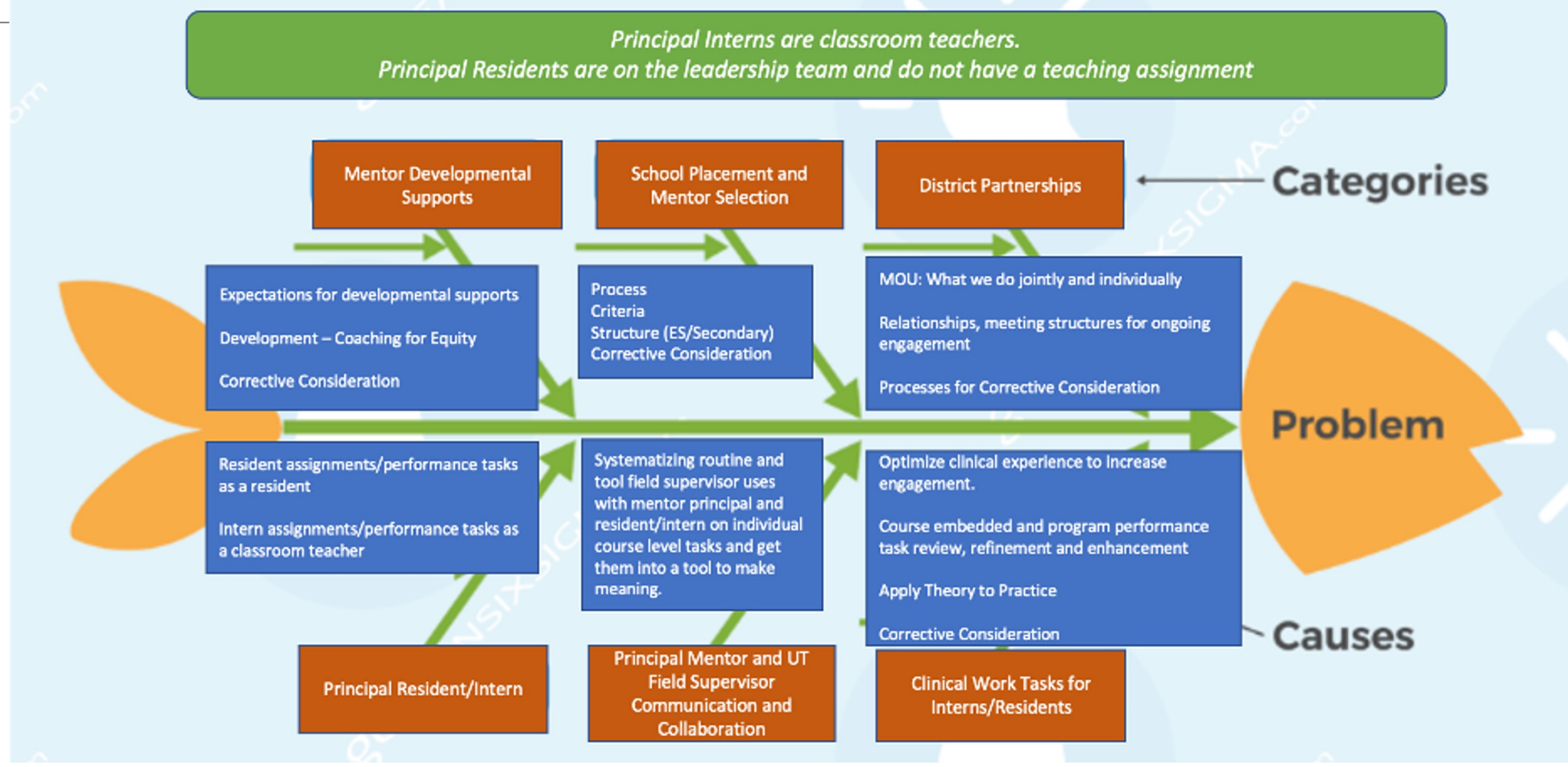
Domain 4: Clinical Practice

- What voice do district partners and candidates have in designing clinical experiences?
- In what ways do the clinical experiences allow candidates to identify and address current, site-specific issues of equity?
- What strategies does the program use to diversify the clinical experiences for candidates, ensuring they have opportunities to observe and practice equity-centered leadership in different school contexts?
- How are the clinical placement sites vetted? Do the school site supervisors and mentors have a proven track record of dismantling inequities and improving access and outcomes for all students, especially those from systemically marginalized groups?
- How is coaching differentiated for each candidate's learning needs?
- How does the program ensure that each candidate receives equally high-quality feedback and coaching support?
- What strategies does the program use to mitigate biases in clinical evaluations?
- How does the program gather information from clinical sites to gain a better understanding of the local district needs and the necessary leadership skills needed to respond to those needs?

Texas QM Aggregate Data for Cohorts 1-3 Design Ratings



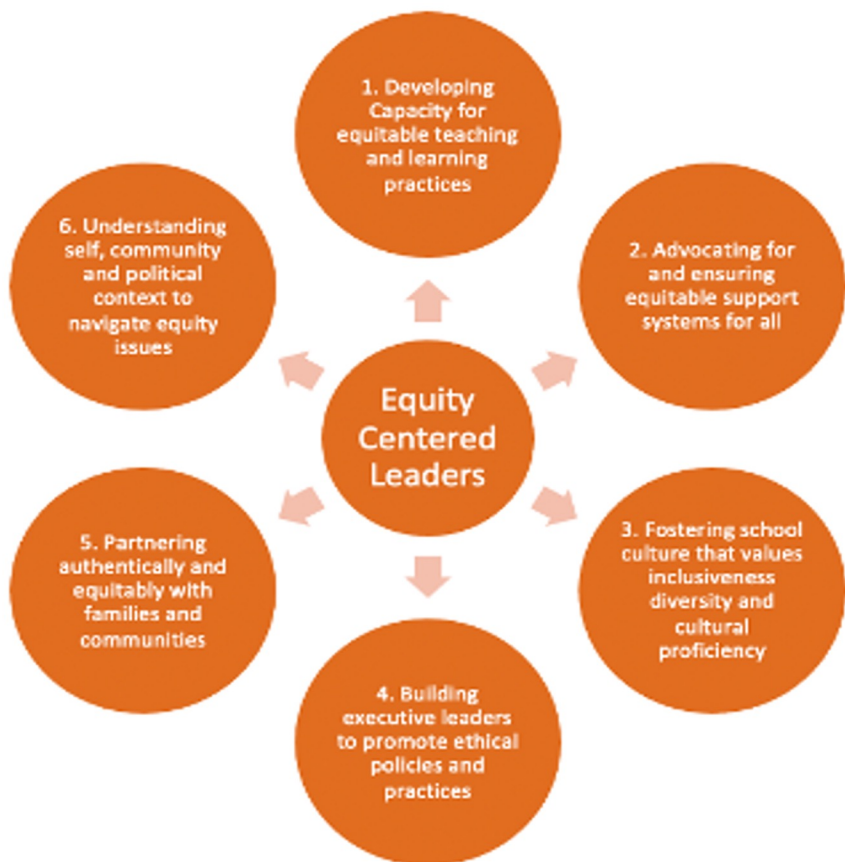
Problem Statement: Principal Resident and Intern equity centered learning experiences and coaching support are inconsistent from campus to campus due to a lack of systematized high quality clinical experiences provided by the principal mentor and field supervisors, impacting certification exam completion.



Texas Principal Leadership Academy Program Design 2023

Equity Centered Framework

Equity-centered leaders will make central the educational and life experiences of children and adults that have been marginalized in schools because of their race, ethnicity, social class, language, gender expression, sexual orientation, ability, religion, immigration status and any other constructed notion of difference and their intersections. Equity centered leaders collaboratively and systematically engage in these actions:



Our Purpose

The purpose of TPLA is to develop leaders to equitably distribute opportunities and resources, value multiple identities, and empower teachers, students, and families to make decisions that impact their lives within contexts with diverse interest groups, limited resources, and long-standing systemic inequities.

Equity Definition

Equity values all identities, justly distributes resources and opportunities and engages and empowers all stakeholders to be actively involved in decisions that impact their lives within political and educational contexts.

Theory of Action

We are committed to developing collaborative, data-savvy, reflective instructional leaders who are focused on increasing student and educators growth and well-being of all stakeholders, especially those who have been marginalized because of race, ethnicity, social class, language, gender expression, sexual orientation, ability, religion, immigration status. We aim to prepare teacher leaders to become transformational building leaders and urge them to embrace principles of equity centered leadership as a starting point for developing a lens of social justice.

Candidate Profile – Candidates Demonstrates:

- Reflective practices on equity centered leadership to value multiple intersectional identities
- Ability to build capacity for teaching and learning to impact student growth socially, emotionally and academically
- Skill to establish positive relationships and attends to personal, social, emotional well-being
- Solution-oriented skill to demonstrate critical thinking skills and familiarity with school data

Principal Intern and Resident Graduate Profile

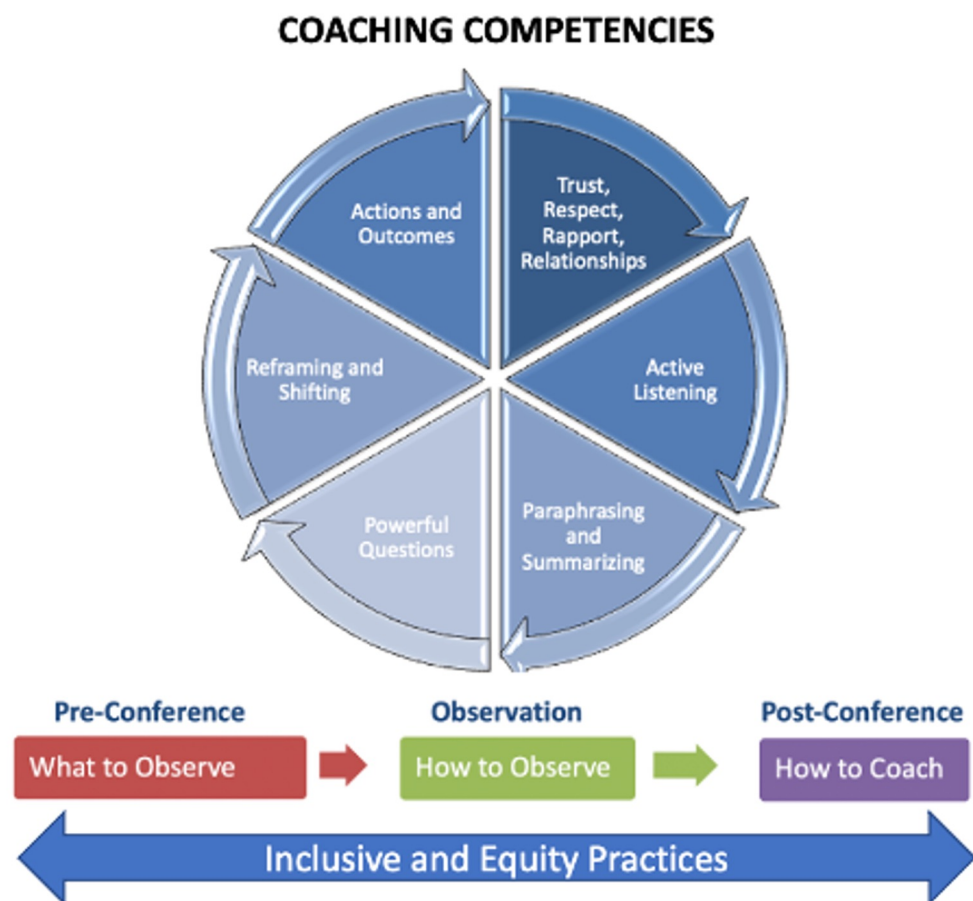
- Developing Capacity for equitable teaching and learning practices
- Advocating for and ensuring equitable support systems for all
- Fostering school culture that values inclusiveness diversity and cultural proficiency
- Building executive leaders to promote ethical policies and practices
- Partnering authentically and equitably with families and communities
- Understanding self, community and political context to navigate equity issues

Principal Mentor Profile

- Eager to share expertise to invest and develop others to impact student and faculty growth socially, emotionally and academically
- Demonstrated success as an experienced principal with evidence of student and teacher growth
- Open to campus data collection for supporting the development of identifying problems of practice
- Open-minded, reflective in practice and equity and student centered to empower the community to address long-standing inequities
- Builds trusting relationships with all community stakeholders attends to personal, social, emotional well-being to build a positive culture
- Reflective listening and willingness to support, understand and navigate the context of educational and political problems of practice in operational practices
- Provide clinical work accessible and providing authority to address problems of practice as specified in the roles and responsibilities
- Allows for leadership experiences without judgment

Program Performance Assessments Aligned to the Equity Framework

- Facilitate a collaborative team to conduct an equity and community audit to develop a 1, 3, 5 year School Improvement Plan to address long-standing systemic inequities impact on student learning, teacher growth and school culture. (Equity Framework goals - 1, 2, 3, 4, 5, 6).
- Implement one strategy from the School Improvement Plan to address an inclusive setting (relevant to students with disabilities and other relevant groups) identified by the equity and community audit in a year long participatory action research project (Equity Framework goals - 1, 3, 5).
- Earn certification in Advancing Educational Leadership and Texas Teacher Evaluation and Support System to coach and support teacher growth. 1). Conduct classroom observations and role-play providing teachers feedback to include differentiation and evidence of IEP implementation, 2). Develop and facilitate professional development to include students with disabilities and differentiation authentic to campus needs, 3). Facilitate a PLC to embed strategies for supporting differentiation authentic to campus needs, and 4). Create a teacher support plan to include differentiation best practices. (Equity Framework goals - 1, 2, 3, 4,)



COACHING FOR EQUITY CENTERED LEADERSHIP TRAINING:

Coaching Competencies, School Improvement Systems and Reflective Practices as an Equity Centered Leader for:

- UT Field Supervisors
- Principal Coaches
- Principal Site Supervisors
- Assistant Superintendents and Principal Supervisors

COACHING EXPECTATIONS:

Coach-Student ratio
Expectations
Dosage
Frequency
Model
Communication
Progress monitoring

Equity Centered Coaching Model: *Theory to Practice*



July/August: AEL/TTESS Certification—Developing Capacity for equitable teaching and learning practices through classroom observation and feedback.



August-September: Conduct Classroom Observations and Provide Teacher Feedback



August-September: Observation #1: Conduct Classroom Observations and Provide Teacher Feedback

September: Collect data, identify teacher learning needs, research and design professional development and demonstrating advocacy and ensuring equitable support.



October-November: Collect data, identify teacher learning needs, research and design PD



October-November: Observation #2: Professional Development

January-February: Research, plan and facilitate a PLC or collaborative team to improve instruction, student achievement by fostering school culture that values inclusiveness diversity and cultural proficiency practices.



January-February: Research, plan and facilitate a PLC or collaborative team to improve instruction, student achievement, and the school culture.



January-February: Observation #3: Facilitating a PLC or Collaborative Team

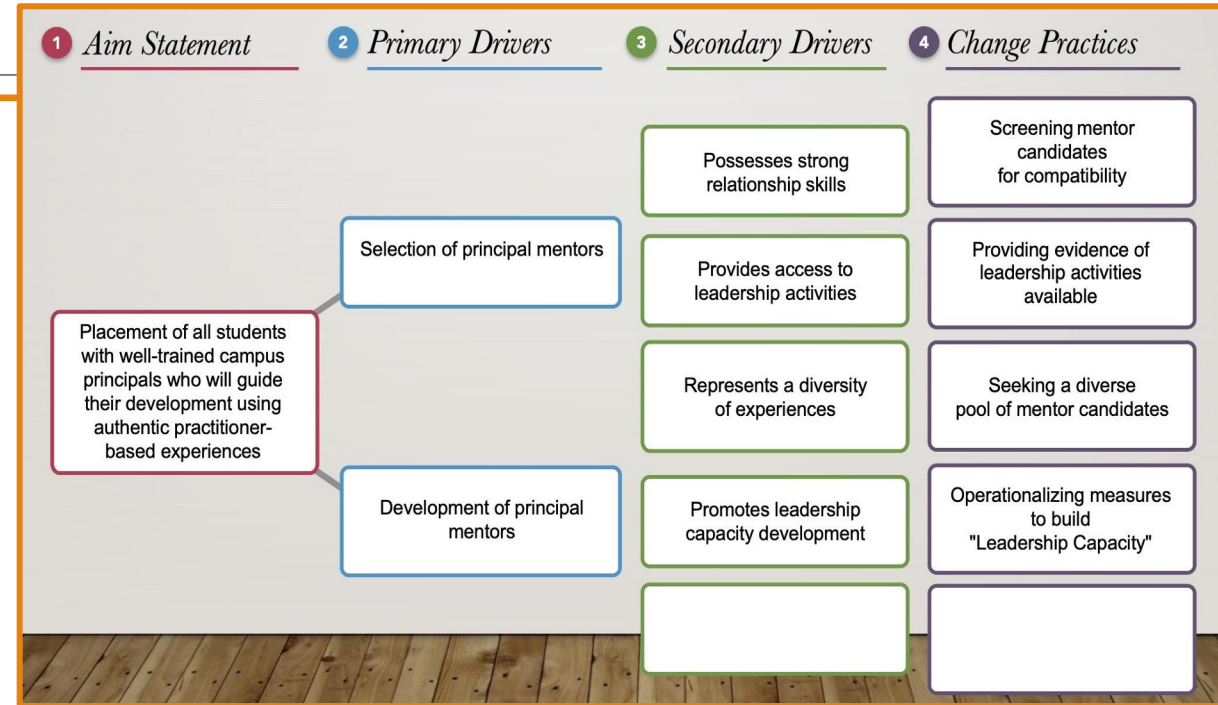
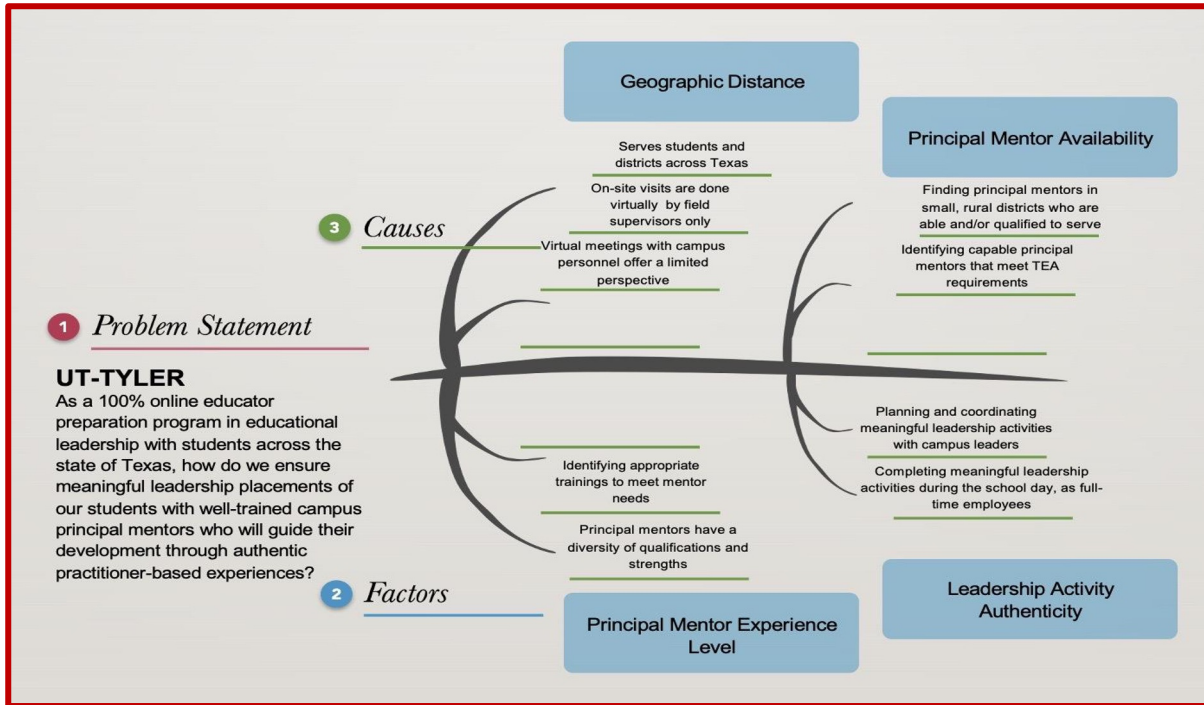
Fall and Spring: Conduct equity and community audit to identify equity issue and intersections. Research, develop and implement an action plan and partner authentically and equitably to navigate equity issues.



Fall and Spring: Conduct equity audit and community audit, identify equity issue and intersections, research and develop action plan.

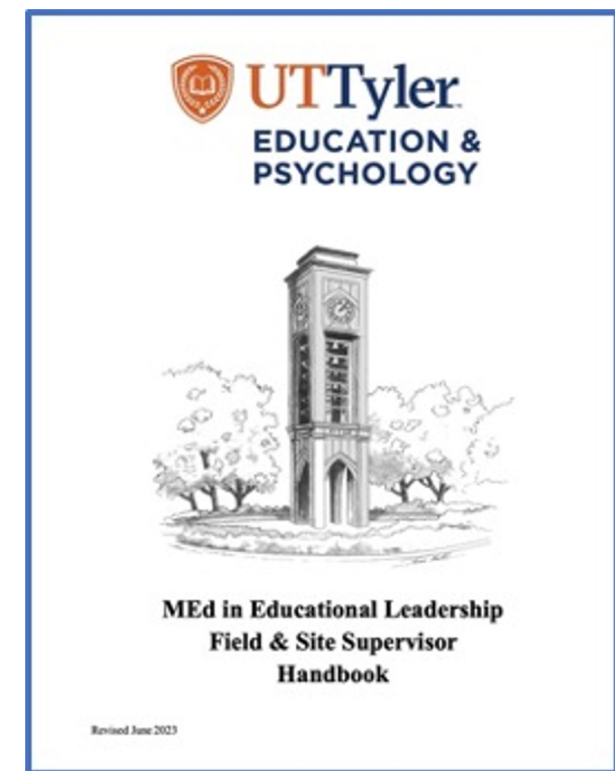
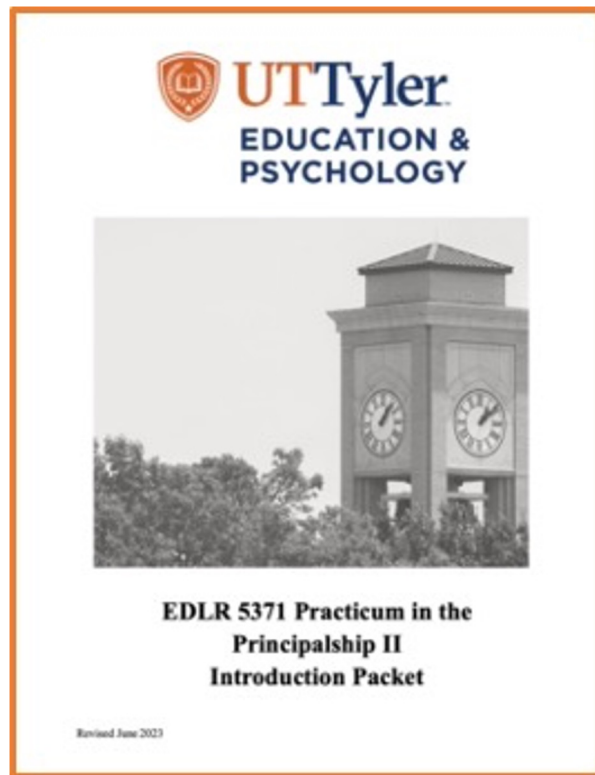


April: Observation #4: Participatory Action Research Project (Leadership in Action)



UT-Tyler Artifacts

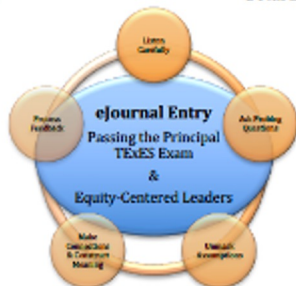
Indicators: 4.2 Clinical Placement & 4.3 Clinical Quality



eJournal Entry Template 120 Total Hours Required for the Semester

Total hours for this entry:

Total hours for the semester:



Name

Campus

eJournal Entry #

I. Log: Describe the practicum activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, "Observed the assistant principal discuss a student discipline referral with parents. (30 minutes)."

II. Reflection: Referring to the textbook Passing the principal TEXES exam: Keys to certification and school leadership, relate your practicum experiences to the principles and concepts discussed in the reading assignment for that week drawing any comparisons between your experiences and one or more of the six Domains:

- ❖ Domain I - School Culture
- ❖ Domain II - Leading Learning
- ❖ Domain III - Human Capital
- ❖ Domain IV - Executive Leadership
- ❖ Domain V - Strategic Operations
- ❖ Domain VI - Ethics, Equity, and Diversity

III. Equity-Centered Leaders: Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from Education Development Center Quality Measures Center for Program Assessment and Technical Assistance.) Describe how you helped achieve these goals for this entry.

Please keep your eJournal Entry to no more than two pages in length, 10- or 12-point font, and single- or double-spaced.

Practicum in the Principalship II EDLR 5371 12/18/22



Your Name

Program Covered

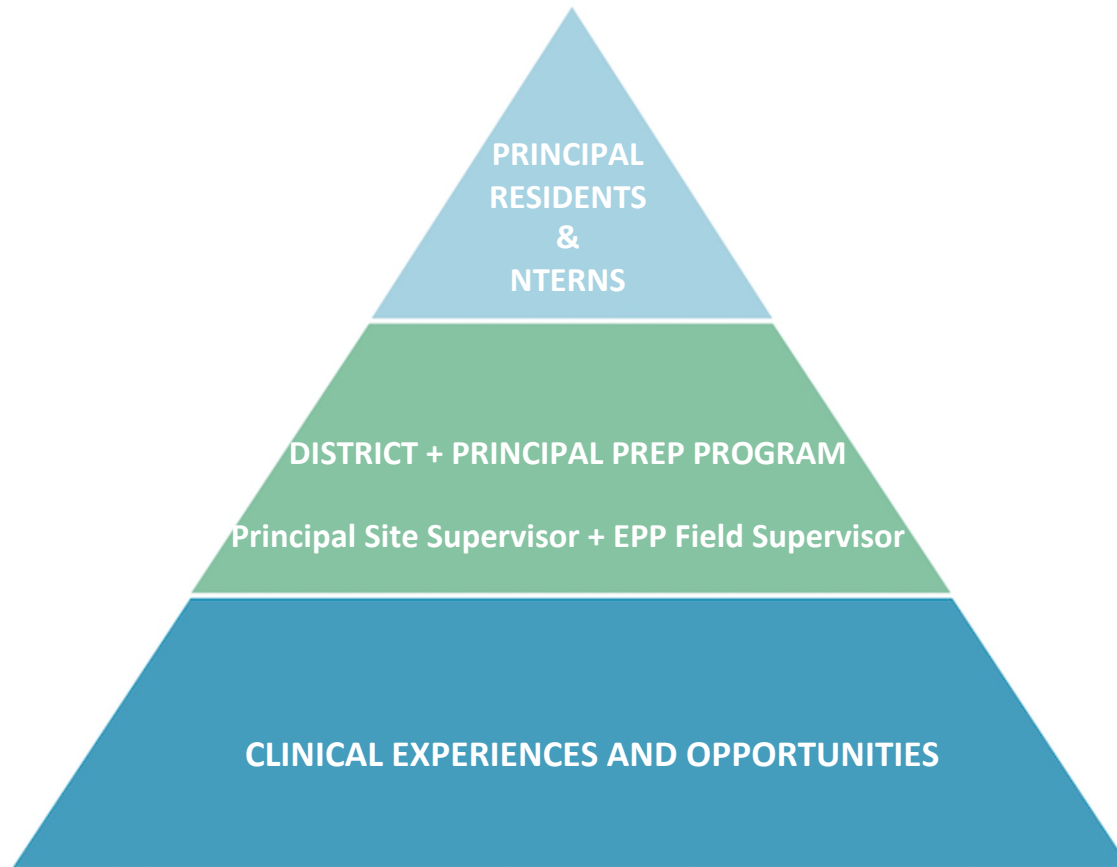
Name and Position of Person Interviewed

Questions to address in your paper:

1. What is the goal or mission of this program on your campus or in your district?
2. What laws or regulations guide this program?
3. How effective is the program? Give reasons for your answer such as data or examples.
4. What are the challenges or "problems of practice" facing this program?
5. What is the role of the principal in working with this program?
6. Reflect on the insights you have gained through your interviews, discussions, and examination of this program as it relates to "equity-centered leadership." Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from Education Development Center Quality Measures Center for Program Assessment and Technical Assistance.)

- Your report should be at least two pages, but no more than three pages in length
- Double- or single-spaced
- 12-point font
- Upload your report to the **Program Interview Report** section located in each **Module**

Three Levels of Agency



Self:

An individual's agency to make his or her own choices

Interpersonal:

The collective agency of people acting together

System:

The structures, processes, and conditions that support the exercise of agency within and across institutions and organizations



IHI Psychology of Change Framework

Unleash Intrinsic Motivation

Tapping into sources of intrinsic motivation galvanizes people's individual and collective commitment to act.

Adapt in Action

Acting can be a motivational experience for people to learn and iterate to be effective.

Distribute Power

People can contribute their unique assets to bring about change when power is shared.



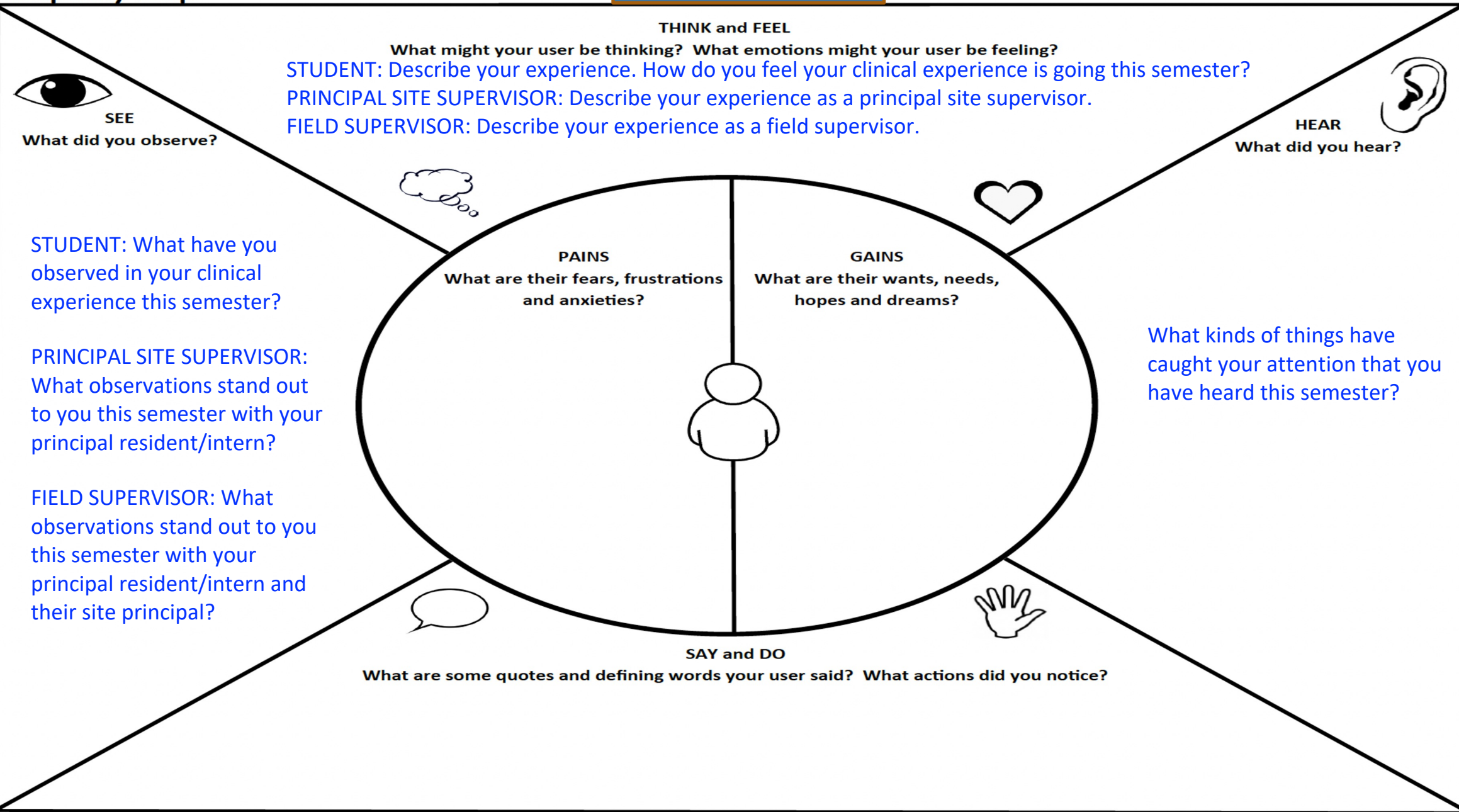
Co-Design People-Driven Change

Those most affected by change have the greatest interest in designing it in ways that are meaningful and workable to them.

Co-Produce in Authentic Relationship

Change is co-produced when people inquire, listen, see, and commit to one another.






Clinical Practice

Clinical Practice

INDICATOR 4: CLINICAL QUALITY

Beginning of Year



Principal Standards Pre-Assessment

Please indicate your self-assessment for determining a goal area (the state of being fully prepared to serve as a campus leader).

Email*

Valid email

This form is collecting emails. [Change settings](#)

Name/Role/Campus

Short answer text

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Limited to no experience yet

Developing

Proficient

Accomplished

Distinguished

Goal setting


District Goal	Steps

Potential Problems

Strategies

Progress Tracker	Progress
Date	
December	
May	

Mid-Year



Principal Standards Mid Year-Assessment

Please indicate your self-assessment as a campus leader.

Resident/Item Name: School: Fall or Spring:

Email*

Valid email

This form is collecting emails. [Change settings](#)

Name/Role/Campus

Short answer text

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Limited to no experience yet

Developing

Proficient

Accomplished

Distinguished

Indicators:	Not Rated	Developing	Proficient	Accomplished	Distinguished	No Evidence of Instruction
a. Supports implementation of state and district curricula and assessments aligned with state standards, including content and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supports and monitors all campus high-quality instructional practices, ensuring teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supports and monitors multiple forms of student data to inform instruction and monitor outcomes to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supports the effective instruction, professional growth of individual teachers and student groups, supports equity, and celebrates the achievement, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Opportunities for Improvement:


Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators:	Not Rated	Developing	Proficient	Accomplished	Distinguished	No Evidence of Instruction
a. Supports the selection, placement and retention of high-quality teachers and highly effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Guides and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supports and ensures all classroom instructional practices and provides leadership opportunities for effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supports and provides clear expectations of performance and conduct, supports evaluations of classroom using multiple data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Opportunities for Improvement:

End of Year



Principal Standards Post-Assessment

Please indicate your self-assessment for determining a goal area (the state of being fully prepared to serve as a campus leader).

Email*

Valid email

This form is collecting emails. [Change settings](#)

Name/Role/Campus

Short answer text

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Limited to no experience yet

Developing

Proficient

Accomplished

Distinguished

Indicators:	Not Rated	Developing	Proficient	Accomplished	Distinguished	No Evidence of Instruction
a. Supports implementation of state and district curricula and assessments aligned with state standards, including content and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supports and monitors all campus high-quality instructional practices, ensuring teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supports and monitors multiple forms of student data to inform instruction and monitor outcomes to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supports the effective instruction, professional growth of individual teachers and student groups, supports equity, and celebrates the achievement, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Opportunities for Improvement:

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators:	Not Rated	Developing	Proficient	Accomplished	Distinguished	No Evidence of Instruction
a. Supports the selection, placement and retention of high-quality teachers and highly effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Guides and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supports and ensures all classroom instructional practices and provides leadership opportunities for effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Supports and provides clear expectations of performance and conduct, supports evaluations of classroom using multiple data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths:

Opportunities for Improvement:

Small Group Work Session

Participants and their district partner, if in attendance, select an **indicator** in Domain 4 that is a growing edge, some area that has room for improvement – a Problem of Practice

RESOURCES PROVIDED: The **Fishbone Diagram** or **Driver Diagram** and begin working through the selected **indicator** identifying the diagram components relevant to the Problem of Practice

RECORD YOUR PLANNING:

<https://docs.google.com/spreadsheets/d/1qXJR5XsaUtJxPCurZusWBtwe5Qpx1kft/edit#gid=1548785444>

IN PERSON SMALL GROUPS

UT/AISD – B. Gideon, K. Bailey

UT/UTSA/SAISD – S. Reyna/J. Nino, A. Romero, V. Gonzales

UT TYLER/WWISD/G. Miller/T. Robinson

PRAIRIE VIEW A&M – J. Taylor/LS. Spencer

Zoom Groups - Facilitated by Debbie

Texas Tech

Trinity

TCU

Small Group Share Out

Each EPP/District Partnership will identify a priority for the coming year.

TEXAS TECH

TRINITY

TCU

PRAIRIE VIEW A&M

UT/AISD

UT/SAISD

UTSA/SAISD

UT TYLER/WWISD

Questions and Answers

Q. 
A. 

What questions or curiosities
have we created for you?

Clinical Practice: Large Group Activity

Domain 4 Artifacts and Exemplars

Domain 4 Artifacts from Texas EPPs:

- <https://drive.google.com/drive/u/0/folders/1wdX7q5VZ86XMgi2ZJf8bCv8FVdvFMOvy>

QM Exemplar Catalog:

- <https://3.basecamp.com/3615348/buckets/30886365/vaults/5698685862>
(Will move onto the QM Website in the next few weeks)

QM in Texas Website!

NEW

QM website:

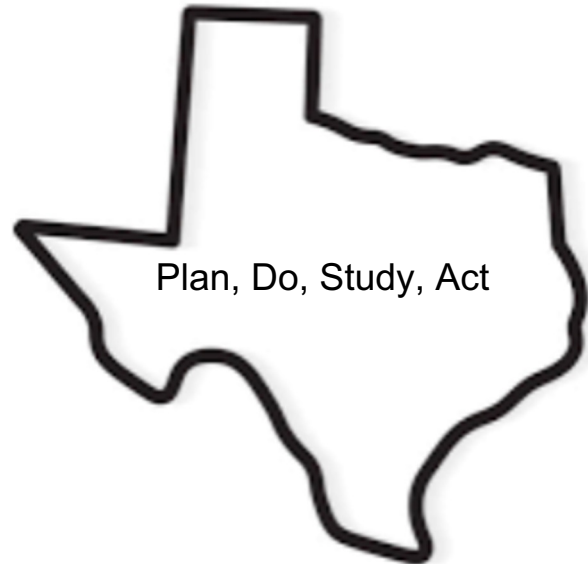
Quality Measures.org

- QM in Texas
 - Texas PIN



The screenshot displays the Quality Measures website header with the logo "Quality Measures™" and the tagline "CENTER FOR PROGRAM ASSESSMENT AND TECHNICAL ASSISTANCE". A navigation menu includes "CONTACT US", "ABOUT US", "WHAT WE DO", "WHERE WE WORK", "OUR PEOPLE", "RESOURCES", and "QM TEXAS". The main content area features a blue overlay with the text "QM TEXAS" and "School leadership matters". Below this, a paragraph states: "Everything we do at the Quality Measures Center is in service of supporting and strengthening the preparation of equity-centered school principals." A link for "ABOUT QM TEXAS" is provided at the bottom of the overlay. The background image shows a teacher sitting on the floor with a group of young students in a classroom setting.

Texas Principal Improvement Network



FALL SEMESTER

September 26 - Virtual

November 28 - Virtual

SPRING SEMESTER

January 30 - In Person at TASA Midwinter

April 23 - Virtual

SUMMER SEMESTER

June TBD - TEPSA

Lunch Ticket



Please take time to complete the survey!
We value your input:

https://edc.co1.qualtrics.com/jfe/form/SV_9oaEPHvm3bD1BwG