Texas Program Improvement Network

Quality Measures in TX

QM Self Study

Orientation

Self-Study team formation

Assembling evidence and preliminary ratings

Evidence Synthesis Meeting with Cohort

Evidence Synthesis

Presentation of Report of Findings

Submission of Ratings, Data Analysis, and Report of Findings

PLC

Address Problems of Practice collaboratively in a cohort setting

Design an Improvement Logic Model and Driver Diagram

Share practices, exemplars and practices

Engage in improvement processes

TX Program Improvement Network

Extend the learning of the PLC

Ground improvement efforts in the QM Domains and Indicators

Apply improvement science to address measured goals and outcomes

Present Findings on improvement efforts at an in person Conference with the Texas network

STEERING COMMITTEE

Kevin Badgett,
University of Texas of the Permian Basin

Sarah Birkeland,
Educational Development Center

Debra Cantu,
University of Texas at Austin

Ebony Love,
Texas Education Agency

Gary Miller,
University of Texas at Tyler

Janice Taylor,
Lamar University

Welcome from Ebony Love - Texas Education Agency

INTRODUCTIONS

NAME
INSTITUTION
PROUD ACCOMPLISHMENT

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 5 - Improving PASL

- 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

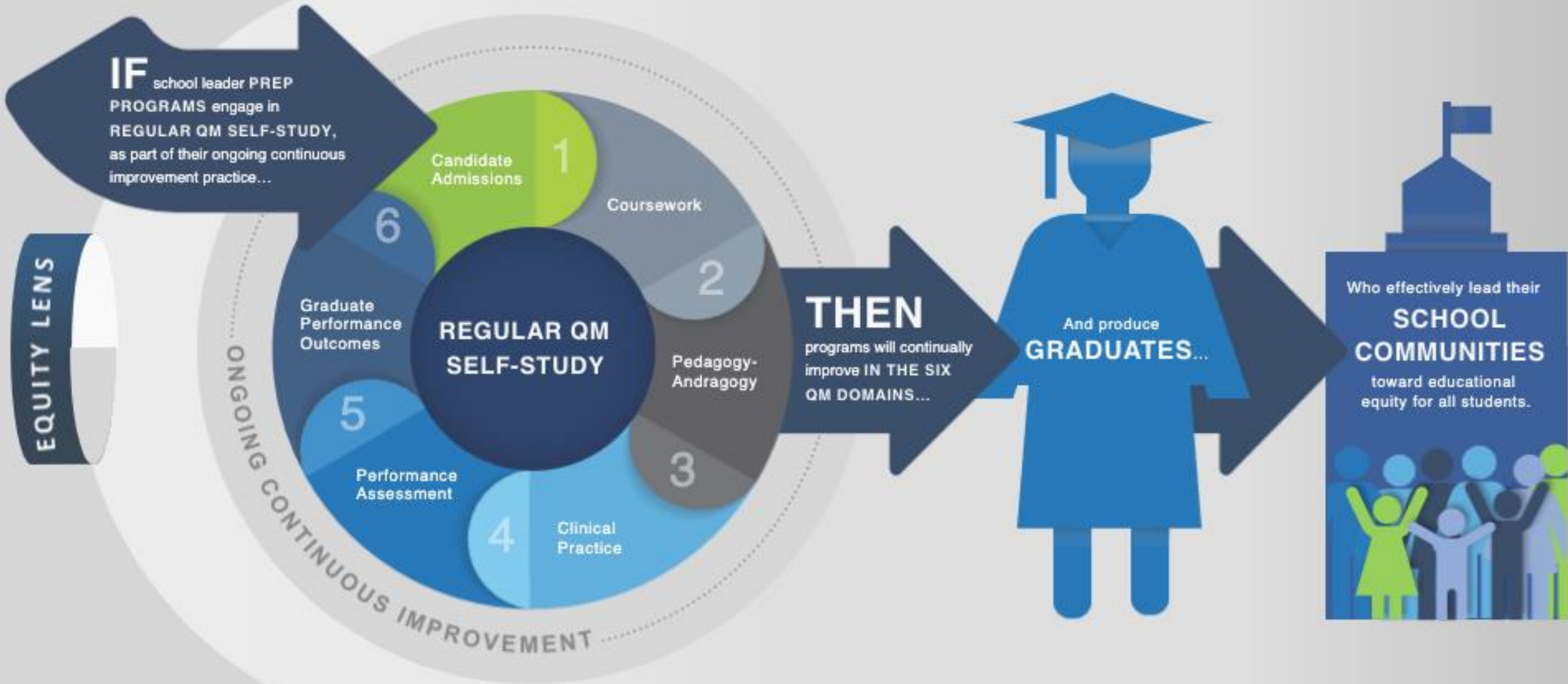Norms adopted from Carnegie Psychology Session

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*)

QUALITY MEASURES
THEORY OF CHANGE

EDC — Education Development Center | Quality Measures

IF school leader PREP PROGRAMS engage in REGULAR QM SELF-STUDY, as part of their ongoing continuous improvement practice...

EQUITY LENS

ONGOING CONTINUOUS IMPROVEMENT

REGULAR QM SELF-STUDY

1 Candidate Admissions
2 Coursework / Pedagogy-Andragogy
3
4 Clinical Practice
5 Performance Assessment
6 Graduate Performance Outcomes

THEN programs will continually improve IN THE SIX QM DOMAINS...

And produce **GRADUATES**...

Who effectively lead their **SCHOOL COMMUNITIES** toward educational equity for all students.

QM Domains and Indicators

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
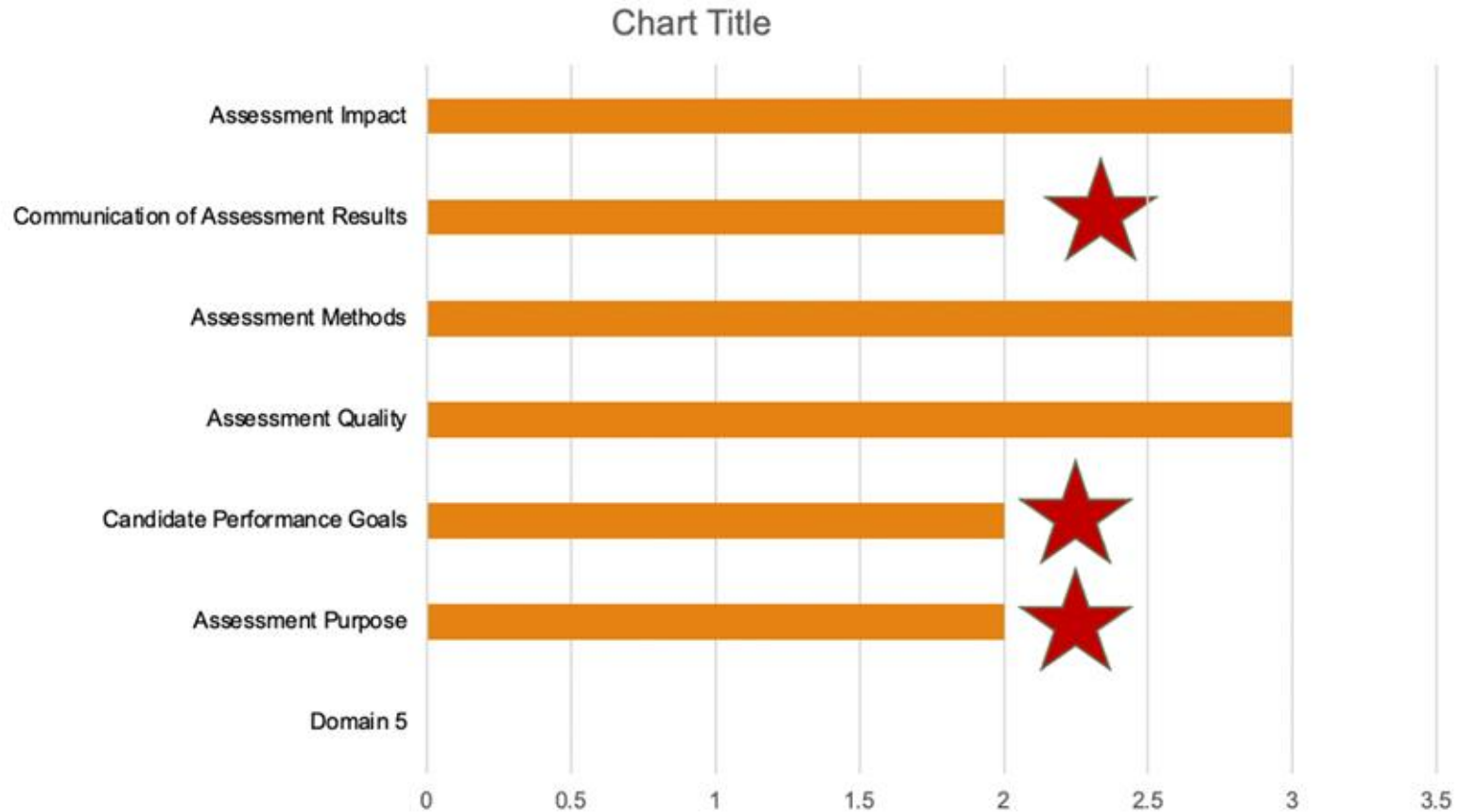4. Clinical Coaching
5. Clinical Supervision
6. Clinical Evaluation

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

Texas QM Aggregate Data for Cohorts 1-3 Design Ratings Domain 5

Chart Title

Domain 5: Performance Assessment

	QM INDICATORS	QM CRITERIA
1	Candidate Performance Goals	Candidate performance goals, including specific mid-program benchmarks or milestones, are clearly articulated and align with both the program's leadership performance standards and district partners' leadership performance standards.
2	Assessment Purpose	Performance assessments in courses, clinical practice, and independent projects offer candidates opportunities to demonstrate developing leader capacities in order to measure their progress toward performance goals.
3	Assessment Quality	Performance assessments are tightly linked to candidate performance goals; are culturally responsive; are designed to promote learning; and make candidate success criteria explicit, enabling feedback and promoting self-assessment. Program faculty and stakeholders regularly review and improve the quality of the assessments.
4	Assessment Methods	To ensure a reliable and equitable approach to inferring candidates' current level of proficiency in relation to the performance goals, performance assessments occur in multiple contexts and modalities, with a variety of assessors.
5	Communication of Assessment Results	Assessors provide timely and specific feedback about candidate performance relative to the performance goals to the candidate and relevant program and clinical faculty, in a format that is easy to understand.
6	Assessment Impact	Candidates regularly use performance assessment data to self-reflect on their progress toward performance goals and co-develop plans for continued growth with program faculty and other stakeholders (e.g., site-based mentors and/or coaches) where appropriate.
7	Exit Assessment	To graduate, candidates must demonstrate competency in the program's leadership performance standards, including equity-centered standards. When candidates do not demonstrate all required competencies, program faculty and district partners identify barriers, provide specific feedback, and offer relevant supports to help them gain the necessary skills to demonstrate those competencies in a future assessment.

Evidence of DESIGN might include		Evidence of IMPLEMENTATION might include	
• Syllabus • Performance assessments	• Standards, crosswalk documents • Assessment rubrics	• Cohort performance reports • Candidate performance reports	• Candidate reflections and growth goals

Guest Speaker: Dr. Shelby Cosner, University of Illinois at Chicago

Shelby Cosner is a Professor of Educational Organization and Leadership in the Department of Educational Policy Studies and the Director of the UIC Center for Urban Education Leadership (CUEL). In 2018, this center received national recognition by the Carnegie Foundation for the Advancement of Teaching for its expertise with continuous improvement. Beginning in 2019-2020 CUEL established a Research Practice Partnership with the Chicago Public Schools (CPS) called C2. The goal of this partnership is to positively contribute to the 5-Year CPS Equity-oriented Vision. Cosner's research interests focus on leadership for school improvement, activist and equity-oriented school leadership, and how school leaders cultivate capacities for improving schools/student learning with varied sorts of pursuits and challenges in mind. Her work also pays close attention to leadership preparation and development as well as the continuous improvement of preparation programs. She has examined school leader development in a wide assortment of national contexts. She is actively engaged in researching and cultivating leader development programs and infrastructure in the Global South and Middle East.
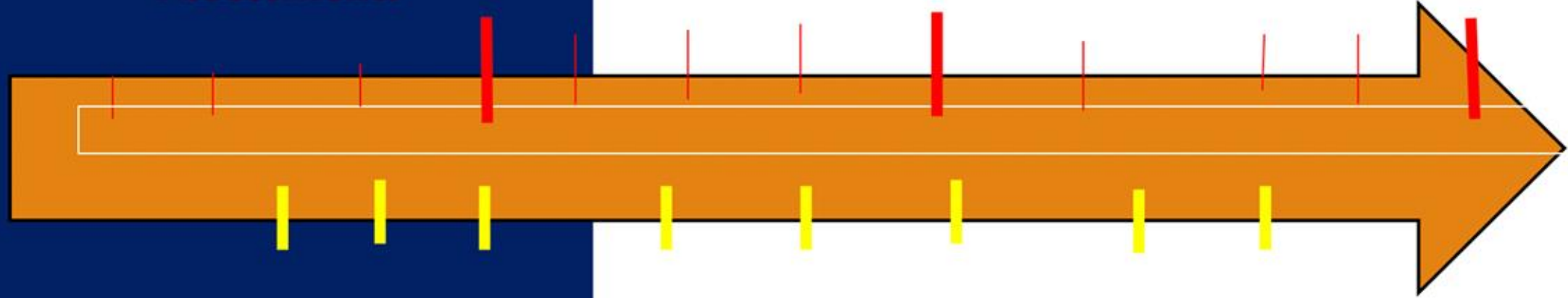
PERFORMANCE ASSESSMENTS

Clinically enacted, course embedded work tasks (Cosner, DeVoto, & Rahman-Andry, 2018; Cosner 2020)

Within-Course Work Tasks/Performance Assessments

Integrative Performance Assessments (Across Course Work Tasks)

Leadership Practice Development

Work tasks provide opportunity to practice critical work and to build and ultimately demonstrate practice proficiency

Clinical Experience Work Tasks/Performance Assessments

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Small Group Work Session

Participants and their district partner, if in attendance, select an **indicator** in Domain 5 that is a growing edge, some area that has room for improvement – a Problem of Practice

PASL Task 3: Creating a Collaborative Culture In this task, you will demonstrate your ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement, and the school culture.
Step 1: Identifying the Collaborative Team
Step 2: Developing a Plan to Improve Instruction, Student Learning, and the School Culture
Step 3: Implementing the Plan to Improve Instruction, Student Learning, and the School Culture
Step 4: Reflecting on the Collaborative Team and the School Culture
Step 5: Uploading the Video

Domain 5: Performance Assessment

- To what extent do program assessments evaluate candidates' equity-centered leadership skills and behaviors? Is this happening program-wide?
- What strategies does the program use to mitigate biases in assessing candidates' progress?
- How are the candidate performance goals determined? And by whom?
- Do the performance goals include those related to equity-centered leadership?
- How are performance goals and criteria made explicit and accessible for each candidate in the program?
- Do the candidates' performance assessment results lead to programmatic changes and improvement? If so, how?

Small Group Share Out

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

Questions and Answers

What questions or curiosities have we created for you?
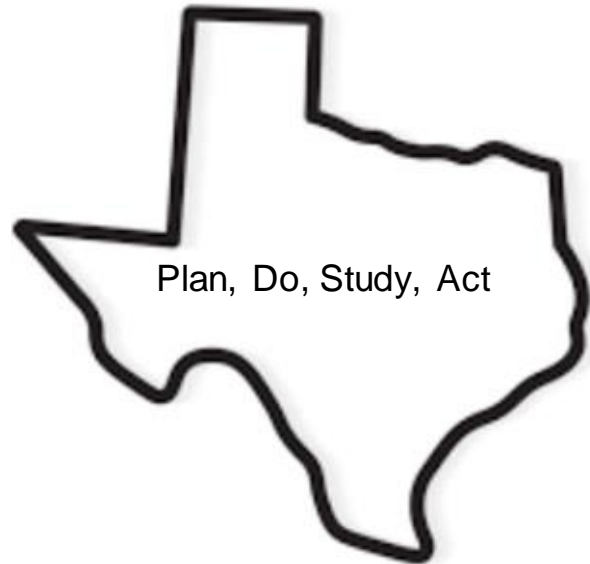
QM in Texas Website!

NEW
QM website:

Quality Measures.org
- QM in Texas
  - Texas PIN

Texas Principal Improvement Network

Plan, Do, Study, Act

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