



Program
Providers

District and
State Partners

Highly Effective
School Leaders

Effective Training
and Preparation

Orientation to the *Principal Preparation Partnership Self- Assessment: Texas Residency Version*

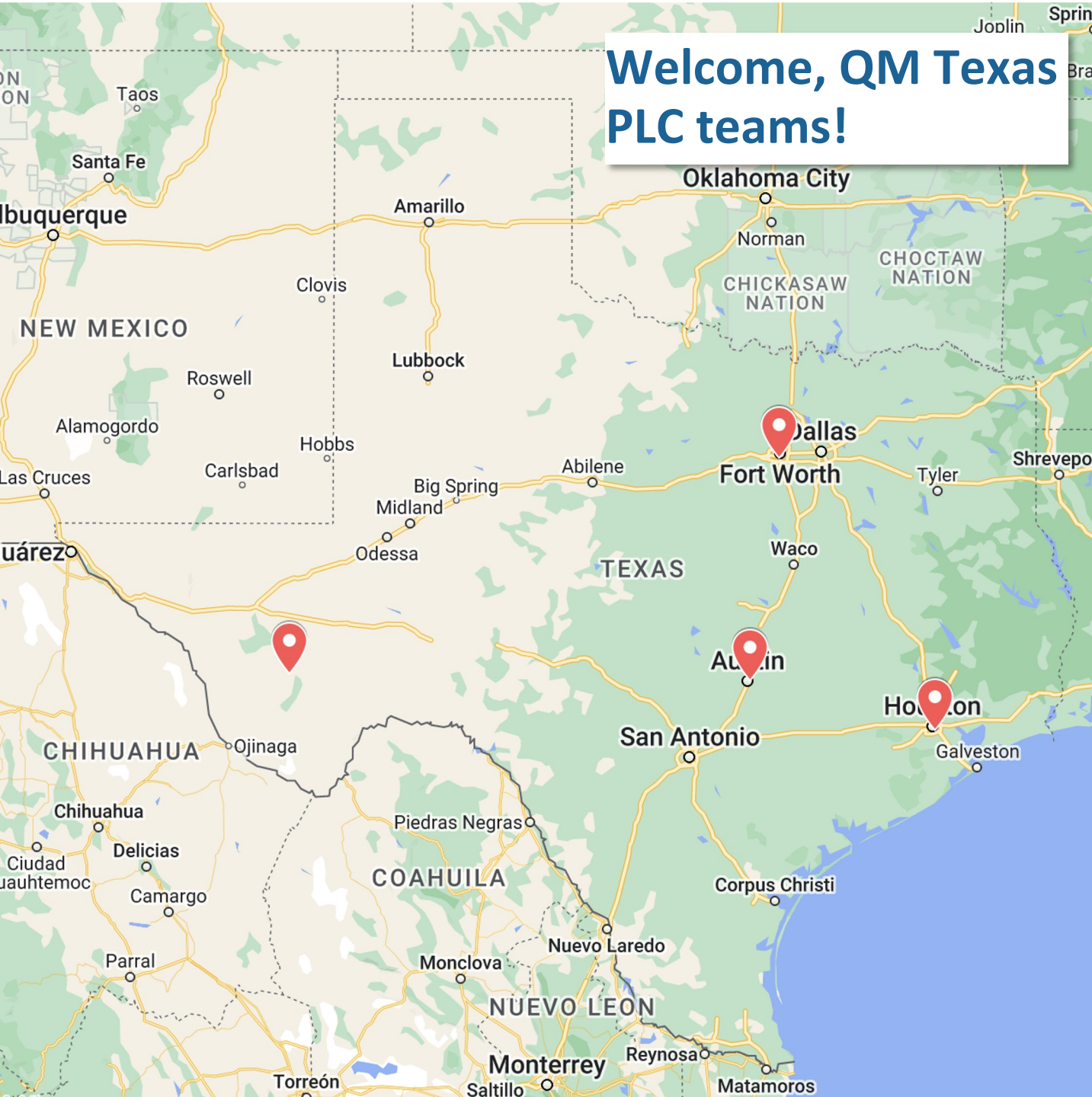
September 15, 2023

Facilitated by
Education Development Center

Wallace 

EDC Education
Development
Center


Quality Measures™
CENTER FOR PROGRAM ASSESSMENT AND TECHNICAL ASSISTANCE



Welcome, QM Texas
PLC teams!



TEXAS
The University of Texas at Austin

Northwest
INDEPENDENT SCHOOL DISTRICT

SR | **SUL ROSS**
THE FRONTIER UNIVERSITY of Texas



Andrews
Independent School District

TSU

TEXAS SOUTHERN UNIVERSITY



TCU

JOSHUA
Independent School District



AUSTIN
Independent School District



Welcome and Introductions

- QM Facilitators
- Partnership Teams
- TEA
- Policy Studies Associates
- EDC

Icebreaker Question:

- *What are you excited about in this new school year?*

OR

- *What does start of school look/sound/feel like for you?*

The TEA's role in this process:



Learn alongside you in partnership re:
continuous improvement practices



Reflect on how the practices we engage
in through this study could inform future
structures for continuous improvement
practices across the state

Study of QM in Texas

- *Learning from your journey*
- *Sharing the lessons*
- *Keeping confidentiality*
- *Collecting data through surveys and focus groups*



Contact

If you have any questions or concerns throughout the study, please feel free to contact us. We look forward to working with you!

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Introduction to the QM Center

The QM Center: Our Mission

At the Quality Measures Center, our mission is to champion and sustain high-quality preparation of equity-centered school leaders.



The QM Center: What We Do



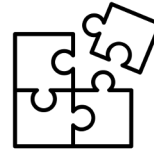
Develop research-based tools



Lead improvement planning



Facilitate programs' self-assessments



Share best practices

The QM Center: Our Self-Assessment Tools



**Principal
Preparation
Program Self-
Study Rubric**



**Partnership
Effectiveness
Continuum
&
Principal
Preparation
Partnership Self-
Assessment**



**Program
Redesign
Progress
Continuum**

The QM Center: Our Self-Assessment Tools



**Principal
Preparation
Program Self-
Study Rubric**



**Partnership
Effectiveness
Continuum**

&



**Principal
Preparation
Partnership Self-
Assessment**



**Program
Redesign
Progress
Continuum**

The QM Center: Our Self-Assessment Process

- + Collaborative
- + Non-evaluative
- + Facilitated by EDC-trained peer facilitators
- + Engages state-level officials
- + Continuous-improvement oriented

Agenda

10:00am	Welcome and Introductions
10:30am	Goals and Purpose of PLC
11:15am	Overview of <i>Quality Measures Principal Preparation Partnership Self-Assessment: Texas Residency Version</i>
11:45am	Lunch
12:30pm	Partnerships Self-Assess on Dimension 1: Partnership Vision
1:40pm	Whole Group Share Out
2:30pm	Preview Dimension 2: Shared Program Leadership
2:50pm	Reflection and Wrap-Up



Our Goal for Today

Our goal is that you will leave here

- having met colleagues in your cohort
- familiar with the tool and having completed the first step of using it
- knowing what to expect from the process
- clear about your next steps
- with your questions answered
- excited about the project!



Meeting Norms

- Start and end on time
- Be here now
- Turn judgment into wonder
- Step back / Step up
- Allow one another space and grace
- Hold each other accountable for upholding group norms



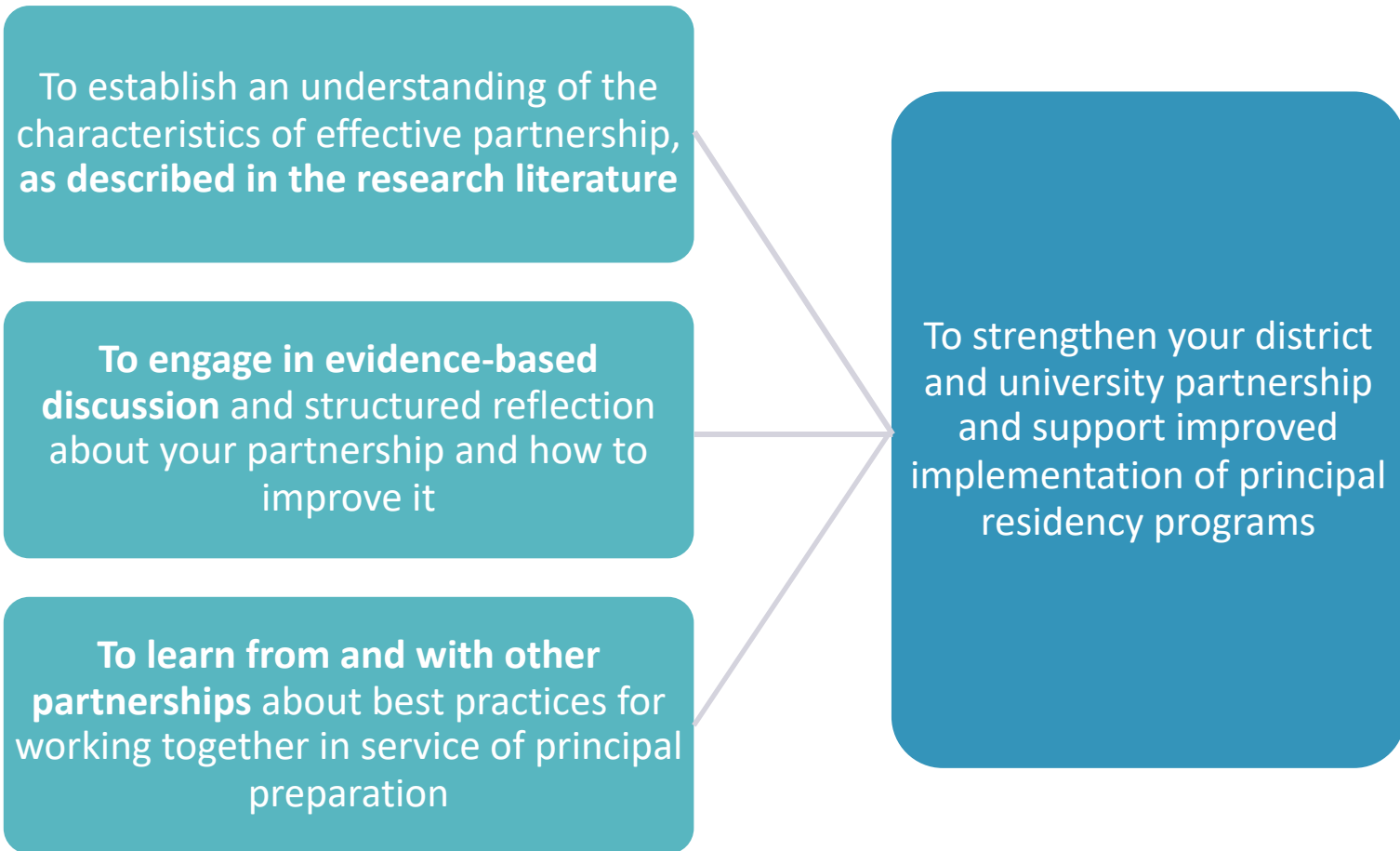
Why Focus on Partnerships?

Research shows the importance of strong partnerships for effective principal preparation:

- More strategic candidate recruitment and selection
- Program content aligned with district needs
- Integration of more authentic, real-world practical experiences

Purpose Setting

Purpose of the PLC





PLC Timeline

- **In-person kick-off meeting** to introduce the tool, the PLC process, and reflect on the first dimension
- **Four monthly virtual meetings**, each focused on one dimension
- **A final virtual meeting to develop an action plan** to strengthen your partnership based on the results of the assessment
- Limited work between meetings (less than 1 hour) to prepare for each virtual call by gathering evidence and reflecting on each dimension

Partnership Activity



“Partnership is not a posture but a process – a continuous process that grows stronger each year as we devote ourselves to common tasks.” –JFK



“The most important thing each of us can know is our unique gift and how to use it in the world. Individuality is cherished and nurtured, because, in order for the whole to flourish, each of us has to be strong in who we are and carry our gifts with conviction, so they can be shared with others.” –Robin Wall Kimmerer

Introduction to the Texas Principal Preparation Partnership Self- Assessment: Texas Residency Version

A close-up photograph of a light-colored wooden letter 'A' resting on a surface with a blue grid pattern. The letter is positioned in the lower-left quadrant of the frame, casting a soft shadow to its right. The grid lines are thin and intersect at right angles, creating a series of small squares across the background.

Purpose of the Tool

- Identifies indicators of effective partnerships for principal preparation, as described in the research
- Guides reflection and evidence-based discussion about ways to strengthen existing partnerships and form new ones
- Can be used over time to track progress and support continuous improvement

How It Was Developed

- Adapted from the QM *Partnership Effectiveness Continuum* (PEC)
- Incorporates current research base on district-university partnerships, with a focus on studies of principal residencies
- Informed by TEA's Effective Preparation Framework
- Pilot tested with 3 partnerships in TX to refine the tool

Self-Assessment **Program Dimensions**

1: Partnership
Vision

2: Shared Program
Leadership

3: Partnership
Infrastructure

4: Continuous
Improvement and
Progress Tracking

5: Partnership
Sustainability,
Alignment, and
Integration

Tool Structure

Dimension 1: Partnership Vision	
INDICATORS	EXAMPLES OF EVIDENCE
1a. Partners have an explicit, shared vision of what an effective principal knows and is able to do, which reflects local community needs and characteristics.	<ul style="list-style-type: none"> • Principal leadership standards • Portrait of a Principal Residency / Prep Program Graduate • A shared mission or goal statement
1b. Partners have an explicit, shared vision of the components of an effective principal preparation program.	<ul style="list-style-type: none"> • TX principal residency guidelines • Preparation program standards (e.g., QM) • Residency program design (collaboratively created)
1c. Partners have an explicit, shared understanding of the purpose and value of their collaboration.	<ul style="list-style-type: none"> • Partnership mission statement • Partnership team charter • Partnership agreement / Memorandum of Understanding (MOU)
1d. Partners articulate clear, measurable goals and establish metrics for measuring progress.	<ul style="list-style-type: none"> • Progress report • Annual report • Grant application

Use Program Artifacts as "Evidence"

- Choose artifacts that align with each indicator.
- Use the evidence, rather than personal impressions, as a basis for the program rating.
- Share the evidence with the self-study team in shared folders.



Rating Scale

EVIDENCE STRENGTH	Continuum of Effectiveness
Not Started	Partnership has not yet been attended to in a meaningful way.
Planning	Partners have evidence of intended steps and/or collaborative thinking but little or no evidence that the indicator is currently practiced.
Practicing	Partners have evidence that the indicator is inconsistently practiced or partially in place.
Established	Partners have evidence that the indicator is consistently practiced or fully in place.
Institutionalized	Partners have evidence that the indicator is institutionalized.

Rating Sheet

Rating Scale: 1= Not Started 2= Planning 3= Practicing 4= Established 5=Institutionalized

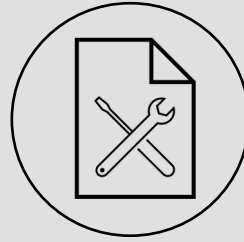
Dimension 1: Partnership Vision				
Indicator	Rating	What evidence did you use to rate this indicator?	Why did you select this rating?	What are some possible next steps for strengthening this dimension?
1a. Partners have an explicit, shared vision of what an effective principal knows and is able to do, which reflects local community needs and characteristics.				
1b. Partners have an explicit, shared vision of the components of an effective principal preparation program.				
1c. Partners have an explicit, shared understanding of the purpose and value of their collaboration.				
1d. Partners articulate clear, measurable goals and establish metrics for measuring progress.				



Reflection and Action Planning Sheet

A space to reflect on and document

- strengths and challenges
- priority areas for next steps
- strategies for improvement
- action steps, goals, and indicators of success



Dimension 1: Partnership Vision

Dimension 1: Partnership Vision

Indicator	Examples of Evidence
<p>1a. Partners have an explicit, shared vision of what an effective principal knows and is able to do, which reflects local community needs and characteristics.</p>	<ul style="list-style-type: none">• Principal leadership standards• Portrait of a Principal Residency/ Prep Program Graduate• A shared mission or goal statement

Dimension 1: Partnership Vision

Indicator	Examples of Evidence
<p>1b. Partners have an explicit, shared vision of the components of an effective principal preparation program.</p>	<ul style="list-style-type: none">• TX principal residency guidelines• Preparation program standards (e.g., QM)• Residency program design (collaboratively created)

Dimension 1: Partnership Vision

Indicator	Examples of Evidence
1c. Partners have an explicit, shared understanding of the purpose and value of their collaboration.	<ul style="list-style-type: none">• Partnership mission statement• Partnership team charter• Partnership agreement / Memorandum of Understanding (MOU)

Dimension 1: Partnership Vision

Indicator	Examples of Evidence
1d. Partners articulate clear, measurable goals and establish metrics for measuring progress.	<ul style="list-style-type: none">• Progress report• Annual report• Grant application



Breakouts: Review Dimension 1

In pairs (not from the same partnership), reflect on these questions:

- What resonates with you in these indicators?
- What questions do you have?
- What evidence would you use to help you assess this dimension?

Report Out



Lunch





Self-Assess *Partnership Vision* in Partnership Teams

- Identify what evidence can support your discussion for each indicator
- Discuss your partnership's strengths and challenges related to each indicator, drawing on your evidence
- Come to consensus about a rating for each indicator
- Document your conversation on the rating sheet
- Identify possible next steps for improving partnership practice for this dimension

Short Break

1:30 – 1:40pm





Whole Group Discussion

1:40pm – 2:30pm



Guiding Questions

- What was one **area of strength** for your partnership in this dimension? What evidence did you draw on to identify this strength? Do you have any artifacts or best practices you can share with the group?
- What **problems of practice** have you encountered in this dimension? What support might be useful from the group?
- What did your partnership identify as possible **next steps** for strengthening this dimension?



Preview
Dimension 2:
Shared Program Leadership

Dimension 2: Shared Program Leadership

Indicator	Examples of Evidence
2a. Partners co-develop recruitment priorities and plans and jointly participate in recruitment.	<ul style="list-style-type: none">• Recruitment priorities• Recruitment plan• Materials from recruitment events• Evidence of partner participation at recruitment events

Dimension 2: Shared Program Leadership

Indicator	Examples of Evidence
2b. Partners collaboratively develop program selection criteria and jointly participate in candidate selection.	<ul style="list-style-type: none">• Selection criteria/rubric• Agenda or meeting notes from candidate selection process

Dimension 2: Shared Program Leadership

Indicator	Examples of Evidence
2c. Partners collaborate on the design and delivery of coursework.	<ul style="list-style-type: none">• Course sequence and syllabi• Course assignments• Agendas or minutes from course design meetings• District-based adjunct faculty

Dimension 2: Shared Program Leadership

Indicator	Examples of Evidence
2d. Partners co-design the clinical experience and collaborate on the support of principal candidates.	<ul style="list-style-type: none">• Descriptions of activities in the clinical experience• Work samples from the clinical experience• Communications or meeting minutes between university and district-based principal candidate supervisors (sometimes called clinical coordinator, mentor, coach, facilitator) to coordinate support

Dimension 2: Shared Program Leadership

Indicator	Examples of Evidence
2e. Partners regularly communicate about candidate progress and support.	<ul style="list-style-type: none">• “Triad” meeting agendas (candidate, faculty member, clinical supervisor, or coach)• Protocols for joint review of candidate progress• Candidate feedback protocols



Breakouts: Read Dimension 2

In pairs from different partnership, discuss:

- What resonates with you in these indicators?
- What questions do you have?
- Is anything unclear (e.g., language)?



Breakouts: Evidence for Dimension 2

With your partner, discuss:

- What evidence will you bring to the next meeting to assess dimension 2?

Reflections

Guiding Questions

- What did you learn about your partnership today?
- What has been useful about this process?
- Do you have any questions or suggestions for us?

Next Steps and Wrap Up



Next Steps

- Keep an eye out for a follow-up email from us! Keep an eye out for an email from Docusign about reimbursement.
- Assemble evidence for dimension 2 into the shared folder
- Self-assess your partnership on dimension 2 and come to the next meeting prepared to discuss your ratings and the evidence you used to determine your rating

Website

- All resources, PowerPoints, and next steps



Please help us improve!



Thank you!