Texas Program Improvement Network

WiFi Password:
Insert Here

Texas 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.
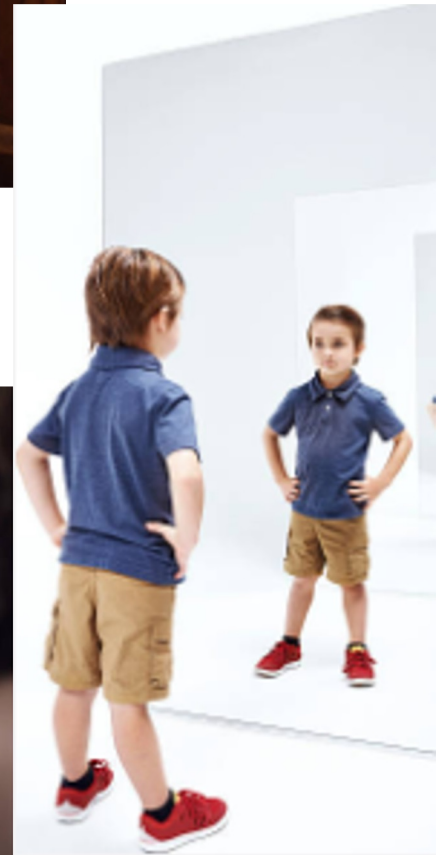
Our Texas QM team is growing!

Time	Topic
9:00AM	**Welcome, Texas PIN Goal, Agenda Overview** **Opening Activity and Norms** **Learning Outcomes**
9:20 AM	**TEA Policy Updates**
9:35 AM	**Collaboratively Identify QM Domain Indicators Impacted by Policy Updates**
9:40 AM	**Small Group Strategic Planning for Domain 2: Coursework Design**
10:20 AM	**Share with Whole Group**
10:30 AM	**BREAK**
10:40 AM	**Small Group Strategic Planning for Domain 4: Clinical Experience Design**
11:20AM	**Share with Whole Group**
11:30 AM	**Individual Strategic Planning - Select a Domain of your choice!**
11:50 AM	**Thanks + Exit (Lunch) Ticket - Share one takeaway**
12:10 PM	**Lunch and Networking**

Opening Activity

When I look into the mirror, what type of leader do I see?

https://www.gettyimages.co.uk/photos/looking-into-a-mirror

Norms adopted from Carnegie Psychology Session

Conversational Norms

1 minute

- 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)

TODAY'S LEARNING OUTCOMES

We leave here…

- with an understanding of new TEA policy updates that impact coursework and clinical experiences

- with strategies for design aligned to the policy updates

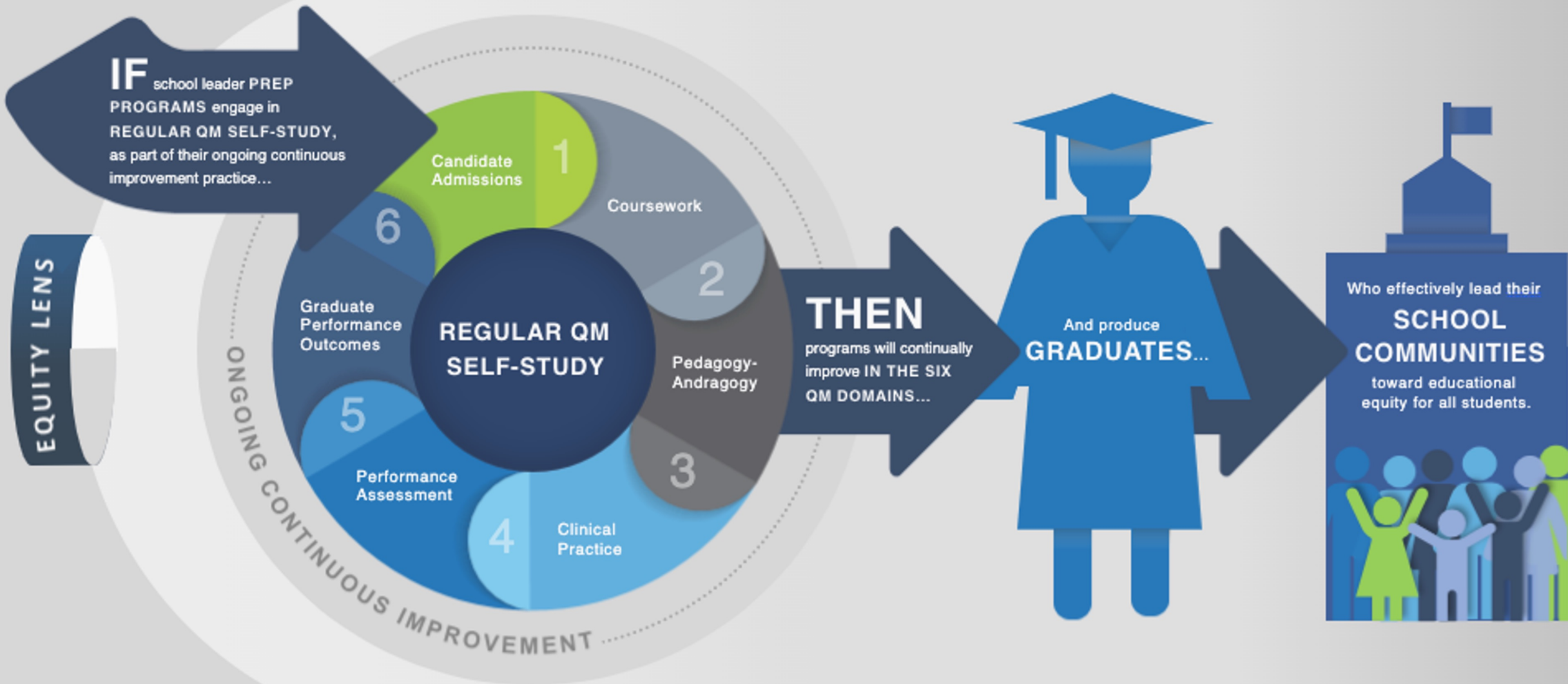- with strategies for implementation aligned to the policy updates

TEA Policy Updates for EPPs

Insert Picture and Name

QUALITY MEASURES
THEORY OF CHANGE

EDC Education Development Center | Quality Measures — CENTER FOR PROGRAM ASSESSMENT AND TECHNICAL ASSISTANCE

1 minute

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
3 Pedagogy-Andragogy
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   QM *Self-Study Toolkit 11th Edition*

Group Discussion: Which QM Domains are impacted by the policy updates?

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

What is new and effective September 2024?

What is my role as a program director/coordinator?

How has our organization been informed by the new policy updates?

How will we inform our team to ensure compliance?

New: In addition to the three formal observations, EPPs will add 3 <u>informal</u> observations of at least 15 minutes in duration <u>each</u> semester with the first informal within 6 weeks of assignment, these may be virtual, either synchronous or asynchronous, informed by written feedback during a post-observation conference and include observation and feedback on targeted skills. (FAQ, page 14).

Course Design

Domain 2: Coursework

QM INDICATORS		QM CRITERIA
1	Standards	Courses are based on specific, measurable, and comprehensive school leader performance standards, which include an explicit commitment to equity-centered leadership and align with national professional standards, (e.g., PSEL, NELP) and with partner districts' leadership standards.
2	Learning Goals	Courses articulate clear learning goals for candidates, aligned with professional standards as well as regional and local needs. These learning goals promote transformative and deep learning that develop candidates' equity-centered leadership skills and behaviors.
3	Course Design	The design of each course explicitly connects learning goals, course content, and course assessments. To ensure these connections and to provide deeper learning experiences for all candidates, program faculty and district partners regularly audit and improve course designs.
4	Course Content	Course content applies an equity lens to instructional leadership, school improvement, family and community relations, management, and organizational culture. Courses include content that helps candidates understand systemic inequities, analyze policy and practice with an equity lens, and practice engaging others in conversations around equity issues.
5	Course Materials	Course materials are culturally responsive, reflect diverse authorship, and are inclusive of multiple perspectives. Program faculty conduct regular audits of course materials to ensure they include timely, relevant, rigorous, and research-based sources on equity-centered leadership.
6	Course Sequence	The program's courses reflect broad themes grounded in the program's core beliefs and values. Courses are intentionally sequenced to ensure that concepts and skills build upon each other in a structured progression of learning, with a focus on equity-centered leadership embedded throughout.
7	Course Consistency	Systems and structures are in place to ensure that course content, key assessments, assessment criteria, and grading conventions are consistent within the same course even when taught by different instructors.

Evidence of DESIGN Might Include		Evidence of IMPLEMENTATION Might Include	
• Syllabi, course descriptions	• Curriculum maps	• Compiled feedback from course evaluation surveys	• Samples of student work
• Candidate learning goals	• Course evaluation survey		• Updated course materials
• Standards, rubrics, crosswalks	• Handbooks	• Artifacts from course audits	

Clinical Design

Domain 4: Clinical Practice

QM INDICATORS		QM CRITERIA
1	Clinical Design	Clinical designs are developed collaboratively by program faculty, district partners, and candidates and articulate specific learning and performance goals for each candidate. High-quality 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 challenges that require adaptive leadership.
2	Clinical Placements	Program faculty and district partners collaborate to ensure that candidates' clinical placements are at schools well-positioned to support their development as equity-centered leaders, with attention to specific candidate learning needs, diversifying their experiences, and exposing candidates to skilled guidance from site-based mentors, clinical supervisors, and coaches.
3	Clinical Quality	Program faculty and district partners have developed a shared understanding of the components of a high-quality clinical experience, and they closely monitor each candidate's experience to ensure that quality is met.
4	Clinical Coaching	Throughout the clinical experience, candidates receive culturally responsive, equity-centered clinical coaching which includes regular opportunities for reflection and feedback. Coaches are trained in implementing the program's preferred coaching model.
5	Clinical Supervision	Candidates receive culturally responsive, equity-centered clinical supervision throughout their clinical experience. Supervisors regularly communicate with candidates and relevant program and clinical faculty to best understand candidates' development needs and provide specific, actionable feedback.
6	Clinical Evaluation	Evaluations of candidates' performance in the clinical experience 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 site-based mentors, leadership coaches, clinical supervisors, school site faculty, and candidates themselves.

Evidence of DESIGN Might Include		Evidence of IMPLEMENTATION Might Include	
• Handbooks	• Standards, rubrics	• Cohort performance reports	• Candidate activity logs or reflection journals
• Observation templates	• Clinical evaluation form	• Candidate performance reports	
		• Coaching records	• Candidate survey data

How many informal observations must be conducted in person? [§228.101(b)(5)(B)-(C) & §228.101(b)(7)(A)]

- For candidates completing clinical teaching or an internship, §228.101(b)(5)(B)-(C) requires at least the first informal observation must be in person, and all remaining informal observations may be conducted virtually, either synchronously or asynchronously.
- For nonteacher candidates, all informal observations may be conducted virtually, either synchronously or asynchronously. [§228.101(b)(5)(C)]
- For residency candidates, §228.101(b)(7)(A) specifies that field supervisors must conduct all informal observations in person.

How should an EPP document informal observations for the purposes of continuing approval reviews? [§228.101(b)(5)-(7) & §228.31(i)]

As stated in §228.101(b)(5)-(7) and §228.31(i), informal observations can be documented on written forms, field supervisor logs, planning documents such as performance plans, etc. Currently, informal observations are not documented in ECOS.

What would a virtual informal observation look like? [§228.101(b)(5)-(7)]

In an example virtual informal observation format, a candidate could record a brief 15-minute video of them practicing or implementing a specific skill connected to an area of growth in a previous observation. The field supervisor could review the video and meet with the candidate via Zoom to conduct a coaching conversation, providing feedback on the video as the field supervisor and candidate watch it together.

Do the informal observation requirements apply to all candidates, or just those candidates who were identified as needing improvement during a previous formal observation? [§228.101(b)(5)-(7)]

Per §228.101(b)(5)-(7), all candidates completing clinical teaching, internship, or practicum must receive at least 3 informal observations per semester of the clinical experience in addition to the required formal observations. Residency candidates must receive at least 4 informal observations per semester.

Sharing Design and Implementation Artifacts to comply with new policies effective September 2024

Small Group Strategic Planning for
Domain 2: Coursework Design

Each EPP will discuss and plan for identifying one new strategy for addressing policy updates.

Domain 2 - Coursework
Group 1: Janice Taylor, facilitator of virtual group via Zoom
Group 2: Gary Miller, facilitator
Group 3: Debbie Cantu, facilitator

Return at 11:20 to the large group

Small Group Share Out

Each EPP/District Partnership will share one strategy

15 minute activity

BREAK TIME!

10 minutes

mashed   RECIPES   EXCLUSIVES   NEWS   ENTERTAINMENT   KITCHEN   GROCERY

FACTS

Here's How Coffee Breaks Were Invented

fizkes/Shutterstock

BY COLIN MCCANDLESS / MARCH 31, 2022 1:03 PM EST

Over time, coffee has practically become synonymous with office culture and productivity. The term "coffee break" has even entered our lexicon to indicate a 10-15 minute pause from job-related activities in which employees refuel, recharge, and converse with fellow colleagues.

Read More: https://www.mashed.com/817638/heres-how-coffee-breaks-were-invented/

Strategic Planning in Small Groups - Domain 4: Clinical Experience Design

Each EPP will discuss and plan for identifying one new strategy for addressing policy updates in your curriculum for design.
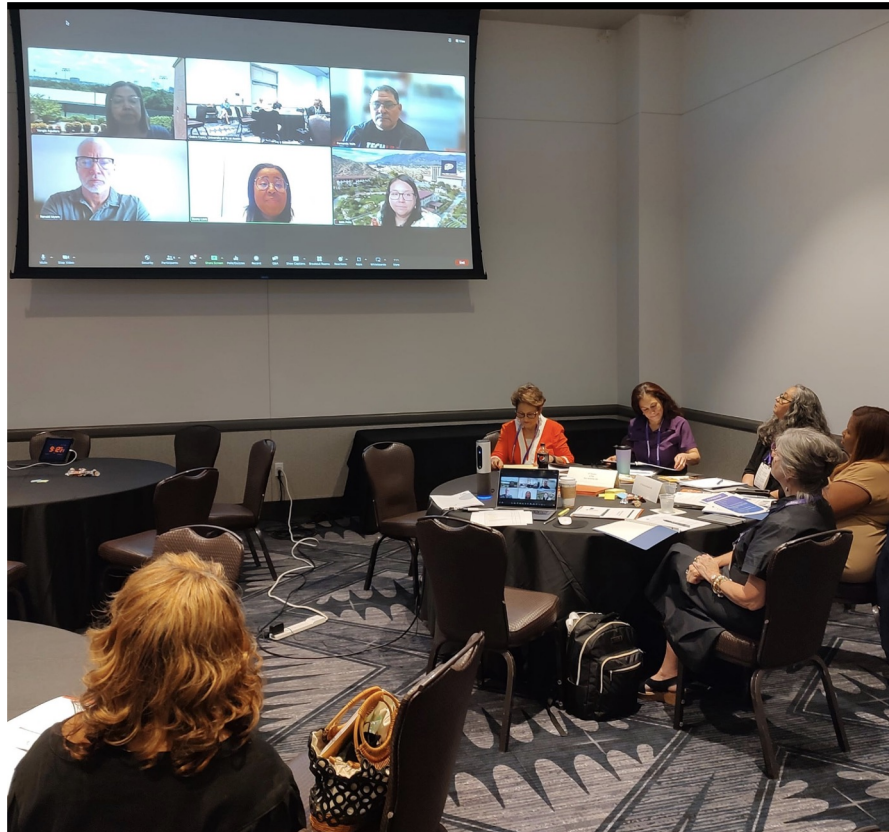
Domain 4 - Clinical Experience

Group 1: Janice Taylor, facilitator of virtual group via Zoom

Group 2: Gary Miller, facilitator

Return at

Group 3: Debbie Cantu, facilitator

Small Group Share Out

Each EPP will share one strategy

15 minute activity

Individual Strategic Planning - Select a Domain you wish to work on for your program

20 minute activity

Policy recommendations and Feedback:

1. 228.2(5) 5) Assignment start date--For an internship, clinical teaching, or residency, the first day of instruction with students. For a non teacher practicum experience, the first day of the window in which the candidate is authorized by the EPP to begin the practicum experience.
In addition to the practicum, clinical experience, residency, internships start of instruction on day one, we are missing learning opportunities that occur only in the summer (hiring, budget, master schedule, student class placements, etc….to count towards 180 hours of the principal standards.

   Question: As long as we document the start date in our program manual, is that in compliance?

   Question: What is appropriate documentation for site supervisor to be verified.

1. Will TEA provide a checklist for updating to ensure compliance?

1. Consideration for developing an enhanced <u>principal</u> certificate with an increased hour practicum acquisition gate. (Example 240 hours log) to demonstrate going above the minimum compliance.

1. Leadership development for EPP faculty.

Key Takeaways

Professional Goal

20 minute activity

THANK YOU FOR YOUR LEADERSHIP!

GROUP PICTURE AND LUNCH BREAK!