TEA TCPEA Presentation

TASA Midwinter Conference
1.31.22

Today's Agenda

- Principal as Instructional Leader Certification update
- 268 Performance Trends
- PASL Performance Trends and Updates
- Aligned Supports and Exam Updates
  - Principal Residency Grant
  - Education Development Center Quality Measures
- Reminders and Questions

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268 and PASL Performance Trends

Principal as Instructional Leader Certificate

- Principal as Instructional Leader Certificates issued in 19-20: 1093 and 20-21: 1,827

Testing Statistics for FY 2020 (September 1, 2020–August 31, 2021)				
Exam	**Tests Taken 19-20**	**Tests Taken 20-21**	**Pass Rate 19-20**	**Pass Rate 20-21**
268 Principal as Instructional Leader	1,917	3,038	82%	77%
368 Performance Assessment for School Leaders	1,065	2,062	92%	83.5%

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PAIL 268 Domains and Pillars

- Domains:
  1. School Culture
  2. Leading Learning
  3. Human Capital
  4. Executive Leadership
  5. Strategic Operations
  6. Ethics, Equity, and Diversity

- Integrated Pillars:
  1. Communication with Stakeholders
  2. Curriculum Alignment
  3. Data-Driven Instruction
  4. Diversity and Equity
  5. Hiring, Selection, and Retention
  6. Observation and Feedback
  7. Professional Development
  8. School Vision and Culture
  9. Strategic Problem Solving

Consistency of school-wide systems, Practice-based best practices, Diversity and equity

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PAIL Trends - Demographics

PAIL	Passing 2019-2020	Passing 2020-2021
Total Passing	82	77
American Indian or Alaskan Native	100	88
Asian or Pacific Islander	69	78
Black or African American	67	63
Hispanic/Latino of any race	78	70
Not Specified	n/a	100
White	88	85
Male	69	63
Female	85	81

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PAIL Trends - Domain

Domain #	Mean Domain Score
001	77.9
002	73.7
003	67.2
004	76.7
005	73.4
006	76.1
007	58.2

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PAIL Trends - Competencies

Domain Key Code	Competency Key Code	% Correct
001	0001	77.9
	0002	79.1
002	0003	74.4
	0004	73.6
003	0005	70.6
	0006	63.8
004	0007	88.8
	0008	65.1
005	0009	76.4
	0010	71.7
006	0011	76.6
007	0001	62.6
	0002	58.9
	0003	54.5
	0004	58.0

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268 Principal as Instructional Leader – Areas of Strength

Highest Performing Competency:

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 007—The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

A. ***Understands how to effectively communicate a message in different ways to meet the needs of various audiences**

B. ***Develops and implements strategies for systematically communicating internally and externally**

C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies

D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals

Communication with Stakeholders Pillar

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268 Principal as Instructional Leader – Areas of Strength

Domain I—School Culture (School and Community Leadership)

Competency 001—The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision

D. Aligns financial, human, and material resources to support implementation of a campus vision and mission

E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision

F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture

G. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture

I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002—The entry-level principal knows how to work with stakeholders as key partners to support student learning.

A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision

B. Implements strategies to ensure the development of collegial relationships and effective collaboration

C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning

D. *Ensures that parents and other members of the community are an integral part of the campus culture

- Additional highest performing competencies

- Strengths:
  - Developing and tailoring communication based on stakeholder audience
  - Gathering input across stakeholder groups to promote a positive campus culture and inform decision making
  - Fostering a positive, collaborative campus culture

School Vision and Culture and Communication with Stakeholders Pillars

268 Principal as Instructional Leader – Areas for Growth

Domain III—Human Capital (Human Resource Management)

Competency 006—The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment

D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

> DDI, Obs/Feedback, Hiring, Selection, and Retention, and PD Pillars

- Areas for growth:
  - Strategic problem solving and time management
  - Managing time to prioritize staff development and facilitating professional learning communities
  - Staff development and supervision, including opportunities for teacher recruitment, hiring, assignment, induction, evaluation, promotion/teacher leadership, retention, and discipline

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268 Principal as Instructional Leader – Areas for Growth

Note: Same Domain as Area of Strength (007)

Domain IV—Executive Leadership (Communication and Organizational Management)

Competency 008—The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

C. ***Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions**

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

E. ***Uses effective planning, time management, and organization of work to support attainment of school district and campus goals**

Strategic Problem-Solving Pillar

268 Principal as Instructional Leader – Constructed Response Questions

All four CR competencies among the lowest performing, as expected due to rigor of the prompts and alignment with expectations of the role

Integration (Constructed Response Only)

The entry-level principal:

A. Routinely monitors instruction through classroom observations and attends teacher-led meetings in order to coach and develop teachers by providing evidence-based feedback to help teachers improve instruction (Domain II and III)

B. Facilitates the development of and implementation of a rigorous curriculum that aligns with state standards and promotes college and career readiness (Domain II)

C. Supports staff in effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

D. Creates a positive, collaborative, and equitable culture that establishes and communicates high, consistent expectations for all stakeholders and addresses barriers to ensure achievement of campus initiatives and goals (Domain I)

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CR 3: Data-Driven Instruction

- Analyze exit ticket to determine gaps

- Compare analysis to teacher analysis

- Review plan to determine if appropriate reteach strategies

- Determine coaching questions to support teacher in unpacking their own gap

Preparation Manual Resource List: Domain II

Refer to the documents provided and respond to the question below.

Ms. Aguilar, a middle school principal, regularly meets one-on-one with teachers to complete data analysis. Tomorrow, Ms. Aguilar will meet with a sixth-grade reading teacher, Ms. Xang, to review student performance on a recent exit ticket.

Ms. Xang has been working with students on various aspects of understanding fiction by reading the novel *The Wanderer* by Sharon Creech. At the end of chapter 2, Ms. Xang administers an exit ticket to measure student understanding. To ensure a well-aligned and appropriate assessment, she uses some questions that were used on a recent state-mandated assessment.

After reviewing the results, Ms. Xang states that students are just making careless errors, and they really know the material better than the exit ticket results show. So, Ms. Aguilar considers how to help Ms. Xang continue to develop her understanding of data analysis to inform instruction.

To prepare for the meeting, Ms. Aguilar reviews the exit ticket results. Ms. Aguilar's goal is to work with Ms. Xang on ensuring the data analysis is used to inform the planning and delivery of upcoming lessons.

Documents

1. Exit ticket results including Texas Essential Knowledge and Skills (TEKS) and Ms. Xang's analysis and plan based on the results

Question

Ms. Aguilar wants to work with Ms. Xang to enhance her use of the data to improve instruction and student performance.

A. What are TWO high-leverage questions that Ms. Aguilar should ask Ms. Xang to help improve her analysis of the data in order to improve her current plan?

B. Explain how each question can be used to help inform Ms. Xang's instructional practice and improve student learning.

Be specific in your answers and cite evidence from the documents provided.

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PASL Tasks

- Task 1: Problem Solving in the Field
- Task 2: Supporting Continuous Professional Development
- Task 3: Creating a Collaborative Culture

PASL Performance

- Relatively equitable across Tasks

- Areas of Strength:
  - Task 1: Problem Solving in the Field
    - Step 1: Identifying a Problem/Challenge
  - Task 2: Supporting Continuous Professional Development
    - Step 2: Implementing Building Level Professional Development

- Areas for Growth:
  - Task 3: Creating a Collaborative Culture
    - Step 3: Implementing the Plan to Improve
    - Step 4: Reflecting on Team and School Culture

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PASL Resource Updates

General PASL Overview (15 min) (PASL:101) Video 1

- PASL purpose/creation
- Content
- Scoring/reports
- Score Reporting Process
- Score Reporting to Candidates and Preparation Programs

PASL Structure & Tasks (PASL:202) Video 2

- Explain the Structure of the PASL Tasks
- Provide an Overview of Each PASL Task
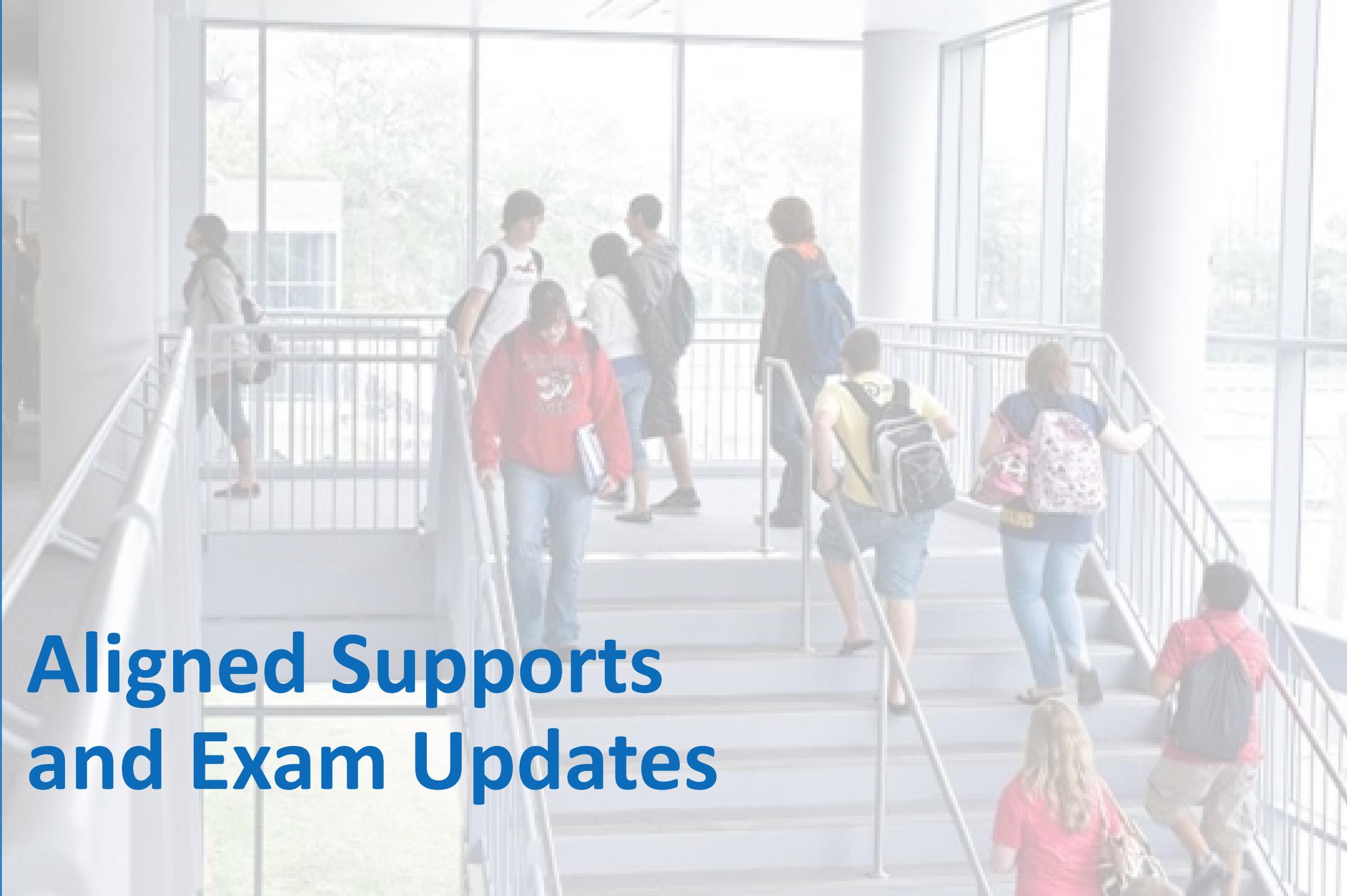- Resources for Candidates and EPPs

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PASL Resource Updates

One page FAQ with links to websites with addition PASL task resources
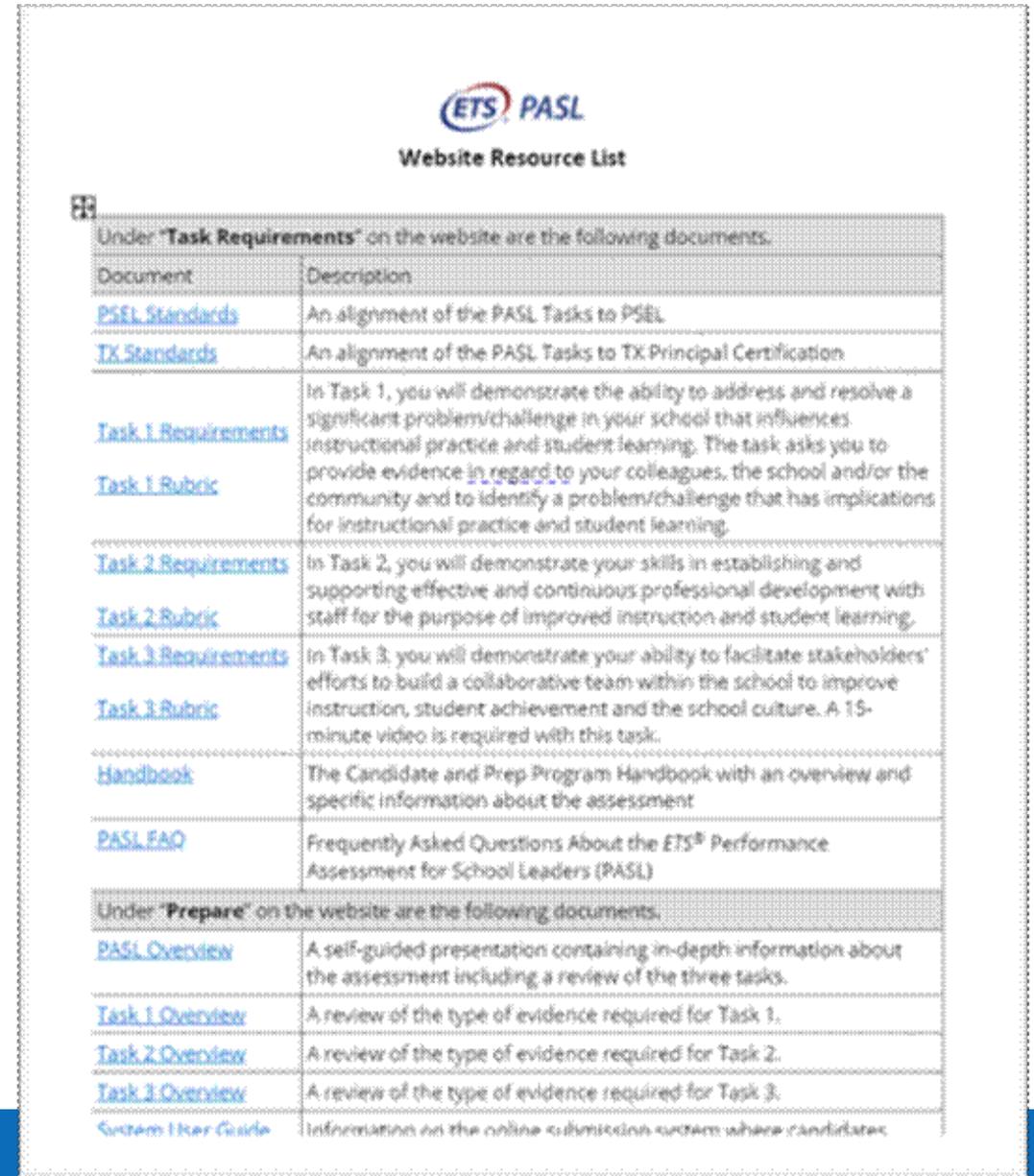
(ETS) PASL

Website Resource List

Under **'Task Requirements'** on the website are the following documents.

Document	Description
PSEL Standards	An alignment of the PASL Tasks to PSEL
TX Standards	An alignment of the PASL Tasks to TX Principal Certification
Task 1 Requirements	In Task 1, you will demonstrate the ability to address and resolve a significant problem/challenge in your school that influences instructional practice and student learning. The task asks you to provide evidence in regard to your colleagues, the school and/or the community and to identify a problem/challenge that has implications for instructional practice and student learning.
Task 1 Rubric	
Task 2 Requirements	In Task 2, you will demonstrate your skills in establishing and supporting effective and continuous professional development with staff for the purpose of improved instruction and student learning.
Task 2 Rubric	
Task 3 Requirements	In Task 3, 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. A 15-minute video is required with this task.
Task 3 Rubric	
Handbook	The Candidate and Prep Program Handbook with an overview and specific information about the assessment
PASL FAQ	Frequently Asked Questions About the ETS® Performance Assessment for School Leaders (PASL)

Under **'Prepare'** on the website are the following documents.

PASL Overview	A self-guided presentation containing in-depth information about the assessment including a review of the three tasks.
Task 1 Overview	A review of the type of evidence required for Task 1.
Task 2 Overview	A review of the type of evidence required for Task 2.
Task 3 Overview	A review of the type of evidence required for Task 3.
System User Guide	Information on the online submission system where candidates

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Aligned Supports
and Exam Updates

Principal as Instructional Leader – Reflection

- Opportunities for <u>authentic practice</u> are key across the nine pillars. *What have these practice opportunities looked like within your program?*

- 268 and PASL provide rich data to inform principal prep continuous improvement practices. *What data analysis and continuous improvement practices have you leveraged?*

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Principal as Instructional Leader – Aligned Supports

Aligned Updates and Supports:

- **Principal Residency Grants**

- **Education Development Center Quality Measures**

- Updated CR 4 and Passing Standard on 268

- PASL Resources

- 268 Principal as Instructional Leader TExES in Focus Webinar

What additional supports would be helpful to the field?

**Principal
Residency Grant**

Principal Residency Grant Overview

Purpose:

- Local Education Agencies (LEAs) will have the opportunity to

  ❏ identify strong principal candidates from among current staff,
  ❏ partner with effective Educator Preparation Programs (EPPs), and
  ❏ design and implement a year-long, full-residency in partnership with an EPP.

Goal:

- Increase the number of **well-prepared, diverse, instructional leaders** by building sustainable leadership pipelines and growing quality principal residency programs.

Principal Residency Grant Reflections and Next Steps

Key Takeaways	Next Steps

• Increase support with building capacity of principal mentors
• LEAs continue to build in intentional authentic leadership experiences
• Impact of a strong LEA/EPP collaboration and partnership ***
• Importance of ensuring that the district context is critical in residency planning and design work
	• Sustainability of practices
	• Development of a Principal Residency Action Steps/Implementation Guide in alignment with EPP Scope and Sequence
	• Focus on "Profile of a Leader" in planning and training supports
	• Focus on leveraging exemplars/proof points from the field in capacity building and supports
	• Planning and execution of Summer Institute focused on:
	   • Authentic leadership opportunities
	   • Coaching and mentoring of residents
	   • EPP/LEA partnerships

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Principal Residency Vetted List

- Applications for PRG Vetted list will open mid-February and will close in early April
  - Application
  - Document submission
    - Profile of a candidate
    - Scope and Sequence
    - Performance Gates
    - Governance meetings/structure with potential LEA partnership
- Selection in mid-May
- Cycle six application for LEAs opens in August 2022 (for 2023-2024 school year)

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Education Development Center Quality Measures

Quality Measures' Mission

- To champion and sustain **high-quality preparation of equity-centered principals** by using Quality Measures tools and protocols to engage leader preparation programs and their district and state partners in

  - evidence-based self-assessments of program quality;
  - dialogue, reflection, and feedback; and
  - identification of program strengths and areas for improvement.

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What is Quality Measures?

- **Quality Measures is...**
  - A toolkit describing high-quality preparation of equity-centered principals
  - A facilitated process of evidence-based self-study

- **Quality Measures is not...**
  - An external accountability mechanism
  - A public program evaluation

Quality Measure 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

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Principal Preparation Programs that have Participated in Quality Measures

ESC 13
Prairie View A&M University*
Southern Methodist University
Texas Christian University**
Texas Tech University
Trinity University*
University of Houston *
University of Texas – Austin***
University of Texas San Antonio***
University of Texas – Tyler
West Texas A&M University*

Texas Trained Quality Measures Facilitators:

- Ellen Willoughby – ESC 13
- Fernando Valle – Texas Tech
- Gary Miller – UT-Tyler
- Milan Sevak – SMU

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Community of Practice

- **Quality Measures cohort Community of Practice**
  - Development of Problems of Practice and Theory of Change
  - Monitoring and Assessing Outcomes
  - Adopt, Adapt, Abandon
  - Sustainable Implementation and Celebration

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Questions and Reminders

Reminders and Next Steps

- PASL next registration window closes: April 5, 2022

- Ongoing PASL scorer recruitment

- PRG Vetted Programs application window: Mid-Feb. – Early April

- Candidate performance data accessible via ResultsAnalyzer (268) and Data Manager (368)

- Updates on exams, program requirements, and training opportunities via the EPP Weekly Newsletter

- Ch. 241 4-Year Rule Review (Proposal)

Questions

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