

UTRGV OSL Leadership Advisory Committee on Content Validity

MINUTES

October 25, 2018

6:00 pm – 8:00 pm

McAllen Teaching Center

Members present: Dr. Daniel King, Superintendent of PSJA ISD; Dr. Priscilla Canales, Superintendent for Weslaco ISD; Dr. Hafedh Azaiez, Superintendent of Donna ISD; and Dr. Alda Benavides, Superintendent of La Joya ISD; Lizette Longoria, Principal, PSJA ISD; Dr. Irma Castillo, Principal, South Texas High School; Mr. Albert Canales, Principal, McAllen High School, McAllen ISD; Ana Gonzalez, Executive Director, RGV, Teach for America; Dr. Rosalinda Hernandez, Associate Professor & Coordinator of Principal Program with UTRGV; Dr. Roberto Zamora, Assistant Professor & Coordinator of Superintendent Program with UTRGV; Dr. Alejandro Garcia, Assistant Professor & Coordinator of Principal Certification with UTRGV.

Introductions

Dr. Jesus ‘Chuey’ Abrego on behalf of Dr. Velma Menchaca, Chair OSL Department greeted the committee.

Program Updates for the session (see handouts below)—Q&A

Dr. Jesus ‘Chuey’ Abrego addressed the group of school district partners and shared an update on the CAEP assessment and accreditation process. As part of our efforts toward continuous improvement, the committee was divided into two groups – a principal group and superintendent group based on attendance at the meeting. The purpose of the meeting was to codesign and collaboratively review and gather feedback & recommendations on each of the course assessments and rubrics for the principalship and superintendent program. Participants were asked to rate the elements as essential, useful but not essential or not necessary by placing an ‘x’ in the designated column.

Drs. Hernandez, Abrego and Garcia facilitated the discussion & feedback with the principalship group; while Dr. Zamora facilitated the discussion and feedback with the superintendent group. The superintendents shared the importance of context and providing various leadership challenging situations, for example, through scenarios, case studies, vignettes and problem-based approaches in the superintendency and principalship to help students master the content, knowledge and skills required by campus and district leaders. While the principalship group shared that it was important to build the skills and process required to develop a budgeting plan. In addition, the practitioners recommended that exemplars be incorporated across the program to help students master the standards and competencies.

Adjournment

Drs. Abrego, Hernandez, Garcia and Zamora thanked the committee members for their attendance and adjourned the meeting.

Below are Course Titles and Rubrics for the
Superintendent Certification Program

EDUL 7312 CONTENT VALIDITY

Course Title: Socio - Political Problems and the Superintendent

----- for Rubric: District Communications and Public Relations Resource Guide

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(f) (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;			
(f) (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;			
(f) (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;			
(f) (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;			
(f) (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;			
(f) (7) use effective consensus-building and conflict-management skills;			
(f) (8) articulate the school district's vision and priorities to the community and to the media;			
(f) (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision.			

EDUL 7313 CONTENT VALIDITY

Course Title: Ethics and Decision Making (for the Superintendent)

**----- for Rubric: Application of Rushworth Kidders Nine Ethical Checkpoints to
Address Current Ethical Issue Affecting Education**

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
Section 1. Identify the Issue (c)(8) demonstrate an awareness of emerging issues and trends affecting the education community			
Section 2: Determine the actor(s) / stakeholders (g) (2) implement processes for gathering, analyzing, and using data for informed decision making			
Section 3: Gather relevant facts (g) (2) implement processes for gathering, analyzing, and using data for informed decision making			
Section 4: Test for right-versus- wrong (moral temptations) (e) (2) demonstrate and apply appropriate knowledge of legal issues affecting education.			
Section 5: Test for right vs right (ethical dilemmas) (b) (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;			

EDUL 7314 CONTENT VALIDITY

Course Title: The Superintendent

----- for Rubric: Facilitating the Development, Articulation, Implementation, of a Vision of Learning: A Planning and Resource Guide

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
Section 1.a Needs Assessment (g)(2) implement processes for gathering, analyzing, and using data for informed decision making			
Section 1.b Needs Assessment (c)(8) demonstrate an awareness of emerging issues and trends affecting the education community;			
Section 2. a Vision Development (c)(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;			
Section 2.b Vision Development (c) (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities.			
Section 2.c Vision Development (c) (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.			
Section 3.a Vision Articulation (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance.			

EDUL 7315 CONTENT VALIDITY

Course Title: Texas School Finance and Facilities Administration

----- **for Rubric:** District Budget Development, Articulation and Adoption Resource Guide

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
Section 1.a Needs Assessment (g)(2) implement processes for gathering, analyzing, and using data for informed decision making			
Section 3 (c)(8) demonstrate an awareness of emerging issues and trends affecting the education community;			
Section 4 (g) (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;			
Section 5 g) (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;.			
Section 6 (c) (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;			
Section 7 (g) (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;			

EDUL 7398 CONTENT VALIDITY

Course Title: Superintendent Practicum

----- for Rubric: Superintendent Practicum

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:	Leave blank	Leave blank	Leave blank
b(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;			
b(2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);			
b(3) serve as an articulate spokesperson for the importance of education in a free democratic society;			
b(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students			
b(6) demonstrate the courage to be a champion for children			
(c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:	Leave blank	Leave blank	Leave blank
c(1). establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;			
c(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;			
c(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;			

Below are Course Titles and Rubrics for the Principalship

EDUL 6300 CONTENT VALIDITY

Course Title: Data Management for School Improvement

—for rubric: Continuous School Improvement Framework

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;			
(b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;			
(b)(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff			
(e)(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;			
(e)(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;			
(e)(8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;			
(f)(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus' priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;			
(f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;			
(f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;			
(f)(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;			
(f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;			
(f)(9) uses technology to enhance school management;			
(f)(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.			

EDUL 6320 CONTENT VALIDITY

Course Title: Curriculum Leadership

—for rubric: Design of a Strategic Improvement Plan

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(b3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated.			
(c2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research.			
(c5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment.			
(c6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards			
(c7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations			
(c8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement.			
(c9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.			
(c11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.			
(f1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan.			

EDUL 6325 CONTENT VALIDITY

Course Title: Instructional Leadership

—for rubric: Reflective Clinical Supervision

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an ‘X’ in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(a)(b)(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;			
(a)(c)(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;			
(a)(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;			
(a)(d)(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;			

EDUL 6330 CONTENT VALIDITY

Course Title: Instructional Leadership for Diverse Learners —for rubric: Application of Campus-Based Strategic Plan

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
c)(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;			
(c)(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;			
(c)(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;			
(c)(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;			
(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;			
(c)(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap			
f)(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes			
g)(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;			

EDUL 6350 CONTENT VALIDITY

Course Title: The Principalship **—for rubric: School Safety Audit**

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(g9R) The principal communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences.			
(e7R) The principal gathers and organizes information from a variety of sources for use in creative and effective campus decision making.			
(e8R) The principal frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions.			
(e10R) The principal uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals.			
(f6M) The principal implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment.			
(f7M) The principal applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.			
(f11R) The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.			

EDUL 6355 CONTENT VALIDITY

Course Title: Administration of Human Resources and Budgeting —for rubric: Campus Budget Plan

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an ‘X’ in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(b)(4) supports the implementation of the campus vision by aligning financial, human, and material resources			
(d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;			
(d)(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;			
(d)(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;			
(d)(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;			
(f)(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;			
(f)(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;			
(f)(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;			
(f)(8) collaboratively plans and effectively manages the campus budget;			

EDUL 6391 CONTENT VALIDITY

Course Title: The Principal Practicum

----- for Rubric: The Principal Practicum

Directions: rate the elements as *essential*, *useful but not essential* or *not necessary* by placing an 'X' in the designated column. Choose one for each element.

Assessment Area	Essential	Useful but not essential	Not Necessary
(a) (b)(1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;			
(a) (b)(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;			
(a) (b)(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated			
(a) (b) (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students;			
(a) (c)(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;			
(a) (c)(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;			
(a)(c)(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;			
(a) (c) (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions;			
(a) (d)(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;			
(d)(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;			
(a) (d)(5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;			