

The Leadership Advisory Committee meeting was held on Wednesday, March 27, 2019 at Donna ISD. Dr. Hafedh Azaiez gave the members a welcome. Dr. Menchaca then thanked Dr. Azaiez for hosting the Committee. Dr. Alma Rodriguez, Dean of the College of Education & P16 Integration also welcomed the members. The Committee members introduced themselves.

Dr Alex Garcia, Coordinator of the Principal Program began reporting Transitioning from 068 to 268/PASL

Dr. Garcia reviewed the differences between the 068 and 268/PASL exam. For example the 268 exam will incorporate 91 selected response questions, keep the cluster set of questions and have a new section of 4-Constructed Response questions based upon a video clip stimulus. I mentioned that the Domains had changed from 3 domains (School-community, Instructional leadership and Administrative Leadership) to 6 domains (School Culture, Leading Learning, Human Capital, Executive leadership, Strategic Operations and Ethics, Equity and Diversity). I distributed a handout which reviewed each new domain in detail. In addition I spoke about the topics that will be used for the Selected Response and Constructed response questions. Following the discussion on the 268 exam, I mentioned that candidates were eligible to take 268 exam during August and if they passed this exam, then they would be grandfathered and not be required to take the PASL in September. I mentioned that the 068 test takers had up to August 31st to pass the 068 exam and finish the practicum. I explained that we were offering the Practicum during the Summer 1 session, which begins on June 3rd.

Principal Examination implications to Districts

During my explanation of the 268 and PASL exams, I elaborated how campus leaders, mentors and teachers would take on a more active role in helping the principal certification candidates complete the 3 separate PASL tasks. For example the principal certification candidate would need to write about and involve colleagues to solve real world problems on their campus. They would also need write narratives and prepare a 15 minute video per task and upload it to Pearson.

Alignment Pillars to 268/PASL

I gave the group a copy of a typical Pillar and Course assessment (otherwise known as Course End Product). I explained to the group, that in our application to TEA, we were required to provide a specific format that addressed, specific Knowledge, Skills and Mindsets per Pillar. I also distributed a course alignment chart which shows the course, pillar and PASL task alignments. I explained to the group that TEA was very specific and even suggested which textbooks that are closely aligned with the new exams.

Dr. Abrego reported on CAEP

As partners working toward meeting CAEP Quality Assurance Systems, we thanked all CAEP school district partners that participated at the two sites with content validity and reliability of course assessments --- McAllen Teaching Center and San Benito CISD sites. We hope to gather these types of data via online in the near future. Shared with the advisory leadership council that we're currently tweaking our assessments based on data from the fall 2018 assessments/rubrics & feedback from the content validity & reliability meetings with leadership partners/practitioners [leadership advisory council].

Also, shared that the process will begin after spring break and will affect our fall 2019 assessments/rubrics. The CAEP Alignment & Assessment Committees, Program Coordinators, and specific course-chair faculty members will review, disaggregate and make recommendations on feedback collected from our school-university partners, state data & revised state standards, and other assessment/disposition data. It was stressed that the work will continue through the end of spring and summer sessions 2019 so that we meet our goal of releasing/implementing revised and realigned assessments/rubrics fall 2019.

Finally, a CAEP Accreditation Timeline and dates [handout] for the site visit were also shared with the partners.

Dr. Zamora reported on the Superintendent Certification Program Report

Dr. Zamora provided an update on the Superintendent Certification Program. Currently, two courses are being offered. Dr. Narciso Garcia, Superintendent of the Vanguard Academy Charter School is teaching EDUL7313:01 Ethics and Decision Making and Decision Making in Education. Ten students are enrolled in this course. Dr. Filomena Leo, Interim Superintendent at Mercedes ISD is teaching EDUL 7398: The Superintendent Practicum. Ten students are enrolled in this course. Students who are concurrently enrolled in the doctoral program may count the superintendent courses (up to 15 hours) towards their fifteen hours in their area of specialization. Students who complete their superintendent certification requirements prior to enrollment in the doctoral program may count up to nine hours toward their area of specialization in the doctoral program.

Dr. Zamora explained that currently only one course is offered during the fall and spring semester of each academic year. No courses are offered in the summer. Dr. Zamora has had requests from students about offering two courses in the fall and spring semesters and asked committee members for feedback regarding advantages and disadvantages. Committee members indicated offering two courses per semester may be more attractive to potential candidates since other programs- universities, Education Service Centers - offer programs in which candidates may complete the program in less time. A disadvantage / challenge pointed out was the need to balance workload and program requirements since most students enrolled in the program are full time administrators. The possibility of offering courses on Saturdays was voiced. Questions about impact on course enrollments and sequencing of courses were pointed out.

Dr. Zamora shared that CAEP Course Assessments have been developed for all Superintendent Program courses and that three sessions have been held with superintendents and assistant superintendents – one in McAllen, one in San Benito, and one in Brownsville - to determine validity and reliability of course assessments. Participants, at those sessions, reviewed the assessments and provided feedback pertaining to each of the assessment areas and indicated the extent to which they believed each of the elements were essential, useful but not essential or not necessary. Recommendations were also provided. Feedback will be reviewed by program faculty and assessments will be revised, as appropriate, based on feedback received.

2019 Critical Issues Leadership Conference

Dr. Zamora shared the program for the 2018 3rd International Critical Issues Leadership Conference. The Theme of the conference was School Safety and Student Wellness. About 120

educators attended the Conference. He quickly shared each of the main themes for each day. He communicated appreciation for the Committee's recommendation of theme and possible Conference topics. He also expressed appreciation to all districts' presenters and the College of Education faculty who shared their expertise and contributed to the success of the Conference. Also, he indicated that this was the first Conference in which faculty from other departments in the College of Education participated in the Conference. The School of Medicine was also represented. A big thanks was extended to all for helping make this Conference a success. Discussion of possible topics for the 2019 4th Annual Critical Issues Leadership Conference followed. Committee members expressed the need to build on what was started at the last Conference. The critical issue that surfaced was the need to build leadership capacity to address the needs of students with disabilities. Dr. Zamora asked that committee members interested on the Conference Program indicate their interest on the sign in sheet provided for the meeting and once again thanked all committee members for their input.

Dr. Peña reported on the Educational Leadership Doctoral Program.

Dr. Peña provided an update about the Educational Leadership Doctoral Program. Currently, all doctoral faculty have full teaching loads. Dr(s) Simonsson and Watt are teaching research methods courses. Dr(s) Peña, Menchaca, and Silva are teaching Organizational Leadership, Internship and Higher Education courses, respectively, and all doctoral faculty are engaged in professional, department and community service and conducting research. In January 2019, during the Spring 2019 semester, the educational Leadership doctoral program received numerous inquiries about possible enrollment into the doctoral program. Estimates provided by the Graduate College at UTRGV revealed a 20% increase in the numbers of applications received by the Educational Leadership doctoral program in the Department of Organization and School Leadership for Spring 2019. Estimates given for possible enrollment in the Educational Leadership doctoral program at UTRGV suggest an increase of as many as 15 to 20 students starting in January 2019. During the Fall 2018 semester, an application for membership in the Carnegie Foundation Educational Doctoral Association was submitted. Word about the Educational Leadership doctoral program being granted membership status in the prestigious Carnegie Foundation is due later during the Spring 2019 semester. Educational Leadership doctoral faculty and Department Chair Menchaca are revising the Educational Leadership doctoral program student handbook. A number of Educational Leadership doctoral program meetings were held during the Fall 2018 and Spring 2019 semesters. Additional meetings and a possible retreat will be scheduled following the Summer 2019 semester.