

**UTRGV OSL Leadership
 Advisory Committee
 ZOOM MEETING**

December 16, 2020 [Wednesday] 10:00 am – 11:30 am

Field Based Experiences & Feedback from Practitioner Partners

Breakout Room Participants: Region I Area Principals /Representatives

Facilitator: Dr. Rosalinda Hernandez, Masters and Principal Certification Program Coordinator

Program Courses	CAEP Generic Skills	Field based Experiences - Partner Feedback
EDUL6300	1. <i>Applications of data literacy</i>	<ul style="list-style-type: none"> *Leading parent meetings: discussing formative and summative assessments *Take aggregated data and disaggregate it *Conduct meetings to apply data to curriculum *Be agile enough to make curriculum decisions that correspond to campus data *Be well versed on accountability data *To break down data and know how your results come to be * Include a segment preparing principals to truly digest and understand data *Not just collect data, but know what to do with it *Understand importance of Data Walls to show how school is doing as a whole *Show teachers how this data helps to inform our campus curriculum decisions
	2. <i>Use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies</i>	<ul style="list-style-type: none"> *Using research to compare campus performance * Use to determine performance of novice teachers *Prepare for conversations with stakeholders *Use of qualitative data on teacher performance and what their needs are *Use research to look for strategies and use in making decisions that inform instruction *Use research to help support our staff to help all subgroups of students with instructional strategies <p><i>Dr. Hernandez: Connecting what principals do to qualitative data; giving the qual/quant label to the use of data in practice as principals</i></p>

		<p><i>Dr. Guerra: Methods already using such as Case Studies, Focus Groups, Surveys/Questionnaires</i></p> <p><u>Chat Room Commentary</u></p> <ul style="list-style-type: none"> *Using research to compare campus performance for students and staff in order to set goals for campus improvement. (e.g. research tells us that novice teachers need support for at least two years or they leave the profession before 5 years. campus sets goal to support new teachers in order to reduce attrition of novice teachers if that is the case.) * Identify a student subgroup for intervention, co-create the intervention w/ teachers, and monitor implementation
	<p><i>3. Employment of data analysis and evidence to develop supportive school environments</i></p>	<p><u>Chat Room Commentary</u></p> <ul style="list-style-type: none"> *Conduct a campus culture survey; analyze data to improve campus culture. Happy teachers= happy students = strong academic performance
	<p><i>4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents</i></p>	<ul style="list-style-type: none"> *Leading parent meetings: discussing formative and summative assessments *Making data comprehensible to those not in education (Educational jargon is a barrier to parents) *Meeting with parents/PTA to constantly update stakeholders *Informing / updating parents through social media *Leading department meetings *Collaboration meetings with other principals to discuss things that are particular to that grade level (elem/MS/HS) *Getting different perspectives from different parents and stakeholders from all areas <p><u>Chat Room Commentary</u></p> <ul style="list-style-type: none"> *Facilitating a coaching conversation with a teacher *Offer a campus status update at a school board meeting or principal meeting *Facilitating or leading a vertical grade/campus level collaboration space. (e.g. focus groups; community round tables)

	<p><i>5. Supporting appropriate applications of appropriate technology for their field of specialization</i></p>	<ul style="list-style-type: none"> *DMAC *Putting together a presentation for faculty *Knowing EXCEL to show data in a way that makes sense *Collecting data to make your point, whether it's campus progression or regression *Interpreting, Generating, and Presenting Data to faculty *Every district uses different applications; focus on practical skills on how to navigate different pieces of data and how to present it *Refine skills related to online instruction *Provide support to teachers and parents in learning different applications at Elem/MS/HS
	<p><i>6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization</i></p>	<ul style="list-style-type: none"> *Understanding the design and application of a Teacher Improvement Plan *Having critical conversation skills when talking to parents, students, and teachers *To lead with empathy yet maintain accountability for actions *To apply core values: respect, professionalism, common sense; maintain these as you meet with others *To think, internalize, before responding <p><u>Chat Room Commentary</u></p> <p>Professional disposition: having critical conversations with students, parents, teachers and community stakeholders. (leading with empathy while still maintaining accountability)</p> <ul style="list-style-type: none"> *Craft and implement a teacher performance improvement plan
	<p><i>7. College and Career Readiness</i></p>	<ul style="list-style-type: none"> *Looking at courses that are being offered at the campus level *Review workforce trends in community and region with campus staff *Incorporate coursework like Robotics, looking at SpaceX and those things that speak to current student / workforce trends *Understand Master Schedule and purpose for the design and course offerings included *Collect data from students to determine course offerings *Master Schedule drives everything <p><u>Chat Room Commentary</u></p> <ul style="list-style-type: none"> *Using data to inform campus decisions for equitable student access, and personal growth for college readiness

		*Principal candidates participate in community conversations in order to glean what families/stake holders want/need for college to career readiness.
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Partners Present: Lizette Longoria, Audie Murphy MS Principal, PSJA ISD
Mike Reyes, Gutierrez MS, Harlingen ISD
Ana Gonzales
Robert Carreon

Notes: Verbal Responses/ Partners' Feedback

Dr. Hernandez: Explanation of task / Purpose of activity

- 1. What are you looking for in Principal Candidates in terms of data literacy skills? What are suggestions for activities for Principal Practicum?*

Robert Carreon: Leading parent meetings comparing formative and summative assessments. Preparing presentations for parent component appropriate for those not in education; simplify educational jargon, which is a barrier for parents.

Ana Gonzales: Focus work with data at campus level: Take aggregated data and convert to disaggregated data so as to be able to conduct meetings and apply data to curriculum. Be agile enough to make curriculum decisions that correspond to campus data.

Lizette Longoria: Have them be well versed on accountability data—to break data down and know how it works and how your results come to be. Provide a segment preparing principals to truly digest and understand data.

Mike Reyes: Not just collect data, but also know what to do with it.

Lizette Longoria: Understand Data Walls and how they work to provide overview of how school is doing as a whole

Dr. Hernandez:

- 2. What experiences should they have in the use of research and understanding of qualitative, quantitative, and/or mixed methods research methodologies?*

Ana Gonzales: Using research to compare campus performance and determine student and teacher performance, especially novice teachers who may need support

Lizette Longoria: Prepare for conversations with stakeholders / use qualitative data on teacher performance to determine teacher needs and look for strategies and make decisions that inform instruction.

Mike Reyes: Use research to help support our staff for all subgroups of students and help them with instructional strategies.

Dr. Hernandez: Connecting what principals do to qualitative data; giving the qual/quant label to the use of data in practice as principals

Dr. Guerra: Methods already using such as Case Studies, Focus Groups, Surveys/Questionnaires

Dr. Hernandez: #3 very similar to #1.

- 4. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents*

Robert Carreon: Leading a Parent Meeting

Mike Reyes: Meeting with Parents, PTA to constantly update stakeholders through social media. Also lead Departmental Meetings and meetings designed for collaboration among principals from schools to discuss things that are particular to that grade level, for example Elementary, Middle School, or High Schools

Lizette Longoria: Getting different perspectives from different stakeholders from all areas, parents.

Dr. Hernandez:

- 5. Supporting appropriate applications of appropriate technology for their field of specialization*

Lizette Longoria: DMAC

Mike Reyes: DMAC

Lizette Longoria: Put together presentations for the faculty; use Excel to show data in a way that makes sense, collect data to make your point, whether there's campus progression or regression. Learn to interpret, generate, and present your data.

Mike Reyes: Every district is different when it comes to applications—like a resume—focus on practical skills, on how to navigate different pieces of data and how to present them. We also need to refine skills related to online instruction; giving support to teachers and parents on different applications at the Elementary, MS and HS levels.

Dr. Hernandez:

- 6. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization*

Robert Carreon: Be able to design, apply and implement a Teacher Improvement Plan

Ana Gonzales: Having critical conversational skills to conference with teachers, students, parents. To learn to lead with empathy, yet maintain accountability. To be able to apply core values, like respect, professionalism, common sense—to think, internalize, before responding: maintaining those as you meet with others.

Dr. Hernandez:

- 7. College and Career Readiness*

Lizette Longoria: College Readiness by looking at courses that are being offered at campus level.

Robert Carreon: Review workforce trends in community and region and lay out course work to incorporate courses like Robotics and Space X and those things that speak to current student and workforce trends.

Lizette: Understanding the Master Schedule and the purpose for the design and the purpose for the course offerings.

Mike Reyes: Collect data from students to determine what course offerings should be included, to understand that the Master Schedule drives everything.

Final Thoughts from Participants:

Surveys gauge the climate / culture of the campus

When looking at data---The results are quantitative data

Teacher observation is qualitative and how do we help this data inform our campus curriculum decisions

Transcript: Comments from Chat Room

From Debbie Crane Aliseda @ MISD : good morning everyone. I have a conflict at 10:30 so will be signing off then.

10:18:31 From Dr. Alex. Garcia to J.A. Gonzalez(Privately) : Hi, Jay Congratulations

10:57:12 From Ana Gonzalez : I'm having a little bit of issues with my internet and will be off video but eager to participate.

11:07:04 From Ana Gonzalez : Using research to compare campus performance for students and staff in order to set goals for campus improvement. (e.g. research tells us that novice teachers need support for at least two years or they leave the profession before 5 years. campus sets goal to support new teachers in order to reduce attrition of novice teachers if that is the case.)

11:08:45 From michelle abrego : Also ESSA requires that schools use strategies that have been proven effective

11:10:38 From michelle abrego : Perhaps considering focus groups that can be conducted with stakeholders including parents

11:14:48 From Robert Carreon : For skill #4: leading a department meeting

11:14:51 From Robert Carreon : leading a parent meeting

11:15:08 From Robert Carreon : facilitating a coaching conversation with a teacher

11:15:23 From Robert Carreon : offer a campus status update at a school board meeting or principal meeting

11:15:31 From michelle abrego : Building partnerships with community based organizations to support family engagement

11:16:09 From BR1-Juan De La Rosa : Mixed Reality Simulation Service

11:18:16 From michelle abrego : Attend campus PTA meetings to see the PTA board in action and learn how it operates

11:19:05 From Ana Gonzalez : #4 facilitating or leading a vertical grade/campus level collaboration space. (e.g. focus groups; community round tables. #6-Professional disposition: having critical conversations with students, parents, teachers and community stakeholders. (leading with empathy while still maintaining accountability)

11:19:21 From michelle abrego : Involve principal candidates in finding out what families need and want including those who are culturally and linguistically diverse and sometimes overlooked and missed.

11:24:15 From michelle abrego : Ability to help families' learn technology applications to support learning outside the classroom

11:26:01 From Robert Carreon : craft and implement a teacher performance improvement plan

11:27:22 From michelle abrego : Ensuring equity across all student groups to support learning and success

11:27:57 From Ana Gonzalez : #7 a.) using data to inform campus decisions for equitable student access, and personal growth for college readiness b.)principal candidates participate in community conversations in order to glean what families/stake holders want/need for college to career readiness.

11:29:36 From Robert Carreon : identify a student subgroup for intervention, co-create the intervention w/ teachers, and monitor implmentation

11:30:10 From michelle abrego : Perhaps a project that incorporates data literacy, research and how it can be applied to a practical experience with parents - perhaps sharing school report card and ensuring all parents give voice - including those often overlooked and marginalized

11:30:52 From Ana Gonzalez : #3 conduct a campus culture survey; analyze data to improve campus culture. Happy teachers= happy students = strong academic performance.

11:31:29 From Robert Carreon : re: #7 college readiness: review workforce trends for regional community with campus staff

11:32:30 From Robert Carreon : Thank you team @ UTRGV - I have to depart for another commitment. Appreciation our time together today.

11:32:41 From michelle abrego : Helping parents understand the choices available for high school - dual enrollment or advanced placement, understanding graduation requirements, etc.

11:33:12 From Ana Gonzalez : Thank you for the opportunity to share feedback. Let me know how else I can support. Happy holidays, everyone.

11:33:42 From Prn - Lizette Longoria : Understanding the Master Schedule and the purpose for the design (courses offered).

11:35:09 From michelle abrego : Understanding support available through AVID, GEAR UP, CATE, etc.