

# Strategic Partners Education Advisory Council Meeting

10:00 am -2:00 pm ---- May 3, 2013 ---- Bernie Beck Hall, TAMUCT, Killeen

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## Meeting Purpose...

*To review SPEAC and CAPS input regarding preparation and ongoing learning of central Texas educators and school leaders;  
to review TAMUCT's SACSCOC Accreditation Process and Texas Education Agency Monitoring Visits;  
and to gather input regarding our certification programs*

## Welcome, Introductions

*Robin Battershell*

## TAMUCT's Southern Association of Colleges and Schools Commission on Colleges Update

*Tracy Teaff*

## Professional Education & Policy Studies Presents

*Advisory Council Roles & Responsibilities, Review of Program Operations, & Program Evaluation  
Graduate Programs Opportunities  
PEPS Faculty*

## Texas Education Agency Visit

*An Overview of the Visit and Recommendations  
Dorleen Hooten*

## CAPS Updates

*Brenda Russell & CAPS Co-Chairs*

## LUNCH

## Program Advisement

*Table Discussion Facilitated by TAMUCT Faculty*

## Next Steps & Topics

*Robin Battershell*

*\*Next SPEAC Meeting – November 15, 2013 from 10:00-2:00 at TAMUCT Bernie Beck Lecture Hall*

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### TAMUCT Strategic Partners Education Advisory Council (SPEAC) Mission

Develop educators who are fully prepared to facilitate the critical learning work of school communities, ensuring student and school success in the midst of a constantly changing environment.



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School of EDUCATION



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**Strategic Partners Education Advisory Council (SPEAC)**

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**Meeting Minutes**

*Date:* November 30, 2012

*Attendees:* See Attached

*Location:* Texas A&M University- Central Texas, Founder's Hall, Bernie Beck Hall

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**Welcome**

SPEAC Co-Chair, Dr. Robin Battershell, opened the meeting at 10:00 AM by welcoming the group and having those present introduce themselves.

**SPEAC and CAPS Update**

Dr. Brenda Russell, Chair of the Department of Professional Education and Policy Studies, provided an overview of the work done in the Certificate Area Practitioner Sub-Councils meetings held this fall (CAPS). CAPS have been tasked by SPEAC to address the following questions related to their specific programs as a follow up to May's SPEAC meeting:

- What does the program look like now? (current state)
- What knowledge and skills do our graduates need in order to be effective in their practice?
- What do we want the program to look like down the road?  
(size/content/delivery/etc)
- How do we communicate about and market our program?

The Elementary Teachers, Secondary Teachers, Reading Specialists, Counselors, and Special Education Teachers/Educational Diagnostician Sub-Councils met together on October 13<sup>th</sup>. They reviewed their relationship to SPEAC and their roles and responsibilities and began to address the issue of what knowledge and skills they feel graduates of each program need in order to be effective in their respective practice areas.

The Area Superintendent Sub-Council discussed skills, content and processes needed for both principal and superintendent certifications at their meeting on November 29<sup>th</sup>. They would like to see the addition of a doctoral program with superintendent certification included. They suggested the possibility utilizing TAMUCT school and district leadership faculty as assessors for potential principal and superintendent candidates. They also want to see a strong TAMUCT presence with P-20.

The Principal CAPS, which include elementary, middle school, and high school focus groups, discussed the current program in school leadership, new state competencies for principals, and effective program delivery modes at their November 27 meeting.

All groups look forward to continuing their conversations.

### **TAMUCT's Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) Review**

Dr. Tracy Teaff, TAMUCT's Chief Liaison Officer, joined the meeting via Skype. She gave a brief history of our relationship with Tarleton and the process we have been undergoing to become a university with separate accreditation. She explained that we have been working on this process for several years and that the review process includes the provision of multiple forms of documentation about all facets of our university, its operation and programs, as well as visits from SACS-COC members in May. Following the visit and verification of compliance, TAMUCT may be granted separate accreditation. We will provide an update at the May SPEAC meeting.

### **SPEAC and the Texas Education Agency Visit**

Certification Officer, Dr. Dorleen Hooten, provided training and a SPEAC Handbook to the members. Areas addressed included:

- The University Mission
- Charge to the Council
- SPEAC Membership
- SPEAC Roles and Responsibilities
- Admission Criteria for Undergraduate Programs
- Curriculum, Field Based Experiences, and Field Supervision
- Components of the Compliance Monitoring Visit

Dr. Hooten reported that students in the undergraduate program spend numerous hours in their placement classrooms the final two semesters of the program. During the semester prior to student teaching, students spend a minimum of sixty hours working with the mentor teacher and his/her students. All students, except those seeking 8-12 certification, are placed in two different placements to allow them to experience working with two grade levels.

Dr. Hooten gave a report of 2012-13 undergraduate teacher education program operations. Currently, there are 19 student teachers with placements in Temple, Copperas Cove, Rogers, Pflugerville, and Killeen ISDs. Certification areas include three 8-12, two Middle School 4-8, three all level special education, and eleven EC-6. For the spring 2013 semester, there will be nine student teachers with placements in Killeen and Copperas Cove. These include five 8-12 students and four students seeking EC-6 certification.

Currently, placements are being sought for 26 students who will begin their Block/student teaching semesters in the spring of 2013. Additionally, another 36 students have recently submitted their applications for admission into the program. Students will

be notified of their status after verification of requirements at the end of the semester. If all students qualify, total enrollment in the Teacher Education Program will be 81, which is an increase from the prior year.

Dr. Hooten informed members that TEA would be sending a questionnaire via email; a prompt response is requested. She then invited all SPEAC members to attend the open sessions on the April 2<sup>nd</sup> visit. Information regarding the schedule will be sent to members.

### **Program Advisement**

Dr. Hooten requested input on the following issues, which were then discussed in table groups:

1. After a student has been denied to the Teacher Education Program, how many semesters should we give him/her to correct deficiencies?

Responses included allowing either two or three semesters: the majority recommended two semesters. The suggestion was also made to find out what the policy is at other universities.

2. After coursework is completed, how long do we continue to remediate and allow TExES certification testing before we require additional coursework to correct deficiencies?

Responses included allowing two years/five testing opportunities, twelve months/six testing opportunities, or remediation through either additional coursework or study sessions/three testing opportunities.

### **Next Steps & Topics**

The group would like to include the following items on the agenda for future meetings:

Discussion of future Doctoral Programs

Dissemination of findings from TEA post approval visits

The meeting adjourned at 2:37 PM

*Next meeting:* May 3, 2013, 10:00 AM to 1:00 PM  
TAMUCT  
Founder's Hall

Texas A&M University-Central Texas  
School of Education

Strategic Partners Education Advisory Council  
(SPEAC)

Spring Meeting  
May 3, 2013

Advisory Council

The preparation of educators shall be a collaborative effort among public schools accredited by TEA and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests.

Advisory Council Composition

Strategic Partners Education Advisory Council (SPEAC)

42 current members

- Public/Private Schools – 14/2
- Institutions of Higher Education – 17
- Education Service Center – 1
- Business or Community – 8

Certificate Area Practitioner Sub-Councils (CAPS)

Program Operation

Accreditation Status

Number of Candidates

- Applied
- Admitted
- Completed
- Total in Program

Admission Criteria

THEA requirements

60 hours of coursework

2.6 GPA

EDU 320/HS 300/12 hours of English

Letters of Recommendation

No grade lower than a C (B for Speech)

Departmental Screening

- Packet/Interview/Writing

Curriculum

Coursework and Field Experiences

- Educator Standards
- Seventeen Curriculum Topics
- Educator's Code of Ethics (Faculty/Staff/Students)

Evidence

- Professional Development Course Sequence
- Reading Course Sequence
- Syllabi
- Teacher Work Samples
- Continuous Improvement Plan

## Student performance

Overall Pass Rates  
Testing Performance by Ethnic Group and Gender  
Certification Areas Pass Rates  
PPR Pass Rates  
Curriculum Changes Based on Data

## Field experience

Number of Candidates Completing  
Number of and Sites Utilized  
Feedback

## Field Supervision

2013-2014 Training  
Observations Completed  
Feedback for Observations

## Mentors & Supervisors

Mentors:  
Chosen through a collaborative effort  
Minimum of three years experience  
Master Teachers  
Service to the field

Supervisors:  
Chosen based on administrative experience  
Four visits per semester  
Liaisons  
Approximately 6 student teachers each semester

## Program / Curriculum Evaluation

Systematic Plan

- Frequency of Evaluation
- Who is Involved
- How Data is Collected
- Presentation of internal/external data

Discussion of Data and Impact on Operations  
Changes Made Due to Evaluation Data  
Changes to Curriculum Based on Evaluation Data

## Program Evaluation

Student:

- Course evaluations
- Evaluations of supervision/placement
- Exit evaluations

Program:

- Continuous Improvement Plan
- Mentor/Supervisor evaluation of student skills
- Alignment/Course development retreats
- Annual faculty evaluations

**TEA Visit**

Overview of Visit

Preliminary Recommendations

**CAPS Reports**

Texas A&M University-Central Texas  
School of Education

Questions

Discussion/Comments



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**School of Education  
Professional Education and Policy Studies**

**Degrees In Education and Educator Certification Areas Offered**

**Degrees:**

Bachelor of Science in Interdisciplinary Studies

Bachelor of Science in Math

Bachelor of Arts in English

Bachelor of Arts in History

Bachelor of Science in Political Science

Master of Education in Educational Administration

Master of Education in Counseling

Master of Education in Curriculum and Instruction

With emphasis in elementary or secondary education, special education, or educational technology

**Certifications:**

**Undergraduate Certifications**

EC-6 Generalist with ESL

EC-6 Generalist with Bilingual

4-8 Mathematics with ESL

4-8 English Language Arts/Reading/Social Studies with ESL

7-12 Mathematics

7-12 English

7-12 Social Studies

7-12 History

7-12 Political Science

All Level Special Education

**Graduate Certifications**

Reading Specialist

School Counselor

Educational Diagnostician

Principal

Superintendent

For more information contact:

Brenda Russell, Ed. D.

Chair, Department of Professional Education and Policy Studies

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CERTIFICATE AREA PRACTITIONER SUBCOUNCILS (CAPS)  
Input from October 13, 2012 Meeting

Responses to question of needs of pre-service teachers during preparation program participation

ELEMENTARY TEACHERS

- Include a focus on children 0-3 years of age
- Have graduate level buddies
- Intentional field-base hours
  - Groups instead of isolation
  - Directed and reflected
- Provide training (continuing education hours) to certified teachers in exchange for opening their classrooms to pre-service teachers
- “Beef up” pre-service MATH requirements
  - Differentiate to child developmental levels (content)
  - Increase # of university level math requirements

SECONDARY TEACHERS

- Need content specific pedagogy
  - Increase pedagogy as it relates to specific content areas
    - Especially in math
  - Increase content area methods courses including modeling best practices as well as explicit instruction of what was modeled
  - Math educator----math pedagogy/relationships with students
  - Increase level of rigor in content areas
- Build teacher leaders
  - Discussed the “mindset” teachers need:
    - Focus on learning
    - Student centered
    - Assessment driven including getting feedback from students
    - Create risk-takers, out-of-the-box thinkers, teacher-learners
- Technology
  - BYOD
- Special POPS/Inclusion in Secondary
  - Secondary teachers need instruction on Special Pops (broader than SPED), RTI, 504, ARD. . . processes
  - Counsel students to the right “seat on the bus”

## READING SPECIALISTS

- Reading Clinic
  - Intervention Kit (Tier I)
  - Summer camp for reading
  - Lexile levels
  - Phonics
  - 2 years teaching prior to masters in C&I
  - Share interventions of surrounding districts
- Cultivate Campus Relationships for mentor teachers
  - Principal luncheon
  - Work with Region 12 CSCOPE partnerships

## SPECIAL EDUCATION TEACHERS & DIAGNOSTICIANS

### Needs of Special Ed Teachers

- Bilingual/ESL instruction \* #
- Research based instruction \*
- Severe/profound
- Autism instruction \* #
- Low incidence instruction
- High incidence instruction \* #
- Behavior intervention \* #

### Needs of Educational Diagnosticians

- Consultant to teachers we guidance
- Best practices
- Bilingual assessment
- Early childhood assessment
- Severe/profound/low incidence/AU

### Needs of Both

- Detailed training in legal framework #
- Goals and objectives
- Data collection \*
- RTI model \* #
- Inclusion best practices \* #
- ELL best practices \* #
- Address best individual gaps in course work background \* #
- Best practice IEP meeting facilitation & paperwork \* #
- Strong internship & student teaching mentors
- Case studies, case law \* #
- Transition #

\*general ed teachers need also

# administrators need also

## COUNSELORS

- Educate administrators of school personnel roles
- Offer an elective in mid-management if school counseling
- Implement better (more rigorous) admission requirements for graduate candidates
  - Interview with writing portion
  - Letters of recommendation with electronic entry
  - Background/psychological?

“There is no good “safe for kids” place in schools for an ineffective teacher.”  
*participant comment*

### How do we determine regional needs?

- CAPS council memberships
- Focus groups/round table discussions
- Input into new course development
- Electronic (short) surveys

### Continued Regional Communication

- Attend regional service center support groups for principals and special ed directors
- Follow service center blogs, websites, social media
- Collaboration w/alternative certification and other training
- MOU if needed
- Electronic (short) surveys



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**CERTIFICATE AREA PRACTITIONER SUBCOUNCILS (CAPS)**  
Input from February 2, 2013 Meeting

What Should Mentors Know and Do?

- Know program guidelines
- Have a certain number of years of experience
- Understand confidentiality of relationships to provide a safe place for growth
- Have the opportunity to give feedback about supervision to university
- University observations should include scheduled and not-scheduled
- Stages of a new teacher
- Reflective supervision
- Mentors need to know what students have been taught and what university supervisors expect to see

How Should Mentors be Recruited?

- More communication
- Plan for mentors who might leave in the middle of mentees time
- Have list of all current mentors for each CAPS area
- University faculty visit schools to observe strong teachers
- Use principals/CIS's to recommend master students
- Offer prizes/compensation

How Should Mentors be Selected?

- Hold pre-meeting information and resources sessions
- ? Mentee select own mentor
- Selection should be done by university as well as principals for quality control
- Philosophies and theories of mentor should be aligned with those of the university
- Mentors must agree to attend certain number of required activities
- Interview mentors for best fit with students
- Mentoring is a calling

and Trained?

- Offer Continuing Education Units after completing required trainings
- Needs to happen before semester begins
- Have several meetings closer to schools were mentees are clustered (could survey for location options)
- Survey mentors for specific needs

- Define mentoring as a focus on growth
- Opportunities for meeting with and without mentee; could meet at same time with different facilitators and then meet together
- Celebrations (during the workday)
- Consider fall and spring schedules
- Web-Based options
- On-line interactive training/modules
- On-line discussion board for questions and sharing
- Ensure that SP Ed info is delivered to general ed
- Guest speakers
- Invite mentors to Reflections Ceremony



**2013 -2014 TExES Testing Report**

Below is the TExES results year - to -date for 2013-2014

TExES	# Testers	# 1 <sup>st</sup> attempt		% 1 <sup>st</sup> attempt		Average Score of last test session	Academic year pass rate %	
		pass	fail	pass	fail		pass	fail
GEN EC-6	9	6	3	67	33	247.3	89	11
ESL	21	21	0	100	0	260	100	0
ELAR/SS 4-8	1	1	0	100	0	262	100	0
MATH 4-8	1	1	0	100	0	285	100	0
MATH 8-12	1	1	0	100	0	279	100	0
SOC STD 8-12	1	1	0	100	0	277	100	0
EC-12 SPED	9	9	0	100	0	269.2	100	0
EC-12 PPR	1	1	0	100	0	292	100	0



## 2013 -2014 TExES Testing Report

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GEN EC-6	9	6	0	67	0	247.3	89
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ELAR/SS 4-8	1	1	0	100	0	262	100
MATH 4-8	1	1	0	100	0	285	100
MATH 8-12	1	1	0	100	0	279	100
SOC STD 8-12	1	1	0	100	0	277	100
EC-12 SPED	9	9	0	100	0	269.2	100
EC-12 PPR	1	1	0	100	0	292	100

## Principal Certificate-Area Practitioner Sub-Council 2012-2013 Activity Summary

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### 2012-14 Principal CAPS Membership

#### Co-Chairs:

Jamie Blassingame, Eastern Hills MS, Killeen ISD  
Bobbie Eddins, School Leadership Program, TAMUCT

#### School Level Facilitators:

Angie Kirkpatrick, Fairview/Jewell ES, Copperas Cove ISD  
Tammy Becker, South Belton MS, Belton ISD  
Bob James, Temple HS, Temple ISD

#### Elementary School Members:

Kevin Bott, Hanna Springs ES, Lampasas ISD  
Cindy Deska, Hutto ES, Hutto ISD  
Pam Disher, Duncan ES, Killeen ISD  
Larea Gamble, House Creek ES, Copperas Cove ISD  
Todd Kunders, Oveta Culp Hobby ES, Killeen ISD  
Pam Neves, Pirtle ES, Belton ISD  
Christine Parks, Kennedy-Powell ES, Temple ISD

#### Middle School Members:

Chris Diem, Salado JHS, Salado ISD  
Dean Frederick, Lamar MS, Temple ISD  
Dana Holcomb, Lampasas MS, Lampasas ISD  
Michelle Jolliff, Raymond Mays MS, Troy ISD  
Abbe Lester, Jarrell MS, Jarrell ISD  
Amanda Silkett, Rancier MS, Killeen ISD  
Matt Widacki, Palo Alto MS, Killeen ISD

#### High School Members:

Brandy Baker, Hutto HS, Hutto ISD  
Kathy Cook, Belton HS, Belton ISD  
Grady Fulbright, Bruceville-Eddy HS, Bruceville-Eddy ISD  
David Manley, Harker Heights HS, Killeen ISD  
Earl Parcell, Copperas Cove HS, Copperas Cove ISD  
Burt Smith, Salado HS, Salado ISD  
Gary Speegle, Goldthwaite HS, Goldthwaite ISD  
Robert White, McGregor HS, McGregor ISD

### November 27, 2012 Principal CAPS Meeting (25 members present)

#### Purpose...

- To understand the state's process for redefining school principal role and development
- To clarify the competencies needed by central Texas school leaders
- To determine the most effective delivery modes for pre-service and ongoing learning by school leaders
- To engage in initial thinking about concerning TAMUCT's "niche" in growing school leaders

#### Products...

- Initial school leadership competencies list
- Initial school leadership developmental pathway description
- Initial notes concerning TAMUCT role in growing central Texas school leaders

### March 27, 2013 Principal CAPS Meeting (21 members present)

#### Purpose...

- To record "real life" examples of competencies needed by central Texas school leaders
- To continue to define TAMUCT's "niche" in growing school leaders

#### Products...

- Set of vignettes and corresponding school leadership competency needs
- Expanded notes concerning TAMUCT role in growing central Texas school leaders

### Possible Next Steps

- Strengthen preparation program learning objectives based on needed school leader competencies
- Strengthen preparation learning activities/assessments that ensure theory to practice readiness
- Continue to shape effective delivery modes for pre-service and ongoing learning by school leaders
- Continue to define TAMUCT's "niche" in growing central Texas school leaders

*Tentative Dates for 2013-14 Principal CAPS Meetings – September 25<sup>th</sup> & January 29<sup>th</sup> from 10-2 at TAMUCT*



## **Initial Thinking - School Leadership Development Pathway and Framework Competencies**

### **Preparation of New School Leaders**

- **Preparation Program Recruitment**
- **Preparation Program Selection**
  - Identify strengths and interests
  - Observation in content areas
  - More stringent selection process to admit only credible candidates
- **Preparation Program Competencies**

Themes below stated repeatedly in relation to new state principal framework areas of Vision/Mission - Culture of High Expectations – Leadership Development – Operations/Systems:

  - Continuous improvement and data use
  - Relationship development
  - Vision/mission development and use
  - Communication skills
  - Resource management
  - Facilitating the development of others
  - Belief-anchored personal leadership
- **Preparation Program Learning Delivery**
  - Cohort structures necessary - should be in meaningful arrangements (customized by ISD, school level, etc)
  - Face to face learning important for reflection and sharing in person; on line learning where appropriate
  - Much more emphasis on theory to practice with process-driven practicum activities performed in student's professional school setting (debrief after each with cohort – real people/real reflection)

### **Internship to Induction of New School Leaders**

- **Competencies**
  - Authentic practice of competencies (same emphasis as those listed above) – should be continuation of learning from internship through induction
- **Delivery**
  - Real partnerships between districts and prep programs with mentor support from both entities,
  - Effective mentoring skills developed by principals
  - Serious and comprehensive – lengthen to one year
  - Some suggested activities:
    - Monitor strategic plan and use data for “real”
    - Build/use relationships
    - Conduct fierce conversations
    - Problem solve with improvement challenges
    - Personnel interview, growth plan, termination

### **Continuing Professional Growth for Current School Leaders**

- **Competencies**
  - Refinement of knowledge and skills related to principal framework areas
- **Delivery**
  - Increased networking opportunities, particularly at school level – learn from each other by studying craft – authentic!
  - Learning and networking focused on authentic issues/current literature – long-term learning groups
  - Suggested activities: article review/dialogue, ed issues, legislative issues, specific problems (demographic issues, special pops, et

## Principal Framework: Culture of High Expectations

### School culture/relationship building/responsive culture

Culturally aware  
Change culture - ability to assess and change  
Operations/systems  
Focus on student learning  
Ability to influence school culture  
Have a calm nature and a strong ethical center  
Strive to be the best- don't be afraid to raise the bar  
Be CONFIDENT decision makers  
Relationship builder  
Trust and credibility  
Consistent culture – no “bad” days  
Behavior APs are to fix it  
Professional demeanor at ALL times

### Develop partnerships with stakeholders

Involvement of community  
Creating powerful partnerships  
Understand who your stakeholders are  
Business/community involvement  
How to grow teachers, instruction, student relationships  
Recognize/reinforce positive efforts of staff and teachers  
Create powerful teams  
Know parents

### Student Achievement/Accountability

Monitoring student progress effectively  
Decision making based on sound needs identification  
Focus on student learning/student achievement focus  
Understand the value of PLCs/data use  
Address knowledge gaps  
Understand standards/language of TEKS framework  
Be able to understand testing data  
Using data to answer questions/guide decision-making  
Fierce conversation – data  
Data analysis – use of data – data for decision making  
Maintain student focus

### Learning and Teaching

First-line instructional development  
Strong instructional background – aware of best practice  
Be aware of latest research involving learning/teaching  
Identify best instructional practices  
Curriculum rigor  
Know how to monitor instruction/planning/lesson design  
Know research-based instructional strategies  
Knowledge of effective instructional practices  
Understand what learning looks like

### Teaching and Learning

Develop a teacher craft  
Able to identify instructional strengths/weakness of teachers  
Know how to interview and hire competent teachers  
Understand what good teaching looks like  
Effective instructional leaders – grow teachers  
Coaching for shifts in teaching

## Principal Framework: Vision/Mission

### Develop/design a shared vision/mission

Vision for results and equity  
Creative solutions/ideas  
Make decisions based on the good of the entire campus  
Analyze from ALL perspectives  
See the big picture  
Willing to change thinking/current practices if best for ALL  
Think outside the box (mentioned four times)  
Ability to think creatively in times of confusion  
Create a collaborative vision  
Inspire others to do what it takes to achieve the goals  
Know your school's history – where they have been  
Be self-reflective, flexible, and always striving for better  
Develop a program perspective (global)

### Communication

Communication of vision  
Effective communication  
Manage communication/conversations  
Campus-wide development  
Be a non-judgmental listener  
Where to? How to?  
Awareness of impressions and impact

### Vision/Mission implementation/management

Strategic plan  
Culturally responsive decision making  
Manage climate  
Be able to follow principal  
Judge the audience  
How do multiple leaders guide process  
Ability to share vision  
Planner  
Meeting procedure for SPED/ARD/RTI/504  
Develop a CIP that your stakeholders feel like they own  
Where and how to allocate resources  
Use of data to drive instructional decisions  
Site-based – CIP  
Implement change and keep staff on board  
Walk the school vision  
Continuous improvement approach and monitoring

### Data-Driven

Use your data  
Real data-driven decision-making  
Data-focused vision  
Data focused  
Process to develop CIP/needs/vision/goals  
Knowledge of campus needs assessment/campus planning

### Personal awareness – dispositions, qualities, competencies

Relationships  
Build relationships with staff and community members  
Know where you want to go and how to get there

## Principal Framework: Operations/Systems

### Learning Organization Leadership/Systems

Be a good time manager/systems manager  
Well rounded and knowledgeable  
Organizational skills/systems approach  
Flexible  
Strong problem-solving skills  
Be able to balance various tasks  
Prioritizing needs/time management  
Ability to identify patterns and trends in data  
Know district players and resources  
Internalize ideas and sort what can and cannot work

### Planning/Processes

Strategic planner  
Open/close school doors  
Understanding rules of game (accountability)  
Disaggregate data/data analysis  
Monitor student progress  
Understanding of processes that drive special programs  
Schedule/meet needs of all students/master schedule  
Board policy – organize and use  
Understanding law and policy  
Know the state regulations

### Programs

Special program knowledge  
Knowledge of special programs  
Student management  
Interventions development/implementation  
Curriculum knowledge  
Understanding what instruction really is  
Ability to evaluate existing programs and processes

### Personnel – Highly Effective Staff – Staff Mgt

Create personal professional development plans  
How to develop professional development plans  
Management of evaluations - documentation  
Effective hiring practices/interview process  
Duty schedules

### Resource Allocation/Management

Utilize resources effectively  
Develop/manage budgets and allocate funds justly  
Building facility unwritten response  
Know resources – facilities, people, technology, instruction  
Master schedule philosophy

## Principal Framework: Leadership Development

### Building Leadership Capacity

Capacity development program  
Teacher leader developer  
Coaching of staff for growth  
Teacher leader development  
Delegate  
Grounded by personal belief system  
Integrity beyond reproach  
Understand physical/emotional aspects of middle schoolers  
Ability to assist others in their growth  
You can be a leader without being the boss  
Develop instructional leaders vs managers  
Instructional leaders – cross domains  
Mentoring  
Build a leadership team

### Communication Skills

Growing staff/teachers  
Ongoing feedback to teachers with data  
Communication: documentation/feedback (verbal& non)  
Communication skill with parents, staff, and community  
Skill to have difficult conversations with teachers/parents  
Effective communicator with parents  
Effective communicator

### Building Relationships

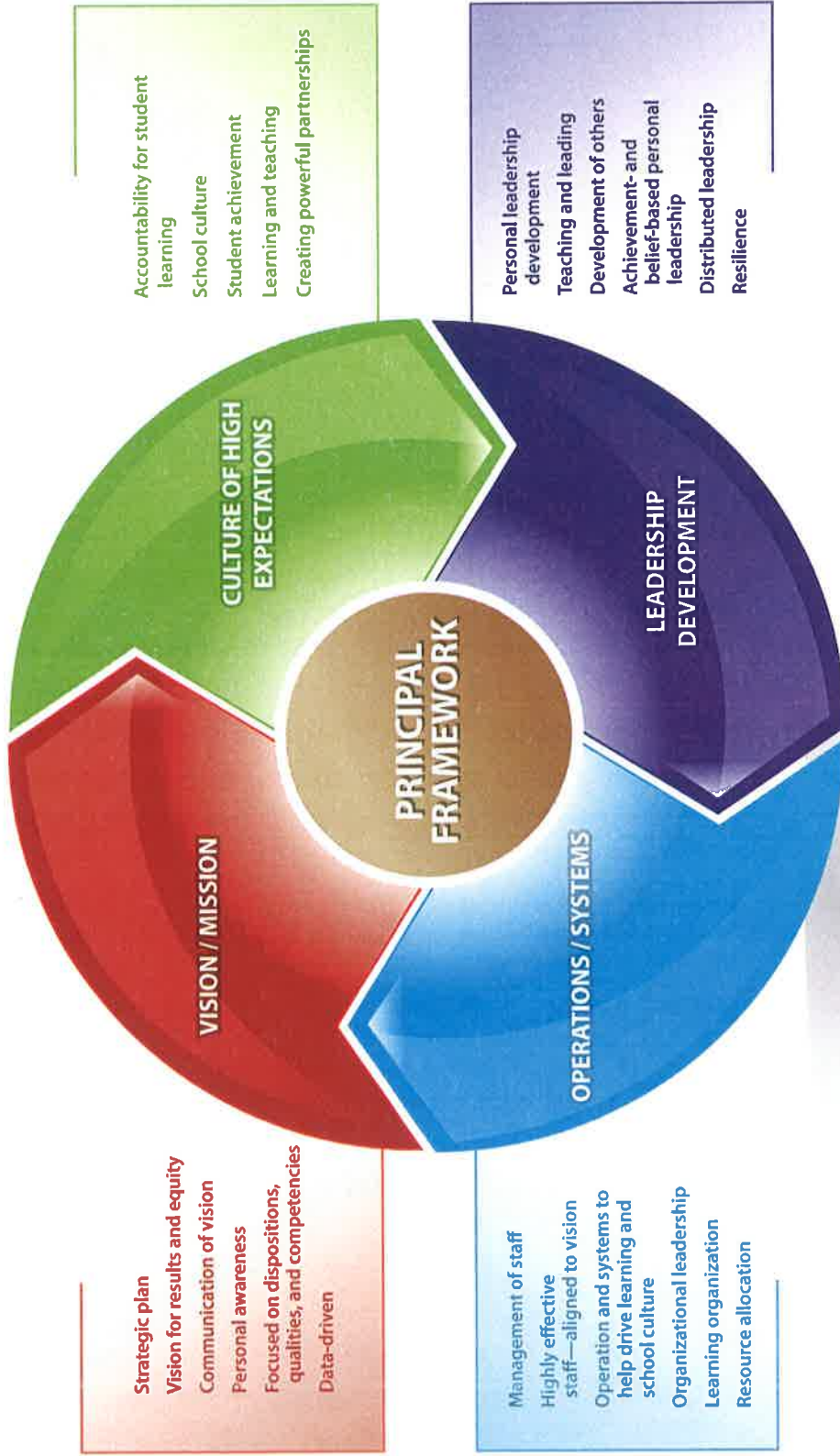
Ability to work with others – hear perspectives of others  
Interpersonal skills – close but not too close  
Ability to “realign after difficult conversations  
Conflict resolution

### Problem Solving

Understand the impact of decisions on students  
Thick skin  
Ability to delegate  
Problem solving process  
Understand daily realities of problem solving  
Ability to guide changes in teacher behavior  
Staff management – hiring, firing, development, growing  
Ability to identify critical professional development  
Know how to match people’s skills with campus needs

### Personal Leadership Development (especially soft skills)

Invest in your staff and students – remember what you need  
Know your staff and know their strengths  
Identify professional development needs  
Multitasker  
Flexible  
Common Sense  
Time management – instruction vs m&o  
Ability to bounce back  
Reflective thinker  
Resilience



**STRATEGIC PARTNERS EDUCATION ADVISORY COUNCIL (SPEAC) (3 May 2013)**

*sign in sheet:*

Allen, Amanda

*Amanda Allen*

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*Steve Anderson*

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*Robin Battershell*

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*Jim Bell*

Blassingame, Jamie

*Jamie Blassingame*

Burns, Joe

Callaghan, Bob

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*Gail Cox*

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*Kellie Cude*

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Educator Preparation, Induction, and Continuing Professional Education  
School of Education -- Texas A&M University-Central Texas

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Jamie Blassingame\*\*  
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Bob Callaghan  
Rogers ISD

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Gail Cox  
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John Crutchfield  
Greater Killeen Chamber of Commerce

Michael Engen  
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