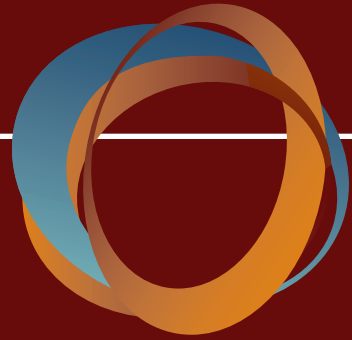


2016



68th Annual UT/TASA  
Summer Conference  
on Education

Sponsored by:

Texas Association of  
School Administrators

The University of Texas  
at Austin—College of  
Education



TASA

June 26–28, 2016  
Renaissance Austin Hotel



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# Conference Sponsors



# Conference Agenda



## Sunday, June 26

|                  |  |                                    |
|------------------|--|------------------------------------|
| 7 a.m.-6:30 p.m. | Conference Registration  | Atrium Foyer                       |
| 8:30 a.m.-Noon   | TALAS Preconference  | Brazos, Concho, Frio, and Wedgwood |
| 1:30-3:15 p.m.   | <b>1st General Session</b><br>Next-Generation Assessments & Accountability | Ballroom A                         |
| 3:30-4:30 p.m.   | Concurrent Sessions  | In Rooms Assigned                  |
| 5-6:30 p.m.      | Conference Reception   | Atrium Foyer                       |

## Monday, June 27

|                      |  |                   |
|----------------------|--|-------------------|
| 7 a.m.-5:30 p.m.     | Conference Registration  | Atrium Foyer      |
| 7-8:45 a.m.          | Continental Breakfast and Networking   | Atrium Foyer      |
| 9-10:30 a.m.         | <b>2nd General Session</b><br><i>Make It Stick: the Science of Successful Learning</i> ,<br>Dr. Henry Roediger | Ballroom A        |
| 10:45-11:45 a.m.     | Concurrent Sessions  | In Rooms Assigned |
| 11:45 a.m.-1:15 p.m. | Lunch on Your Own  |                   |
| 1:30-2:45 p.m.       | <b>3rd General Session</b><br>TEA Updates for 2016-17,<br>Commissioner of Education Mike Morath                |                   |
| 3-4 p.m.             | Concurrent Sessions  | In Rooms Assigned |
| 4:15-5:15 p.m.       | Concurrent Sessions  | In Rooms Assigned |

## Tuesday, June 28

|                 |  |              |
|-----------------|--|--------------|
| 7-10:30 a.m.    | Conference Registration                                    | Atrium Foyer |
| 7-8:15 a.m.     | Continental Breakfast and Networking                       | Atrium Foyer |
| 8:30-10:30 a.m. | TASA Interactive: Vision-Driven Instruction and Leadership | Ballroom A   |
| 10:30 a.m.      | Conference Adjourns  |              |

**The TASA Accountability Forum Seminar** begins at 11:30 a.m. following the UT/TASA Summer Conference. Pre-registration is required; please visit with TASA staff at the registration desk if you have questions. See page 22 for details.



## Related Meetings and Special Events

### Saturday, June 25

|                     |                       |          |
|---------------------|-----------------------|----------|
| 8:30 a.m.–3:30 p.m. | TALAS Mentor Training | Wedgwood |
| 5 p.m.              | Reception             | Wedgwood |
| 6 p.m.              | Dinner                | Wedgwood |

### Sunday, June 26

|                |                      |              |
|----------------|----------------------|--------------|
| 8:30 a.m.–noon | TALAS Preconference  | Wedgwood     |
| 3 p.m.         | TALAS Board Meeting  | Guadalupe    |
| 5–6:30 p.m.    | Conference Reception | Atrium Foyer |

### Monday, June 27

|                  |                                    |              |
|------------------|------------------------------------|--------------|
| 7–8:30 a.m.      | Equity Center Membership Breakfast | Wedgwood     |
| 7–8:45 a.m.      | Continental Breakfast / Networking | Atrium Foyer |
| 10:15–11:45 a.m. | UT Principal Cohort Meeting        | Colorado     |
| 10:30–11:30 a.m. | Urban Curriculum Council Meeting   | Trinity B    |
| 11 a.m.–1 p.m.   | Commissioner’s Cabinet Meeting     | San Antonio  |
| 11:45 a.m.       | UT CSP Executive Committee Meeting | Nueces       |

### Tuesday, June 28

|                      |                                    |              |
|----------------------|------------------------------------|--------------|
| 7–8:30 a.m.          | TAMS Membership Meeting            | Nueces       |
| 7–8:30 a.m.          | TARS Membership Meeting            | Concho       |
| 7 a.m.–10 a.m.       | Conference Registration            | Atrium Foyer |
| 7–8:15 a.m.          | Continental Breakfast / Networking | Atrium Foyer |
| 11:30 a.m.–3:30 p.m. | Accountability Forum               | Ballroom A   |



## Science of Learning Strand

Individuals have been studying learning and memory for more than 130 years, yet the impact of that study on the classroom has been minimal. Why? It is not because its application is difficult. It isn't. It is also not because the science is ambiguous. For the most part it isn't. In light of our increasing knowledge about the brain and our desires to transform our schools, the time has come to apply new knowledge.

The Science of Learning strand of sessions offered at this year's UT/TASA Summer Conference examines brain research in the light of school transformation and the possibility of uniting what sometimes appear to be divergent initiatives under a common umbrella of learning. The science of learning can encompass The New Vision, 21st century learning, technology, and state initiatives for professional observation and evaluation as well as next-generation assessment.

## Designing Practice Experiment

*Designing Practice: Does It Make a Difference?*

Is there a difference between mastery learning and distributed learning? During the first and second general sessions on Sunday and Monday of the Summer Conference, you can participate in a three-part experiment on designing practice to experience the difference. Find more information with the general session descriptions.



# TALAS Preconference

Sunday, June 26



Preconference Sessions

8:30 a.m.–Noon

## English Language Learners: Best Practices That Work!

The Texas Association of Latino Administrators and Superintendents, in partnership with TASA, invites Summer Conference attendees to learn about best practices for addressing English Language Learners from Texas educators.

Preconference Overview 8:30-9 a.m.

Attendees may select three of the following four mini-sessions to attend during the preconference.

Mini-session #1 9–9:50 a.m.

Mini-session #2 10–10:50 a.m.

Mini-session #3 11–11:50 a.m.

## Dual Language Enrichment (DLE): Not Only Effectively Educate Bilingual Learners, but All Children

Wedgwood

*Leo Gomez, Professor, The University of Texas-Pan American (Retired) and Founder and Owner, Dual Language Training Institute*

The debate on the amount of English or Spanish (or other native language) instruction for educating bilingual learners is ill-conceived. A quality bilingual education program must go beyond language and focus on “on-grade level” academics and content learning through both languages for a minimum of five to seven years. During the last 25 years, Dr. Leo Gómez, professor in bilingual/bicultural education, has focused his research on linguistic and academic issues that affect language-minority populations, particularly Spanish-dominant bilingual learners. He has published several articles on the benefits of Dual Language Enrichment (DLE) programs, describing the need for schools to implement enrichment models of bilingual education that not only more effectively educate bilingual learners, but all children. Overwhelming evidence points to DLE as the most effective instructional model to close the academic achievement gap, develop enhanced cognitive skills, increase graduation rates, and promote equal educational opportunities for all students.

## **Understanding and Preparing for the Texas and U.S. Population Change**

**Brazos**

*Martha Salazar-Zamora, Chief Academic Officer, Tomball ISD*

In this session, attendees will review the Texas and U.S. population changes of the past as well as future trends related to the implications for education. A review of statistics regarding the population characteristics and socioeconomic conditions will be explored as well as the college education rates for Hispanic youths. How do we prepare for the future? What have we learned from the past?

## **Middle School Best Practices for English Language Learners and At-Risk Students**

**Concho**

*Jose Arturo Puga, Principal, Simon Middle School, Hays CISD*

This presentation will highlight the successes of English Language Learners (ELLs) and at-risk students based on documented successful practices and assessment results during the last two academic school years at Simon Middle School in Hays CISD. The school has a 94 percent low-socioeconomic student population and 92 percent of its students are Second Language Learners. The success of Simon Middle School is based on the campus's unique organized systems, which are spanned over a distinctive master schedule geared toward classroom instruction. The school has established a 100 percent commitment for imbedded professional development in the areas of ELL instructional techniques and classroom instructional practices. Furthermore, administrators strongly believe that to produce successful results, all stakeholders must pledge to uphold pre-established collective commitments and positive student relationships. This presentation will briefly demonstrate an overview of the school's master schedule practices, organized systems, and systematic approach to establish stakeholder's collective commitments. It will also showcase a brief presentation of campus ELL Instructional approaches as well as practical middle school classroom practices.

## **English Language Learners and the Performance Index Framework: An Approach to Maximize Overall Results**

**Frio**

*Samuel Sarabia, Chief Instructional Officer, Houston ISD  
Steve Gutierrez, School Support Officer, Houston ISD*

The Texas public school accountability system consists of a framework of four Performance indices: Student Achievement, Student Progress, Closing the Achievement Gap, and Postsecondary Readiness, which provide a broad set of measures that provide a comprehensive evaluation of campuses and school districts. This presentation will focus on understanding how the Performance Index Framework impacts English Language Learner scores and how to plan to maximize overall results.

*There is an additional \$55 per person fee for this event.*



# General Sessions

Sunday, June 26

First General Session

1:30–3:15 p.m.

Ballroom A

**Presiding:** **Kevin Brown**, TASA President and Superintendent, Alamo Heights ISD

## Designing Practice Experiment

### Part 1

1:30–1:45 p.m.

The design of practice has an enormous impact on learning. Variations in the practice can lead to radically different outcomes. Using assessment as a learning tool helps illustrate the point. Let's do an experiment to find out how it works.

## Texas Commission on Next-Generation Assessments and Accountability

1:45–3 p.m.

**Panelists:** **Kim Alexander**, Commission Member and Superintendent, Roscoe Collegiate ISD

**Pauline Dow**, Commission Member and Chief Instructional Officer, North East ISD

**Theresa Trevino**, Commission Member and President, Texans Advocating for Meaningful Student Assessment

**Paul Castro**, Commission Member and Superintendent, A+UP Charter School

The Commission on Next-Generation Assessments and Accountability was created last year by HB 2804 to “develop and make recommendations for new systems of student assessment and public school accountability.” Hear an update on the commission’s work by four of its members.

## Designing Practice Experiment

### Part 2

3–3:15 p.m.

Assessment AS learning involves spaced instead of massed practice. It's time to practice, but with a second assessment!

Monday, June 27

Second General Session

9–10:15 a.m.

Ballroom A

**Presiding:** **Rubén Olivárez**, Director, Cooperative Superintendency Program, The University of Texas

### Designing Practice Experiment

#### Part 3

9–9:15 a.m.

More Assessment:

Let's see who remembers and who forgot and then figure out why.

### Making It Stick: The Science of Successful Learning

9:15–10:15 a.m.

**Speaker:** **Henry L. Roediger, III**, James S. McDonnell Distinguished University Professor of Psychology, Washington University, St. Louis

Dr. Henry Roediger is co-author of *Make It Stick: The Science of Successful Learning*. The book's epigram is from Aeschylus in *Prometheus Bound*: "Memory is the mother of all wisdom." The opening sentence is this: "People generally are going about learning in the wrong ways. Empirical research into how we learn and remember shows that much of what we take for gospel about how to learn turns out to be largely wasted effort." What do we know about how we learn? Drawing on cognitive psychology and other fields, *Make It Stick* offers techniques for becoming more productive learners, and cautions against study habits and practice routines that turn out to be counterproductive.

**Book signing:** *Make It Stick: The Science of Successful Learning*

10:15–10:45 a.m.

(immediately following session outside of Ballroom A)

Third General Session

1:30–2:45 p.m.

Ballroom A

**Presiding:** **Buck Gilcrease**, TASA President-elect and Superintendent, Alvin ISD

### TEA Updates for the 2016-17 School Year

**Speaker:** **Mike Morath**, Commissioner, Texas Education Agency

Commissioner Morath will address attendees and introduce the new team of deputy commissioners at the Texas Education Agency.



## Concurrent Sessions

Concurrent Session #1

Sunday, June 26

3:30–4:30 p.m.

### A. If We Can Google It, Why Learn It at All?

Brazos

*Richard Erdmann, Founder and CEO, Syfr*

*Christine Drew, President and Chief Creative Officer, Syfr*

In 1913, Teacher's College translated and published a book written in 1885. Its title? *Memory*. The book revolutionized our understanding of human learning, and we've all experienced its results — the introduction of the modern-day research paper and formalization of an experimental approach to psychology. Few, if any of us, however, have ever seen any application of this research on learning in classrooms. Beginning in the 1970s, *Memory* began to enjoy some resurgence, and recently, the long-dead author, Hermann Ebbinghaus, was the subject of the lead article in the Scientific American Innovators issue! What is the science of learning? Why is it virtually unknown in public education? What is its importance in transforming our schools? Most important, if we can “Google it,” do we need to use our memories at all? Find out in this session.

### B. Inspiring Aspiring Leaders

Wedgwood

*Adrain Johnson, President, Executive Leadership Services*

This session addresses the opportunities and challenges in obtaining school leadership positions, from central office posts to the superintendency. An educator with more than 30 years of expertise will present recommendations and guidelines based on past opportunities and his own unique experiences. Johnson has many stories to share with a new generation of leaders, and his delivery will both inform and entertain you!

### C. Behavioral Interviews: The Gold Standard for Hiring Excellence

Pecos

*Dan Korem, President, Korem & Associates*

The behavioral interview is the gold standard in Fortune 500 companies — and most school districts don't use it. If you're experiencing substandard hires, above-average attrition rates, and unexpected subpar performance from staff who looked great during their interviews, it's probably due to substandard hiring practices. People are hired because of their talent, but usually leave or are released because of behaviors and “issues.” Attend this session to learn how to develop and maximize the behavioral interview.

**D. Embracing a Teacher Identity Development Model through a Professional Learning Community (PLC)**

**Concho**

*Michael C. Barnes, Doctoral Student, Educational Policy and Planning,  
The University of Texas at Austin*

The process of reflecting on teachers' identity, including race, ethnicity, and culture, and contemplating how this insight can strengthen understanding of students' and families' identity is essential to developing cultural competency. In this session, attendees will explore how districts can create a professional learning community to support the development of cultural competency in teachers, administrators, and supportive community leaders, including university faculty.

**E. An Early Intervention to Reduce the Risk for Dropping Out of High School: A Case Study of a Large Urban Title I School District**

**Frio**

*Cherie Washington, Chief of Secondary Schools, Fort Worth ISD*

Though national leaders have demanded action and they hold districts, schools, and communities accountable, the high school dropout rate remains controversial. Districts' attempts to develop programs meant to remediate and accelerate students toward graduation have been problematic due to a lack of consistency in systemic implementation and monitoring. Through a case study, attendees will examine the effectiveness of a system-wide middle school intervention program that addresses the educational needs of struggling students. The session will identify school instructional policies and procedures, curriculum frameworks, ongoing assessments, and planning and decision-making structures aimed to accelerate the academic performance of average students.

**F. UIL Update**

**Ballroom B**

*Jamey Harrison, Deputy Director, University Interscholastic League  
Susan Elza, Athletic Director, University Interscholastic League*

In this session, attendees will be updated on current issues related to the University Interscholastic League, including litigation, legislation, reclassification, and trends.



# Concurrent Sessions

Concurrent Session #2

Monday, June 27

10:45–11:45 a.m.

**A. Applying the Science of Learning:  
Small Changes Can Make a Big Difference**

**Ballroom A**

*Andrew C. Butler, Assistant Professor, College of Education, The University of Texas at Austin*

“Solutions” intended to improve education often involve a complete overhaul of curricula and/or pedagogy. The science of learning offers a different approach. This session will reveal simple but powerful principles that improve learning and can be easily implemented within any curriculum or pedagogical method. Small and inexpensive changes can be as effective as comprehensive reform.

**B. Educator Investigations Update**

**Wedgwood**

*Doug Phillips, Director of Educator Investigation, Texas Education Agency*

Staff from the Educator Investigations division of TEA will update participants on current issues related to the cooperation and consultation with other TEA divisions (Charter Schools, Special Education, and Special Investigations), and CPS, on matters relating to criminal history and misconduct by certified and non-certified individuals. This session will also address the problems and potential solutions of the growing number of inappropriate relationships between educators and students.

**C. TRS Update**

**Brazos**

*Merita Zoga, Assistant Director of Governmental Relations, TRS*

Session attendees will receive an update on TRS legislation and other activities.

**D. Expecting Excellence:  
Data-Driven Decision-Making for Educating African-American Students**

**Pecos**

*Adrain Johnson, President, Executive Leadership Services*

*Alicia Thomas, Consultant, Moak, Casey and Associates*

*Christina Lovette, Principal, Alvin ISD*

Session attendees will gain insight into the use of data to comprehend and strategically address the connotation of underachievement and low academic performance among African-American students.



**E. The Influence of Leadership on the Implementation of T-TESS****Concho***Devin Padavil, Principal, Frisco ISD*

The successful implementation of this sweeping change to teacher evaluation in Texas depends largely on leadership decision-making. In this session, attendees will learn about leadership strategies that have led to successful implementation in pilot-year districts. Participants will also learn and discuss common challenges requiring adaptation on the part of campus and district leadership.

**F. Organizational Leadership With Analytics****Frio***Scott Smith, Senior Vice President, Forecast5 Analytics, Inc.*

One year ago, TASA, TASBO, and TASB partnered with Forecast5 to bring an array of data analytics solutions to Texas schools. By combining comparative data from districts across the state with the ability to perform deep analysis on individual district data, the Forecast5 suite of tools is helping district administrators make informed decisions and tell their districts' stories. This session will focus on how district leadership teams are using analytics to benchmark against peers, identify opportunities for efficiency, optimize resources, build multi-year plans, and better communicate with stakeholders.

**Concurrent Session #3****Monday, June 27****3–4 p.m.****A. The Science of Learning: From Research Into Practice****Brazos***Richard Erdmann, Founder and CEO, Syfr**Christine Drew, President and Chief Creative Officer, Syfr*

Like school transformation, the science of learning faces roadblocks in current school, district, state, and federal policies. What are the roadblocks and is there a natural unification of reform initiatives under the guise of learning? How does the science of learning fit into an aligned curriculum? Next-generation assessment? Project-based learning? Blended and personalized learning? A competency-based curriculum? In this session, attendees will discuss the application of the science of learning in their schools.



## Concurrent Sessions

### B. School Finance (Part I)

Wedgwood

*Douglas L. Karr, Consultant, TASA*

This session provides an overview of the changes made to the school finance system and shares information on the preparation of district budgets for the 2016–17 school year. Plan to stay for Part II from 4:15–5:15 p.m. to get the most out of this session.

### C. District of Innovation Updates and Process

Pecos

*Mark Baxter, Director, School Improvement and Support, Texas Education Agency*

Hear from TEA staff on updates related to becoming a District of Innovation, including information on the process and timelines to complete the District of Innovation requirements. Additionally, staff will be available to answer your questions regarding commissioner notifications, submitting needed exemptions to TEA, and other clarifications regarding the new law.

### D. A Case Study of a Teacher Induction Program's Effectiveness as Perceived by Program Teacher Participants and School District Administrators

Concho

*Jason Oliver, Executive Director of School Leadership, Faith Family Academy Charter Schools, Waxahachie & Oak Cliff*

In this session attendees will look at the findings of a study conducted to determine the effectiveness of a teacher induction program developed and implemented by an urban school district in Texas. Attendees will learn new research findings that identify critical programmatic features found to be effective in reducing attrition rates and preventing or significantly reducing teacher shortages.

### E. Charter School Superintendents' Perceptions of Operating a Charter School System in Texas: A Phenomenological Investigation

Frio

*Mollie Jo Purcell, Superintendent, Faith Family Academy Charter Schools, Waxahachie & Oak Cliff*

In this session, a charter school superintendent, will discuss the need to study the implications of Senate Bill 2 and House Bill 5 on charter school superintendents' leadership perceptions. Ruben Olivárez's *Framework of 10 Operational Functions of School Districts (2013)* is generally expected to be appropriate to charter schools. Legislation affecting Texas charter districts has challenged their superintendents with many issues and obstacles that traditional superintendents do not experience.

**F. Governance That Improves Student Outcomes****Ballroom B***A.J. Crabill, Deputy Commissioner of Governance, Texas Education Agency*

How much of your board meetings are spent focused on student outcomes — not just adult inputs, frustrated parents, upset vendors, debates about whom the superintendent should or shouldn't have hired, discussions that revolve around second guessing managerial decisions, etc.? If your district is like many, the answer probably ranges from none to not enough. But there is another way; let's talk about it.

**Concurrent Session #4****Monday, June 27****4:15–5:15 p.m.****A. Student-Centered Learning With Surface-Centered Brains****Brazos***Richard Erdmann, Founder and CEO, Syfr**Christine Drew, President and Chief Creative Officer, Syfr**Jennifer Jones, Assistant Professor, The University of Texas at Tyler*

How we learn is not always intuitive. Learners are usually content to learn only on the surface. What does it mean for student-centered learning when our intuitive beliefs about how we learn are largely incorrect? As we move to include social and emotional learning in our expectations for distinguished teachers, one aspect of the work is metacognition for our students. Learning to learn is the one gift that keeps on giving. Understanding how it works is the focus of this session.

**B. School Finance (Part II)****Wedgwood***Douglas L. Karr, Consultant, TASA*

This session continues with an overview of the changes made to the school finance system and shares information on the preparation of district budgets for the 2016–17 school year. Also attend Part I from 3–4 p.m. to get the most out of this session.



## Concurrent Sessions

### C. Snapshot: Student Reading and Treating People Right the First Time

Pecos

*Dan Korem, President, Korem & Associates*

Imagine if your students could read anyone within minutes, know how they prefer to communicate, operate, and make decisions, then, with that insight, treat other students and teachers right the first time! Dan Korem, the critically acclaimed author of *Snapshot – Reading and Treating People Right the First Time*, will share with you “snapshot reads” students are using to produce stunning results on campus, at home, and at work — results such as dramatic jumps in academic and leadership performance, reduced high-risk behavior and isolation, getting a job, increases sales at work, earning scholarships, and more. As you learn how to leverage your most valuable untapped asset, student leadership, you’ll learn concepts that you can use with any student, those you work with, and even your family.

### D: The Superintendent’s Role in Special Education Leadership

Concho

*Robert Sormani, Principal, Round Rock ISD*

Attendees will learn about a study focused on the perceptions of special education directors on the role of superintendents in special education as well as the relationship between special education directors and superintendents. Findings of this study support a number of roles for the superintendent in special education.

### E. Implications of House Bill 5 at the High School Level

Frio

*Andria Schur, Executive Director of Teaching and Learning, Faith Family Academy*

This session will provide data from three Title I high school campuses within one of the largest urban districts in Texas from populations most impacted by HB 5. The emerging data showed the implications of HB 5 on college readiness as measured by SAT scores and graduation rates. In addition, insight will be given as to how HB5 impacted three principals at the high school level in guiding their schools’ organizational structures, ongoing planning and decision-making processes, and human resource changes.

# TASA Interactive

Tuesday, June 28

TASA Interactive

8:30–10:30 a.m.

Ballroom A

## Vision-Driven Instruction and Leadership

*Brandon Core, Associate Executive Director, School Transformation and Leadership Services, TASA*  
*Christi Morgan, Executive Director of Curriculum and Instruction, Sunnyvale ISD*

In collaboration with district stakeholders, TASA has developed a *Framework for Vision-Driven Instruction and Leadership* that outlines the roles of educators and leaders necessary to support and advance the school transformation work in districts and on campuses. Based on the principles of *Creating a New Vision for Public Education in Texas*, this tool takes the existing Implementation Matrix one step further by including Instructional Practice and Leadership Practice Considerations that describe the skills, traits, and behaviors needed by teachers and principals to impact their practice and ultimately help drive the transformation work internally. Conference attendees will be immersed in the contents of the Framework for Vision-Driven Instruction and Leadership through facilitated table activities organized around the Framework's three major domains:

**Domain 1: Architect the Experience;**

**Domain 2: Act and Adjust Based on Data, Student Need, and Passion; and**

**Domain 3: Accept and Encourage Alternate Routes**

Conference attendees will also be provided the opportunity to dive deep into the visioning document articles of their choice through collaborative examination and discussion of the local campus and district implications as outlined in the Instructional Practice and Leadership Practice Considerations found in the *Framework*.



# TASA Accountability Forum

Renewing the Role and Purpose of Accountability in  
Texas Public Education

Tuesday, June 28

11:30 a.m.–3:30 p.m.

Trinity

## Welcome and Introduction to the Conference

11:30 a.m.

*Amy Beneski, Deputy Executive Director, Governmental Relations, TASA*

## Assessment and Accountability Policy in the 85th Texas Legislature

11:35 a.m.

*The Honorable Sen. Larry Taylor, Chair, Senate Education Committee*

## Updates on the State Assessment Program and Accountability in 2016 & Beyond

12 p.m.

*Criss Cloudt, Associate Commissioner, Assessment and Accountability*

*Gloria Zyskowski, Deputy Associate Commissioner, Student Assessment*

*Shannon Housson, Director, Performance Reporting, Texas Education Agency*

## Update on Next-Generation Commission on Assessments and Accountability

1:30 p.m.

*Andrew Kim, Superintendent, Comal ISD and Chair,*

*Texas Commission on Next Generation Assessments and Accountability*

## Purpose-driven Accountability

2:15 p.m.

*Maria Whitsett, Associate, Moak, Casey and Associates*

*Curtis Culwell, Senior Associate, Moak, Casey and Associates*

*Alicia Thomas, Consultant, Moak, Casey and Associates*

*Terry Fauchaux, Associate, Moak, Casey and Associates*

## Wrap-up and Conclusion

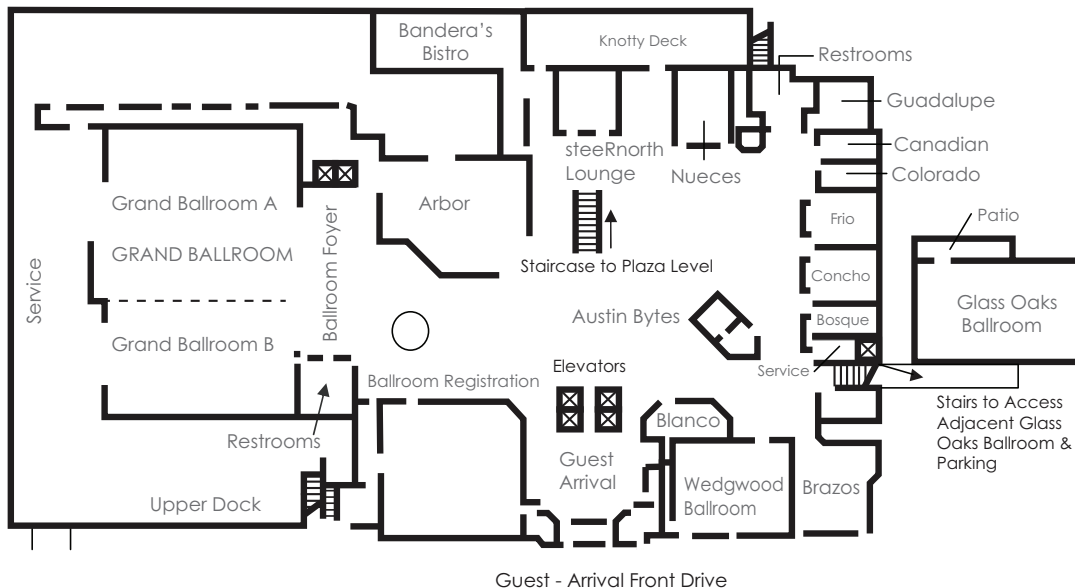
3:15 p.m.

### Registration Fee (includes lunch and seminar materials):

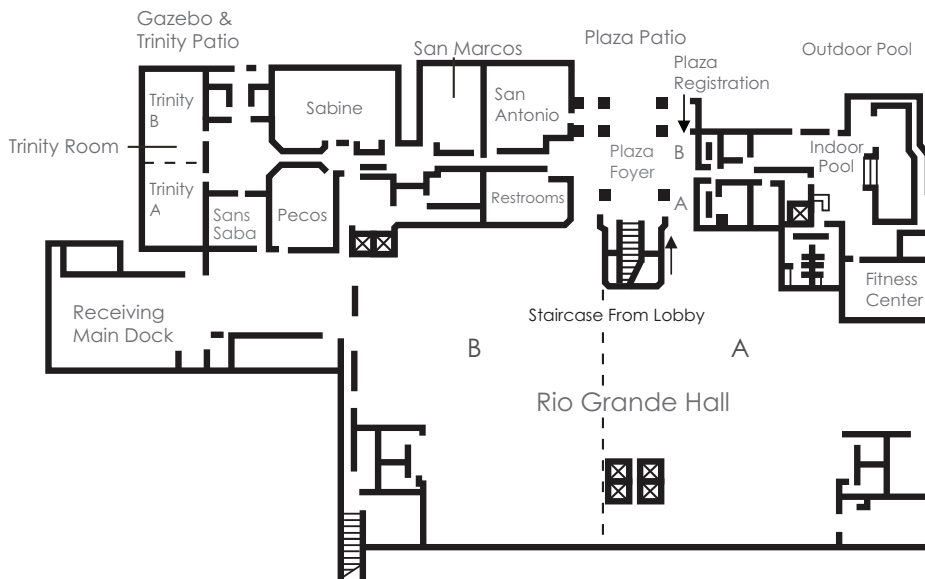
Reserve a space today at the Summer Conference Registration Desk! Districts with a 2015–16 or 2016–17 subscription to the TASA Accountability Forum may bring up to three (3) attendees at no cost. Additional attendees from subscribing districts pay just \$75. The registration fee for individuals from non-subscribing districts is \$175.

# Renaissance Austin Hotel Map

## Atrium (Lobby) Level



## Plaza (Lower) Level





Thanks for attending!

68th Annual UT/TASA

## Summer Conference on Education

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