AAQEP Annual Report for 2023

Provider/Program Name:	Principal Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The College of Education and Human Development at Lamar University generates a community of collaboration through innovative curricula, scholarship, and service learning to inspire our diverse student population and to positively impact their lives and others in Southeast Texas and beyond.

Located near Houston in Beaumont, TX, Lamar University is part of the Texas State University System. Lamar University has been nationally recognized for the quality of its core curriculum and the diversity of its student body.

Our commitment to students involves providing them with broad practical skills (e.g., problem solving, critical thinking, teamwork, oral and written communication) to have an immediate impact in the workplace.
The Principal Program is presented in this report.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

https://www.lamar.edu/education/aaqep.html

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022   -2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12

Unduplicated total of all program candidates and completers	2819	1463

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

None

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

E. Summary of state license examination results   , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Two exams are required for Texas principal certification:
1. Principal as Instructional Leader – TExES 268 exam, which is traditional standardized exam
2. Performance Assessment for School Leaders (PASL) – TExES 368 exam, which is comprised of three authentic complex tasks
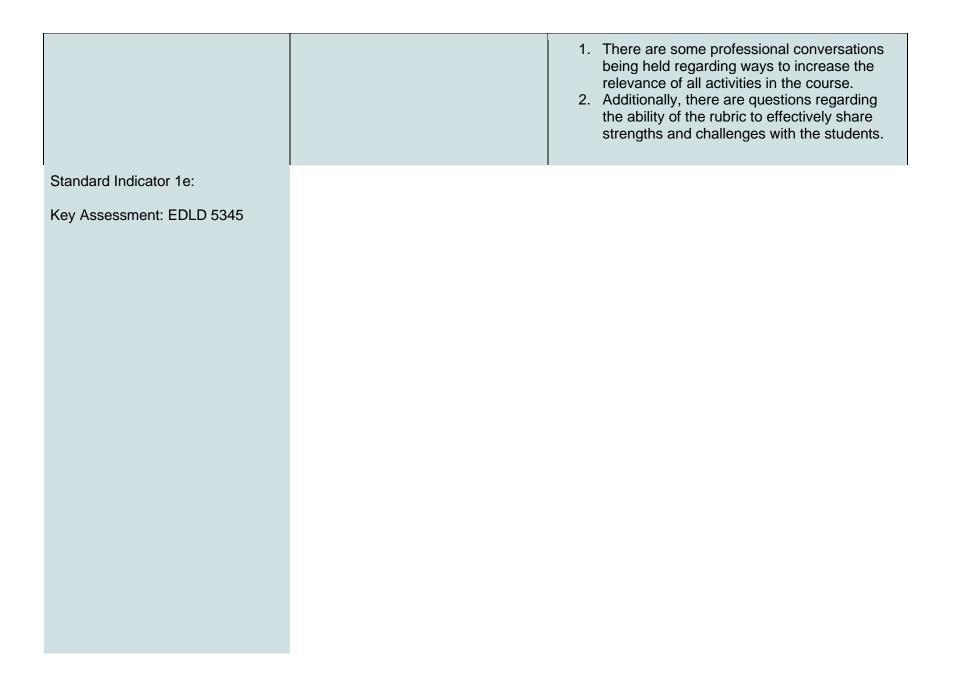
Exit Survey: Marketable Skills n = 128	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Neither Agree nor Disagree	Disagree
1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	55%	38%	5%	1%	1%	0
2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment	55%	34%	0	7%	2%	1%
3. I have a strong foundation to understand current issues and trends within my field.	67%	25%	0	7%	1%	0

The strongest indicators of preparation included the following:

x   Statement 1: "Lamar University Principal Program completers [u]nderstand and engage local school and cultural communities and communicate and foster relationships with families/guardians/caregivers in a variety of communities." Ninety-six percent

	The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.	<table><tr><td></td><td>NELP 4.3 97% NELP 4.4 97%</td><td></td><td>NELP 4.3 98% NELP 4.4 98%</td></tr></table> NELP Component 4.2 measured mastery rate with minimum increase of 1.1% in the second data point cycle. Adjustments were made to course resources, student expectations, and closing learning gaps through instruction. This resulted in a gain of 1.1% at the targeted mastery rate in the last data point cycle. NELP Component 4.1 made significant gains over the last 2 cycles, from a mastery rate of 94.7% in the first cycle to 98.5% in the last cycle. This was due to increased rigor and closing learning gaps through instruction. NELP Component 4.3 & 4.4 made moderate improvements, by closing learning gaps through instruction. Overall, NELP Components measured for mastery in this assessment have made gains in the mastery rate, and the mastery rates were greater than the targeted rate of at least 90% for the last cycle.
Standard Indicator 1c: Key Assessment: EDLD 5339 – The Principalship	This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 5: Community and External Leadership and includes all components of that standard.	Candidates are consistently meeting high marks on the assessment with over 90% regularly meeting expectations. Candidates are performing admirably on the assessment activities. In sessions prior to this year, the School/Family/Community Partnership activities spanned a full 5 weeks. This year the activities were streamlined into 3 weeks. This left more time for the students to reflect on their learning and project how

	The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.	they would use their learning in the future. An analysis of student reflections showed that the students understand the relevance and importance of meeting the goal of this assessment. To further enhance learning outcomes: 1. There are some professional conversations being held regarding ways to increase the relevance of all activities in the course. 2. Additionally, there are questions regarding the ability of the rubric to effectively share strengths and challenges with the students.
Standard Indicator 1d: Key Assessment: EDLD 5333 – Leadership for Accountability	This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 1: Mission, Vision, and Improvement and includes all components of that standard. The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.	

		1. There are some professional conversations being held regarding ways to increase the relevance of all activities in the course.
		2. Additionally, there are questions regarding the ability of the rubric to effectively share strengths and challenges with the students.
Standard Indicator 1e: Key Assessment: EDLD 5345		

	+41	-5%	-36	0
Resources of the family and community needing to be brought to bear on the education of students	21/22 26%	21/22 37%	21/22 37%	21/22 0%
	22/23 74%	22/23 22%	22/23 3%	22/23 0%
	+48	-15	-34	0
School operating as an integral part of the community	21/22 31%	21/22 43%	21/22 26%	21/22 0%
	22/23 78%	22/23 19%	22/23 2%	22/23 0%
	+47	-24	-24	0
Using legal systems to protect student rights and improve student opportunities	21/22 37%	21/22 37%	21/22 26%	21/22 0%
	22/23 83%	22/23 14%	22/23 3%	22/20 0%
	+46	-23	-23	0
Taking risks to improve schools Using the influence of one's office constructively in the service of all students and their families	21/22 23%	21/22 54%	21/22 23%	21/22 0%
	22/23 65%	22/23 32%	22/23 3%	22/23 0%
	+42	-21	-20	0

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider -Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f: TExES 368 – Performance Assessment for School Leaders (PASL) Exam	This performance measure is a required Texas certification assessment for the Principal as Instructional Leader (PIL) Certificate. This assessment aligns with specific NELP standards and Texas Principal as Instructional Leader Certificate tested competencies. The program expectation for successful performance is a passing rate of 80%.	The PASL certification assessment includes three distinct and complex projects – referred to as "Tasks." They are conducted on the candidate's campus over a period of approximately two – three months. These projects are focused on the following as they directly to student academic improvement. Task 1: Problem solving in the field Task 2: Supporting Continuous Professional Development Task 3: Creating a Collaborative Culture The 2022/2023 passing rate for the TExES 368/PASL exam was 85%. The candidate performance exceeded minimum expectations by five percentage points. TExES 368 / PASL Total

| Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f:

Employer Survey | A survey was sent to employers of candidates who completed the program during the 2021/2022 & 2022/2023 academic years and who are now working as a school or district administrators. The survey was directly aligned with all AAQEP Standard 2 Indicators. |

3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts (2c)	89%	7%	4%	0
4. Support students' growth in international and global perspectives (2d)	61%	18%	18%	3%
5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection (2e)				

Agree – 4
Somewhat Agree – 3
Somewhat Disagree –2
Neither Agree nor Disagree – 1
Disagree – 0

The program expectation is that 85% of completers selected at least 4 on the Likert scale for each statement.

Though the above statements do not directly align with Standard 2, they are important ancillary skills necessary for effective leadership, and therefore included in the Exit Survey. All survey statements directly aligned with Standard 2 indicators met the minimum expectations.

Exit Survey: Marketable Skills n = 128	5	4	3	2	1	0
1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.	55%	38%	5%	1%	1%	0
2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment	55%	34%	0			

5. My public speaking skills have improved.	47%	33%	9%	2%	9%	0
6. I am better able to analyze issues, make decisions and overcome problems.	64%	30%	5%	0	2%	0
7. I demonstrate originality and inventiveness to a higher level.	55%	38%	5%	1%	2%	0

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Accomplishments:

- x   In the 2022-2023 academic year, the Lamar University Principal Preparation Program achieved National Recognition through the Specialized Professions Association (SPA) review aligned with National Educational Leadership Preparation (NELP) Program Building Level Standards. We continue to use the NELP SPA model for curriculum mapping as well as instructional design to sustain rigor of learning outcomes.
- x   All faculty participated in conducting research and presented findings at many state, national, and international conferences.
- x   During the previously reported academic year, a redesigned practicum course was initiated. The semester-long practicum course embeds a coherent sequence of activities that work toward a larger project addressing improved student achievement. The project specifically targets a student population who are identified as at-risk and/or of low socio-economic status. A research agenda emerged in the 2021-2022 school year for practicum practices. Faculty continue to conduct both quantitative and qualitative research within the program on this topic. Early practicum data indicate a correlation of application-level, in-the-field learning activities designed for the practicum to a greater candidate success rate for meeting certification requirements.

Innovations to Address Challenges:

Large enrollment in a fully online program presents challenges for continued engagement with candidates once they complete the program, as many are not employed locally. Partnerships are one way to overcome this challenge. The Lamar University principal program developed a partnership with a local school district, which started in the fall 2023 semester. This partnership will serve as a pilot for additional partnerships with school districts in the future. Additional partnerships may be developed throughout the state in the future.