

Principal Certification
Annual Program Report Template

Year:	2022-2023
Program:	Principal Certification
Contact Person (include email & phone#)	Donna Fong, dfong@lamar.edu , 409-656-3858 (mobile)

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The analysis of student reflections provided data that indicated that students desired opportunities to review and analyze quality exemplars. Consequently, discussion prompts were reshaped into sharing boards in the EDLD 5339 – The Principalship course where the instructional delivery was flipped. Students analyzed exemplars and shared their findings with their colleagues in the class. While the content of the assessment was not amended, engagement of students was enhanced to provide opportunities to collaborate in an online setting. Students were challenged and invited to share their work to be used as exemplars in future sessions. It was exciting to see the improved quality of work that this opportunity provided. The top students were particularly excited by this invitation. Students continue to perform well on this assessment as demonstrated on the consistent level of “Meets Expectations.” However, there was an increase in student satisfaction in the course as demonstrated in course evaluation data from the students.

In addition to data regarding mastery of standards, faculty monitor student perceptions of the course work using reflection data. This year, the course designers met with a small group of students to discuss their perceptions of the School, Family, Community Partnership activities in a focus group. A data informed decision found that the School Family Community Partnerships assessment was contextually revamped to better align with the other simulated assignments/activities in the course. For example:

1. The candidates simulated being the principal at Ima Leader High School. This same assumption is used throughout the course activities and contextually links the activities.
2. The School Family Community Partnership assessments activities were embedded in a hypothetical setting where the principal was charged with improving community partnerships following a simulated tragedy in their community or school. Student reflections and communications indicated that the change was well received, and that the relevance of the activities was enhanced.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g., new courses, course changes, SLO changes, course deletions).

Respond here:

No programmatic curriculum changes were made since the last report.

Do not fill out TABLE 1 or 2. The information you entered in Smartsheet will be copied by someone on our team.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity.	Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity. Rationale: These learning outcomes are aligned with Texas State Principal Standards and tested competencies for principal certification. The State Board for Educator Certification (SBEC) established standards for all professional State certifications. At the conclusion of the Masters of Administration program students must pass the	Principal as Instructional Leader Certification Exam: Students must score a minimum of 240 to pass the assessment. Rationale: A score of 240 of a possible 300 is the minimum passing score for the Principal as Instructional Leader Certification Exam. TExES 268 Principal as Instructional Leader Certification Exam	Official disaggregated results from Texas Education Agency	Eighty percent of program students who have completed the program, and have taken the state licensure exam, will attain a scaled score of 240 or higher on the exam. Rationale: The Texas State Agency (TEA) expected certification exam passing rate is 80%	Currently, overall passing rate for the academic year is 70%. Though this is still well below the target passing rate, it is a 3% increased passing rate over the last academic year. In addition, this program's passing rate is comparable to the state's passing rate for this certification exam.	Data indicate a need for improvement in student success on the principal certification exam, particularly on the written component of the exam. Based on these findings, processes were established to identify root causes for not meeting the expected benchmark of student success on this certification exam. These processes include a course-by-course faculty evaluation for ensured alignment to tested competencies and learning activities that promote students' application-level demonstration of knowledge and skills.

	<p>Texas Examination of Educator Standards (TExES) in order to receive a Texas Principal Certificate. The TExES Principal as Instructional Leader Certification Assessment (268) includes 70 selected-response questions (60% of test) and 4 constructed-response questions (40% of test) based on the test's domain and competency statements. The context of the questions will include early childhood, elementary, middle, and high school in rural, suburban, and urban settings.</p>					
<p>Students will demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school</p>	<p>The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 6: Operations and Management.</p> <p>NELP Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that</p>	<p>Strategic Operations Assessment - Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for</p>	<p>EAC Visual Data tool is used to report rubric scores aligned with NELP 6.1 components. Additionally, we conducted an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.</p>	<p>Candidate mastery demonstrates at 80%.</p> <p>90% of Candidates will meet mastery level expectations.</p>	<p>95% of candidates met mastery in the last cycle.</p>	<p>The percentage of candidates meeting benchmark expectations was within 1 percentage point compared to the last cycle in the previous academic year.</p>

resource plans and to apply laws, policies, and regulations.	<p>support each student's learning needs and promote the mission and vision of the school.</p> <p>NELP Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p> <p>NELP Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	Program National Recognition. The candidate assumes the role of a school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school.				
Students will demonstrate knowledge and application of a fundamental understanding of human resources and related policies; legal requirements for personnel management; and the highest standard of conduct, ethical principles, and integrity.	<p>The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 2: Ethics and Professional Norms.</p> <p>NELP Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about,</p>	Human Talent Recruitment and Hiring Plan Assessment - Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal	EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 2 components. Additionally, we conducted an Inter-Rater Reliability study with Instructional Associates and course	<p>Candidate mastery demonstrates at 80%</p> <p>90% of Candidates will meet mastery level expectations</p>	<p>98% of candidates met mastery for NELP Component 2.1 in this last cycle.</p> <p>97% of candidates met mastery for NELP Component 2.2 in the last cycle.</p> <p>98% of</p>	Percent of students continues to exceed targeted rate of mastery level expectations.

	<p>cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p> <p>NELP Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>NELP Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>standards and National Educational Leadership Preparation (NELP) Standard 2 for Program National Recognition. The focus of this assessment is on recruitment and hiring and ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan ensuring that they are making ethical decisions.</p>	<p>professors on a selected course assignment.</p>		<p>candidates met mastery for NELP Component 2.3 in the last cycle.</p>	

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
<p>Data indicate a need for continuing improvement in student success on the principal certification exam, particularly on the written component of the exam.</p> <p>Identified goal: Improve overall passing rate on this assessment.</p> <p>Actions: Continue to investigate root causes for passing rate on this assessment not meeting benchmark expectations.</p> <p>1) This academic year faculty began the process of ascertaining fidelity and rigor of courses' curriculum and instruction alignment to the tested competencies. This process will continue into the next academic year with curriculum mapping for improved alignment to state-tested competencies.</p> <p>2) This academic year faculty began the process of ascertaining whether the program consistently provided application- and synthesis-level, relevant learning activities throughout. This process will continue into the next academic year, and changes will be implemented based on faculty findings, course-by-course, for lower-than-expected passing rate on the principal certification exam.</p> <p>3) This academic year Certify Teacher was added as a requirement for individuals' principal certification exam preparation and readiness. Data are not robust enough to determine the effect on the certification exam passing rate. This requirement will continue through the coming</p>	P	<p>Identified goal: Improve overall passing rate on this assessment.</p> <p>Actions: Continue to investigate root causes for passing rate on this assessment not meeting benchmark expectations.</p> <p>1) Curriculum mapping was determined to be a critical component in the process of finding the root causes for not meeting benchmark expectations for this exam. Mapping will begin in the next academic year (2023-2034).</p> <p>2) A significant redesign of the practicum course added improvement to students' learning experiences by including a coherently sequenced framework of activities toward a school improvement project on their practicum campus site. Additionally, small adjustments were made some courses in to provided application- and synthesis-level, relevant learning activities throughout. This process will continue into the next academic year, and changes will be implemented based on faculty findings, course-by-course, for lower-than-expected passing rate on the principal certification exam.</p> <p>3) As more students become eligible for the certification exam in the coming academic year (2023-2024), comparative analysis between Certify Teacher data and the TExES 268 passing rate to determine effectiveness of the Certify Teacher</p>

academic year (2023-2024). Data will be analyzed for effectiveness of Certify Teacher's preparation for the TExES 268 certification exam. Adjustments will be made based on data analysis.		program for exam preparation. Adjustments will be made based on data analysis.
This year, faculty have melded the assessments of NELP Components 6.1, 6.2, and 6.3 into one NELP Standard 6 assessment to better quantify student achievement and engagement. It is felt that streamlining the assessment would place more emphasis on student learning and modes of instructional delivery.	P	Individual NELP Components measured for mastery in this assessment maintained their mastery rate of at least 90%. The melding of performance from the stand-alone components will provide more actionable data to better frame instruction. For example - professors use oral discussions to review articles from journals in the NELP Standard 5 activities located in this same course. There has been discussion about how to incorporate that model, or one similar, to engage students in the evaluation NELP Standard 6 exemplars. This includes how to best use exemplars as part of the discussion boards.
Qualitative data suggest additional and/or targeted required readings from current professional journal articles on this assessment's topic would enhance students' knowledge and depth of understanding. Faculty will investigate possible improvements in the literature reading requirements for this assessment.	P	Faculty feel that more recent professional journal articles that reflect current research will provide students with an increased understanding of best practices to date.