AAQEP Annual Report for 2022

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 2021-2022

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 months ending 05/22)	**Number of Completers** in most recently completed academic year (12 months ending 05/22)
Programs that lead to initial teaching credentials			
Total for programs that lead to initial credentials		0	0
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials		2850	1817
Programs that lead to credentials for other school professionals or to no specific credential			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		2850	1817
Unduplicated total of all program candidates and completers		2850	1817

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

A. **Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
2850
B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
1817
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
730
D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.
1505(82.8%) candidates completed in expected time frame. 104(5.72%) candidates completed within 1.5 times expected time frame.
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 related to student academic improvement on the candidate's campus. These projects are performed of a period of two to three months. Evidence of the performance assessment is provided through submitted narrative, descriptive data, video recordings, and document artifacts.

The 2021/2022 passing rate for the Principal as Instructional Leader certification exam (TExES 268) was 71%. The candidate performance fell short of expectations by 9 percentage points.
The 2021/2022 passing rate for the PASL – TExES 368 exam was 85%.

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

An Exit Survey that addresses marketable skills is sent to program completers to ascertain their perceptions regarding their level of preparedness to become an effective school leader upon completion of the principal program. The number of respondents from the 2021-2022 academic year was 128.

The strongest indicators of preparation included the following:
- Statement 6: "I am better able to analyze issues, make decisions and overcome problems." Ninety-four percent of completers indicated "Strongly Agree" or "Agree" (64% and 30% respectively).
- Statement 9: "I am able to articulate the ethics of my field." Ninety-four percent of completers indicated "Strongly Agree" or "Agree" (66% and 30% respectively).

The weakest indicators of preparation, identified as less than 85% respondents selecting "Strongly Agree" or "Agree," included the following:
- Statement 5: "My public speaking skills have improved." Eighty percent of completers indicated "Strongly Agree" or "Agree" (47% and 33% respectively).
- Statement 8: "I am better able to utilize technology as part of my job and/or future career." Eighty-four percent of completers indicated "Strongly Agree" or "Agree" (54% and 30% respectively).

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
4. My written communication skills have improved.	59%	34%	4%	0	4%	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
8. I am better able to utilize technology as part of my job and/or future career.	54%	30%	9%	1%	6%	0
9. I am able to articulate the ethics of my field.	66%	30%	3%	0	0	0
10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	62%	31%	5%	0	2%	0

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

An Employer Survey that addresses AAQEP Standard 2 Indicators was sent to the immediate supervisors of program completers to ascertain their perceptions regarding the completers' level of preparedness to become an effective school leader upon completion of the principal program. The respondent rate from the 2021-2022 academic year was 18%.

The strongest indicators of preparation included the following:
- 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." One hundred per cent of employers of completers indicated "Strong Evidence" on the survey.
- Statement 2: "Lamar University Principal Program completers [e]ngage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts." One hundred per cent of employers of completers indicated "Strong Evidence" on the survey.

The weakest indicators of preparation, identified as less than 85% respondents selecting "Strong Evidence" included the following:
- Statement 3: Lamar University Principal Program completers "[c]reate productive learning environments and use strategies to develop productive learning environments in a variety of school contexts." Seventy-eight per cent of employers of completers indicated "Strong Evidence" on the survey. "Limited Evidence" was indicated by 11%, and "Not Seen" was also indicated by 11% of the employers.
- Statement 4: Lamar University Principal Program completers "[s]upport students' growth in international and global perspectives." Sixty-seven per cent of employers of completers indicated "Strong Evidence" on the survey. "Not Seen" was indicated by 22%, and "Opposing Evidence" was indicated by 11% of the employers.

Employer Survey: Professional Performance $n = 8$	Strong Evidence	Limited Evidence	Not Seen	Opposing Evidence
1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	100%	0	0	0
2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	100%	0	0	0
3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	78%	11%	11%	0

4. Support students' growth in international and global perspectives	67%	0	22%	11%
5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	89%	11%	0	0
6. Collaborate with colleagues to support professional learning	89%	11%	0	0

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

A survey was sent to program completers who completed the principal preparation program within the 2021-2022 academic year to ascertain the rate of completers who obtained administrator positions. Of the 126 respondents, 67 stated they had applied for administrator positions. Of those who applied for administrator positions, 51 were employed in an administrator position, or 76%.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Standard Indicator 1a: TExES 268 – Principal as Instructional Leader (PIL) Exam	This performance measure is a required certification exam for the Texas Principal as Instructional Leader (PIL) certificate. The program expectation for successful performance indicators is a passing rate of 80%.	The 2021/2022 passing rate for the TExES 268 exam was 71%. The candidate performance fell short of expectations by nine percentage points. <table><tr><td rowspan="2">Administration Date</td><td colspan="3">Total</td></tr><tr><td>TExES 268</td><td>N</td><td># Passing</td><td>Percent Passing</td></tr><tr><td>June 2021 – May 2022</td><td>879</td><td>628</td><td>71</td></tr></table>

Standard Indicator 1b: Key Assessment: EDLD 5352 – Instructional Leadership	This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 4: Learning and Instruction and includes all components of that standard. The program expectation for successful performance is that 85% of candidates will show mastery for each measured component in this assessment.				

Year Data Point 1 Fall 2021		Year Data Point 2 Spring 2022	
$n =$ 640	NELP 4.1 93% NELP 4.2 94% NELP 4.3 93% NELP 4.4 94%	$n =$ 839	NELP 4.1 84% NELP 4.2 83% NELP 4.3 84% NELP 4.4 88%

Percentage of candidates meeting mastery expectations decreased in all components by six to 11 percentage points from the first to the second cycle in the current academic year. This is attributed to more rigorous grading practices while following the existing rubric to align with the rigor of the certification exam: TExES 268.

The alignment of instruction and assessment to the NELP components' learning goals was examined by the faculty curriculum mapping committee during the last academic year. Rubric scores on this assessment were compared to the aligned tested competencies for the TExES 268 certification exam. These data informed actions for course improvement for better alignment to the tested competencies, particularly regarding candidates' learning activities in the course. Faculty predict improvements will increase candidate mastery on this assessment.

		Though candidates met program expectations for component 4.4, faculty continue to investigate instructional practices, content, and authentic learning activities to increase candidates' mastery rate to at least 85% for each component measured in this assessment with the level of rigor recently introduced.
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. The program expectation for successful performance is that 85% of candidates will show mastery for each measured component in this assessment.	Year Data Point 1 Fall 2021 / Year Data Point 2 Spring 2022 (see table below) Percentage of candidates meeting mastery expectations decreased in all components by four to 16 percentage points from the first to the second cycle in the current academic year. This is attributed to more rigorous grading practices while following the existing rubric to align with the rigor of the certification exams: TExES 268 and 368. The alignment of instruction and assessment to the NELP components' learning goals was examined by the faculty curriculum mapping committee during the last academic year. Rubric scores on this assessment were compared to the aligned tested competencies for the TExES 268 certification exam. These data informed actions for course improvement for better alignment to the tested competencies, particularly regarding candidates' learning activities in the course. Faculty predict

Year Data Point 1 Fall 2021		Year Data Point 2 Spring 2022	
$n = 723$	NELP 5.1 97% NELP 5.2 95% NELP 5.3 97%	$n = 777$	NELP 5.1 81% NELP 5.2 80% NELP 5.3 93%

		improvements will increase candidate mastery on this assessment. Though candidates met program expectations for component 5.3, faculty continue to investigate instructional practices, content, and authentic learning activities to increase candidates' mastery rate to at least 85% for each component measured in this assessment with the level of rigor recently introduced.
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 85% of candidates will show mastery for each measured component in this assessment.	<table><tr><td colspan="2">Year Data Point 1 Summer 2021</td><td colspan="2">Year Data Point 2 Fall 2021</td></tr><tr><td>*n* = 665</td><td>NELP 1.1 96% NELP 1.2 84%</td><td>*n* = 868</td><td>NELP 1.1 93% NELP 1.2 89%</td></tr></table> Percentage of candidates meeting mastery expectations decreased for component 1.1 by three percentage points, while mastery expectations increased for component 1.2 by five percentage points from the first to the second cycle in the current academic year. All measures met program expectations. Though candidates met program expectations for all components, faculty continue to investigate instructional practices, content, and authentic learning activities to increase candidates' mastery rate to at least 85% for each component measured in this assessment.

Standard Indicator 1e:	This performance measure is aligned with the National Educational Leaders Preparation (NELP) Program Recognition Standard 7: Building Professional Norms and includes all components of that standard.	Year Data Point 1 Summer 2021		Year Data Point 2 Spring 2022	
Key Assessment: EDLD 5345 – Human Resource Development		n = 758	NELP 7.1 82% NELP 7.2 91% NELP 7.3 90% NELP 7.4 76%	n = 693	NELP 7.1 89% NELP 7.2 91% NELP 7.3 92% NELP 7.4 84%

The program expectation for successful performance is that 85% of candidates will show mastery for each measured component in this assessment.

Percentage of candidates meeting mastery expectations increased in components 7.1, 7.3, and 7.4 by two to eight percentage points from the first to the second cycle in the current academic year, while component 7.2 remained the same. This is attributed an increase in rigorous grading practices during the last academic year to align with the rigor of the certification exams: TExES 268 and 368. As predicted, this initially decreasing the mastery rate in the first cycle.

Recent improvements in instruction, content and learning activities are attributed to the increase in candidates' mastery rate for the second cycle in this academic year. Though component 7.4 fell 1% short of program expectations, an improvement of eight percentage points was seen over the last cycle.

Faculty continue to monitor percent of candidates meeting mastery expectations to obtain and retain a mastery rate of at least 85% for each component measured in this assessment.

Standard Indicator 1f:
 	
Disposition Survey: EDLD 5398 – Internship for Principals
	This performance measure is the Dispositions Assessment found in *School Leader Internship* (Martin et al., 2022), 5th edition. This assessment is aligned with the Professional Standards for Educational Leaders (PSEL) and consists of 38 dispositions survey questions.
	
	A Likert Scale 1 to 4 represents the following scale levels for the Dispositions Assessment:
	    Strong Evidence – 4
	    Limited Evidence – 3
	    Not Seen – 2
	    Opposing Evidence – 1
	
	The program expectation is that 85% of students scored at least 3 on each statement on the Likert scale.
		A random sampling of 35 students of a total of 323 students' responses were analyzed. Results for seven of the 38 Disposition Assessment survey statements fell below expectations.
		
		Five of these seven statements were related to engaging with, communicating with, or providing guidance and resources to school community stakeholders. Faculty are examining curriculum and learning activities to improve dispositions in these areas. See table below for statements that indicate areas of improvement.

The Intern believes in, values, and is committed to:	4	3	2	1
Involve families and other stakeholders in school decision-making processes	31%	23%	43%	3%
Involving stakeholders in management processes	26%	34%	40%	0%
Resources of the family and community needing to be brought to bear on the education of students	26%	37%	37%	0%

School operating as an integral part of the community		31%	43%	26%	0%
Using legal systems to protect student rights and improve student opportunities		37%	37%	26%	0%
Taking risks to improve schools		23%	54%	23%	0%
Using the influence of one's office constructively in the service of all students and their families		40%	43%	17%	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	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.

	Instructional Leader Certificate tested competencies. The program expectation for successful performance is a passing rate of 80%.	Task 1: Problem solving in the field Task 2: Supporting Continuous Professional Development Task 3: Creating a Collaborative Culture The 2021/2022 passing rate for the TExES 368/PASL exam was 85%. The candidate performance exceeded minimum expectations by six percentage points.
		<table><tr><td rowspan="2">TExES 368 / PASL</td><td colspan="3">Total</td></tr><tr><td>Administration Date</td><td>N</td><td># Passing</td><td>Percent Passing</td></tr><tr><td>June 2021 – May 2022</td><td>873</td><td>744</td><td>85</td></tr></table>

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 academic year and are now working as a school or district administrator. The survey was directly aligned with all AAQEP Standard 2 Indicators.
	
	A Likert Scale 1 to 4 represents the following scale levels for the Employers Survey:
	    Strong Evidence – 4
	    Limited Evidence – 3
	    Not Seen – 2
	    Opposing Evidence – 1
		Indicator 2d fell below expectations. Sixty-seven percent of employers expressed candidates show strong evidence of "Support students' growth in international and global perspectives," while zero expressed completers show limited evidence. All other indicators exceeded minimum expectations.
		
		<table><tr><td>Employer Survey: Professional Performance
		N = 51
		<i>n</i> = 8</td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td>1. Understand and engage local school and cultural communities, and communicate and foster</td><td>100%</td><td>0</td><td>0</td><td>0</td></tr></table>

The program expectation is that 85% of employers scored completers at least 3 on each indicator on the Likert scale.	relationships with families/guardians/caregivers in a variety of communities				
	2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	100%	0	0	0
	3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	78%	11%	11%	0
	4. Support students' growth in international and global perspectives	67%	0	22%	11%
	5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	89%	11%	0	0

			5	4	3	2
		6. Collaborate with colleagues to support professional learning	89%	11%	0	0

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

Exit Survey (Selection of specific related questions) | A survey was sent to candidates at or near completion of the program during the 2021/2022 academic year. The survey was directly aligned with marketable skills for school administrators and all AAQEP Standard 2 Indicators.

A Likert Scale 0 to 5 represents the following scale levels for the Exit Survey:
    Strongly Agree – 5
    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. | Results for two of the 10 Exit Survey statements fell below expectations.

Eighty percent of completers selected Strongly Agree or Agree for Statement 5: "My public speaking skills have improved."

Eighty-four percent of completers selected Strongly Agree or Agree for Statement 8: "I am better able to utilize technology as part of my job and/or future career."

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	7%	2%	1%
3. I have a strong foundation to understand current issues and trends within my field.	67%	25%	0	7%	1%	0
4. My written communication skills have improved.	59%	34%	4%	0	4%	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
8. I am better able to utilize technology as part of my job and/or future career.	54%	30%	9%	1%	6%	0

		9. I am able to articulate the ethics of my field.	66%	30%	3%	0	0	0
		10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	62%	31%	5%	0	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:

In the 2021-2022 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.

Faculty participated in conducting research and presented findings at many state, national, and/or international conferences. A recent research agenda has emerged for practicum practices.

Innovations to Address Challenges:

The practicum (i.e., internship) was redesigned, in part, for compliance with Texas state mandates for the practicum requirements. However, the faculty's goal was to make significant improvements in candidate learning outcomes. The new 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.

The revised course was offered for the first time in Spring 2022. Based on initial qualitative data from candidates and their campus site supervisors, the first cycle of data indicates positive outcomes.