



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 months ending 05/23)	Number of Completers in most recently completed academic year (12 months ending 05/23)
<i>Programs that lead to initial teaching credentials</i>			
Total for programs that lead to initial credentials		0	0
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
M.Ed. in Education Administration M.Ed. in Educational Technology Leadership Principal Certification	Principal as Instructional Leader Certificate		
Total for programs that lead to additional/advanced credentials		2819	1463
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Total for additional programs		0	0
TOTAL enrollment and productivity for all programs		2819	1463

Unduplicated total of all program candidates and completers	2819	1463
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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.
2819
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.
1465
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
588
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.
1105 (75.5%) candidates completed in expected time frame. 225 (15.4%) 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 over 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 2022/2023 passing rate for the Principal as Instructional Leader certification exam (TExES 268) was 78%. The candidate performance fell short of expectations by 2 percentage points. However, the passing rate significantly increased from 71% in the previous academic year.

The 2022/2023 passing rate for the PASL – TExES 368 exam was 85%. This passing rate exceeded expectations by percentage points and was the same as the previous year.

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 2022-2023 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 2022-2023 academic year was 14%.

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.” Ninety-six percent of employers of completers indicated “Strong Evidence” on the survey.
- Statement 5: “Lamar University Principal Program completers [e]stablish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.” Ninety-six percent of employers of completers indicated “Strong Evidence” on the survey.
- Statement 6: “Lamar University Principal Program completers [c]ollaborate with colleagues to support professional learning.” Ninety-six percent 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 4: Lamar University Principal Program completers “[s]upport students’ growth in international and global perspectives.” Sixty-one percent of employers of completers indicated “Strong Evidence” on the survey.

Employer Survey: Professional Performance <i>n</i> = 28	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	96%	0	4%	0
2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts	86%	7%	7%	0
3. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	89%	7%	4%	0
4. Support students’ growth in international and global perspectives	61%	18%	18%	3%
5. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	96%	0	4%	0
6. Collaborate with colleagues to support professional learning	96%	0	4%	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 during the 2021/2022 and 2022/2023 academic years to ascertain the rate of completers who obtained administrator positions. Of the 412 respondents, 255 stated they had applied for administrator positions. Of those who applied for administrator positions, 200 were employed in an administrator position, or 78%.

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 2022/2023 passing rate for the TExES 268 exam was 78%. The candidate performance fell short of expectations by two percentage points. <table border="1" data-bbox="1192 946 1850 1182"> <thead> <tr> <th data-bbox="1192 946 1430 1024">Administration Date</th> <th colspan="3" data-bbox="1430 946 1850 1024">Total</th> </tr> <tr> <th data-bbox="1192 1024 1430 1102">TExES 268</th> <th data-bbox="1430 1024 1549 1102">N</th> <th data-bbox="1549 1024 1694 1102"># Passing</th> <th data-bbox="1694 1024 1850 1102">Percent Passing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 1102 1430 1182">June 2022 – May 2023</td> <td data-bbox="1430 1102 1549 1182">794</td> <td data-bbox="1549 1102 1694 1182">616</td> <td data-bbox="1694 1102 1850 1182">78</td> </tr> </tbody> </table>				Administration Date	Total			TExES 268	N	# Passing	Percent Passing	June 2022 – May 2023	794	616	78
Administration Date	Total																
TExES 268	N	# Passing	Percent Passing														
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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.	<table border="1" data-bbox="1192 1208 1837 1414"> <thead> <tr> <th colspan="2" data-bbox="1192 1208 1514 1279">Year Data Point 1 Fall 2022</th> <th colspan="2" data-bbox="1514 1208 1837 1279">Year Data Point 2 Spring 2023</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 1279 1312 1414"><i>n</i> = 675</td> <td data-bbox="1312 1279 1514 1414">NELP 4.1 95% NELP 4.2 97%</td> <td data-bbox="1514 1279 1633 1414"><i>n</i> = 765</td> <td data-bbox="1633 1279 1837 1414">NELP 4.1 98% NELP 4.2 98%</td> </tr> </tbody> </table>				Year Data Point 1 Fall 2022		Year Data Point 2 Spring 2023		<i>n</i> = 675	NELP 4.1 95% NELP 4.2 97%	<i>n</i> = 765	NELP 4.1 98% NELP 4.2 98%				
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	<p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<table border="1" data-bbox="1192 181 1837 318"> <tr> <td data-bbox="1192 181 1312 250">NELP 4.3</td> <td data-bbox="1312 181 1516 250">97%</td> <td data-bbox="1516 181 1635 250">NELP 4.3</td> <td data-bbox="1635 181 1837 250">98%</td> </tr> <tr> <td data-bbox="1192 250 1312 318">NELP 4.4</td> <td data-bbox="1312 250 1516 318">97%</td> <td data-bbox="1516 250 1635 318">NELP 4.4</td> <td data-bbox="1635 250 1837 318">98%</td> </tr> </table> <p>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.</p> <p>NELP Component 4.3 & 4.4 made moderate improvements, by closing learning gaps through instruction.</p> <p>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.</p>	NELP 4.3	97%	NELP 4.3	98%	NELP 4.4	97%	NELP 4.4	98%
NELP 4.3	97%	NELP 4.3	98%							
NELP 4.4	97%	NELP 4.4	98%							
<p>Standard Indicator 1c: Key Assessment: EDLD 5339 – The Principalship</p>	<p>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.</p>	<p>Candidates are consistently meeting high marks on the assessment with over 90% regularly meeting expectations. Candidates are performing admirably on the assessment activities.</p> <p>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</p>								

	<p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<p>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.</p> <p>To further enhance learning outcomes:</p> <ol style="list-style-type: none"> 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. 													
<p>Standard Indicator 1d: Key Assessment: EDLD 5333 – Leadership for Accountability</p>	<p>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.</p> <p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<table border="1" data-bbox="1192 646 1875 849"> <thead> <tr> <th colspan="2">Year Data Point 1 Summer 2022</th> <th colspan="2">Year Data Point 2 Fall 2023</th> </tr> </thead> <tbody> <tr> <td><i>n</i> = 1072</td> <td>NELP 1.1 99%</td> <td><i>n</i> = 1451</td> <td>NELP 1.1 98%</td> </tr> <tr> <td></td> <td>NELP 1.2 98%</td> <td></td> <td>NELP 1.2 97%</td> </tr> </tbody> </table> <p>Percentage of candidates meeting mastery expectations decreased for component 1.1 by one percentage point, while mastery expectations also decreased for component 1.2 by one percentage point from the first to the second cycle in the current academic year. This is an insignificant difference in performance between each data point. All measures exceeded program expectations.</p> <p>Though candidates met program expectations for all components, faculty continue to investigate instructional practices, content, and authentic learning activities.</p> <p>To further enhance learning outcomes:</p>		Year Data Point 1 Summer 2022		Year Data Point 2 Fall 2023		<i>n</i> = 1072	NELP 1.1 99%	<i>n</i> = 1451	NELP 1.1 98%		NELP 1.2 98%		NELP 1.2 97%
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		<ol style="list-style-type: none"> 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. 			
<p>Standard Indicator 1e:</p> <p>Key Assessment: EDLD 5345 – Human Resource Development</p>	<p>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.</p> <p>The program expectation for successful performance is that 90% of candidates will show mastery for each measured component in this assessment.</p>	<p>Year Data Point 1 Summer 2022</p>		<p>Year Data Point 2 Spring 2023</p>	
		<p><i>n</i> = 677</p>	<p>NELP 7.1 98%</p> <p>NELP 7.2 98%</p> <p>NELP 7.3 98%</p> <p>NELP 7.4 94%</p>	<p><i>n</i> = 707</p>	<p>NELP 7.1 97%</p> <p>NELP 7.2 99%</p> <p>NELP 7.3 99%</p> <p>NELP 7.4 99%</p>
		<p>The mastery rate for all components measured in this assessment increased and met the target of 90% of candidates demonstrating mastery for each measured component in this assessment.</p>			
		<p>Recent improvements in instruction, content and learning activities are attributed to the increase in candidates' mastery rate, particularly for the second cycle in this academic year. Though candidates exceeded program expectations for all components, faculty continue to investigate instructional practices, content, and authentic learning activities.</p>			
		<p>To further enhance learning outcomes:</p> <ol style="list-style-type: none"> 1. There are some professional conversations being held regarding ways to increase the relevance of all activities in the course. 			

		<p>2. Additionally, there are questions regarding the ability of the rubric to effectively share strengths and challenges with the students.</p>																											
<p>Standard Indicator 1f: Disposition Survey: EDLD 5398 – Internship for Principals</p>	<p>This performance measure is the Dispositions Assessment found in <i>School Leader Internship</i> (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.</p> <p>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</p> <p>The program expectation is that 80% of students scored at least 4 on each statement on the Likert scale.</p> <p>NOTE: This expectation was revised from last academic year’s report, which stated the “expectation as 85% of students scored at least 3 or 4 on each statement on the Likert scale.” This revision was to increase rigor of program accountability as program improvements were implemented.</p>	<p>The 2022/2023 school year showed a significant improvement in areas identified for improvement based on the Dispositions Assessment instrument data from the previous year.</p> <p>The 2021/2022 data indicated seven of areas with need for improvement, five of which were related to engaging with, communicating with, or providing guidance and resources to school community stakeholders. Faculty examined curriculum and learning activities to improve candidates’ dispositions in these areas.</p> <p>The program met expectations for each disposition statement. See table below for statements identified as areas of improvement in the 2021-2022 report, which met expectations for 2022-2023 after interventions were implemented.</p> <table border="1" data-bbox="1192 948 1837 1398"> <thead> <tr> <th>The Intern believes in, values, and is committed to:</th> <th>4</th> <th>3</th> <th>2</th> <th>1</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Involve families and other stakeholders in school decision-making processes</td> <td>21/22 31%</td> <td>21/22 23%</td> <td>21/22 43%</td> <td>21/22 3%</td> </tr> <tr> <td>22/23 65%</td> <td>22/23 30%</td> <td>22/23 4%</td> <td>22/23 0%</td> </tr> <tr> <td>+34</td> <td>+17</td> <td>-39</td> <td>-3</td> </tr> <tr> <td rowspan="2">Involving stakeholders in management processes</td> <td>21/22 26%</td> <td>21/22 34%</td> <td>21/22 40%</td> <td>21/22 0%</td> </tr> <tr> <td>22/23 67%</td> <td>22/23 29%</td> <td>22/23 4%</td> <td>22/23 0%</td> </tr> </tbody> </table>	The Intern believes in, values, and is committed to:	4	3	2	1	Involve families and other stakeholders in school decision-making processes	21/22 31%	21/22 23%	21/22 43%	21/22 3%	22/23 65%	22/23 30%	22/23 4%	22/23 0%	+34	+17	-39	-3	Involving stakeholders in management processes	21/22 26%	21/22 34%	21/22 40%	21/22 0%	22/23 67%	22/23 29%	22/23 4%	22/23 0%
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			+41	-5%	-36	0
Resources of the family and community needing to be brought to bear on the education of students	21/22	21/22	21/22	21/22	21/22	21/22
	26%	37%	37%	37%	0%	0%
	22/23	22/23	22/23	22/23	22/23	22/23
	74%	22%	3%	0%	0%	0%
			+48	-15	-34	0
School operating as an integral part of the community	21/22	21/22	21/22	21/22	21/22	21/22
	31%	43%	26%	0%	0%	0%
	22/23	22/23	22/23	22/23	22/23	22/23
	78%	19%	2%	0%	0%	0%
			+47	-24	-24	0
Using legal systems to protect student rights and improve student opportunities	21/22	21/22	21/22	21/22	21/22	21/22
	37%	37%	26%	0%	0%	0%
	22/23	22/23	22/23	22/23	22/20	22/20
	83%	14%	3%	0%	0%	0%
			+46	-23	-23	0
Taking risks to improve schools	21/22	21/22	21/22	21/22	21/22	21/22
	23%	54%	23%	0%	0%	0%
	22/23	22/23	22/23	22/23	22/23	22/23
	65%	32%	3%	0%	0%	0%
			+42	-21	-20	0
Using the influence of one's office constructively in the service of all students and their families	21/22	21/22	21/22	21/22	21/22	21/22
	40%	43%	17%	0%	0%	0%
	22/23	22/23	22/23	22/23	22/23	22/23
	86%	14%	1%	0%	0%	0%
			+46	-29	-16	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												
<p>Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f:</p> <p>TExES 368 – Performance Assessment for School Leaders (PASL) Exam</p>	<p>This performance measure is a required Texas certification assessment for the Principal as Instructional Leader (PIL) Certificate.</p> <p>This assessment aligns with specific NELP standards and Texas Principal as Instructional Leader Certificate tested competencies.</p> <p>The program expectation for successful performance is a passing rate of 80%.</p>	<p>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.</p> <p>Task 1: Problem solving in the field Task 2: Supporting Continuous Professional Development Task 3: Creating a Collaborative Culture</p> <p>The 2022/2023 passing rate for the TExES 368/PASL exam was 85%. The candidate performance exceeded minimum expectations by five percentage points.</p> <table border="1" data-bbox="1192 906 1850 1122"> <thead> <tr> <th data-bbox="1192 906 1430 979">TExES 368 / PASL</th> <th colspan="3" data-bbox="1430 906 1850 979">Total</th> </tr> <tr> <th data-bbox="1192 979 1430 1052">Administration Date</th> <th data-bbox="1430 979 1549 1052">N</th> <th data-bbox="1549 979 1694 1052"># Passing</th> <th data-bbox="1694 979 1850 1052">Percent Passing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 1052 1430 1122">September 2022 – May 2023</td> <td data-bbox="1430 1052 1549 1122">268</td> <td data-bbox="1549 1052 1694 1122">228</td> <td data-bbox="1694 1052 1850 1122">85</td> </tr> </tbody> </table>	TExES 368 / PASL	Total			Administration Date	N	# Passing	Percent Passing	September 2022 – May 2023	268	228	85
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Administration Date	N	# Passing	Percent Passing											
September 2022 – May 2023	268	228	85											

<p>Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f:</p> <p>Employer Survey</p>	<p>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.</p> <p>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</p> <p>The program expectation is that 85% of employers scored completers at least 3 on each indicator on the Likert scale.</p>	<p>The 2022/2023 school year survey data showed an improvement in Standard Indicator 2d identified for improvement based on the Employers’ Survey instrument data from the previous year. According to respondents to the Employer Survey, there was a 12% increase in candidates’ evidence of supporting “students’ growth in international and global perspectives.” However, the data fell short of meeting program expectations, and therefore the Standard Indicator 2d will remain an area of need for improvement. All other indicators in this standard exceeded program expectations.</p> <table border="1" data-bbox="1192 618 1837 1385"> <thead> <tr> <th data-bbox="1192 618 1486 771">Employer Survey: Professional Performance N = 200 n = 28</th> <th data-bbox="1486 618 1583 771">4</th> <th data-bbox="1583 618 1680 771">3</th> <th data-bbox="1680 618 1776 771">2</th> <th data-bbox="1776 618 1837 771">1</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 771 1486 1109">1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities (2a)</td> <td data-bbox="1486 771 1583 1109">96%</td> <td data-bbox="1583 771 1680 1109">0</td> <td data-bbox="1680 771 1776 1109">4%</td> <td data-bbox="1776 771 1837 1109">0</td> </tr> <tr> <td data-bbox="1192 1109 1486 1385">2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts (2b)</td> <td data-bbox="1486 1109 1583 1385">86%</td> <td data-bbox="1583 1109 1680 1385">7%</td> <td data-bbox="1680 1109 1776 1385">7%</td> <td data-bbox="1776 1109 1837 1385">0</td> </tr> </tbody> </table>	Employer Survey: Professional Performance N = 200 n = 28	4	3	2	1	1. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities (2a)	96%	0	4%	0	2. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic contexts (2b)	86%	7%	7%	0
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<p>Standard Indicators 2a, 2b, 2c, 2d, 2e, & 2f:</p> <p>Exit Survey (Selection of specific related questions)</p>	<p>A survey was sent to candidates at or near completion of the program during the 2022/2023 academic year. The survey was directly aligned with marketable skills for school administrators and all AAQEP Standard 2 Indicators.</p> <p>A Likert Scale 0 to 5 represents the following scale levels for the Exit Survey: Strongly Agree – 5</p>	<p>Results for two of the 10 Exit Survey statements fell below expectations.</p> <p>Eighty percent of completers selected Strongly Agree or Agree for Statement 5: “My public speaking skills have improved.”</p> <p>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.”</p>																				

	<p>Agree – 4 Somewhat Agree – 3 Somewhat Disagree –2 Neither Agree nor Disagree – 1 Disagree – 0</p> <p>The program expectation is that 85% of completers selected at least 4 on the Likert scale for each statement.</p>	<p>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.</p> <table border="1" data-bbox="1192 418 1881 1367"> <thead> <tr> <th data-bbox="1192 418 1423 539">Exit Survey: Marketable Skills n = 128</th> <th data-bbox="1423 418 1503 539">5</th> <th data-bbox="1503 418 1583 539">4</th> <th data-bbox="1583 418 1663 539">3</th> <th data-bbox="1663 418 1743 539">2</th> <th data-bbox="1743 418 1822 539">1</th> <th data-bbox="1822 418 1881 539">0</th> </tr> </thead> <tbody> <tr> <td data-bbox="1192 539 1423 782">1. I am prepared to implement K-12 career/college readiness pathways as a major part of my work.</td> <td data-bbox="1423 539 1503 782">55%</td> <td data-bbox="1503 539 1583 782">38%</td> <td data-bbox="1583 539 1663 782">5%</td> <td data-bbox="1663 539 1743 782">1%</td> <td data-bbox="1743 539 1822 782">1%</td> <td data-bbox="1822 539 1881 782">0</td> </tr> <tr> <td data-bbox="1192 782 1423 1058">2. I am aware of more than one model and/or indicator of cultural competence in the P-12 learning environment</td> <td data-bbox="1423 782 1503 1058">55%</td> <td data-bbox="1503 782 1583 1058">34%</td> <td data-bbox="1583 782 1663 1058">0</td> <td data-bbox="1663 782 1743 1058">7%</td> <td data-bbox="1743 782 1822 1058">2%</td> <td data-bbox="1822 782 1881 1058">1%</td> </tr> <tr> <td data-bbox="1192 1058 1423 1247">3. I have a strong foundation to understand current issues and trends within my field.</td> <td data-bbox="1423 1058 1503 1247">67%</td> <td data-bbox="1503 1058 1583 1247">25%</td> <td data-bbox="1583 1058 1663 1247">0</td> <td data-bbox="1663 1058 1743 1247">7%</td> <td data-bbox="1743 1058 1822 1247">1%</td> <td data-bbox="1822 1058 1881 1247">0</td> </tr> <tr> <td data-bbox="1192 1247 1423 1367">4. My written communication skills have improved.</td> <td data-bbox="1423 1247 1503 1367">59%</td> <td data-bbox="1503 1247 1583 1367">34%</td> <td data-bbox="1583 1247 1663 1367">4%</td> <td data-bbox="1663 1247 1743 1367">0</td> <td data-bbox="1743 1247 1822 1367">4%</td> <td data-bbox="1822 1247 1881 1367">0</td> </tr> </tbody> </table>	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
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		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 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.
- All faculty participated in conducting research and presented findings at many state, national, and/or international conferences.
- 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.