

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

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 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 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

Standard Indicator 1b:

Key Assessment: EDLD 5352 –

		<p>improvements will increase candidate mastery on this assessment.</p> <p>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.</p>					
<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 85% of candidates will show mastery for each measured component in this assessment.</p>	<table border="1"> <tr> <td data-bbox="1205 568 1575 649">Year Data Point 1 Summer 2021</td> <td data-bbox="1575 568 1906 649">Year Data Point 2 Fall 2021</td> </tr> <tr> <td colspan="2" data-bbox="1205 649 1906 1339">n</td> </tr> </table>	Year Data Point 1 Summer 2021	Year Data Point 2 Fall 2021	n		
Year Data Point 1 Summer 2021	Year Data Point 2 Fall 2021						
n							

Standard Indicator 1e:

Key Assessment: EDLD 5345 –
Human Resource Development

This performance measure is aligned with

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 Educatio

	<p>Instructional Leader Certificate tested competencies.</p> <p>The program expectation for successful performance is a passing rate of 80%.</p>	<p>Task 1: Problem solving in the field Task 2: Supporting Continuous Professional Development Task 3: Creating a Collaborative Culture</p> <p>The 2021/2022 passing rate for the TExES 368/9.2 4945 (TE) 529.68 2d41.12 5i</p>
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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				

		6. Collaborate with colleagues to support professional learning	89%	11%	0	0
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		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.