Provider/Program Name:	Principal Program
End Date of Current AAQEP Accreditation Term RU ³Q D´ LI QRW \HW DFFUH	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

AAQEP

Association for Advancing Quality in Educator Preparation

C. Number of recommendations for certificate, license, or endorsement included in Table 1.

817

D. Cohort completion rates IRU FDQGLGDWHV ZKR FRPSOHWHG WKH YDULRXV SURJUDPV timeframe and in 1.5 times the expected timeframe.

938 (90%) candidates Completed in Expected time frame. 35 (3.0%) 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 VWXGHQW DFDGHPLF LPSURYHPHQW RQ WKH FDQGLGDWH¶V FDF two to three months. Evidence of the performance assessment is provided through submitted narrative, descriptive data, video recordings, and document artifacts.

The 2023/2024 passing rate for the Principal as Instructional Leader certification exam (TExES 268) was 72%. The candidate performance fell short of expectations by 8 percentage points. In addition, the percentage rate over the previous decreased by 6 percentage points. However, it should be noted that the Lamar passing rate is consistent with the state passing rate for the

3. I have a strong foundation to understand current issues and trends within my field.	79%	20%	1%	< 1%	0	0	0
4. My written communication skills have improved.	77%	19%	2%	2%	0	< 1%	0
5. My public speaking skills have improved.	67%						

- 6WDWHPHQW ³/DPDU 8QLYHUVLW\ 3ULQFLSDO 3URJUDP FRPSOHWHUV >
  FRPPXQLWLHV DQG FRPPXQLFDWH DQG IRVWHU UHODWLRQVKLSV ZLWK ID
  Ninety-one percent of employHUV RI FRPSOHWHUV LQGLFDWHG ³6WURQJ (YLGHQFH´ R
- 6WDWHPHQW ³Lamar University Principal Program completers [c]reate productive learning environments and use strategies
  WR GHYHORS SURGXFWLYH OHDUQLQJ HQYLURQPHQWV LQ D YDULHW\ RI Ninety-three percent of employers of
  FRPSOHWHUV LQGLFDWHG ³6WURQJ (YLGHQFH´ RQ WKH VXUYH\
- 6WDWHPHQW ³Lamar University Principal Program completers FROODERUDWH ZLWK FROOHDJXHV W
  Ninety-ILYH SHUFHQW RI HPSOR\HUV RI FRPSOHWHUV LQGLFDWHG ³6WURQJ

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. These assessments measure VWXGHQWV¶ SURILFLH

<table>
<tr><td></td><td></td><td>To further enhance learning outcomes, there are instructional conversations being held regarding ways to increase the relevance of all activities in the course.</td></tr>
<tr><td>Standard Indicator 1d:

Key Assessment: EDLD 5333 ± Leadership for Accountability</td><td>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.</td><td><table>
<tr><th colspan="2">Year Data Point 1
Summer 2023</th><th colspan="2">Year Data Point 2
Fall 2023</th></tr>
<tr><td>n = 508</td><td>NELP 1.1
99%
NELP 1.2
98%</td><td>n = 733</td><td>NELP 1.1
98%
NELP 1.2
98%</td></tr>
</table>

Despite an increase in the number of candidates</td></tr>
</table>

	7KLV DVVHVVPHQW PHI

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 Intern

<table>
<tr>
<td></td>
<td>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%.</td>
<td>Task 1: Problem solving in the field
Task 2: Supporting Continuous Professional Development
Task 3: Creating a Collaborative Culture

The 2023/2024 passing rate for the TExES 368/PASL exam was 83%. The candidate performance exceeded minimum expectations by five percentage points.

<table><tr><th>TExES 368 / PASL Administration Date</th><th>Total</th></tr></table></td>
</tr>
</table>

Not Seen ±2
Opposing Evidence ±1

The program expectation is that 85% of employers scored completers at least 3 on each indicator on the Likert scale.

Employer Survey:
Professional Performance
N = 273
n = 54
	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)				

3. I have a strong foundation to understand current issues and trends within my field.	79%	20%	1%	<1%	0	0	0
4. My written communication skills have improved.	77%	19%	2%	2%	0	<1%	0
5. My public speaking skills have improved.	67%	23%	5%	4%	<1%	<1%	<1%
6. I am better able to analyze issues, make decisions and overcome problems.	80%	18%	1%	<1%	0	<1%	0
7. I demonstrate originality and inventiveness to a higher level.	66%	30%	3%	<1%	0	<1%	0
8. I am better able to utilize technology as							

		ethics of my field.							
		10. I identify ways and follow through to integrate diversity into tasks and initiatives in the majority of areas of my work.	70%	28%	2%	<1%	<1%	0	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.

<u>Accomplishments</u>:

- In the 2023-2024 academic year, the Lamar University Principal Preparation Program initiated a partnership with a Ž ' … ƒ Ž • … Š ' ' Ž † ‹ • – ” ‹ … – – ' ò ‰ This partnership allowed for deeper engagement and support from the program faculty with the candidates who participated. The school district partner acknowledged success and • ƒ – ‹ • ˆ ƒ … – ‹ ' • ™ ‹ – Š – Š ‡ ‹ ” … ƒ • † ‹ † ƒ – ‡ • ï Ž ‡ ƒ ” • ‹ • ‰ d with continuing the partnership ˆ — with new candidates enrolled in the current academic year, beginning fall 2024.
- All faculty participated in conducting research and presented findings at many state, national, and/or international conferences.
- During the 2021-2022 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. A significant practicum project specifically targets a K-12 student population who are identified as at-risk and/or low socio-economic status. During the 2022-2023 academic year, a research agenda emerged from data collected from this project. During the 2023-2024 academic year, faculty continued to investigate various aspects of the impact of the practicum practices of this program, conducting both quantitative and qualitative research on this topic. Practicum data continue to indicate a correlation of application-level, in-the-field learning activities designed fo7 12 Tf 12 Tf 6 re f* q 67.5Tm 0 647.26 229.13 re W* n BT /F7 12 Tf 1 0 0 1 219.14 397.63 Tm 0 Tm 0 t Q

Part II: Self -

percentage points) in responses indicating ò ‹ • ‹ – ‡ † ˜ ‹ † ‡ • ‡ of these dispositions.

Reflections or comments	Š‡ ‹•’‘•‹–‹‘• —”˜‡› †ƒ–ƒ ƒ”‡ „ƒ•‡† ‘• …ƒ•†‹†ƒ–‡•ï … own capacity and mindsets as they near the end of the program. Their perspectives indicated that more strategic and purposeful learning activities must be incorporated into the appropriate courses to improve learning outcomes in this area.

For the 2024-2025 academic year, faculty will continue with efforts to improve learning activities

Goals for the 2024 -25 year

For the 2023- t r t v ƒ … ƒ † ‡ • ‹ … › ‡ ƒ ” – Š ‡ ’ ” ‡ ˜ ‹ ‘ — • › ‡ ƒ ” ï • ‰ ‘ ƒ Ž quantitative from all … ‘ • ’ Ž ‡ – ‡ ” • ï ‡ • ’ Ž ‘ › ‡ ” • ƒ • † “ — ƒ Ž-12 district ‡ † ƒ partners (Standard Indicator 4a). This goal was initiated by including a small cohort of candidates who entered the principal program through a partnership with a local † ‹ • – ” ‹ … – ä — ƒ Ž ‹ – ƒ – ‹ ˜ ‡ † ƒ – ƒ ™ ‡ ” ‡ … ‘ Ž Ž ‡ … – ‡ † ˆ ” ‘ • – Š responses. However, qualitative data were collected for only four candidates, and therefore more qualitative data are needed.

For the 2024-2025 academic year, one goal was set: — ‡ – ‘ – Š ‡ • • ƒ Ž Ž ’ ‘ ’ — Ž ƒ – ‹ ‘ • ˆ ‘ ” “ — ƒ Ž ‹ – ƒ – ‹ ˜ ‡ † ƒ – ƒ … ‘ Ž remains in place: to expand data collection to include both quantitative from all … ‘ • ’ Ž ‡ – ‡ ” • ï ‡ • ’ Ž ‘ › ‡ ” • ƒ • † “ — ƒ Ž-12 district partners. These data will „ ‡ — • ‡ † ˆ ‘ ” ‡ • Š ƒ • … ‹ • ‰ – Š ‡ ’ ” ‘ ‰ ” ƒ ” • ï • ‡ ‹ ” • ’ ƒ … – ‘ • Ž ‘ … ƒ Ž

For the 2024-2025 academic year, faculty will continue to provide additional coaching with adjustments based on data from the previous year. Outcomes will be measured through the same existing instruments: Candidate Dispositions Survey, Candidate Exit Survey, Completer Survey, and Employer Survey.

9. Regulatory Changes

This section notes new or anticipated UHJXODWRU\ UHTXLUHPHQWV DQG WKH SURYLGHU¶V UHVSRQVH
changes have been made or are anticipated).

NA

10. Sign Off

3URYLGHU¶V 3ULPDU\ &RQWDFW IRU $	Dean/Lead Administrator (Name, Title)
Dr. Jon Gray, Associate Dean for Educator Preparation, College of Education & Human Development	Dr. -RKQQ\ 2¶&RQQRU 'HDQ &ROOHJH R Development

Date sent to AAQEP:	12/16/2024