

Insert Academic Degree Name Here

Annual Program Report Template

- Focused and rigorous expectations for work in the field throughout the program and during the practicum process

Increased rigor and requirements within each of the core content courses, with particular attention to intentional writing activities aligned with tested competencies for principal certification

Certify Teacher enrollment as a requirement for self-regulated assessment of proficiency in all tested competencies and state standards and to show readiness for approval to register for the principal certification exam

Practicum process redesign team established to

- Purposefully align activities to tested competencies and state standards
- Design activities that are rigorous, focused on specific learning outcomes, require students' synthesis and application of knowledge and skills acquired in core content courses

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

	<p>as Instructional Leader Certification Assessment (268) includes 70 selected-response questions (60% of test) and 4 constructed-response questions (40% of test)</p> <p>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>As aspiring principals students need to promote a vision that is articulated and stewarded in order to support student learning.</p>	<p>Students will demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the mission and vision of the school. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school principal in a hypothetical simulation and demonstrates the</p>	<p>Strategic Operations Assessment - Rationale: This assessment measures proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school</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>85% of all candidates will</p>		

	<p>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.</p>	<p>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. (NELP 6.1)</p>				
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The candidate understands and demonstrates the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development; and to implement laws, rights, policies, and regulations to promote student and adult success and well-being. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the

Strategic Operations Assessment - Rationale: This assessment measures

	<p>role of a school principal in a hypothetical simulation and demonstrates 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.</p>	<p>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. (NELP 6.2 & 6.3)</p>				
<p>An important function of a school leader is to develop the individual and collective professional capacity and community to support student learning. Building principals should know how to promote high quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth. Once an applicant applies for the position, the principal needs to review and screen all applications and choose several of the applicants to</p>	<p>The student will demonstrate the knowledge, skills, and commitments a leader needs to engage staff in the development of a collaborative professional culture, professional capacity, and improve systems of staff supervision, evaluation, support, and professional learning. Rationale: These learning outcomes are aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 2 for Program National Recognition. Students evaluate the school's hiring practices and develop</p>	<p>Hiring Plan Assignment - Rationale: This assessment measures proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Educational Leadership Preparation (NELP) Standard 2 for Program National Recognition. The focus of this assessment is on recruitment and hiring and</p>	<p>EAC Visual Data tool is used to report rubric scores aligned with NELP 2.1 components. Additionally, we conducted an Inter Rater Reliability study with Instructional Associates and course professors on a selected course assignment.</p>	<p>85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.</p>	<p>99% percent of students met or exceeded criteria. These data indicate instruction is aligned with the assessment. However, due to the lower-than-target scores on the principal certification exam, faculty will examine alignment with state standards.</p>	<p>Data indicate a need for improvement in student success on the principal certification exam, particularly for the written component. Identified goal: The content for this assessment will contribute to increase in the overall passing rate on the principal certification</p>

application of the tested competencies on the principal certification exam. Actions taken to meet the stated goal included trustworthiness and validity tests for the new curriculum content and assessment/rubric. These were done and improvements were made accordingly.

needed to become proficient in the state standards and tested competencies for principal certification. To accomplish this, the practicum process was redesigned to provide more direct instruction, accountability, and timely feedback. Revised practicum activities embed application and synthesis of learning from the content knowledge