

	2022-2023
	MEd Educational Administration
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Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The analysis of student reflections provided data that indicated that students desired opportunities to review and analyze quality exemplars. Consequently, discussion prompts were reshaped into sharing boards in the EDLD 5339 – The Principalship course where the instructional delivery was flipped. Students analyzed exemplars and shared their findings with their colleagues in the class. While the content of the assessment was not amended, engagement of students was enhanced to provide opportunities to collaborate in an online setting. Students were challenged and invited to share their work to be used as exemplars in future sessions. It was exciting to see the improved quality of work that this opportunity provided. The top students were particularly excited by this invitation. Students continue to perform well on this assessment as demonstrated on the consistent level of “Meets Expectations.” However, there was an increase in student satisfaction in the course as demonstrated in course evaluation data from the students.

In addition to data regarding mastery of standards, faculty monitor student perceptions of the course work using reflection data. This year, the course designers met with a small group of students to discuss their perceptions of the School, Family, Community Partnership activities in a focus group. A data informed decision found that the School Family Community Partnerships assessment was contextually revamped to better align with the other simulated assignments/activities in the course. For example:

1. The candidates simulated being the principal at Ima Leader High School. This same assumption is used throughout the course activities and contextually links the activities.
2. The School Family Community Partnership assessments activities were embedded in a hypothetical setting where the principal was charged with improving community partnerships following a simulated tragedy in their community or school. Student reflections and communications indicated that the change was well received, and that the relevance of the activities was enhanced.

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g., new courses, course changes, SLO changes, course deletions).

Respond here:

No programmatic curriculum changes were made since the last report.

						* 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 were the results of those changes?
Use Smartsheet for record this data. Do not fill out this table.						
Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity.	Students will demonstrate knowledge and application of constructs of School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, and Ethics, Equity and Diversity. Rationale: These learning outcomes are aligned with Texas State Principal Standards and tested competencies for principal certification. The State Board for Educator Certification (SBEC) established standards for all professional State	Principal as Instructional Leader Certification Exam: Students must score a minimum of 240 to pass the assessment. Rationale: A score of 240 of a possible 300 is the minimum passing score for the Principal as Instructional Leader Certification Exam. TExES 268 Principal as Instructional Leader	Official di /S-t4(o-7(er .wt			

<p>and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	<p>management, communication, technology, school-level governance, and operation systems that</p> <p>NELP Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p> <p>NELP Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>Educational Leadership Preparation (NELP) Standard 6 for Program National Recognition. The candidate assumes the role of a school 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.</p>	<p>selected course assignment.</p>			
<p>Students will demonstrate knowledge and application of a fundamental understanding of human resources and related policies; legal requirements for personnel</p>	<p>The following Learning Outcomes align with the components of the National Educational Leadership Preparation (NELP) Standard 2: Ethics and Professional Norms.</p> <p>NELP Component 2.1</p>	<p>Human Talent Recruitment and Hiring Plan Assessment - Rationale: This assessment measures proficiency in knowledge,</p>	<p>EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 2 components. Additionally, we conducted an Inter-Rater</p>	<p>Candidate mastery demonstrates at 80%</p> <p>90% of Candidates will meet mastery level expectations</p>	<p>98% of candidates met mastery for NELP Component 2.1 in this last cycle.</p> <p>97% of candidates met mastery for</p>	<p>Percent of students continues to exceed targeted rate of</p>

<p>management; and the highest standard of conduct, ethical principles, and integrity.</p>	<p>Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p> <p>NELP Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p> <p>NELP Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>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 ethical practices. Candidates will develop campus norms/dispositions, a teacher profile, and interview questions. In addition, candidates will develop a hiring plan ensuring that they are making ethical decisions.</p>	<p>Reliability study with Instructional Associates and course professors on a selected course assignment.</p>		<p>NELP Component 2.2 in the last cycle.</p> <p>98% of candidates met mastery for NELP Component 2.3 in the last cycle.</p>	

<p>academic year (2023-2024). Data will be analyzed for effectiveness of Certify Teacher's preparation for the TExES 268 certification exam. Adjustments will be made based on data analysis.</p>		<p>program for exam preparation. Adjustments will be made based on data analysis.</p>
<p>This year, faculty have melded the assessments of NELP Components 6.1, 6.2, and 6.3 into one NELP Standard 6 assessment to better quantify student achievement and engagement. It is felt that streamlining the assessment would place more emphasis on student learning and modes of instructional delivery.</p>	<p>P</p>	<p>Individual NELP Components measured for mastery in this assessment maintained their mastery rate of at least 90%. The melding of performance from the stand-alone components will provide more actionable data to better frame instruction. For example - professors use oral discussions to review articles from journals in the NELP Standard 5 activities located in this same course. There has been discussion about how to incorporate that model, or one similar, to engage students in the evaluation NELP Standard 6 exemplars. This includes how to best use exemplars as part of the discussion boards.</p>
<p>Qualitative data suggest additional and/or targeted required readings from current professional journal articles on this assessment's topic would enhance students' knowledge and depth of understanding. Faculty will investigate possible improvements in the literature reading requirements for this assessment.</p>	<p>P</p>	<p>Faculty feel that more recent professional journal articles that reflect current research will provide students with an increased understanding of best practices to date.</p>