AAQEP Annual Report for 2024

Provider/Program Name:	University of Wyoming College of Education Educational Leadership Program
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	2030

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.

We are deeply engaged in the work described in the College of Education's strategic plan, which highlights the critical importance of our programs in serving the people of the state of Wyoming to support and improve our excellent public school system by providing innovative, courageous, knowledgeable, and transformative administrators to lead our districts and schools. The Educational Leadership program at the University of Wyoming is the only principal certification/MA and Supt certification/Ed.D program in the state.
The goals of the program are:

- To prepare courageous leaders who make decisions that support the institution of public school
- To serve and provide intellectual leadership for the communities in which they are located
- To support a clear vision about the power of c democratic, comprehensive education for all students.

The Ed Leadership program is focused on areas of Leadership and Organizational Theory, especially in rural and/or isolated settings, School Operations, School Law, Social Justice, Educational Policy, Governance and School Boards and Accountability, Assessment and Evaluation.

Scholarship: It is the mission of the University of Wyoming's College of Education (CoE) Educational Leadership programs to prepare scholars who will further educational theory, policy, practice, and research and deliver programs that prepare exceptionally effective educators for leadership and practitioner roles in K-12 and Higher Education across Wyoming.

Leadership for Rural Schools: Wyoming has roughly 92,000 total K12 students enrolled in 48 school districts around the state. The largest of those districts, in the city of Cheyenne, has 14,000 students and in the smallest, Park County School District # 16 in Meeteetse, 89 students were enrolled in 2020-2021. In addition to the span in district size, Wyoming has rural isolated schools as well as several public schools that operate on the Wind River Reservation, 2.2 million acres shared by the Eastern Shoshone (Gweechoon Deka) and Northern Arapahoe (hoteiniiciihehe') tribes. Our program is focused on providing scholarship, research, application, and support that address the vast differences in communities and contexts that our graduates will experience as educational leaders.

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.uwyo.edu/clad/edleadership/index.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 2023-2024

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 mm/yy)	**Number of Completers** in most recently completed academic year (12 months ending mm/yy)

Programs that lead to initial teaching credentials			
N/A			
Programs that lead to additional or advanced credentials for already-licensed educators			
Cert in School Dist Superntdnt		7	1
Certif in School Principalship		44	12
EdD in Education		40	4
MA in Education		34	9
Total for programs that lead to additional/advanced credentials		125	125
Programs that lead to credentials for other school professionals or to no specific credential			
N/A			
Total for additional programs			
TOTAL enrollment and productivity for all programs		125	26
Unduplicated total of all program candidates and completers		125	26

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.)

We had a looming Educational Administration doctoral program that interacted between Higher Education Administration and Educational Leadership that we discontinued. This program was not included in our initial report.

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.
125
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.
26
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
26
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.
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%.
Not Applicable
F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
The educational leadership department employs a comprehensive assessment framework across all four programs, with each course incorporating three key assessments. This systematic approach ensures multiple measurement points for candidate competency throughout the program. The assessment system is directly aligned to the National Educational Leadership Preparation (NELP) standards (both District and building versions). The NELP standards are further aligned with AAQEP standards, creating a comprehensive structure for evaluating candidate performance across broad dimensions of educational leadership competency. Throughout these programs, evidence of proficiency is determined numerous times for every NELP/AAQEP standard, ensuring thorough assessment of leadership knowledge and skills. Analysis of program completion data shows that all 26 program completers (100%) demonstrated proficient or distinguished levels of

performance on every standards-based assessment. This consistent pattern of achievement demonstrates both effective program design and successful preparation of candidates for educational leadership roles.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Evidence from employers of program completers is currently limited in scope. While informal feedback received from state superintendents indicates positive perceptions of completer preparation, the department recognizes the need for more systematic data collection. To address this, we have established a goal to develop a formal process for gathering employer feedback about program completers' performance and readiness for educational leadership roles.

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.

Our program completers consistently maintain employment in the educational field. To enhance our understanding of their career progressions, we have initiated a tracking process that utilizes the state department of education directory to monitor their advancement into leadership positions. This tracking system documents the specific leadership roles our completers assume following program completion.

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

	Course	Percent Successful	1a	1b	1c	1d	1e	1f	Data scope	Criteria for success	Pers-pective
Value of Leadership Preparation Program Survey (VLP)									1 year	60%+	3
Quality of Leadership Preparation Program Survey (QLP)									1 year	N/A	3
Quality of Administrative Preparation Program Survey (QAP)			X	X	X	X	X	X	1 year	60%+	3
Course Grades: Overall Content Knowledge	EDAD 5010 EDAD 5020 EDAD 5030 EDAD 5040		X	X	X	X	X	X	5 years	3.5+	1
Content Knowledge Paper	EDAD 5010 -Data Use Content Paper	Approaching : 2% Meets : 4% Exceeds : 94%	X	X		X			5 years	3.5+	1
	EDAD 5020 -Distributed Leadership Content Paper	Approaching : 1% Meets : Exceeds :99%	X	X		X			5 years	3.5+	1

	Course	Percent Successful	1a	1b	1c	1d	1e	1f	Data scope	Criteria for success	Pers-pective
	EDAD 5030 -Climate/Culture Content Paper	Approaching : 2% Meets: 6% Exceeds :90%	X	X		X			5 years	3.5+	1
	EDAD 5040 -School Improvement Content Paper	Approaching : 10% Meets : Exceeds :89% (1 student in the approaches category dropped the program, 3 others worked through a remediation process and completed the work successfully on the second try)	X	X		X			5 years	3.5+	1
Coaching Teachers for Better Instruction--Professional Skills: Theory and Application of Instructional Leadership	EDAD 5040 -Supervision Project Skills Assessment/ Reflection Paper	Approaching : 1% Meets : 5 % Exceeds : 94%	X					X	5 years	3.5+	1

	Course	Percent Successful	1a	1b	1c	1d	1e	1f	Data scope	Criteria for success	Pers-pective
Student Learning: Professional Knowledge and Dispositions, Culturally Responsive Practice, Creation of Positive Learning Environment	EDAD 5010 -Diversity and Cultural Leadership Case Study -Curriculum Planning Case Study	Approaching : 1% Meets : 5% Exceeds :94 % (1 student in the approaches category dropped the program, 3 others worked through a remediation process and completed the work successfully on the second try)	X	X	X	X			5 years	3.5+	1
	EDAD 5040 -School Mission, Vision, Values, and Goals Presentation	Approaching : 1% Meets : 9% Exceeds : 99%	X	X	X	X			5 years	3.5+	1
Professional Skills Assessment: Culturally Responsive Practice, Stakeholder Inclusion and Engagement, Positive Work Environment, Professional	EDAD 5020 -Leadership Framework -Principal Entry Plan	Approaching : Meets : 8% Exceeds : 92%	X		X		X	X	5 years	3.5+	1

	Course	Percent Successful	1a	1b	1c	1d	1e	1f	Data scope	Criteria for success	Pers-pective
Practice Performance in Organizational Management, Leadership and Community Relations	EDAD 5030 -School Communication Plan Presentation -School Video Recruitment/Marketing Video Project	Approaching : Meets: 8% Exceeds : 92%	X		X		X	X	5 years	3.5+	1
Internship Experience: Standards-Aligned, Project-based, Application of Knowledge, Theory, and Dispositions (Virtual and In-person)	EDAD 5580 24 NELP aligned Internship Activity Write-ups	Approaching : Meets Exceeds : 100 %	X	X		X	X	X	5 years	3.5+	1;2;5

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

This is a bit different than standard 1 as we are still developing it.

Amended Information on Standard 2:
Because our survey did not differentiate between candidates and completers, the data used here is aggregated. That's not as far off as it may seem, as most of our students are program candidates and completers at the same time, so their impressions and evaluation span their work as students and as working professionals.
Completer Professional Competence and Growth : Program completers adapt to working in a variety of contexts and grow as professionals. Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts. For example, candidates must have broad and

general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that completers:

2b : Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.

In the Leadership Preparation part of the survey, respondents were asked how
How well did your leadership preparation program prepare you to :

	Not At All	Not Well	Somewhat Well	Well	Very Well
Percent Selected by Respondents					
Create and maintain an equitable, disciplined orderly and purposeful environment		6	18	41	35
Create an environment of high expectations for all students		6	12	35	47
Encourage and evaluate differentiated instruction based on student needs	6	6	18	47	23
Lead in ways that supports staff and students in with diverse ethnic, racial, cultural and socioeconomic backgrounds		18	12	23	47

Lead in ways that support staff and students in programs such as English Language Learners, special education and gifted/talented	6	12	17	42	23

As part of the survey, respondents were asked to rate their level of confidence in their ability to effectively use leadership knowledge and skills in their professional practice. This probed beliefs and mindset and included the following questions/statements :

Please respond to the statements below about your current rate of confidence in your ability to :

	None at all	Very Little	Some degree	Quite a bit	A great deal
Percent Selected by Respondents					
Develop a supportive and inclusive community of learners including staff and students from diverse backgrounds ?		6	18	41	35
Evaluate sources of inequality and bias in the allocation of educational opportunities and resources ?		6	17	53	24

Advocate for culturally responsive instructional and behavior support practices among site and district staff ?		6	12	53	29
Develop systems and processes designed to support understanding of diverse families and community members ?		6	18	47	29

The results from Standard 2b responses show that while the majority of our candidates/completers indicate that they are knowledgeable and confident about leading for diversity, we've got areas where we can improve, especially in better instruction, opportunities, and experiences on leading for differentiation.

2e : Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection
Principal and superintendent interns utilize a Pre- and Post-Internship Self-Assessment to rate the degree to which they feel prepared in 22 areas (aligned to the NELP standards) using a scale from 0 to 3:
0 = I am unprepared in leadership skills, knowledge, and dispositions on this item
1= My preparation in leadership skills, knowledge, and dispositions on this item is rudimentary/basic and requires further development
2 = My preparation of leadership skills, knowledge, and dispositions on this item is proficient

3 = I am well prepared in leadership skills, knowledge, and dispositions on this item and view my preparation as distinguished

These self-assessments provide the opportunity for standards-aligned reflection. The pre-assessment is used to establish goals for professional growth. Superintendent interns are encouraged to identify 5 areas to further develop addressing a broad variety of NELP standards, based on the pre-internship self-assessment, and/or that would support the district(s) where you they are interning, based on conversations with their mentor(s). The Post-Internship Self-Assessment allows for additional reflection of professional growth throughout the program and provides comparison to mentor ratings on the same 22 areas.

In addition, as part of the culminating ePortfolio, principal interns complete a program evaluation and personal evaluation. These documents provide an additional opportunity for reflection and self-assessment as well as valuable program feedback.

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.

Over the past academic year, the Educational Leadership program at the University of Wyoming recognizes several achievements, celebrations and progress on several of our goals.

In part due to the recommendation of the AAQEP site visitation team, we were able to hire a new non-tenure track teaching faculty member, Dr. John Heim. He comes to us with extensive experience in K12 site and district leadership, as well as executive positions in state and national school board associations. By adding this additional faculty member, we have reduced the number of adjuncts that our students experience each semester, thus providing stability to both teaching and course alignment.

During the AAQEP self-study process, we discovered gaps in the way in which we recruited and supported our district mentors for both the principal and superintendent certification internship. In addressing this need, we've developed a robust partnership between the Wyoming Department of Education, the Wyoming Association of Elementary School Principals, and the Wyoming Association of Secondary School Principals to create and expand professional learning around how to mentor prospective school leaders to set them up for success. This program has both state and national implications and notice and is a positive step forward in how we support the school districts in the state and the University's land grant

mission. Through our outreach work in our state, we have started the process of a formal stakeholder group as we meet with many site and district leaders monthly.

We have met our internal goal of creating a pathway to our doctoral program that allows a waiver for the GRE. The process involves prospective students applying for the superintendent certification and upon completion of that coursework and internship, using what they have learned in that process to request admission into the doctoral process. This new strategy for doctoral admission honors the practical leadership experience of our studnets while encouraging them to pursue additional scholarship and research opportunities.

Our faculty also had notable accomplishments with the awarding of promotion and tenure, selection for a University wide meritorious teaching award, selection as a Presidential Fellow to develop a university wide faculty leadership Institute.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Standard 1 – Completer Performance

Goals for 2024-2025 year: Enhance and formalize data collection through improved assessment tools and rubrics within the online course platform.

Actions: 1) Refine assessment quality through systematic incorporation of student and instructor feedback. 2) Strengthen evaluation rubrics based on student and instructor feedback. 3) Integrate refined rubrics into the online course platform to enable longitudinal tracking of student performance across both individual assessments and NELP/AAQEP standards.

Expected Outcomes: Development of a robust assessment framework that provides comprehensive longitudinal data on student performance, enabling detailed analysis of achievement across both specific assessments and professional standards.

Reflection or comments: Success of this initiative depends on effective communication and collaboration among faculty and adjuncts to ensure consistent implementation of assessments, uniform application of evaluation rubrics, and collection of multiple measures of performance for each standard.

Standard 2 – Completer Professional Competence and Growth

Goal: Extend the course alignment work to audit opportunities that are provided both in courses and in the internship fieldwork for adapting to working in a variety of contexts; engaging in self-assessment and establishing goals for professional growth; and collaborating with mentors and other colleagues to support professional learning.

Actions: 1) Enhance internship experience sharing and discussion to ensure exposure to diverse community and cultural contexts by continuing principal intern posting and discussion of standards-aligned internship activities across varied settings and developing a parallel system for superintendent interns to share and discuss their internship activity write ups. 2) Evaluate and refine professional growth components by reviewing existing self-assessment processes, analyzing reflection practices, and assessing goal setting in courses and the internship fieldwork. 3) Gather and analyze data from the recently implemented principal mentor program.

Expected Outcomes: Successful engagement of candidates in relevant and authentic professional practices supporting the development of adaptive leadership strategies and reflective practices which equip candidates to serve as effective educational leaders in a variety of settings/contexts.

Reflection or comments: Funding for the Principal Mentor Program will need to be sustained. A "light" version of the training from the principal mentor program is being considered to allow principals who do not participate in the program to access essential resources, training, and support.

Standard 3 – Quality Program Practices

Goal: Continue to update and refine course alignment to maintain and improve coherent curricula tied to NELP/AAQEP standards and enhance internship experiences through effective partnerships with schools/districts.

Actions: 1) Review/update course alignment document per actions described in Standard 1 and 2.

Expected Outcomes: Documentation of program practices, resources, as well as rationale for the program's structure and operation.

Reflection or comments: N/A

Standard 4 – Program Engagement in System Improvement

Goal: Increase engagement with partners and stakeholders to evaluate program effectiveness and address state needs.

Actions: 1) Continue and strengthen collaborative efforts among the university, state department, principal associations, superintendent association, and schools/districts through the principal leadership academy and principal mentor program 2) Use the principal leadership taskforce as an advisory group to get feedback to improve our programs.

Expected Outcomes: Engage broad stakeholder groups in improving program effectiveness, fostering innovation, addressing shared challenges. Implement and evaluate differentiated pathways that accommodate the varied needs and experience levels of aspiring and current building/district leaders.

Reflection or comments: We are discussing collaborative opportunities and formats for addressing problems of practice in educational leadership while providing ongoing professional learning for aspiring, early career, and veteran educational leaders. Regular assessment of current and emerging state/national leadership needs will inform program adaptations and improvements.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

> We anticipate growth of our program to continue as we anticipate completions to continue.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

> The main regulatory change is the legislative targeting of DEI policy which will directly impact our program's reporting to AAQEP.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Mark A. Perkins (Assistant Dean)	Dr. Jenna Shim (Dean)

Date sent to AAQEP:	December 20, 2024