



AAQEP Annual Report for 2025

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.

Over AY 2025-2026, the College of Education has been/is updating the strategic plan. Educational leadership faculty have been actively involved with that process in order to align and refine our offerings to reflect any changes in College priorities and goals. What has not changed is that as a land grant university, and the only university in the state, our main mission remains to serve the people of the state of Wyoming to support and improve our excellent public school system by providing innovative, courageous, knowledgeable, and transformative leaders. 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 a democratic, comprehensive education for all students.

The Ed Leadership program focuses on areas of Leadership and Organizational Theory, especially in rural and/or isolated settings, School Operations, School Law, 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 13,226 students and in the smallest, Sheridan #3, enrolled 86 students in Fall 2024. 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 addresses 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/education/deans-office/about/accreditation.html>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	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)

<i>Programs that lead to initial teaching credentials</i>			
N/A			
	Total for programs that lead to initial credentials		
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
N/A			
	Total for programs that lead to additional/advanced credentials		
<i>Programs that lead to P-12 leader credentials</i>			
Cert in School District Superintendent		7	2
Certificate in School Principalship		41	23
EdD in Education		35	0
MA in Education		35	11
	Total for programs that lead to P-12 leader credentials	114	36
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
N/A			
	Total for programs that lead to specialized professional or no specific credentials		
	TOTAL enrollment and productivity for all programs	110	36
	Unduplicated total of all program candidates and completers	110	36

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.)

N/A

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.	110
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.	36
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	36
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.	0
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%.	N/A
F. 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 (the principal cert embedded into the MA; the superintendent cert embedded into the EdD) 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, where possible, 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 36 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. 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. Informally, the state has only 48 school districts, and through increased state outreach, conferences, and participation in state professional organizations, the educational leadership faculty is constantly in touch with the employers of our students (who are often employers of our students as well, for example, a superintendent in our program who is working on their EdD is usually an employer of at least one of our principal program graduates).

While informal feedback received from statewide superintendents indicates positive perceptions of completer preparation, the department recognizes the need for more systematic data collection. To address this, we have continued to work on creating a formal process for gathering employer feedback about program completers' performance and readiness for educational leadership roles.

H. 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.

I. Explanation of how the **staffing capacity for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.**

We hired a full-time Assistant Lecturer in Educational Leadership to help with course delivery. Additional support has been requested to assist with graduate degree requirements, such as chairing thesis and doctoral committees.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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	100% Successful 4.0/A – 91% 3.0/B – 9%	X	X	X	X	X	X	1 year	3.0 GPA	1
	EDAD 5020	100% Successful 4.0/A – 96% 3.0/B – 4%	X	X	X	X	X	X	1 year	3.0 GPA	1

	Course	Percent Successful	1a	1b	1c	1 d	1e	1f	Data scope	Criteria for success	Pers-perspective
	EDAD 5030	100% Successful 4.0/A – 97% 3.0/B – 3%	X	X	X	X	X	X	1 year	3.0 GPA	1
	EDAD 5040	100% Successful 4.0/A – 91% 3.0/B - 9%	X	X	X	X	X	X	1 year	3.0 GPA	1
Content Knowledge Paper	EDAD 5010 - Curriculum and Assessment Content Paper	Approaching: 0% Meets: 22% Exceeds: 78%	X	X		X			1 year	2.0+ 3 point rubric	1
	EDAD 5020 -Distributed Leadership Content Paper	Approaching: 0% Meets: 7% Exceeds: 93%	X	X		X			1 year	2.0+ 3 point rubric	1
	EDAD 5030 -Climate/Culture Content Paper	Approaching: 3% Meets: 0% Exceeds: 97%	X	X		X			1 year	2.0+ 3 point rubric	1
	EDAD 5040	Approaching: 4.5%	X	X		X			1 year	2.0+	1

	Course	Percent Successful	1a	1b	1c	1 d	1e	1f	Data scope	Criteria for success	Pers-pective
	-School Improvement Content Paper	Meets: 4.5% Exceeds: 91%								(3 point rubric)	
Coaching Teachers for Better Instruction--Professional Skills: Theory and Application of Instructional Leadership	<u>EDAD 5040</u> -Supervision Project Skills Assessment/Reflection Paper	Approaching: 4.5% Meets: 9% Exceeds: 86.5%	X				X		1 year	2.0+ 3 point rubric	1
Student Learning: Professional Knowledge and Dispositions, Culturally Responsive Practice, Creation of Positive Learning Environment	<u>EDAD 5010</u> -Diversity and Cultural Leadership Case Study -Curriculum Planning Case Study	Approaching: 0% Meets: 4% Exceeds: 96%	X	X	X	X			1 year	2.0+ 3 point rubric	1
	<u>EDAD 5040</u> -School Mission, Vision, Values, and Goals Presentation	Approaching: 0% Meets: 9% Exceeds: 91%	X	X	X	X			1 year	2.0+ 3 point rubric	1
Professional Skills Assessment: Culturally Responsive Practice, Stakeholder Inclusion and	<u>EDAD 5020</u> -Leadership Framework	Approaching (1): 0% Meets (2): 14%	X		X		X	X	1 year	2.0+ 3 point rubric	1

	Course	Percent Successful	1a	1b	1c	1 d	1e	1f	Data scope	Criteria for success	Pers-perspective
Engagement, Positive Work Environment, Professional Practice Performance in Organizational Management, Leadership and Community Relations		Exceeds (3): 86%									
	<u>EDAD 5040</u> -Principal Entry Plan	Approaching: 0% Meets: 0% Exceeds: 100%	X		X		X	X	1 year	2.0+ 3 point rubric	
	<u>EDAD 5030</u> -School Communication Plan Presentation	Approaching: 0% Meets: 3% Exceeds: 97%	X		X		X	X	1 year	2.0+ 3 point rubric	1
	<u>EDAD 5030</u> - School Video Recruitment/Marketing Video Project	Approaching: 0% Meets: 0% Exceeds: 100%	X		X		X	X	1 year	2.0+ 3 point rubric	1
Internship Experience: Standards-Aligned, Project-based, Application of Knowledge, Theory, and Dispositions (Virtual and In-person)	<u>EDAD 5580</u> 24 NELP aligned Internship Activity Write-ups	Approaching: 0% Meets: 0% Exceeds: 100%	X	X	X	X	X	X	1 year	2.0+ 3 point rubric	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		6	18	41	35

and students from diverse backgrounds ?					
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 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.

During the AAQEP self-study process, we identified gaps in how we recruited and supported district field mentors for our principal and superintendent certification internships. To address this need, we developed a partnership between the Wyoming Department of Education, the Wyoming Association of Elementary School Principals, the Wyoming Association of Secondary School Principals, and the Wyoming School-University Partnership. Together, we created and implemented the 307 Principal Leadership Academy (307PLA) and Wyoming Principal Mentor Program (WPMP) which cultivates leadership competencies in early career and aspiring principals to improve student achievement, instructional effectiveness, and leadership capabilities. The academy strengthens educational leadership statewide and enhances retention of educators and leaders through a robust principal mentoring program and continuous professional development tailored for experienced, early career, and aspiring principals. To date, 94% of Wyoming school districts have participated in either the program's development or program events (state conference, principal PLC training, principal mentor training). As a key component of the academy, the WPMP pairs early career and aspiring principals with veteran principal mentors from within the state. These mentors complete our comprehensive two-year training, combining in-person and virtual sessions. Currently, 24 principal mentors from 14 Wyoming districts and the University of Wyoming mentor 36 early career and 22 aspiring principals. The 307PLA and WPMP have both state and national implications, advancing the University's land grant mission through meaningful support for Wyoming school districts. In addition, through our statewide outreach work including regular meetings with building and district leaders, we have begun establishing a formal stakeholder group to help with the ongoing process of identifying strengths and areas for improvement for our program.

We are pleased with the number of students (currently 10) who have used the alternative admission process to enter the doctorate program by first completing the coursework and internship for the superintendent certification to enter the doctoral program. This method waives the needs for current GRE scores and instead honors previous academic coursework/degrees and the practical leadership experience of our students while encouraging them to pursue additional scholarship and research opportunities. We also have 4 current superintendents in the program who are using the waiver process to complete their doctorates, having quit the program in years past, completing all coursework but not finishing their dissertations.

Tenure and Tenure track faculty continue to publish, both book chapters and articles, and have three articles accepted or published in Tier I journals.

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 and recent activities related to investigating data quality. Table 5 may focus 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	
Goals for the 2025-26 year	This goal carries over from the 2024-2025 year; we have made steady progress on having the assessment rubrics incorporated into our learning management system. Enhance and formalize data collection through improved assessment tools and rubrics within the online course platform.
Actions	1) Refine the quality of assessments 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.
Reflections 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. We have developed a yearly audit of the identified assessments given in core classes at the completion of each semester.
Standard 2	
Goals for the 2025-26 year	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.
Reflections or comments	<p>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.</p> <p>The 307PLA and WPMP currently operate with dedicated funding and multi-institutional support. The program has expanded each year, and the third cohort of principal mentors is now participating in training. Continued evaluation will be critical for understanding its long-term impact on principal development and effectiveness, along with teacher and leader retention in Wyoming. In addition, ongoing funding and institutional support are needed to ensure sustainability. The Wyoming Department of Education budgeted \$140,000 to fund the 307PLA and WPMP for Cohort Two (2024-2025) and Cohort Three (2025-2026). These</p>

	<p>funds were/are used for WPMP meetings/trainings (presenter stipends and meals/refreshments), 307PLA conferences and professional development opportunities (presenter stipends and meals/refreshments), and principal mentor stipends. Educational Leadership Department State Outreach funding (\$14,000) was also provided by the College of Education Dean's Office to support travel to 307PLA/WPMP meetings/training, and conferences.</p> <p>*To date, \$82,408.49 has been expended; \$50,000.00 is encumbered for mentor stipends for 2025-26, for a total of \$129,908.49. Remaining \$10,092.00.</p> <p>** Estimation of Need for 25-26 increase of approx. \$15,000.00: Curriculum development (\$5,000.00), Contracted Services (\$10,000.00)</p> <p>Proposed Budget for 2026-27 and 2027-28 is \$180,000.00 (\$90,000.00 per year), an increase of \$40,000.00</p>
Standard 3	
Goals for the 2025-26 year	This goal remains the same as in year 2024-2025; our alignment is an ongoing process as we update our curriculum, adopt newer editions of textbooks and respond to student evaluations and surveys. We will 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	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.
Reflections or comments	We will continue to make changes in instructional practice as well as curricular priorities based on changing areas of state focus (elimination of diversity/equity/inclusion language), and student feedback and requests. We've been updating texts as needed, to make sure that we are addressing traditional leadership themes and incorporating current research.

Standard 4	
Goals for the 2025-26 year	Increase engagement with partners and stakeholders to evaluate program effectiveness and address state needs.
Actions	1) Continue with 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) Conduct a comprehensive review of the educational leadership programs' curriculum with key stakeholders.
Expected outcomes	Engage broad stakeholder groups in improving program effectiveness, fostering innovation, and addressing shared challenges. Implement and evaluate differentiated pathways that accommodate the varied needs and experience levels of aspiring and current building/district leaders.
Reflections or comments	Key stakeholders have been identified, and a proposed program review session has been developed. We are hoping to schedule the program review in the spring or summer of 2026. We are also 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 continue to inform program adaptations and improvements.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

Dr. Perkins worked closely with the Wyoming Professional Teaching Standards Board, the Wyoming Department of Education, and the UW Office of Institutional Analysis to review data and data sources. He provided a series of reports to college leadership, including a 39-page report on Enrollment and Credentialing trends and patterns, spanning 2016-2025. These reports can be made available to AAQEP as requested.

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). If 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 are seeing a continuing interest in the principal certification program; our application and admissions numbers have remained steady. That is not true for the superintendent certification, where we have seen a slight dip in applications. We have increased our outreach in that area.

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 has impacted how we frame our coursework, our surveys and our assessments, as well as our program’s reporting to AAQEP.

10. Sign Off

Provider’s Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Alan Buss, Associate Dean	Jenna Shim, Dean

Date sent to AAQEP:

12/31/2025