

**May 2012 Data Conference Report
Fall 2011-Spring 2012 Data**

Name(s): Dr. Richard Bain, Dr. Deborah Banker, Dr. Jay Gurley, Dr. Kim Livengood,
Dr. Mary McGlamery, Dr. James Summerlin, Dr. David Tarver

Program: Education Administration Principal Program

Program data:

1. After reviewing your Fall 2011-Spring 2012 data, what changes will you make toward program improvement for Fall 2012?

- > Restructure master's degree programs to have the same six foundation courses.
- > Revise the time frames for focused delivery of instruction.
- > Strengthen a focused certification section by revising the practicum course to create a six-semester-hour module which is aligned with the Principal TExES Domains and Competencies which is the test framework for the 068 TExES Principal Certification Test.
- > Add an additional full-time faculty member in the administration program area.
- > Begin implementation of the Quality Matters evaluation system for all courses in the program.
- > Begin using an online TExES test preparation program which simulates the format and content of the 068 TExES Test.
- > Explore the possibility of implementing training in Instructional Leadership Development and in Professional Development Assessment System in order to provide the ILD and PDAS certificates to principal candidates as a part of their preparation program.
- > Improve the training of those who observe practicum students, and provide better orientation and information for the district mentoring supervisors who mentor practicum candidates.
- > Improve what occurs during the observation of practicum candidates to enable them to be engaged more in reality principal duties during observations.
- > Improve the training of faculty, adjuncts and candidates in the use of Taskstream.

Disposition data:

1. Please review the 2011-2012 Disposition Data for your program/courses taught. What discrepancies do you notice between self and supervisor/professor assessments? To what do you attribute this discrepancy (if any)?

- Some of the items on the dispositions address areas which are not observed by instructors. Candidates may evaluate themselves, but there is no comparison.
- Items 2.1, 3.3, and 4.2 should be eliminated from the disposition.
- The disposition should be revised.

2. Please list areas in which candidates performed exceptionally well. Why do you think this happened?

- 1.2 Attendance
- 1.6 Ethics
- 2.2 Organizational skills
- 3.1 Cooperation and respect
- 4.3 Involvement

These areas were stressed in the program, the maturity of the candidates enabled them to perform well on these, and the instructors modeled those behaviors in their relationships with candidates.

3. Please list areas in which candidates performed in the lower range. What is the possible cause? What changes might be necessary in your program/course to improve this result?

- 2.1 Timeliness
- 3.3 Rapport
- 4.3 Life-long learning

These three areas were not observable by the instructor.

4. Overall summary of Disposition findings:

Candidates tended to rate themselves slightly higher.

The dispositions need to be revised to better address the specifics of this graduate administration program. This revision will be done by the graduate faculty as a group and changed for fall 2012 implementation.