



CAEP Impact Measure 3: Candidate Competency at Program Completion

iteach Advanced-Level Licensure Program, Academic Year 2024-2025

Section 1: Overview

This report addresses CAEP Standard 4, Impact Measure 3, which requires educator preparation providers to demonstrate through multiple measures that program completers possess the content knowledge, pedagogical content knowledge, pedagogical skills, and professional dispositions necessary to have a positive impact on P-12 student learning and development. This report focuses on iteach Texas' advanced-level program, Principal as Instructional Leader, and presents evidence of candidate competency at the point of program completion across two core areas: (1) performance on program key assessments aligned to principal preparation standards and (2) demonstration of leadership knowledge and competencies through state-required licensure examinations.

Assessment System and Completion Requirements

iteach employs a comprehensive assessment system to ensure all program completers demonstrate the knowledge, skills, and dispositions required for effective school leadership. Candidates must successfully complete all program key assessments, which are systematically aligned to national principal preparation standards and assess competencies essential for instructional leadership, organizational management, and school improvement. Candidates must also demonstrate leadership knowledge through either the TExES Principal as Instructional Leader (PAIL) examination (Texas candidates) or the Praxis Performance Assessment for School Leaders (PASL) (non-Texas candidates).

iteach's program design is self-paced and incorporates formative feedback processes. Candidates who do not meet performance expectations on key assessments receive detailed feedback and are provided opportunities to revise and resubmit their work until they demonstrate competency. This approach ensures that all candidates who complete the program have met established performance standards across all assessed areas.

Data Sources

This report presents performance data for the 26 candidates who completed the Principal as Instructional Leader program during the 2024-2025 CAEP reporting year (Fall 2024 and Spring 2025 completers). Key assessment completion data were collected from program records. Licensure examination data were obtained from state certification agencies and testing organizations.

Section 2: Key Assessment Performance

Assessment System

All candidates must successfully complete program key assessments to be eligible for program completion. These assessments are aligned to principal preparation standards and measure candidates' capacity to lead instructional improvement, manage organizational systems, build community partnerships, and navigate the ethical and legal dimensions of school leadership. The assessments require candidates to demonstrate their competencies through authentic leadership tasks such as analyzing school data to develop improvement plans, designing professional development initiatives, and addressing complex leadership scenarios.

Completion and Performance

iteach's program model incorporates a formative assessment approach in which candidates receive detailed, individualized feedback on their performance. Candidates who do not initially meet performance standards are guided through a revision process and may resubmit their work after addressing identified areas for improvement. Through this iterative process, 100% of program completers successfully demonstrate competency on all key assessments. This completion requirement ensures that all candidates who exit the program have met established performance standards across the full range of leadership competencies essential for beginning principals and assistant principals.

Section 3: Licensure Exam Performance

Demonstration of Leadership Knowledge and Competencies

All program completers must demonstrate readiness for school leadership through state-required licensure examinations. Texas principal preparation candidates complete both the TExES Principal as Instructional Leader (PAIL) exam, which assesses leadership competencies across six domains, and the Praxis Performance Assessment for School Leaders (PASL), a performance-based assessment requiring candidates to complete three authentic leadership tasks during their clinical experience. All 26 completers in 2024-2025 successfully passed both required licensure examinations, demonstrating comprehensive preparation for school leadership roles.

TExES Principal as Instructional Leader (PAIL)

All 26 candidates completed the PAIL examination, which assesses leadership competencies across six domains and an integration section consisting of constructed-response questions. Candidate performance is measured as the percentage of points earned within each domain.

Table 1. PAIL Performance by Domain (n=26)

Domain	Average Performance	Performance Range
Ethics, Equity, and Diversity	81.54%	60-100%
Leading Learning	80.69%	50-94%
School Culture	77.54%	58-100%
Strategic Operations	75.65%	50-100%
Executive Leadership	75.62%	33-100%
Human Capital	73.42%	54-92%
Integration	53.81%	47-66%

Candidates demonstrated strongest performance in Ethics, Equity, and Diversity (81.54%) and Leading Learning (80.69%), reflecting program emphasis on ethical leadership and instructional improvement. Performance across the six core domains averaged 73-82%, indicating solid competency in the essential responsibilities of school leadership. The Integration section, which requires candidates to synthesize knowledge across domains through constructed-response questions, showed lower average performance (53.81%) while remaining above passing standards for all candidates. All candidates achieved passing scores on the overall examination.

Praxis Performance Assessment for School Leaders (PASL)

All 26 candidates completed the PASL, which consists of three performance-based tasks requiring candidates to identify and address real school challenges, design professional development initiatives, and build collaborative cultures. The assessment totals 64 possible points, with Task 3 (Building a Collaborative Culture) double-weighted to reflect its complexity.

Table 2. PASL Performance by Task (n=26)

Task	Points Possible	Average Score	Score Range
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Task 1: Problem-Solving in the Field	16	11.44	9.5-13.5
Task 2: Continuous Professional Development	16	11.88	9.5-14
Task 3: Building a Collaborative Culture (double-weighted)	32	23.47	20-24
Total	64	46.92	43-50

Candidates demonstrated consistent performance across all three tasks, with scores averaging 71-74% of possible points. Task 2 (Continuous Professional Development) showed the highest average performance (74%), reflecting program emphasis on instructional leadership and supporting teacher growth. All candidates achieved passing scores, demonstrating competency in applying leadership knowledge to authentic school-based challenges.

The combination of PAIL and PASL assessments provides comprehensive evidence of candidate competency through both traditional examination (PAIL) and performance-based assessment (PASL), demonstrating that completers possess the knowledge and applied skills necessary for effective school leadership.