

Non-Degree: Superintendent Certification Program
2023-2024 Assessment Plan

**Student Learning
Outcome #1**

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 7: Policy, Governance, & Advocacy.

Learning Outcome: Candidates who successfully complete the superintendent certification program shall understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision. Candidates shall demonstrate the capacity to:

- Represent the district and its mission, strengths, and needs to the board of education
- Cultivate a positive, respectful, and responsive relationship with the board
- Advocate for board actions that will support the mission and vision of the district and meet district needs and understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (i.e., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

NELP District Component 7.1: Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

- Represent the district and its mission, strengths, and needs to the board of education
- Cultivate a positive, respectful, and responsive relationship with the board
- Advocate for board actions that will support the mission and vision of the district and meet district needs

1. Board Relations

		<p>2. Board Training and Professional Development</p> <p>NELP District Component 7.2: Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p> <ul style="list-style-type: none"> • Evaluate district governance and stakeholder engagement systems • Design governance systems that engage multiple and diverse stakeholder groups • Implement strategies (i.e., communication) that support stakeholder engagement in district governance • Cultivate and coordinate an effective and collaborative system for district governance <ol style="list-style-type: none"> 1. Negotiating / Consensus Building 2. Conflict resolution <p>NELP District Component 7.3: Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.</p> <ul style="list-style-type: none"> • Evaluate the implications of educational policy for district practices • Develop a plan for the implementation of laws, rights, policies, and regulations • Communicate about district, state, and national policy, laws, rules, and regulations • Coordinate decisions and district policies with policies and/or regulations from local, state, and federal policy entities <ol style="list-style-type: none"> 1. School Board Policy/State & Federal Law (policy manual updates) 2. Communication of Legal Policy to Internal and External Stakeholders
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PLAN	Assessment Method(s)	<p>This assessment measures candidate's proficiency in knowledge, skills, and mindsets aligned with Texas Superintendent Standards and NELP District Standard 7. The candidate shall complete a reading assignment regarding the role of the superintendent in leading the board and the district to respond to complaints, allegations, and challenges brought to the board of trustees. Using the reading assignment as well as past experience and knowledge gained from other district leaders candidates will be required to assess and evaluate district policies and procedures designed to guide the superintendent and the board in responding to such issues. Candidates assume the role of superintendent in reviewing district policies and practice regarding the censorship of books and materials available to students in a simulation exercise assignment. Candidates are also directed to prepare a slide presentation illustrating a mental model for responding to challenges and issues described in this learning outcome.</p> <p>Assessment # 1: EDLD 5396 Module 3 Assignment Part B Rubric Row 4</p> <p>Assessment # 2: EDLD 5396 Module 4 Assignment Part B Rubric Row 4</p> <p>Assessment # 3: EDLD 5371 Module 5 Assignment Part II Rubric Row 2</p>
	Proficiency	<p>Candidate mastery demonstrates at 80%.</p> <p>EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 7 components. Additionally, faculty periodically conduct an Inter Rater Reliability study with all graders of this assessment, including instructional associates (IAs) and course professors on this selected course assignment.</p>
DO	Benchmark	90% of Candidates will meet mastery level expectations.
	Results of Assessment	This learning outcome is new and is implemented for the first time in 2024.

S T U D Y	Analysis of Results	Learning Outcome was not assessed in past year. It is on the agenda for assessment in 2024.
ACT	Improvement Plan for 2024-2025	<p>Candidate performance in the demonstration of capacity to evaluate district policy, implement district policy, and communicate policy and practice to all staff as a guide for responding to challenges, external criticisms, and other disruptive issues brought before the board of trustees and/or the superintendent and district level administrators will be documented through the analysis of the three assessments for the learning outcome that are outlined above. The 2024-2025 Academic Program Assessment Plan shall include the following assessment data:</p> <p>Assesments 1 & 2: EDLD 5396: Iterations: Summer I, 2024: Fall I, 2024, Spring 1, 2025</p> <p>Assessment 3: EDLD 5371: Iterations: Summer 2, 2024: Fall 2, 2024, Spring 2, 2025</p> <p>We expect these data to clearly demonstrate the mastery level of candidates in the NELP Standard 7 components.</p>

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Student Learning Outcome #2

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 5: Community and External Leadership and it includes all components of that standard.

Learning Outcome: Candidates who complete the certification program shall understand and demonstrate the capacity to represent and support district schools in engaging diverse families and demonstrate the capacity to effectively communicate through oral, written, and digital means with diverse stakeholders including families, community partners, business and industry partners, and taxpayers.

NELP District Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Represent the district and its schools
- Support the efforts of district schools in engaging diverse families in strengthening student learning in and out of school
- Make decisions about when and how to engage families
 1. Parent Involvement

NELP District Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

- Develop systems and processes designed to support district personnel's understanding of diverse families, community members, partners, and other constituencies
- Collaborate with diverse community members, partners, and other constituencies
- Foster regular, two-way communication with community members, partners, and other constituencies

		<ul style="list-style-type: none"> • Develop communication for oral, written, and digital distribution targeted to a diverse stakeholder community • Engage community members, partners, and other constituents in district efforts <ol style="list-style-type: none"> 1. Stakeholder Involvement 2. School Partnerships <p>NELP District Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</p> <ul style="list-style-type: none"> • Conduct a needs assessment of the district, school, students, and community • Develop a plan for accessing resources that addresses district needs • Cultivate collaborative relationships with district constituencies • Develop oral, written, and digital communications targeted on the larger organizational, community, and political contexts • Advocate for district and community needs <ol style="list-style-type: none"> 1. Civic, Business, and Community Relations
PLAN	Assessment Method(s)	<p>Rationale: These assessments measure candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 5. The candidate reviews written policy and protocol regarding school district-community relations, gathers information from each school in the district, and considers resources that are budgeted for this purpose in order to assess the district program and plan to engage diverse families, learners, and community stakeholders.</p> <p>Assessment # 1: EDLD 5371 Module 1 Assignment--Rubric Row # 3</p> <p>Assessment # 2: EDLD 5371 Module 2—Rubric Row # 2</p> <p>Assessment # 3: EDLD 5371 Module 3 Discussion—Rubric Row # 1</p>

	Proficiency	<p>Candidate mastery demonstrates at 80%.</p> <p>EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 5 components. Additionally, faculty periodically conduct an Inter Rater Reliability study with all graders of this assessment, including instructional associates (IAs) and course professors on this selected course assignment.</p>
DO	Benchmark	90% of Candidates will meet mastery level expectations.
	Results of Assessment	This learning outcome is new and is implemented for the first time in 2024.
S T U D Y	Analysis of Results	Learning Outcome was not assessed in past year. It is on the agenda for assessment in 2024.

ACT	Improvement Plan for 2024-2025	<p>Candidates' ability to demonstrate the capacity to motivate, encourage, and engage diverse families and all district stakeholders to join and support the teaching-learning process will be documented by performance on these three assessments in the 2024-2025 academic year. Iterations to be assessed: Assessments 1,2, & 3 will be assessed in Summer 2, 2024, Fall 2, 2024, and Spring 2, 2025. We expect the data to clearly demonstrate the mastery of superintendent certification candidates in NELP District Standard 5.</p>
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Student Learning Outcome #3

The following Learning Outcome aligns with the components of the National Educational Leadership Preparation (NELP) District Standard 4: Learning and Instruction and it includes all components of that standard.

Learning Outcome: Candidates who complete the certification program shall understand and demonstrate the capacity to work collaboratively to evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators and shall demonstrate the capacity to use research and evidence to propose designs and implementation strategies for improving coherence, instructional technologies and other supports.

NELP DISTRICT STANDARD 4

NELP District Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

- Evaluate (a) curricula, use of technology, and other supports, (b) academic and non-academic systems, and (c) coordination among systems and supports
- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

1. Facilitating and Promoting Best Practices in Curriculum and Instruction
2. Providing Appropriate Technology Supporting Teaching and Learning

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and

	<p>professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p> <ul style="list-style-type: none"> • Use research and data to evaluate the coordination, coherence, and relevance of the district's systems of support, coaching, and professional development for educators, educational professionals, and leaders • Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success <ol style="list-style-type: none"> 1. Delegation and Distributive Leadership 2. Evaluate, Design, and Implement Professional Development of District Personnel <p>NELP District Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p> <ul style="list-style-type: none"> • Evaluate the quality of formative and summative assessments of student learning • Evaluate coordination and coherence among academic and non-academic assessments and use data from these sources to support instructional improvement, student learning and well-being, and instructional leadership • Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible <ol style="list-style-type: none"> 1. Provide District Assessments that are Accessible and Culturally Responsive 2. Data Collection and Analysis Reporting 3. Management of District Accountability Systems <p>NELP District Component 4.4 Program completers understand and demonstrate the capacity to design,</p>
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		<p>implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p> <ul style="list-style-type: none"> • Engage appropriate staff in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence in and among the district's academic and nonacademic services • Use research to propose designs and implementation strategies for improving coordination and coherence among the district's academic and non-academic systems • Use technology and performance management systems to monitor, analyze, and evaluate district curriculum, instruction, services, assessment practices, and results <ol style="list-style-type: none"> 1. Special Populations 2. Student Services 3. Utilize Research to Design Strategies for Academic and Non-Academic Coordination
PLAN	Assessment Method(s)	<p>Rationale: These assessments measure candidates' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards and NELP District Standard 4. The candidate must design and develop a district-level professional development plan that visibly describes a vision which reveals the direct alignment of all top prioritized goals, identifies findings from district and campus improvement committees, provides adequate resources for implementation, promotes the use of technology, and includes a variety of strategies. The professional development plan must clearly relate to one identified district educational goal.</p> <p>Assessment # 1: EDLD 5387 Module 3 Assignment Rubric Row # 1</p> <p>Assessment # 2: EDLD 5387 Module 3 Assignment Rubric Row # 2:</p> <p>Assessment # 3: EDLD 5387 Module 3 Assignment Rubric Row # 3:</p>
	Proficiency	<p>Candidate mastery demonstrates at 80%.</p> <p>EAC Visual Data tool is used to report rubric scores aligned with NELP Standard 4</p>

		components. Additionally, faculty periodically conduct an Inter Rater Reliability study with all graders of this assessment, including instructional associates (IAs) and course professors on this selected course assignment.
DO	Benchmark	90% of Candidates will meet mastery level expectations.
	Results of Assessment	This learning outcome is redesigned and will be implemented for the first time in Summer 2 2024.
S T U D Y	Analysis of Results	This re-designed and re-written learning outcome has not yet been implemented. It is on the agenda for implementation in 2024-2025.

<p>ACT</p>	<p>Improvement Plan for 2024-2025</p>	<p>The re-design of this assignment which requires candidates to select at least ONE district educational goal and write a comprehensive professional development plan to support the district goal and to support all district staff in seeking to achieve the goal is scheduled to be implemented in Summer 2 of 2024. Other iterations which are scheduled for inclusion in the assessment for the next academic year include:</p> <p>Summer 2: 2024</p> <p>Fall 3: 2024</p> <p>Spring 2: 2025</p> <p>We expect the assessment data to clearly demonstrate the capacity of superintendent candidates to evaluate curricula, use of technology, and coordination of systems in order to design and develop a professional development plan for district staff that will support achievement of a specific district goal.</p>
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