



Academic year 2024-2025

## NDGD Superintendent Certification - NDGD-ASUP Learning Outcomes

## 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.

MEASURES	RESULTS	ACTIONS
<p><b>Assessment 1</b></p> <p>Assessment 1: EDLD 5396 Module 3 Assignment Part B Rubric Row 4</p> <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>Direct - Assignment</p> <p><i>Internship in Administration: EDLD 5396</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>MET</b></p> <p>Assessment 1</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p><b>Met:</b> 100%</p> <p><b>Met Total:</b> 100%</p> <p><b>Not Met Total:</b></p> <p><b>Analysis</b></p> <p><b>Assessment # 1: EDLD 5396 Module 3 Assignment, part B</b>—The entire assignment focuses on ways that district policies and administrative guidelines can and should enhance the capacity &amp; efficiency of the “Team of 8” in responding to district controversies. The Assignment is worth 50 points. Mastery in the assignment shall be deemed a score of 45 points or more on this assignment.</p> <p>Student performance in the selected assessments appears to demonstrate a dominant mastery of the skills, knowledge, and mindset required to lead a school district at a high level of performance as identified by the National Educational Leadership Preparation (NELP) District Standard 7: Policy, Governance, &amp; Advocacy.</p>	<p><b>Revise Measurement / Assessment</b></p> <p>Not Started</p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. 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 this assessment.</p> <p>Assesment 1: Module 3 Assignment part B-- EDLD 5396: Iterations: Summer I, 2025: Fall I, 2025, Spring I, 2026</p> <p>Recommended Due Date: 08/01/2025</p>
<p><b>Assessment 2</b></p> <p>Assessment 2: EDLD 5396 Module 4 Assignment Part B Rubric Row 4</p> <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</p>	<p><b>MET</b></p> <p>Assessment 2</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p>	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement</p>

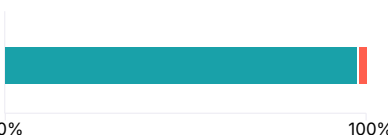
<p>regarding the role of the superintendent in leading the board and the district to respond to complaints, allegations, and challenges brought to the board of trustees. Using the reading assignment as well as past experience and knowledge gained from other district leaders candidates will be required 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>Direct - Assignment</p> <p><i>Internship in Administration: EDLD 5396</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>Met:</b> 100%</p> <p><b>Met Total:</b> 100%</p> <p><b>Not Met Total:</b></p> <p><b>Analysis</b></p> <p>Student performance in the selected assessments appears to demonstrate a dominant mastery of the skills, knowledge, and mindset required to lead a school district at a high level of performance as identified by the National Educational Leadership Preparation (NELP) District Standard 7: Policy, Governance, &amp; Advocacy.</p>	<p>strategies. 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 this assessment.</p> <p>Assessment 2: Module 3 Discussion Post-- EDLD 5396: Iterations: Summer 1, 2025: Fall 1, 2025, Spring 1, 2026</p> <p>Recommended Due Date: 08/01/2025</p>
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<div>Assessment 3</div> <div>Assessment 3: EDLD 5371 Module 5 Assignment Part II Rubric Row 2</div> <div>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.</div> <div>Direct - Assignment</div> <div>School Superintendent: EDLD 5371</div> <div>Target</div> <div>90% of Candidates will meet mastery level expectations.</div> <div>Candidate mastery demonstrates at 80%.</div>	<div><div>MET</div><div>Assessment 3</div><div><div>Met</div><div>Not Met</div></div><div><div></div><div></div></div><div><div>0%</div><div>100%</div></div><div><div>Met:</div><div>98%</div></div><div><div>Not Met:</div><div>2%</div></div><div><div>Met Total:</div><div>98%</div></div><div><div>Not Met Total:</div><div>2%</div></div><div><div>Analysis</div><div>Student performance in the selected assessments appears to demonstrate a dominant mastery of the skills, knowledge, and mindset required to lead a school district at a high level of performance as identified by the National Educational Leadership Preparation (NELP) District Standard 7: Policy, Governance, &amp; Advocacy.</div></div></div>	<div>Revise Measurement / Assessment</div> <div>IN PROGRESS</div> <div>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. 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 this assessment.</div> <div>Assessment 3: Module 4 Assignment part B—EDLD 5396: Iterations: Summer I, 2025: Fall I, 2025, Spring 1, 2026</div> <div>Recommended Due Date: 08/01/2025</div>
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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.

MEASURES	RESULTS	ACTIONS				
<p><b>Assessment 1</b></p> <p>Assessment 1: EDLD 5371 Module 1 Assignment--Rubric Row # 3</p> <p>This assessment measures 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</p>	<p><b>MET</b></p> <p>Assessment 1</p> <p>Met Not Met</p>  <table><tr><td>Met:</td><td>98%</td></tr><tr><td>Not Met:</td><td>2%</td></tr></table>	Met:	98%	Not Met:	2%	<p><b>Revise Measurement / Assessment</b></p> <p>IN PROGRESS</p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. Candidates' ability to demonstrate</p>
Met:	98%					
Not Met:	2%					

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<p>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>Direct - Assignment</p> <p><i>School Superintendent: EDLD 5371</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p>Met Total: 98%</p> <p>Not Met Total: 2%</p> <p><b>Analysis</b></p> <p>Learning Outcomes suggest strong performance in the skills and knowledge and mindsets required to demonstrate mastery of NELP District Components 5.1, 5.2, and 5.3. Student performance in each of the three assessments identified for this learning outcome provide overwhelming statistical support for acquisition of necessary leadership skills.</p>	<p>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 this assessment. We expect the data to clearly demonstrate the mastery of superintendent certification candidates in NELP District Standard 5.</p> <p>Assessment # 1: EDLD 5371 Module 1 Assignment</p> <p>Recommended Due Date: 08/01/2025</p>
<p><b>Assessment 2</b></p> <p>Assessment 2: EDLD 5371 Module 2—Rubric Row # 2</p> <p>This assessment measures 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>Direct - Assignment</p> <p><i>School Superintendent: EDLD 5371</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>MET</b></p> <p>Assessment 2</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 98%</p> <p>Not Met: 2%</p> <p>Met Total: 98%</p> <p>Not Met Total: 2%</p> <p><b>Analysis</b></p> <p>Learning Outcomes suggest strong performance in the skills and knowledge and mindsets required to demonstrate mastery of NELP District Components 5.1, 5.2, and 5.3. Student performance in each of the three assessments identified for this learning outcome provide overwhelming statistical support for acquisition of necessary leadership skills.</p>	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. 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 this assessment.</p> <p>Assessment #2: EDLD 5371 Module 2 Assignment</p> <p>Recommended Due Date: 08/01/2025</p>
<p><b>Assessment 3</b></p> <p>Assessment 3: EDLD 5371 Module 3 Discussion—Rubric Row # 1</p> <p>This assessment measures 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>Direct - Assignment</p> <p><i>School Superintendent: EDLD 5371</i></p> <p><b>Target</b></p>	<p><b>MET</b></p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 98%</p> <p>Not Met: 2%</p> <p>Met Total: 98%</p> <p>Not Met Total: 2%</p> <p><b>Analysis</b></p> <p>Student performance on this assessment appears to suggest that students have demonstrated the ability to develop a plan</p>	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to identify other assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. 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 this assessment. We expect the data to clearly demonstrate the mastery of superintendent certification candidates in NELP District Standard 5.</p>

90% of Candidates will meet mastery level expectations.  Candidate mastery demonstrates at 80%.	to foster and support curriculum implementation, technology, special programs, professional development, and other key components of district goal attainment at a high level of performance.	Assessment #3: EDLD 5371 Module 3 Discussion  Recommended Due Date: 08/01/2025
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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.

MEASURES	RESULTS	ACTIONS
<div>Assessment 1</div> <div>Assessment 1: EDLD 5387 Module 3 Assignment Rubric Row # 1</div> <div>This assessment measures 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.</div> <div>Direct - Assignment</div> <div>Seminar School Administration: EDLD 5387</div> <div>Target</div> <div>90% of Candidates will meet mastery level expectations.</div> <div>Candidate mastery demonstrates at 80%.</div>	<div>MET</div> <div>Assessment 1</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div>0%100%</div> <div>Met: 97%</div> <div>Not Met: 3%</div> <div>Met Total: 97%</div> <div>Not Met Total: 3%</div> <div>Analysis</div> <div>Student performance on this assessment appears to suggest that students have demonstrated the ability to develop a plan to foster and support curriculum implementation, technology, special programs, professional development, and other key components of district goal attainment at a high level of performance.</div>	<div>Revise Measurement / Assessment</div> <div>IN PROGRESS</div> <div>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to make adjustments to the assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. Candidates' capacity to demonstrate the skills, knowledge, and mindset necessary to design and implement a system of support, a culture of coaching, and a program of professional development that is likely to support the attainment of a district academic goal will be measured by student performance in these assessments. The re-design of this assignment which requires candidates to select at least ONE district educational goal and develop a comprehensive reinforcement and 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 2025.</div> <div>Assessment # 1: EDLD 5387 Module 3—Part I of Academic Support Plan:</div> <div>Recommended Due Date: 08/01/2025</div>
<div>Assessment 2</div> <div>Assessment 2: EDLD 5387 Module 3 Assignment Rubric Row # 2</div> <div>This assessment measures 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</div>	<div>MET</div> <div>Assessment 2</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div>0%100%</div> <div>Met: 97%</div> <div>Not Met: 3%</div>	<div>Revise Measurement / Assessment</div> <div>IN PROGRESS</div> <div>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to make adjustments to the assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the</div>

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<p>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>Direct - Assignment</p> <p><i>Seminar School Administration: EDLD 5387</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>90% of Candidates will meet mastery level expectations.</p>	<p>Met Total: 97%</p> <p>Not Met Total: 3%</p> <p><b>Analysis</b></p> <p>Student performance on this assessment appears to suggest that students have demonstrated the ability to develop a plan to foster and support curriculum implementation, technology, special programs, professional development, and other key components of district goal attainment at a high level of performance.</p>	<p>identification of improvement strategies. Candidates' capacity to demonstrate the skills, knowledge, and mindset necessary to design and implement a system of support, a culture of coaching, and a program of professional development that is likely to support the attainment of a district academic goal will be measured by student performance in these assessments. The re-design of this assignment which requires candidates to select at least ONE district educational goal and develop a comprehensive reinforcement and 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 2025.</p> <p>Assessment # 3: EDLD 5387 Module 5—Part III of Academic Support Plan</p> <p>Recommended Due Date: 08/01/2025</p>
<p><b>Assessment 3</b></p> <p>Assessment 3: EDLD 5387 Module 3 Assignment Rubric Row # 3</p> <p>This assessment measures 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>Direct - Assignment</p> <p><i>Seminar School Administration: EDLD 5387</i></p> <p><b>Target</b></p> <p>90% of Candidates will meet mastery level expectations.</p> <p>Candidate mastery demonstrates at 80%.</p>	<p><b>MET</b></p> <p>Assessment 3</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 97%</p> <p>Not Met: 3%</p> <p>Met Total: 97%</p> <p>Not Met Total: 3%</p> <p><b>Analysis</b></p> <p>Student performance on this assessment appears to suggest that students have demonstrated the ability to develop a plan to foster and support curriculum implementation, technology, special programs, professional development, and other key components of district goal attainment at a high level of performance.</p>	<p><b>Revise Measurement / Assessment</b></p> <p><b>IN PROGRESS</b></p> <p>Given the assessment results for this learning outcome for the 2024-2025 academic year and the difficulty in identifying discrete data points for the purpose of program improvement, we have opted to make adjustments to the assessments for this learning outcome that we believe are more likely to provide discrimination in student performance which will aid in the identification of improvement strategies. Candidates' capacity to demonstrate the skills, knowledge, and mindset necessary to design and implement a system of support, a culture of coaching, and a program of professional development that is likely to support the attainment of a district academic goal will be measured by student performance in these assessments. The re-design of this assignment which requires candidates to select at least ONE district educational goal and develop a comprehensive reinforcement and 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 2025.</p> <p>Assessment # 3: EDLD 5387 Module 5—Part III of Academic Support Plan</p> <p>Recommended Due Date: 08/01/2025</p>