

Academic Year 2025-2026
NDGD Principal Certification - NDGD-ASAC Learning Outcomes

Student Learning Outcome 1 MET

The following Learning Outcome aligns with the components of the National Education Leadership Preparation (NELP) Standard 1: Mission, Vision, and Improvement and includes all components of the standard.

Learning Outcome: Candidates who successfully complete building-level education leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement school mission, vision, and process for continuous improvement that reflects core set of values and priorities that include diversity, technology, equity, diversity, digital citizenship, and community.

MEASURES	RESULTS	ACTIONS
Assessment 1 Assessment 1: Rubric Row 1 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course. This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 1. The candidate assumes the role of school principal in a hypothetical simulation to demonstrate the capacity to utilize data to collaboratively evaluate root causes of inequities in students' success and to collaboratively design campus vision, mission, and plan for improvement that includes measurable, attainable, timebound goals. Direct - Assignment Leadership for Accountability: EDLD 5333 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5333 25-26.docx Week-4_School_Vision_Mission_and_Campus_Improvement_Planning_2025-06-23 - 2025-06-29.xlsx Week-4_School_Vision_Mission_and_Campus_Improvement_Planning_2025-11-25 - 2025-12-11.xlsx	MET Assessment 1 Exceeded Met 0%100% Values are not shown when too close together. Click to use arrows to see details. Exceeded:98% Met:2% Met Total:100% Not Met Total: Analysis Analysis of Results Student performance on SLO #1 indicates strong mastery of competencies aligned to NELP Standard 1, including the ability to collaboratively develop mission and vision statements and engage in data-driven campus improvement planning. When compared to 2024–2025 results, performance remains consistently high, demonstrating program stability and sustained effectiveness. Minor declines from near-perfect Summer rates (~99%) to Fall rates (~96–98%) reflect normal variation associated with larger enrollment and scaling, rather than systemic weakness. Rubric-level analysis reveals: Strongest performance in mission/vision articulation and alignment to values Slightly lower performance in school improvement planning and application (Row 5), particularly related to data integration and actionable strategy development The presence of small percentages of Level 1 and Level 2 scores in Fall (approximately 3–4%) suggests that a subset of candidates continues to struggle with translating conceptual understanding into fully developed, actionable improvement plans. Overall, these findings confirm that candidates are well-prepared in foundational leadership competencies, while	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.

	indicating an opportunity to strengthen depth and precision in applied planning skills.	
Assessment 2 Assessment 2: Rubric Row 5 for the Campus Improvement Plan Assessment in the EDLD 5333 – Leadership for Accountability course. This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 1. The candidate assumes the role of school principal in a hypothetical simulation to demonstrate the capability to utilize data to collaboratively evaluate root causes of inequities in students' success and to collaboratively design campus vision, mission, and plan for improvement that includes measurable, attainable, timebound goals. Direct - Assignment Leadership for Accountability: EDLD 5333 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5333 25-26.docx Week-4_School Vision, Mission and Campus Improvement Planning_2025-06-23 - 2025-06-29.xlsx Week-4_School Vision, Mission and Campus Improvement Planning_2025-11-25 - 2025-12-11.xlsx	MET Assessment 2 Exceeded Met 0%100% Values are not shown when they are too close together. Click to use arrows to see details. Exceeded: 98% Met: 2% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #1 indicates strong mastery of competencies aligned to NELP Standard 1, including the ability to collaboratively develop mission and vision statements and engage in data-driven campus improvement planning. When compared to 2024–2025 results, performance remains consistently high, demonstrating program stability and sustained effectiveness. Minor declines from near-perfect Summer rates (~99%) to Fall rates (~96–98%) reflect normal variation associated with larger enrollment and scaling, rather than systemic weakness. Rubric-level analysis reveals: Strongest performance in mission/vision articulation and alignment to values Slightly lower performance in school improvement planning and application (Row 5), particularly related to data integration and actionable strategy development The presence of small percentages of Level 1 and Level 2 scores in Fall (approximately 3–4%) suggests that a subset of candidates continues to struggle with translating conceptual understanding into fully developed, actionable improvement plans. Overall, these findings confirm that candidates are well-prepared in foundational leadership competencies, while indicating an opportunity to strengthen depth and precision in applied planning skills.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.

Conclusion

Results for Student Learning Outcome 1 demonstrate consistently high candidate performance across both assessment points, exceeding program benchmarks and aligning with outcomes from the previous assessment cycle. While overall mastery is strong, minor declines in Fall cohorts and lower performance in application-based components indicate opportunities to enhance depth, consistency, and scalability of instruction. Targeted improvements will focus on strengthening candidates' ability to translate mission and vision into comprehensive, data-informed school improvement plans.

Student Learning Outcome 2 MET

The following Learning Outcomes align with the components of the National Education Leadership Preparation (NELP) Standard 6: Operations and Management and includes all components of the standard.

Learning Outcome: Candidates who successfully complete building-level education leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

MEASURES	RESULTS	ACTIONS
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Assessment 1 Assessment 1: Rubric Row 2 for the Simulated Strategic Problem-Solving Project – Activity 1 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 6. The candidate assumes the role of school principal in a hypothetical simulation to demonstrate the capacity to evaluate, develop, and implement management, communication, and operation systems that support each student's learning needs and promote the vision of the school. The Principalship: EDLD 5339 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates 80%. 2A-Simulated Strategic Problem-Solving Project – Activity One Fall 2025 2025-10-13 - 2025-11-01.xlsx 3A-Simulated Strategic Problem-Solving Project – Activity 2 – Establishing and Aligning Multiple Goals Fall 2025 2025-10-20 - 2025-11-01.xlsx 5339 25-26 (1).docx	MET Assessment 1 Exceeded Met 0%100% Values are not shown when they are too close together. Click to use the worksheet to see details. Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Student performance on SLO #2 indicates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans. Both assessments substantially exceed the 90% benchmark, with pass rates near 99%. Rubric-level data show particularly strong performance in: Strategic problem-solving and system design (Row averages ≈0.99) Application of management and operational systems aligned to school goals Slightly lower performance is noted in: Reflection and written communication components, which show greater variability than technical application elements Compared to 2024–2025, results demonstrate continued stability and slight improvement, maintaining the program's pattern of high achievement in operational leadership skills. The consistency across large cohorts (n=757) indicates that the curriculum and assessments scale effectively while maintaining rigor. The small percentage of non-proficient scores (approximately 1–2%) suggests that a limited number of candidates struggle to fully connect problem analysis to coherent, evidence-based solutions and reflective justification.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.
Assessment 2 Assessment 2: Rubric Row 3 for Simulated Strategic Problem-Solving Project – Activity 2 in the EDLD 5339 – The Principalship course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 6. The candidate	MET Assessment 2 Exceeded Met 0%100% Values are not shown when they are too close together. Click to use the worksheet to see details.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.

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Assessment 3 Assessment 3: Rubric Row 3 for the Simul ted Str tegic Problem-Solving Project – Activity 3 in the EDLD 5339 – The Princip lship course This ssessment me sures students' proficiency in knowledge, skills, nd mindsets aligned with Tex s st te princip l st nd rds nd Nation l Educ tion l Le dership Prep r tion (NELP) St nd rd 6. The c ndid te ssumes the role of school princip l in hypothetical I simul tion to demonstr te the c p city to ev lu te, develop, nd implement m n gement, communic tion, nd oper tion systems th t support e ch student's le rning needs nd promote the vision of the school. Direct - Assignment The Princip lship: EDLD 5339	MET Assessment 3 Exceeded Met Appro ched Not Met  <table><tr><td>Exceeded:</td><td>95%</td></tr><tr><td>Met:</td><td>3%</td></tr><tr><td>Appro ched:</td><td>1%</td></tr><tr><td>Not Met:</td><td>1%</td></tr><tr><td>Met Tot l:</td><td>98%</td></tr><tr><td>Not Met Tot l:</td><td>2%</td></tr></table> An lysis Student performance on SLO #2 indicates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans.	Exceeded:	95%	Met:	3%	Appro ched:	1%	Not Met:	1%	Met Tot l:	98%	Not Met Tot l:	2%	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets necessity to support student nd adult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion l le ders.
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Conclusion

Student performance on SLO #2 demonstrates very strong mastery of competencies aligned to NELP Standard 6, including strategic problem-solving, resource management, and development of data-informed plans. Both assessments exceed the 90% benchmark, with pass rates near 99%.

Candidates performed strongest in strategic problem-solving and system design, with average rubric scores near 0.99, as well as in applying management and operational systems aligned to school goals. Slightly lower performance was observed in reflection and written communication, which showed greater variability.

Compared to 2024–2025, results remain stable with slight improvement, maintaining high levels of achievement across a large cohort (n=757). A small percentage (1–2%) of candidates scored below proficiency, indicating some difficulty connecting problem analysis to fully developed, evidence-based solutions.

Improvement Plan (2026–2027)

- Strengthen reflection and analysis through structured prompts tied to decision-making
- Emphasize justification of strategies using data and policy context
- Improve written communication through targeted guidance and exemplars
- Add staged checkpoints with formative feedback for complex tasks
- Maintain consistency through faculty calibration and shared expectations
- Provide early support and revision opportunities for lower-performing candidates

Summary

Results for SLO #2 indicate consistently high performance exceeding benchmarks and aligning with prior outcomes. Future improvements will focus on strengthening analytical depth, reflection, and communication to ensure candidates fully justify and articulate their leadership decisions.

Student Le rning Outcome 3 **MET**

The following Le rning Outcomes ligh with the components of the Nation l Educ tion l Le dership Prep r tion (NELP) St nd rd 7: Building Profession l C p city nd includes ll components of th t st nd rd.

Le rning Outcome: C ndid tes who successfully complete building-level educ tion l le dership prep r tion progr m underst nd nd demonstr te the c p city to promote the current nd future success nd well-being of e ch student nd dult by pplying the knowledge, skills, nd commitments necess ry to build the school's profession l c p city, eng ge st ff in the development of coll bor tive profession l culture, nd improve systems of st ff supervision, ev lu tion, support, nd profession l le rning.

MEASURES	RESULTS	ACTIONS
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Assessment 1 Assessment 1: Rubric Row 2 for the Human Talent Assessment in the EDLD 5345 – Human Resource Development course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop competencies/norms/dispositions, teacher profile, and interview questions. In addition, candidates will develop hiring plans that ensure ethical recruitment and hiring decisions. Direct - Assignment Human Resources Development: EDLD 5345 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	MET Assessment 1 Exceeded Met  0% 100% Values are not shown when they are too close together. Click to use row weights to see details. Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: - Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program's pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.
Assessment 2 Assessment 2: Rubric Row 3 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course	MET Assessment 2 Exceeded Met  0% 100%	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems,

This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principles and National Education Leadership Prep r tion (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, teacher profile, and interview questions. In addition, candidates will develop hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment Human Resources Development: EDLD 5345 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	Values are not shown when the chart is closed. Click the refresh key to see details. <table><tr><td>Exceeded:</td><td>97%</td></tr><tr><td>Met:</td><td>3%</td></tr></table> Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: - Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program's pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	Exceeded:	97%	Met:	3%	reinforcing its effectiveness in developing future education leaders.
Exceeded:	97%					
Met:	3%					
Assessment 3 Assessment 3: Rubric Row 4 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state principles and National Education Leadership Prep r tion (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, teacher profile, and interview questions. In addition, candidates will develop hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment	MET Assessment 3 ■ Exceeded ■ Met  <table><tr><td>Exceeded:</td><td>98%</td></tr><tr><td>Met:</td><td>2%</td></tr></table> Met Total: 100% Not Met Total: Analysis	Exceeded:	98%	Met:	2%	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program's curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.
Exceeded:	98%					
Met:	2%					

Human Resources Development: EDLD 5345 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show: - Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program’s pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	
Assessment 4 Assessment 4: Rubric Row 5 for the Ethics and Talent Management Assessment in the EDLD 5345 – Human Resource Development course This assessment measures students’ proficiency in knowledge, skills, and mindsets aligned with Texas state principal standards and National Education Leadership Preparation (NELP) Standard 7. The focus of this assessment is on recruitment, hiring, retention, and ethical practices. Candidates will develop campus norms/dispositions, teacher profile, and interview questions. In addition, candidates will develop hiring plan that ensures ethical recruitment and hiring decisions. Direct - Assignment Human Resources Development: EDLD 5345 Target 90% of Candidates will meet mastery level expectations. Candidate mastery demonstrates at 80%. 5345 25-26 (1).docx	MET Assessment 4 Exceeded Met 0%100% Values are not shown when they are too close together. Click to use arrow keys to see details. Exceeded: 99% Met: 1% Met Total: 100% Not Met Total: Analysis Analysis of Results Student performance on SLO #3 demonstrates strong mastery of competencies aligned to NELP Standard 7, including talent development, professional norms, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness. Rubric-level data show:	Maintain Assessment Strategy The assessment results confirm that the program effectively prepares candidates with the knowledge, skills, and mindsets necessary to support student and adult success. Consistently high proficiency rates reflect the strength of the program’s curriculum, instruction, and support systems, reinforcing its effectiveness in developing future education leaders.

EDLD-5345 Week 2 Assignment Rubric 2024 -07-11 - 2024-07-29 .xlsx EDLD-5345 Week 2 Assignment Rubric 2025 -01-24 - 2025-02-04 .xlsx EDLD-5345 Week 3 Assignment Rubric 2024 -07-17 - 2024-08-01 .xlsx EDLD-5345 Week 3 Assignment Rubric 2025 -02-01 - 2025-02-11 .xlsx	- Highest performance in professional norms, staffing, and recruitment practices (row averages ≈0.99) - Consistent performance across all four assessment components with low variability and strong reliability Slightly lower performance (though still above benchmark) appears in: - Ethical decision-making and application of policy contexts - Integration of talent management decisions with broader organizational goals Compared to 2024–2025, results reflect continued high performance with slight variability, maintaining the program’s pattern of strong outcomes. The overall pass rate of 95% is slightly lower than near-perfect rates in some prior assessments, suggesting minor variation as enrollment and evaluation complexity increase. The small percentage of non-proficient candidates (approximately 4–5%) indicates that some candidates struggle to fully apply ethical reasoning and comprehensive talent management strategies in complex scenarios.	
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Conclusion

Analysis of Results

Student performance on SLO #3 demonstrates strong mastery of NELP Standard 7, including talent development, recruitment, and ethical leadership. Overall pass rates exceed the 90% benchmark, confirming program effectiveness.

Rubric data show highest performance in professional norms, staffing, and recruitment (averages ≈0.99), with consistent results across all four assessments and strong reliability. Slightly lower performance appears in ethical decision-making and in connecting talent management actions to broader organizational goals.

Compared to 2024–2025, results remain high with minor variability. The overall pass rate (95%) is slightly lower than prior near-perfect results, likely reflecting increased enrollment and assessment complexity. Approximately 4–5% of candidates did not meet proficiency, indicating ongoing challenges in applying ethical reasoning and comprehensive talent strategies in complex situations.

Improvement Plan (2026–2027)

- Strengthen ethical decision-making through case-based scenarios and required justification using policy and law
- Improve alignment of talent systems by emphasizing connections between hiring, evaluation, and professional development
- Add scaffolding with staged assignment components and formative feedback
- Expand use of exemplars demonstrating strong HR system integration
- Support lower-performing candidates through early intervention and revision opportunities

Summary

SLO #3 results show consistently high performance, with over 95% of candidates meeting proficiency. Findings align with prior-year outcomes and confirm program effectiveness. Planned improvements will target ethical reasoning, systems integration, and deeper application of talent management practices to improve consistency and depth.

Student Learning Outcome 4 **MET**

The following Learning Outcomes align with the components of the National Education Leadership Preparation (NELP) Standard 4: Learning and Instruction and includes all components of the standard.

Learning Outcome: Candidates who successfully complete building-level education leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

MEASURES	RESULTS	ACTIONS
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Assessment 1 Rubric Row 3 for Profession I Development PI n Assessment in the EDLD 5352 – Instruction I Le dership course This ssessment me sures students' proficiency in knowledge, skills, nd mindsets ligned with Tex s st te princip I st nd rds nd Nation I Educ tion I Le dership Prep r tion (NELP) St nd rd 4. The focus of this ssessment is on high qu lity curricul ; high qu lity instruction I pr ctices; effective form I nd inform I ssessments; nd ev lu tion of curriculum, instruction, nd ssessment. In ddition, c ndid tes develop n ongoing, ye r-long, coll bor tive, comprehensive, nd rese rch-b sed Profession I Development PI n by utilizing simul ted instruction I nd c demic d t . Direct - Assignment <i>Instruction I Le dership: EDLD 5352</i> T rget 90% of C ndid tes will meet m stery level expect tions. C ndid te m stery demonstr tes t 80%. 5352 25-26 (1).docx EDLD-5352 - Week 4 Assignment Rubric 2025-09-15 - 2025-09-21 .xlsx EDLD-5352 - Week 4 Assignment Rubric 2026-03-22 - 2026-04-01 .xlsx	MET Assessment 1 ■ Exceeded ■ Met  0% 100% <i>V lues re not shown when t close t e ch ther. Click r use rr w keys t see det lls.</i> Exceeded: 90% Met: 10% Met Tot l: 100% Not Met Tot l: An lysis Assessment results indicate consistently high levels of student performance across all four assessment components, with all results meeting or exceeding the 90% benchmark when proficiency includes Levels 3 and 4. In Fall 2025, student performance was exceptionally strong, with proficiency rates ranging from 97.3% to 99.5%, and 634 out of 635 students meeting the standard. These findings indicate that candidates effectively demonstrated the ability to design professional development aligned with instructional needs, data analysis, and system coherence. In Spring 2026, performance remained strong, with an overall pass rate of 98.91%. While three of the four assessments exceeded the benchmark at the highest performance level, Assessment 1 (82.9% at Level 4) fell below the benchmark when considering only the top performance level. However, when including Level 3 (meeting standard), overall proficiency exceeded 90%, confirming that nearly all students achieved mastery. Across both terms, strongest performance areas included: • Development of measurable instructional objectives (Assessment 3) • Evaluation and implementation of instructional systems (Assessment 4) Minor areas for improvement included: • Application of professional development focus and alignment (Assessment 1) • Consistency in translating instructional data into targeted plans Comparison between terms suggests slight variation in rigor or scoring calibration, with Spring results showing greater distribution across performance levels. However, overall consistency demonstrates alignment between course design and NELP Standard 4 expectations.	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets necess ry to support student nd ult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion l le ders.
Assessment 2	MET Assessment 2 ■ Exceeded ■ Met	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets

Assessment 3 Rubric Row 2 for Profession I Development PI n Assessment in the EDLD 5352 – Instruction I Le dership course This ssessment me sures students' proficiency in knowledge, skills, nd mindsets ligned with Tex s st te princip I st nd rds nd Nation I Educ tion I Le dership Prep r tion (NELP) St nd rd 4. The focus of this ssessment is on high qu lity curricul ; high qu lity instruction I pr ctices; effective form I nd inform I ssessments; nd ev lu tion of curriculum, instruction, nd ssessment. In ddition, c ndid tes develop n ongoing, ye r-long, coll bor tive, comprehensive, nd rese rch-b sed Profession I Development PI n by utilizing simul ted instruction I nd c demic d t . Direct - Assignment <i>Instruction I Le dership: EDLD 5352</i> T rget 90% of C ndid tes will meet m stery level expect tions. C ndid te m stery demonstr tes t 80%. 5352 25-26 (1).docx EDLD-5352 - Week 4 Assignment Rubric 2025-09-15 - 2025-09-21 .xlsx EDLD-5352 - Week 4 Assignment Rubric 2026-03-22 - 2026-04-01 .xlsx	MET Assessment 3 ■ Exceeded ■ Met  0% 100% <i>V lues re not shown when t close t e ch ther. Click r use rr w keys t see det lls.</i> Exceeded: 97% Met: 3% Met Tot l: 100% Not Met Tot l: An lysis Assessment results indicate consistently high levels of student performance across all four assessment components, with all results meeting or exceeding the 90% benchmark when proficiency includes Levels 3 and 4. In Fall 2025, student performance was exceptionally strong, with proficiency rates ranging from 97.3% to 99.5%, and 634 out of 635 students meeting the standard. These findings indicate that candidates effectively demonstrated the ability to design professional development aligned with instructional needs, data analysis, and system coherence. In Spring 2026, performance remained strong, with an overall pass rate of 98.91%. While three of the four assessments exceeded the benchmark at the highest performance level, Assessment 1 (82.9% at Level 4) fell below the benchmark when considering only the top performance level. However, when including Level 3 (meeting standard), overall proficiency exceeded 90%, confirming that nearly all students achieved mastery. Across both terms, strongest performance areas included: • Development of measurable instructional objectives (Assessment 3) • Evaluation and implementation of instructional systems (Assessment 4) Minor areas for improvement included: • Application of professional development focus and alignment (Assessment 1) • Consistency in translating instructional data into targeted plans Comparison between terms suggests slight variation in rigor or scoring calibration, with Spring results showing greater distribution across performance levels. However, overall consistency demonstrates alignment between course design and NELP Standard 4 expectations.	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets necess ry to support student nd ult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion l le ders.
Assessment 4	MET Assessment 4 ■ Exceeded ■ Met	Maint in Assessment Str tegy The ssessment results confirm th t the progr m effectively prep res c ndid tes with the knowledge, skills, nd mindsets

Rubric Row 1 for Profession I Development PI n Assessment in the EDLD 5352 – Instruction I Le dership course This ssessment me sures students’ proficiency in knowledge, skills, nd mindsets ligned with Tex s st te princip l st nd rds nd Nation l Educ tion l Le dership Prep r tion (NELP) St nd rd 4. The focus of this ssessment is on high qu lity curricul ; high qu lity instruction l pr ctices; effective form l nd inform l ssessments; nd ev lu tion of curriculum, instruction, nd ssessment. In ddition, c ndid tes develop n ongoing, ye r-long, coll bor tive, comprehensive, nd rese rch-b sed Profession I Development PI n by utilizing simul ted instruction l nd c demic d t . Direct - Assignment Instruction l Le dership: EDLD 5352 T rget 90% of C ndid tes will meet m stery level expect tions. C ndid te m stery demonstr tes t 80%. 5352 25-26 (1).docx EDLD-5352 - Week 4 Assignment Rubric. 202 5-09-15 - 2025-09-21 .xlsx EDLD-5352 - Week 4 Assignment Rubric. 202 6-03-22 - 2026-04-01 .xlsx	0%100% V lues re not shown when t close t e ch ther. Click r use rr w keys t see det ils. Exceeded: 98% Met: 2% Met Tot l: 100% Not Met Tot l: An lysis Assessment results indicate consistently high levels of student performance across all four assessment components, with all results meeting or exceeding the 90% benchmark when proficiency includes Levels 3 and 4. In Fall 2025, student performance was exceptionally strong, with proficiency rates ranging from 97.3% to 99.5%, and 634 out of 635 students meeting the standard. These findings indicate that candidates effectively demonstrated the ability to design professional development aligned with instructional needs, data analysis, and system coherence. In Spring 2026, performance remained strong, with an overall pass rate of 98.91%. While three of the four assessments exceeded the benchmark at the highest performance level, Assessment 1 (82.9% at Level 4) fell below the benchmark when considering only the top performance level. However, when including Level 3 (meeting standard), overall proficiency exceeded 90%, confirming that nearly all students achieved mastery. Across both terms, strongest performance areas included: • Development of measurable instructional objectives (Assessment 3) • Evaluation and implementation of instructional systems (Assessment 4) Minor areas for improvement included: • Application of professional development focus and alignment (Assessment 1) • Consistency in translating instructional data into targeted plans Comparison between terms suggests slight variation in rigor or scoring calibration, with Spring results showing greater distribution across performance levels. However, overall consistency demonstrates alignment between course design and NELP Standard 4 expectations.	necess ry to support student nd dult success. Consistently high proficiency r tes reflect the strength of the progr m's curriculum, instruction, nd support systems, reinforcing its effectiveness in developing future educ tion l le ders.
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Conclusion

Overall Summary of Assessment Results (EDLD 5352 – NELP Standard 4)

Across Fall 2025 and Spring 2026, assessment results indicate consistently high candidate performance across all four components aligned to NELP Standard 4. A total of approximately 1,360+ candidates were assessed across both terms, providing a strong basis for evaluating program effectiveness.

Combined results show:

- Assessment 1: 1,220 / 1,362 students proficient (89.6%)
- Assessment 2: 1,275 / 1,366 students proficient (93.3%)

- Assessment 3: 1,325 / 1,363 students proficient (97.2%)
- Assessment 4: 1,334 / 1,366 students proficient (97.7%)

Overall proficiency rates were 99.84% in Fall (634/635 students) and 98.91% in Spring (723/731 students), exceeding the 90% benchmark.

Analysis of results indicates that candidates demonstrate strong mastery of instructional leadership skills, particularly in designing instructional objectives (Assessment 3) and implementation systems (Assessment 4), where performance exceeded 97%. Candidates also showed strong ability to analyze instructional gaps (Assessment 2).

Performance in Assessment 1 (89.6%) was comparatively lower, suggesting some candidates require additional support in identifying and articulating high-leverage professional development priorities from data.

Comparison across semesters shows near-perfect performance in Fall and slightly greater variation in Spring, indicating improved differentiation in scoring while maintaining high levels of success.

Overall, findings confirm that the program effectively prepares candidates to design and implement data-informed, coherent instructional systems. Continued improvement efforts will focus on strengthening front-end problem identification (Assessment 1) and enhancing rubric precision to better distinguish advanced levels of performance.

Assessment Report Summary

Assessment Report Summary Analysis of student learning outcomes for the 2025–2026 academic year indicates that candidates in the principal program consistently met or exceeded established mastery benchmarks across all four Student Learning Outcomes. When compared to results from the 2024–2025 assessment cycle, findings demonstrate sustained high levels of candidate performance, continued program stability, and evidence of improvement in targeted areas identified through prior assessment cycles.

Across Student Learning Outcome #1 (Mission, Vision, and Improvement), candidates demonstrated strong and consistent mastery of competencies related to data-informed decision-making, collaborative leadership, and continuous school improvement. Performance levels in 2025–2026 remained high, with mastery rates exceeding benchmark expectations and showing modest gains across assessment points when compared to 2024–2025 results. These findings suggest that ongoing instructional refinements and increased emphasis on applied leadership practices have strengthened candidates' ability to engage in higher-order processes related to improvement planning and evaluation.

For Student Learning Outcome #2 (Operations and Management), results reflect continued stability and consistently high levels of candidate proficiency across assessment measures. Candidates performed well during the 2025–2026 cycle, remaining aligned with prior year outcomes, with all assessments exceeding the 90% benchmark and demonstrating strong competency in strategic problem-solving, organizational management, and application of policy and governance systems. These results provide evidence of well-established curriculum that effectively supports the development of operational leadership skills aligned to NELP Standard 6.

Similarly, Student Learning Outcome #3 (Building Professional Capacity) results indicate that candidates consistently exceeded mastery expectations across most assessment components. Performance remained above benchmark levels and comparable to the prior year; however, one assessment component continued to reflect relatively lower mastery rates compared to others. This recurring pattern suggests an opportunity for continued review of assessment design and instructional supports related to supervision, evaluation, and professional learning systems. While overall results confirm strong candidate preparation in this domain, the consistency of this finding across years highlights the importance of ongoing targeted refinement.

Student Learning Outcome #4 (Learning and Instruction) demonstrated overall strong performance, with the majority of assessment measures exceeding benchmark expectations. However, results in 2025–2026 reflected greater variability across assessment points compared to the consistently high performance observed in 2024–2025. Despite this variability, improvements in specific assessment components, particularly those previously identified for revision, indicate that targeted course and assessment adjustments positively impacted candidate performance. These findings suggest that while instructional changes have been effective, continued attention to consistency in candidate performance across course sections and semesters is warranted.

Across all Student Learning Outcomes, large candidate sample sizes and consistent performance trends further support the reliability and validity of assessment findings. The program's continued use of aligned rubrics, standardized assessment practices, and ongoing inter-rater reliability calibration contributes to confidence in the interpretation of 2025–2026 Assessment Plans and Reports.

Additionally, comparisons across assessment cycles indicate that prior improvement efforts, particularly those focused on alignment, rigor, and real-world application, have contributed to sustained or enhanced candidate outcomes. Overall, the data indicate that the principal program is highly effective in preparing candidates to meet the expectations outlined in the National Education Leadership Preparation (NELP) standards. The program demonstrates strong commitment to continuous improvement, as evidenced by the systematic use of assessment data to inform instructional decisions, refine course design, and enhance candidate learning experiences.

Based on analysis of assessment data across the 2024–2025 and 2025–2026 academic years, the following are offered for consideration for faculty discussion as part of the program's ongoing continuous improvement process:

- Faculty may consider opportunities to further increase the rigor and complexity of assessments in areas where candidate performance consistently exceeds 95%, with focus on developing higher-order application, analysis, and deductive leadership decision-making.
- Continued examination of specific assessment components, particularly within Student Learning Outcome #3, may help determine whether revisions to assignment design, rubric clarity, or instructional scaffolding could support more consistent mastery across all measures.
- Additional attention to consistency in Student Learning Outcome #4 may support more stable performance across academic terms, particularly in relation to candidates' application of data-driven instructional leadership and professional development planning.

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- Expansion of authentic, practice-based learning experiences may further strengthen candidates' ability to apply leadership knowledge and skills in complex, real-world educational contexts.
- Faculty may explore strategies to deepen candidates' use of data and evidence-based reasoning across all outcomes, including increased emphasis on disaggregated data analysis, equity-focused decision-making, and alignment to leadership standards.
- Ongoing inter-rater reliability processes should be maintained and potentially expanded to ensure continued consistency and validity in assessment scoring across courses and instruction staff.
- Given the consistently high levels of candidate performance, faculty may also consider whether current benchmarks and assessment designs sufficiently differentiate advanced levels of candidate proficiency.