

Superintendent Certification Program

Annual Program Report Template

Year:	2022 – 2023	
Program:	Superintendent Certification Program	
Contact Person (include email & phone#)	Donna Fong, dlfong@lamar.edu , 409-880-7902 or 409-656-3858 (cell)	

Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

The superintendent candidates in the Lamar University preparation program have historically passed the TExES 195, the Superintendent certification exam, at an excellent rate. The Texas Education Agency benchmark expectation on educator certification exams is an 80% passing rate. This year the pass rate was 92.4%. This program's superintendent candidates have consistently maintained a passing rate of 89% or higher. Though these data are positive, a deeper look into the content of the program's courses as aligned to NELP standards and TEA requirements revealed a need to update content and processes. Changes in terminology, law, policy, and politically sensitive issues mandate a review of course content and rigor. This includes a specific revamping of the practicum and its associated activities whereby students hone identified skills at the application level. The faculty recognizes the need for course content to be current, timely, and relevant. The faculty also recognizes that the practicum experience needs to be amended to provide a coherent sequence of observations and activities aimed at improving the rigor and relevance of preliminary leadership experiences.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

This year, admission into the superintendent preparation program was suspended for a short time. The suspension allowed for program alignment with the Texas Education Agency mandates. The curriculum is being mapped to avoid redundancy and increase coverage. A search for additional faculty has been completed which will lead to better use of full-time faculty. As courses are being rewritten, steps have been taken to review the possibility of advancing course content to be aligned to doctoral level standards. Additionally, there is a review of practices to recruit high performing candidates from Lamar University's principal preparation program.

Do not fill out TABLE 1 or 2. The information you entered in Smartsheet will be copied by someone on our team.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The Lamar University Superintendent Certification Program will prepare candidates by providing learning opportunities that are relevant to today's school district leaders, rich in content, and aligned with state and national standards.	Comprehensive Content Knowledge - Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Superintendent Certification Program content is aligned with state and national standards, as is the TExES 195 state licensure exam. The state exam is an excellent measure of students' understanding and ability to implement knowledge acquired in the program course of study.	TExES 195 State Licensure Exam: Students must score a minimum of 240 to pass the assessment. Rationale: A score of 240 of a possible 300 is the minimum passing score for the Superintendent Certification Exam. TEA report on the program's pass rate of the TExES 195 Exam will be the source of evidence for this measure. Eighty percent of students who have completed the program, and have taken the state licensure exam, will attain a	TExES 195 pass rate results are provided by the State of Texas for each professional program offering a Superintendent Certification Program.	Eighty percent of program students who have completed the program, and have taken the state licensure exam, will attain a scaled score of 240 or higher on the exam. Rationale: The Texas State Agency (TEA) expected certification exam passing rate is 80%	The Lamar University Superintendent Certification Program had 66 students take the state licensure exam and 61 students passed. This is a pass rate of 92.4% which exceeds the achievement target for this learning outcome.	Data from this assessment show a high passing rate, which indicates curriculum and instruction for the tested competencies are well-aligned and effective in preparation for this assessment. Though these data are positive, a deeper look into the content of the program's courses as aligned to NELP standards and TEA requirements revealed a need to update content and processes. Changes in terminology, law, policy, and politically sensitive issues mandate a review of course content and rigor. This includes a specific revamping of the practicum and its associated activities where students hone identified skills at the application level. The faculty recognizes the need for course content to be current, timely, and relevant. The faculty also recognizes that the practicum experience needs to be amended to provide a coherent sequence of observations and activities aimed at improving the rigor and relevance of

		scaled score of 240 on the exam. This pass rate is consistent with state accountability expectations and standards for Educator Preparation Programs.				preliminary leadership experiences.
The Lamar University Superintendent Certification Program will prepare candidates by providing instruction and opportunities to develop and demonstrate success in written forms of communication consistent with school district leadership skills.	Program candidates will demonstrate appropriate writing skills consistent with school district leadership requirements. Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Program candidates will develop a comprehensive District Improvement Plan during the third week of EDLD 5371. The assignment rubric has a dedicated section to measure writing skills consistent with school district level leadership.	District Improvement Plan – Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas state superintendent standards for district continuous improvement practices. Eighty-five percent of program candidates will score no less than "Meets Minimum Criteria" on assignment mechanics and writing skills on the assignment rubric.	An analysis of the week three key assignment in EDLD 5371 for each cohort during the school year will be conducted. Student results on the assignment will be compared to the measure for this learning outcome and achievement target.	85% of all candidates will score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 85% of students scoring at the Meets Criteria rubric level is a rigorous standard.	A total of ninety-six students in two cohorts completed the week 3 assignment in EDLD 5371 during the 2022-2023 school year (to date). Ninety-four students "Meet Minimum Criteria" or better for a success rate of 98%.	The data show that nearly all students meet minimum criteria. However, questions remain as to whether the rubric effectively discerns the performance of students. This assignment rubric will be revamped and aligned using EAC. The alignment will be developed in a manner that will better inform students regarding strengths and challenges.
The Lamar University	Program candidates will demonstrate	Superintendent Internship	A review of the total number of	95% of all candidates will	Eighty-One students in two	The data show that nearly all students met minimum criteria

<p>Superintendent Certification Program will prepare candidates by providing a relevant and comprehensive practicum/internship. The practicum/internship provides opportunities for school district leadership experiences, requires candidate participation throughout the length of the program, and includes a minimum of 240 hours of practicum/internship experience.</p>	<p>understanding and apply skills relevant to a successful school district leader in coordination with a field-service supervisor and site mentor. Rationale: These learning outcomes are aligned with Texas state superintendent standards and tested competencies for superintendent certification. Program candidates will successfully complete EDLD 5396 and EDLD 5399 and all practicum/internship requirements. Activities include observing, participating, and leading activities relevant to school district leadership. The practicum/internship incorporates a minimum of 240 hours of activities and includes multiple skill sets important to the successful school district superintendent.</p>	<p>Summary Evaluation (SISE) – Rationale: The SISE provides evaluation from the site supervisor who can provide distinct insight of the student's capacity and readiness in the field. EDLD 5399 is the final practicum/internship course for the superintendent certification program. Successful completion of this course reflects 240 or more hours of practicum/internship experiences and a successful SISE evaluation by the site supervisor. The site supervisors utilize a program provided instrument to evaluate students' dispositions, skills, and success on assignments in the field aligned with Texas state</p>	<p>students in 5399 and the number of students who successfully completed the program/internship will reflect the percentage of students completing this measure.</p>	<p>score no less than Meets Criteria or Exceeds Criteria on measure. Rationale: Faculty determined 95% of students scoring at the Meets Criteria level or higher is a reasonable expectation for this assessment.</p>	<p>cohorts completed the superintendent certification program/internship in 2022-2023 (to date). Eighty students met the measure "Meets Minimum Criteria" or better for a 98% success rate, SISE report from the site mentor.</p>	<p>on this assessment. Careful analysis has identified a need to adopt a textbook that is aligned to the NELP Standards and create a log that is aligned with those standards. Lastly, the practicum/internship needs to expand its monitoring to include evaluations from the site supervisor (SISE) and a university hired field supervisor (Post Conference Reports).</p>
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		superintendent standards.				

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain. If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Changes in terminology, law, policy, and politically sensitive issues mandated a review of course content and rigor. This includes a specific revamping of the practicum and its associated activities where students hone identified skills at the application level. The faculty recognizes the need for course content to be current, timely, and relevant. The faculty also recognizes that the practicum experience needs to be amended to provide a coherent sequence of observations. aimed at improving the rigor and relevance of activities.	P	Though the passing rate on this assessment exceeds benchmark expectations, faculty are working to make systematic updates throughout the program to reflect the most current information, language, laws, and issues in school leadership. This initiative to update the program has received university approval and will progress through the next academic year. Steps are being taken to investigate having courses meet doctoral level standards.
Revise this assessment to reflect school leadership best practices updates relevant to current law, and post-pandemic issues. Action put in place: 1) This course will be re-written with appropriate updates to content, which will be reflected in the revision or replacement of this assessment.	P	This assessment itself has had only minor changes. However, there are plans to develop a more robust rubric aligned with EAC whereby students will be better informed regarding successes and challenges. The remaining reorganization of the rubric will greatly enhance the assessment.
Faculty will prioritize content re-writes to those identified as most significant and time-sensitive. The program is committed to providing a relevant and comprehensive practicum/internship.	P	The program has received permission to expand the practicum into a 15-week course. The rewrite will include new coherently sequenced practicum observations that will be reviewed by field supervisors. Because of the pause in admissions into the supt. preparation program, and the complexity of the practicum's moving parts – the new practicum is planned to be initiated in January of 2024.