

Program Level Learning Outcomes Assessment¹

Annual Program Assessment Report Template²

Superintendent Graduate Certificate Program – 2024 (FY25)

Annual Program Assessment Reports should be based on program assessment plans; be approximately three to five pages in length; and provide the following³:

1. Brief Program Overview (250 words max.)

The UAS School of Education's Superintendent Graduate Certificate program is a one-year cohort program designed to prepare district level administrators (superintendents). Graduates of the program earn a Superintendent Graduate Certificate, which leads to a Superintendent Endorsement added to an Administrative Certificate issued by the Alaska Department of Education and Early Development (DEED). The Superintendent Graduate Certificate program is based on the National Educational Leadership Preparation (NELP) standards at the district level. This program was designed by a team of superintendents and leaders from across the state to create a program that focuses on understanding the uniqueness of Alaskan school systems. The program was included in the School of Education's Council for Accreditation of Educator Preparation (CAEP) most recent accreditation review.

Students take three classes during the first and second summers of the program (5 credits each summer) with the classes offered in shortened two-week blocks of time. The program continues in the fall (6 credits) and spring (6 credits) semesters. All classes are offered synchronously online except for the internship experience, which happens within their district for each of the fall and spring semesters.

Throughout the school year, students work with a mentor who is the district's superintendent or in the case of a sitting superintendent being in the program then a retired or current superintendent is enlisted to serve as the mentor. The 2023-2024 year was the 10th cohort of candidates.

2. Program Level Learning Outcomes (PLOs). *Note whether the PLOs listed in the UAS Course Catalog (CourseLeaf) are correct and written properly (measurable outcomes, not all starting with "students will", etc.). If applicable, list the date corrected in Courseleaf.*

The PLO's currently listed in CourseLeaf identify the National Educational Leadership Preparation (NELP) standards at the district level, which are listed below.

NELP Standards at the District Level

Standard 1: Mission, Vision, and Improvement

¹ PLOs describe what we want our students to know or have learned by the time they finish the program

² Approved by Faculty Senate September 2023

³ **Enrollment Data (SCH, retention rates, graduation rates, etc.) do not need to be included in the assessment report.**

Program completers understand and demonstrate the capacity to:
NELP Standards at the District Level (continued)

Standard 1: Mission, Vision, and Improvement (continued)

- 1.1 Collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- 1.2 Lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Program completers understand and demonstrate the capacity to:

- 2.1 Reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
- 2.2 Evaluate and advocate for ethical and legal decisions.
- 2.3 Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Program completers understand and demonstrate the capacity to:

- 3.1 Evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- 3.2 Evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- 3.3 Evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Program completers understand and demonstrate the capacity to:

- 4.1 Evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- 4.2 Collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and 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.
- 4.3 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.
- 4.4 Design, 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.

NELP Standards at the District Level (continued)

Standard 5: Community and External Leadership

- 5.1 Represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- 5.2 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.
- 5.3 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.

Standard 6: Operations and Management

Program completers understand and demonstrate the capacity to:

- 6.1 Develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- 6.2 Develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- 6.3 Develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard 7: Policy, Governance, and Advocacy

Program completers understand and demonstrate the capacity to:

- 7.1 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.
- 7.2 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.
- 7.3 Evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- 7.4 Understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8: Internship

- 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.

NELP Standards at the District Level (continued)

Standard 8: Internship (continued)

8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

3. How the data is collected on the PLOs (*rubrics, portfolios, etc.*)

At the end of the program, candidates create a portfolio to demonstrate the knowledge, skills, and dispositions to be an instructional leader at the district level, which is organized to demonstrate competence in the identified NELP standards. The portfolio is composed of eight sections with one for each of the NELP Standards at the district level. Each of the following sections must be addressed:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, and Cultural Responsiveness
4. Learning and Instruction
5. Community and External Leadership
6. Operations and Management
7. Policy, Governance, and Advocacy
8. Internship

Candidates provide evidence of their knowledge and ability to apply that knowledge to practice by supplying artifacts for each standard as demonstrated in the course work and internship experiences.

4. The data collected on the PLOs during the previous academic year (*assessment period*)

The following data reflects student achievement (n=10) collected during summer semester of 2024.

Standards and Components	M	I	S
Key: M=Missing / I=Insufficient / S=Sufficient			
Standard 1: Mission, Vision, and Improvement			
1.1 Evaluate, develop, and communicate a district mission	0	0	10
1.2 Lead district strategic planning and continuous improvement processes	0	0	10
Standard 2: Ethics and Professional Norms			
2.1 Reflect on and model professional dispositions and norms	0	0	10
2.2 Evaluation and advocate for ethical and legal decisions	0	0	10
2.3 Model ethical behavior in personal conduct and relationships	0	0	10
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness			
3.1 Evaluate, cultivate, and advocate for an inclusive district culture	0	0	10
3.2 Evaluate, cultivate, and advocate for equitable access to inclusive schools	0	0	10
3.3 Advocate for culturally responsive instruction and behavior supports	0	0	10
Standard 4: Learning and Instruction			
4.1 Design and implement high-quality, technology-rich curricula	0	0	10

Standards and Components (continued)	M	I	S
Standard 4: Learning and Instruction (continued)			
4.2 Design and cultivate coherent systems of support and professional learning	0	0	10
4.3 Design and implement a culturally responsive system of assessments	0	0	10
4.4 Design and implement district-wide use of coherent curriculum practices	0	0	10
Standard 5: Community and External Leadership			
5.1 Represent and support district schools in engaging diverse families	0	0	10
5.2 Collaborate and communicate with diverse community members	0	0	10
5.3 Communicate within multiple contexts to advocate for district needs	0	0	10
Standard 6: Operations and Management			
6.1 Develop and implement data-informed and equitable management systems	0	0	10
6.2 Develop and implement a data-based district resourcing plan	0	0	10
6.3 Develop and implement systems for hiring, retaining, and supervising staff	0	0	10
Standard 7: Policy, Governance, and Advocacy			
7.1 Represent the district and advocate for district needs with the school board	0	0	10
7.2 Design and implement collaborative systems for district governance	0	0	10
7.3 Engage in decision making re: district, state, and national policy and laws	0	0	10
7.4 Represent district needs and priorities within larger policy conversations	0	0	10
Standard 8: Internship			
8.1 Provided a coherent, authentic field internship focused on NELP 1-7	0	0	10
8.2 Provided 10-15 hours per week internship within a district setting	0	0	10

5. An evaluation/analysis of the data collected

All (100%) of the candidates earned a Sufficient rating for each of the NELP components at the district level. The Superintendent Graduate Certificate program adequately prepares students for the portfolio with course assignments and internship experiences aligned with the NELP standards at a district level.

6. Conclusions and plans for program improvement

The data does not indicate a need to alter the program to better support students in demonstrating mastery of the PLO's. The Superintendent Graduate Certificate program admits candidates who have demonstrated success as educational leaders, and they are typically mid-to late-career professionals. For example, in the year being reviewed four candidates held doctorates and five were sitting superintendents. Additionally, faculty work closely with the candidates throughout the year to cultivate artifacts that sufficiently demonstrate competence, which are then added to the portfolio. A current focus for continual improvement of the program is on elevating candidate voice in the assessment process both within the course assignments and in the evaluation of the internship experience.