

# **SUPERINTENDENT CERTIFICATION PROGRAM**

## **SECTION I: CONTEXT**

### **1. Description of any state or institutional policies that may influence the application of ELCC standards.**

In compliance with the state legislature, the Texas Education code, the Texas State Board for Educator Certification has adopted rules and regulations that govern Professional superintendent Certification programs in Texas (Texas Education Code 21.046). Institutions providing superintendent certification are compelled to comply with the state's mandates.

The program at Angelo State University is a complete online program, which is one of the first complete online programs in the state of Texas. The state prescribes eight administrative standards for candidates to obtain the Superintendent certificate (19 Tex. Admin. Code 242.15), and because these same standards are encompassed in three domains (Domain I, Leadership of the Educational Community, Domain II, Instructional Leadership, and Domain III, Administrative) and ten learner-centered competencies for which candidates will be held accountable when they take the Texas Examination of Educator Standards (TExES) examination for superintendents, Angelo State University is compelled to forego applying the ELCVC standards as the guiding framework for the superintendent program. However, there is a "fit" between the Texas standards, domains, and competencies in comparison with the ELCC standards for School District Leadership.

The eight superintendent standards are premised on superintendents being educational leaders who promote the success of all students by practicing learner-centered: (1) Values and Ethics in Leadership; (2) Leadership and District culture; (3) Human Resources Leadership and Management; (4) Policy and governance; (5) Communications and Community Relations; (6) Organizational Leadership and Management; (7) Curriculum Planning and Development; and (8) Instructional Leadership and Management.

Ten Superintendent competencies are included in the eight standards listed above. They are:

\* 001, The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote success for all students;

\*002, The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community;

\*003, The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students;

\* 004, the superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision;

\*005, The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance;

\*006 The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth;

\* 007, The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development;

\* 008, The superintendent knows how to apply principles of effective leadership and management and technology use;

\*009, the superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment; and

\*010, the superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

Since NCATE does not have specific guidelines for writing a program review for this complete online program, the author of this review has followed the ELCC guidelines as much as possible. Consultants have said that NCATE has not visited or written up a completely online program in the past, but this is first effort done at Angelo State University will be valuable for future opportunities. Teaching face-to-face in a post-graduate situation is a very different situation from teaching completely online to candidates in a sometimes three state area. This first effort for a program review for a completely online program which is one of the largest online programs for superintendents in the state of Texas is an exciting opportunity. Blackboard is the instructional delivery system utilized for this program.

That vehicle is challenging for the instructor and the candidates. However, technology is here to stay and all persons involved in this learning activity has learned many things. It is very different from teaching face-to-face, but it has many rewards for the participants. One of the enjoyable areas that happens with online teaching is the communication that

takes place. Much more communication back and forth happens than in a once a week face-to-face class. Candidates email the instructor almost everyday. Trust develops quickly and professional relationships are formed quickly when the instructor responds to questions and concerns quickly. In face-to-face, candidates hold questions, comments and concerns until class time. Candidates do not email or call very often in face-to-face teaching.

An instructor may not get to know every class member well. In online teaching at Angelo State University, the instructor has an opportunity to interact and “talk to” all candidates regularly. It is very different, more time consuming, and much more elaborate to put a course together for online teaching than it is to put a course together for face-to-face teaching. Online course development, group evening discussions, daytime and evening online office hours, and a myriad of emails and phone calls take four times as much time as teaching face-to-face.

Student evaluations have been very encouraging for this program. The instructor evaluates, reviews, and “listens” to what the candidates say. Then, adjustments and revisions take place based on student input for this online program. The program has been very successful thus far.

The State of Texas requires an 80% pass rate for the candidates on the TExES. This program has maintained that pass rate and goes above the pass rate with each examination, depending on the number of candidates taking the exam. The state exam will be changing next year and we have had no input on that test development, nor have we received any information on the test.

## **2. Description of the field experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for internships.**

The Angelo State University Superintendent Certification Program is facilitated as a cohort. It is a 15 hour semester credit hour professional certification program that is offered on an around the year basis and students enter and exit at different times. The Professional Superintendent Certification Program at Angelo State University is structured so that candidates take one class during each semester and two classes during the summer with a field based internship following all course as the capstone course. The formal field based internship is not limited to fall or spring semester. It is offered during both sessions of summer school also. The 150 hour requirement is done in the Capstone course, the Internship. Courses have school and district based projects and activities, but the internship requires 150 hours of meetings and superintendent related work in addition to two other important projects done on a district wide basis. Much of the superintendent job happens in the summer with school finance, adopting the district budget, and staff development planning and implementation for the coming year. Summer is a good time for a candidate to see that portion of a practicing superintendent’s responsibility.

**3. Description of the criteria for admission, retention, and exit from the program including required GPAs and minimum grade requirements for the content courses accepted by the program.**

Candidates must hold Texas Principal Professional Certification (or the equivalent from another state), and they must possess a Master's Degree in Administration/Educational Leadership or a related field that satisfies the state's graduate degree requirement for principal certification). Candidates must also hold a Texas Teaching Certificate and have at least two years creditable classroom teaching experience (also required for Principal Professional Certification). Candidates must maintain a 3.0 GPA (grade point average) in all required coursework to satisfy institutional requirements for satisfactory academic performance as well as for successful program completion.

**4. Description of the relationship of the program to the unit's conceptual framework.**

The Professional Superintendent Certification program's conceptual framework is closely aligned with the Angelo State University's conceptual framework. The unit's theme is "A New Generation of Educators Leading Others."

The professional educators (ASU faculty) in the Educational Leadership/Administration program share knowledge, demonstrate skills and model dispositions for candidates enabling them to open doors to their futures. In turn, these candidates, as they become School District Superintendents, share knowledge, demonstrate skills and model dispositions for their students and others within the community, thereby allowing those individuals to open their own doors to the future.

Stated slightly differently as it is constrained to some extent by its stature consisting of four classes and the end-of-program field-based internship, the superintendent program at Angelo State University focuses extensively on building candidate skills and competencies that prepare them for securing an initial superintendency, thriving in that role, and assuming subsequent leadership roles throughout the program completer's professional career.

**5. Indication of whether the program has a unique set of program assessments, which are different from those expected for the unit's assessment system, and the relationship of the program's assessments to the unit's assessment system.**

The Professional Superintendent Certification program does not have a unique or separate set of assessments different from those incorporated within the unit's assessment system. Rather, the assessments are aligned with the unit's system, the Educator Preparation Program and are appropriate to this certification level.

## **Program of study:**

ED 6383 School-Community Relationships  
(3-SCH; offered each spring)

Designed to cover the principles, philosophy, and techniques for improving the educational program through building good relationships. Special attention is given to the different roles people play and the superintendent's experiences with the School Board relations and community relations. Readings and resources include the area of Leadership.

Prerequisite: Principal certificate and permission of the professor.

ED 6384 School Resource Management (formerly Public School Finance)  
(3-SCH; offered summer II)

Designed to develop knowledge and skills related to district budget procedures, revenues, state, county and school district finance. Other problems related to the the history of public school financing, legislative actions and financing public education will be included.

Prerequisite: Principal certificate and permission of the professor.

ED 6385 Human Relationships in Educational Administration  
(3-SCH; offered summer I)

Designed to explore the administrator's professional relationships with teachers, parents, students, principals, other educational employees in the district, and the School board, Personnel and Human Resources areas as well as staff development is included in the course. Leadership opportunities abound in these areas and will be included in activities.

Prerequisite: Principal certification and permission of the professor.

ED 6386 School Plant Planning and Maintenance  
(3-SCH; offered fall)

A study of the issues facing the school administrator and the School board in determining school building needs, planning for facilities, responsibilities of architects and contractors, equipping and furnishing school buildings, and maintaining and redesigning existing buildings. Other relevant topics include asbestos, bond issues and ethics.

Prerequisite: Principal certification and permission of the professor.

ED 6388 Superintendent Internship in Education  
(3-SCH; offered as capstone course, taken last)

Guided experiences in central office and superintendent administration under the supervision and direction of a central office administrator and a university professor. The internship is taken as the final capstone course in the superintendent certification program. Grading is Pass or Fail. Prerequisite: Principal certification and permission of the professor.

Attachment A

Program candidates and completers are attached and completers are attached.

## Attachment B

Faculty expertise and experiences are explained. Full time faculty in the Educational Leadership/ Administration program at present are Drs. Lu Anna Stephens (assistant professor, Curriculum and Instruction, Graduate Education), Jim Summerlin (associate professor, head of department), and Fritz Leifesti (associate professor, Curriculum and Instruction). Dr. Leifesti has taught one superintendent course in the last three years and has primary responsibility for the Principal's Program. Dr. Summerlin has not taught a superintendent's course, but is on call and ready if the need arises.

### **Candidate's Statement of commitment regarding dispositions**

The Curriculum and Instruction Program for Superintendent Certification Program is responsible for preparing candidates who have the required knowledge, skills and dispositions to become effective school administrators or School superintendents.

Dispositions are defined as the value, commitments, and professional ethics that influence behavior toward students, families, motivation, and development as well as the educator's own professional growth. "dispositions are guided by beliefs and attitudes related to value such as caring, fairness, honesty, responsibility, and social justice. The dispositions listed below are expected of ASU superintendent certification candidates in the university online program and in the schools.

### **Professionalism**

- \*Timeliness is consistent in Discussion groups, group work, completion of assignments
- \*Attendance is consistent in group discussions, contacts, and internship
- \*Initiative is demonstrated by offering ideas and suggestions to others when involved in online discussions, setting goals for self-improvement, networking, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- \*Ethics is demonstrated by maintaining confidentiality about students and their families, following the Code of Ethics for Texas Educators Integrity, disclosing any unlawful activity upon application to and during the superintendent Certification program that might adversely affect ability to obtain a superintendent's license, as well as passing criminal background checks and drug screening as might be required by the school systems.

### **Administrative Qualities**

- \*Demonstrates organization through student-centered planning, selection and preparation of materials, time management

\*Values diversity through choosing balanced staffs, being responsible for choosing inclusive materials, lessons, assessments and having principals responsible for creating classroom environments that are inviting for diverse teachers and students' participation and learning; and that teachers have equitable access to resources and students have equitable access to instruction.

### **Relationship with Others**

- \*Cooperates with school board, principals, instructors/school personnel, resolves differences or misunderstandings respectfully and reflectively.
  - \*Responds productively and respectfully to feedback from school board, principals, teachers, students and parents.
  - \*Establishes rapport with school board, principals, teachers, staff, parents and community members.
  - \*Collaborates with peers, instructors, schools personnel, parents, school board members, principals, businesses and community members, and shares responsibilities, ideas, and materials.
  - \*Provides leadership to school board, school district and community.
- Affirms perspective and contributions of diverse students, teachers, families, instructors, and peers.

### **Professional Development**

- \*Engages in reflection by using various forms of feedback about one's effectiveness, including assessment data showing the impact of student learning.
  - \*Engages in life-long learning through reading, observing, assessing, and participating in organizations.
- Promotes success for all students through best practices, informative assessments and inclusive environments.
- Demonstrates involvement with school board, schools, parents, school personnel and Community agencies on behalf of students.

**I have read the dispositions above. I agree that dispositions are important to being an effective, professional school superintendent. I am committed to both growth and excellence in demonstrating these dispositions. I understand that my effectiveness in the superintendent certification program depends upon successful demonstration of these dispositions.**

**Print name**

**Date**

**Signature**

## Section II- List of Assessments

<u>Name of Assessment</u>	<u>Type of Assessment</u>	<u>When Administered</u>	
1. Licensure	TEGES State exam	Completion of Program	
2. Content Knowledge	Content Evaluation Exam	6383, 6384, 6385, 6386- End of each course	
3. Ability to develop supervisory plan for classroom instruction	District Wide Assessment	6388	;
4. Assessment of Internship	Performance survey By supervisor	6388	
5. Assessment of ability to To support student learning And development	360 employer survey	Post graduation survey	
6. Application of content	Capstone Reflection Paper	6388 Internship	



## SECTION III-RELATIONSHIP OF ASSESSMENTS TO STANDARDS

**Charts go here – only in hard copy**

## SECTION IV—EVIDENCE FOR MEETING STANDARDS

### Assessment #1: TExES Examination

#### Description:

Texas Administrative Code (TAC) Section 230.5(b) requires every person seeking educator certification in Texas to perform satisfactorily on comprehensive examinations. The purpose of these examinations is to ensure that each educator has the requisite content and professional knowledge necessary for an entry-level position in Texas public schools. The Texas Examination of Educator Standards (TExES) program was developed for this purpose.

#### The superintendent exam characteristics:

Number of test items: 90 multiple choice questions. Typically 80 questions are scorable and 10 multiple choice questions are used for pilot testing purposes and are nonscorable (i.e. they do not contribute to the examinee's score).

Score scale: The Superintendent test is scored on a 100-300 scale, with a passing score of 240.

The TExES exam for superintendent certification has a purpose. It is a test to measure the requisite knowledge and skills that superintendent in Texas public schools must possess. The test is a requirement for the candidates seeking a Superintendent certificate.

#### The test structure and item structure.

The test contains three domains and the following item structure:

Domain No 1	Domain Title	% of test	# scorable items
I.	Leadership of Educational Community	40%	32
II.	Instructional Leadership	30%	24
III.	Administrative Leadership	30%	24

The Superintendent is an all day examination consisting of a morning session and an afternoon session/ to complete the exam, candidates must attend both sessions on the same day. The two sessions cannot be taken and passed separately.

In the morning session, candidates receive a district Profile Packet containing a variety of materials from a hypothetical school district in Texas. All the questions in the morning session pertain to this one school district. The afternoon session includes both individual and items that are arranged in decision sets. A decision set is a small group of questions about a particular scenario faced by a superintendent in a hypothetical Texas School district. The items in the afternoon session are not related to the district Profile Packet or to the items presented in the morning session.

**Scoring:** Results are reported as scaled scores in a range from 100-300, with a passing score of 240. The total test score is based on an examinee's performance on the entire test. Domain and competency performance information, which is provided on the Examinee Score Report, is based on an examinee's performance on each domain and each competency.

Assessment #1 for the Superintendent Certification Program candidate are as follows:

Academic Year	#Number of Candidates In Program	# of Program Completers
07-08	31	33
06-07	28	27
05-06	36	34

#### Assessment #2: Content Knowledge

This assessment is a content evaluation exam given at the end of each course. It is narrative in format and is approximately 12-15 pages long. The students use APA and research findings to develop this paper. It is a compilation of everything learned and experienced during the course and is summarized citing any sources. The student can use lectures and material from the teaching vehicle blackboard, research from outside sources, field experiences during the course, projects summary as related to the big picture of a course, or use creativity to design a case study or essay reflecting knowledge gained during the experiences of the course work. Everything is taught online, and this content evaluation paper is delivered to the instructor through Blackboard or email. This assessment is done at the end of each of the following courses: 6383, 6384, 6385, 6386, and 6388.

#### Assessment # 2 using CL 6383

Academic Year	#Candidates Exceeds Expectations	Meets Expectations	Developing Expectations	Does Not Meet Expectations
07-08	28	3	0	0

<b>06-07</b>	<b>26</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>31</b>	<b>5</b>	<b>0</b>	<b>0</b>

**Assessment #2 using CL 6384**

<b>Academic Year</b>	<b>#Candidates Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing Expectations</b>	<b>Does Not Meet Expectations</b>
<b>07-08</b>	<b>30</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>06-07</b>	<b>26</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>25</b>	<b>5</b>	<b>0</b>	<b>0</b>

**Assessment #2 using CL6385**

<b>Academic Year</b>	<b>#Candidates Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing Expectations</b>	<b>Does Not Meet Expectations</b>
<b>07-08</b>	<b>26</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>06-07</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>20</b>	<b>16</b>	<b>0</b>	<b>0</b>

**Assessment #2 using CL 6386**

<b>Academic Year</b>	<b>#Candidates Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing Expectations</b>	<b>Does Not Meet Expectations</b>
<b>07-08</b>	<b>25</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>06-07</b>	<b>21</b>	<b>7</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>20</b>	<b>16</b>	<b>0</b>	<b>0</b>

**Assessment #3: Ability to develop supervisory plan classroom instruction**

This assessment is a district wide instructional assessment done as a project in 6388. the student looks at all the district wide data for the state test TAKS for students. The student looks for areas of strength and weaknesses. District data is compared to Stare data for informational reasons. A summary is written of the findings and readied for the School board, principals and teachers. The student develops a staff development plan for teachers in the district to use for instructional purposes with students, and tailor for their own campuses and classrooms when appropriate. The report/project is sent to the instructor. This activity is done in course 6388.

### **Assessment #3-CL 6388 Mini Instructional Project- Superintendent Program**

<b>Academic Year</b>	<b>#Candidates Exceeding Expectations</b>	<b>Meets Expectations</b>	<b>Developing Expectations</b>	<b>Does Not Meet Expectations</b>
<b>07-08</b>	<b>25</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>06-07</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>30</b>	<b>10</b>	<b>0</b>	<b>0</b>

### **Assessment #4: Assessment of Internship**

This assessment is done in the final course, which is 6388-Internship/Practicum. It involves a performance survey by the student's supervisor. The supervisor completes the survey/evaluation and returns to the Instructor.

### **Assessment #5: Assessment of ability to support student learning and development**

This assessment is a 360 survey sent to the student's employer after completion of the superintendent certification program. Data is accumulated and used for revisions, updates and the betterment of improvement of the program.

### **Assessment # 6: application of content**

This assessment is the capstone Reflection paper written by the student as the last essay for exiting the program as a completer. It is done in course 6388 at the end of the internship/practicum. It is a summary of the student's experiences, knowledge attainment, comparisons, correlations, and attitude toward what he/she has accomplished.

### **Assessment #6 CL 6388, Internship Reflection Paper**

<b>Academic Year</b>	<b>#Candidates Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Developing Expectations</b>	<b>Does Not Meet Expectations</b>
<b>07-08</b>	<b>25</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>06-07</b>	<b>10</b>	<b>6</b>	<b>0</b>	<b>0</b>
<b>05-06</b>	<b>30</b>	<b>10</b>	<b>0</b>	<b>0</b>

## **SECTION V- USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

**Evidence is presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This narrative is organized around content knowledge, professional and pedagogical knowledge, skill, and student learning.**

**“What we teach, how well we teach it, how we assess, and how we use assessment to improve student achievement will all determine the success of our efforts.”**

***Assessment FOR Learning, Chappuls, Stiggins, Arter, and Chappuls.***

While probably every educator in America is struggling with improving student performance on the state assessments as mandated by the state and national governments, and while dedicated educators work hard to help students succeed, real –time data is used to review results and an attempt is made to improve programs for student success.

State assessments, by their nature and design, are summative assessments and are used after the instruction has taken place to measure learning. These assessments are used in the Superintendent Certification Program to determine if students have mastered the standards.

The superintendent’s Program has formative assessments built into the course work and the Internship to prepare students to take the summative assessment in the form of the Texas State licensure exam. The formative assessments are in different formats and they are used along the way to measure student progress toward learning standards. These formative assessments are aligned with the standards.

The report on the Superintendent Certification Program contains Assessments, rubrics, data and course explanations to support this report on descriptions and goals of the program.

The online Superintendent Certification Program is the first completely online program to be developed in the College of Education. The courses had been taught face-to-face with six to twelve students prior to the implementation of the online program. The completely online program began in the fall of 2005. Recruitment and the first year found 36 students enrolled and participating in the program. Since that beginning, 153 have enrolled as of this year, but are not counted in this data. Three years of data are included, excluding the 2008-2009 school year. As of 2007-2008, 95 students completed the program.

The pass rate for the state licensure exam is 80%, and the program candidates maintain a rate and one much higher on a regular basis. This is a good and positive situation because this university does not have criteria that excludes students. Angelo State University places a strong focus on teaching and learning. Much time and effort are spent on writing courses, making assignments relevant for success, communicating with candidates, and

spending extra time tutoring and mentoring candidates. The student and learning is a top priority.

Online access is good in Texas and Angelo State University has updated and upgraded technology every year for three years. Blackboard is the primary vehicle for delivering instruction. Blackboard purchased Web CT and many changes in format and delivery have been made for blackboard. The Innovative Teaching Center is ready and available to assist with course design and delivery. E learning Center is ready and available for technical assistance for the instructor and the students.

With each cohort and cycle of semesters, modifications and changes are made to course curriculum and delivery of instruction. This is a constant, consistent and continuing task for delivery of an online program with relevance to students who are geographically a long distance from the university. The program newness finds the instructor doing self-study and reflection every week to stay fresh and abreast of new issues, books and materials. The instructor uses formative assessments to change and update teaching strategies and methods to help better improve student learning.

The State licensure exam going to change with the tests given through the summer of 2009. We have had no input for the changes and have not received an information about expectations with the exception of the State Agency stating that changes are coming. The State Agency stated also that the exam will be brand new, shortened to one half day, and cover Leadership. Of course, that can change.

The superintendent Certification Program is fairly comprehensive. A completely online post graduate program with a year of training is time intensive to develop, keep updated, placed into blackboard, handling online office hours 4-6 hours a day, teaching group discussion online at night, and handling the 11,000 emails per year that go with online classes. This does not include phone calls, faxes, personal visits, and handling regular office hours for advising and other administration students. The computer is connected "at the hip" to the instructor. The instructor is bound by regular requirements, extra hours and hours of computer work, plus many meetings and other departmental work. Email is monitored most of the day and on weekends. Night times are filled with teaching online, discussions, groups, tutoring, and answering questions and concerns for students. All emails are answered as quickly as possible. Teaching online is confining on the one hand, but if one has to traveling an away from the university, one can handle responsibilities a lot of responsibilities with a laptop. That is a positive side.

Rubrics have been developed with the inception of the program. A 360 survey has been developed for input after the student completes the program. A supervisor's evaluation form is required at the end of the internship. This input is utilized to modify and make the program were useful to students and their learning experiences. As a result of course evaluations and program evaluations, including filed supervisors and others, the instructor uses all formative and summative results for ways to improve and enhance the program. These reviews and input are used for more depth and improvements in the

program for students. More changes may happen in the future. For instance, textbooks were used the first year. The instructor received candidate input, and added case studies, simulations, links, outside studies and local building and district projects to create interest, practical and relevant activities. Test scores are used to find out where teaching needs to be adjusted.

The Superintendent Certification Program is not advertised. Student enrollment has leveled at 45-60 students enrolled at any one time during each semester. That is a big number of candidates for a superintendent online program. After this program was started, five geographically close organizations began the same kind of program. As a result, the candidates from those areas who would have come to Angelo State University chose to enter a program closer to their residence. Competition is steep for graduate students.

The attraction to this Angelo State University program so far has been the fact that it is completely online. Also satisfying for the students is the fact that the instructor has served as a teacher, counselor, assistant principal, principal, assistant superintendent and school superintendent. Students like having professors who have been in the field and have administrative experiences. Students have stated that they appreciate the relevance of the program. They appreciate the fairness. They help recruit other students to the program because the instructor has a quick response by email and phone to questions and concerns. The instructor is available many hours a day for the students. And, last but not least, the instructor gives outside assistance, test review session, recruiting meetings, and mentoring. The instructor writes letters of references for students which is very time consuming, and then helps students find jobs after completing the program pro bono.

This unique completely online superintendent program is committed to training and producing superintendents and central staff administrators who are committed to excellence and leading successful schools for children and young people.