Northern Kentucky University

Name of Program: Superintendent

Certification Level:

Other School Professionals: Rank I Non-Degree 6th Year; Certification Only

Program Codes:

KST (55), KST, RANK 1 (3603)

Modes of Delivery: Online

School Superintendent

Prerequisites for Admission

NKU Educational Leadership faculty members have worked with the Advisory Council to create the prerequisites for admissions based on 16 KAR 3:010. A rubric was created by the Advisory Council to judge how well the candidates will meet the following admissions criteria:

- A teaching certificate
- A master’s degree from a regionally accredited institution with a minimum GPA of 3.5.
- At least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.
- A minimum of at least two letters of recommendation attesting to the candidate’s leadership skills including one from the candidate’s superintendent; the other letter(s) can be from a school/district leader, a principal, supervisor, academic coach, mentor or university professor.
- A professional folio presented in a professional and organized manner including:
  - at least three artifacts that support successful leadership roles and instructional leadership
  - at least three documents that demonstrate ability to improve student achievement
  - In addition to these artifacts, each candidate will include a written statement from an education agency representative attesting to her/his skills and understanding of:
    a) leadership roles and instructional leadership,
    b) ability to improve student achievement,
    c) knowledge of school laws relating to finance, school operations and personnel matters,
    d) implementation of curriculum, instruction, and assessment,
    e) commitment to ongoing professional growth,
    f) effective communication skills (written communication and ability to disseminate information), and
    g) ability to build relationships, foster teamwork, develop networks.
- An interview with NKU faculty and members of the Advisory Council.
- A signed statement of support from the candidate’s superintendent mentor or designee pledging high quality authentic field experiences including opportunities to participate in district leadership activities. School District Superintendents will make this possible with efforts to:
  a. Provide personnel to assist in the co-design and co-delivery of courses and related course activities;
  b. Serve as a mentor and coach for candidates;
c. Provide personnel to serve on a review panel for the candidates’ capstone projects;
d. Allow candidates access to aggregated school and district information and data;
e. Allow candidates to observe and shadow school and district leadership; and,
f. Allow candidates to participate in school and district leadership activities.

The University Educational Leadership faculty will:

a. Provide program faculty for co-design and co-delivery of the program;
b. Provide program faculty to mentor and coach candidate;
c. Provide program faculty to serve on a review panel for the candidate’s capstone project
d. Collaborate with district leaders in providing high quality authentic field experiences; and
e. Develop and implement a continuous assessment system that informs decisions related to successful completion of program components.

**Program Curriculum**

The Northern Kentucky University Superintendent Preparation program aligns courses with the Educational Leadership Policy Standards: ISLLC 2008, the six Technology Standards for School Administrators (TSSA), the Standards of 21st Century Skills (e.g., creativity and innovation, critical thinking and problem solving, communication and collaboration, leadership and responsibility), Dispositions, Dimensions and Functions of the Kentucky Cohesive Leadership System, and addresses college and career readiness. The Next Generation Effectiveness Standards for Kentucky School Superintendents has also been used as a resource. A matrix has been developed that aligns the standards, skills, and field experiences to each course required in the preparation program.

The Superintendent Preparation Program curriculum requires 12 credit hours and addresses the roles and responsibilities of a superintendent, including district leadership and instructional planning for student and staff learning, district management and systems for change. The required two courses per semester are listed as follows:

**Semester I:**
- EDA 639 - The Superintendent - 3 hours
- EDA 679 - Superintendent Practicum - 1 hour

**Semester II:**
- EDA 649 - School System Administration - 3 hours
- EDA 680 - Superintendent Practicum - 1 hour

**Semester III:**
- EDA 659 - Strategic Management in Education – 3 hours
- EDA 681 - Superintendent Practicum - 1 hour

Assessments and assignments are designed to provide aspiring superintendents the opportunity to experience authentic field district leadership activities aligned to the required standards and ensure experiences related to leading a district focus on student college and career readiness. This will include observing, participating and leading district activities and initiatives. The district Superintendent mentor and university educational leadership faculty will collaborate to serve as mentors for the candidate in a structured mentoring experience connected to the yearly work cycle of a superintendent. School District Superintendent mentor and University Educational Leadership faculty responsibilities are formalized in a Memorandum of Agreement.

The College of Education and Human Services at NKU has an excellent record of collaboration with many programs across the university. All of our program directors, for example, serve on the NKU Graduate Council which meets monthly to discuss the approval of new programs and program changes. The Graduate Council serves as the official university body to coordinate and oversee all policies, procedures, curricula, and regulations for all graduate programs. Because of these alliances, the Superintendent Preparation faculty members will naturally collaborate with various academic disciplines in order to supplement the content knowledge and skills of our candidates. There are numerous classes
and faculty expertise available within other programs that could serve as consultants to address topics and issues identified by our Advisory Council and our program faculty. The subject matter of these classes will be an integral part of our courses. Possible topics and university programs include:

- Administrative Ethics (Public Administration)
- Professional Responsibility (Law)
- Teams and Conflict Management (Executive Leadership In Organizational Change ELOC)
- Creating High Performing Organizations (ELOC)
- Integrating Organizational Change and Leadership (ELOC)
- Counseling and Crisis Intervention (Counseling)
- Persuasion (Communication)
- Public Relations (Communication & Businesses)
- Human Resources (Business)
- Mediation and Conflict Resolution (Management)
- Motivation and Behavior Modification (Psychology)

Some of the experts who teach these classes will be invited to attend the Capstone presentations to provide input to help the candidates.

**Mentoring and Field Experiences**

The clinical model will be implemented throughout all coursework in the Superintendent Preparation program. Each semester candidates enroll in a one hour practicum course and are placed with a cooperating superintendent with a minimum of three years of satisfactory experience. The university supervisor meets with each candidate and the superintendent mentor to explain and discuss the requirements of the candidate’s program, evaluation and the memorandum of agreement. The practicum which provides multiple field experiences aligned with the required standards and includes district leadership mentoring experiences that support student college and career readiness. The multiple field mentoring experiences require candidates to work in diverse school/district settings, demonstrate authenticity of practice with real problems based on district needs and are aligned to an entire 12 month calendar to include a superintendent’s yearly work cycle and responsibilities.

Throughout coursework and field experiences, candidates in the Superintendent Preparation program will be exposed to diverse student populations, school and district environments through various opportunities to observe, shadow, participate, and lead. This program will provide each candidate opportunities to gain the knowledge, skills, and dispositions necessary to lead in today’s most challenging and diverse school districts. Candidates will collect, compare, compile, and analyze information and develop their abilities to expand their ideas, research best practices, and clearly articulate a commitment to instructional leadership. Candidates will examine and conduct a data analysis of subgroups, including race, ethnicity, gender, socio-economic status, special education and English Language Learners and plan strategies for improving academic achievement. Exposure to diverse student populations, school and district environment experiences throughout the program will help the candidates gain the knowledge, skills, and dispositions needed to work effectively with students, staff and community members from diverse racial, ethnic, and socioeconomic groups.
Each candidate will experience multiple, diverse, authentic and seasonal field experiences which include:

- observing a superintendent over a one-year work cycle in authentic field settings to help understand the nature and scope of school district leadership, management and the complexity of external factors such as community, business, politics.

- assuming a leadership role in planning, decision-making, implementation and evaluation of selected field-based experiences in a school district setting

- reflective leadership practice on the potential impact of experiences on district, school and student improvements using the ISLLC and TSSA standards, 21st century skills, college and career readiness strategies as the guiding framework.

Our field experiences will also integrate the final Next Generation Effectiveness Standards for Kentucky School Superintendents which are intended to serve as a framework for understanding the many complex elements of a current superintendent’s work. The most recent document includes: strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership and micro political leadership which focuses on legal, legislative and community issues.

The system to document effectiveness of each experience addresses the criteria of the actual assignment. Data from individual candidate submissions will be monitored and analyzed as part of the continuous assessment of candidates and program quality. In addition to the formative assessments listed in the syllabi, the summative assessments, and the capstone project, our program also addresses our candidates’ dispositions in order to help them understand human and dispositional elements to foster higher levels of performance. In the first semester, candidates will complete the Disposition and Professional Behaviors Checklist for Educational Leaders. Their school district superintendent mentor and a critical friend will also complete the checklist. From this data, each candidate will create an action plan that includes professional and personal goals (see Appendix F EDA 639 syllabus for details). This process will be completed again during the final semester of the program and be included as part of their capstone project reflection as we collaborate with candidates in assessing their progress and planning for their future district leadership roles.

Assessment Plan

Continuous Assessment Plan

Candidate feedback on the field experiences will be collected to measure the effectiveness of the field experience. The Superintendent Preparation program will use a continuous assessment plan designed to assess candidate proficiencies and program effectiveness. Continuous assessment of candidates involves a developmental approach to leadership preparation in which candidates are expected to progress toward mastery of standards as they practice and gain competence with increasingly complex professional tasks. The leadership faculty will use candidate data collected at key transition points in the program to measure the progress of individual candidates throughout the program and then use aggregated candidate data in the process of determining the effectiveness of the
program. Selected data items collected on candidate proficiency and program effectiveness in the Superintendent Preparation program will also be fed into the overall unit assessment system. The analysis of candidates’ performance is evaluated by mentor superintendents, appropriate district leaders and university leadership faculty. This data will serve as essential elements of the program evaluation component of the unit assessment system. The data will be audited and monitored at the program unit levels, fed into the unit’s comprehensive data system, and constitute important information for program development and unit operations.

Program Evaluation Transition Points

The Superintendent Program Design and Implementation Committee and Educational Leadership Advisory Council will maintain oversight of the program operations. Each semester, the faculty of the program will report on student and program progress. Topics will include titles and progress of action research projects; relationships and challenges with field work; and descriptions of candidates’ progress. The graduate program director will also share these results with the COEHS Continuous Assessment Committee at their annual retreat.

The Superintendent Preparation Program has three transition points where students are assessed and the program is assessed.

1. The first transition point is the Admissions process which includes:
   - Teaching certificate
   - A master’s degree pursuant to KAR 3:010.
   - At least two (2) years of experience in a position of school principal, supervisor of instruction, guidance counselor, director of pupil personnel, director of special education, school business administrator, local district coordinator of vocational education, or a coordinator, administrator, or supervisor of district-wide services. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.
   - A minimum of at least two letters of recommendation attesting to the candidate’s leadership skills including one from the candidate’s superintendent; the other letter(s) can be from a school district administrator, a principal, academic coach, mentor or university professor.
   - A professional folio presented in a professional and organized manner including:
     - at least three artifacts that support successful leadership roles and instructional leadership
     - at least three documents that demonstrate ability to improve student achievement
     - In addition to these artifacts, each candidate will include a written statement attesting to her/his skills and understanding of:
       a) leadership roles and instructional leadership,
       b) ability to improve student achievement,
c) knowledge of school laws relating to finance, school operations and personnel matters,
d) implementation of curriculum, instruction, and assessment,
e) commitment to ongoing professional growth,
f) effective communication skills (written communication and ability to disseminate information), and
g) ability to build relationships, foster teamwork, develop networks.

- An interview with NKU faculty and members of the Advisory Council.

2. The second transition point will occur at Semester 2 (after four credit hours).

- Professional/Personal Growth Plan based on results of 360º survey of dispositions (Appendix E: EDA 639 syllabus).
- G.P.A. that satisfies the Northern Kentucky University requirements.

Members of the Advisory Council and Educational Leadership faculty will review the quality of the assessments to determine if changes need to be made in the assignments so that the results are professional and meet the needs of the districts.

3. The third transition point will occur following completion of semester 3 (after 12 hours) and the completion of the following: The capstone project and presentation, in depth written reflection of experience, and revised professional growth plan dispositions to address identified areas of growth. The capstone project will be assessed by the educational leadership program faculty, candidate’s superintendent mentor, and selected members of the Advisory Council to make sure the project is professional and has potential impact on district, school, and/or student improvement.

All data from these transition points will be stored on the College of Education and Human Services database. The Superintendent Preparation program will make quarterly reports to the Educational Leadership Work Group and an annual report to the Continuous Assessment Committee. The Educational Leadership Work Group includes all faculty in the Superintendent Preparation program. This data analysis will provide the necessary feedback for continuous improvement and program development of the Superintendent Preparation program.
Data will be collected and reviewed at the following transition points:

<table>
<thead>
<tr>
<th>Transition Point I</th>
<th>Transition Point II</th>
<th>Transition Point III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions</strong></td>
<td><strong>After Semester 1</strong></td>
<td><strong>After Semester 3</strong></td>
</tr>
<tr>
<td>2 successful years of eligible administrative leadership experience</td>
<td>4 hours with at least a 3.0 average</td>
<td>12 hours with at least a 3.0 GPA</td>
</tr>
<tr>
<td>Current teaching certificate</td>
<td>Professional/ personal growth plan with appropriate dispositions according to the NKU Educational Leadership Programs’ Dispositions and Professional Behaviors Assessment</td>
<td>Professional portfolio of artifacts documenting competencies in each of the ISLLC standards.</td>
</tr>
<tr>
<td>2 letters of recommendation</td>
<td>Report scores and GPA to program faculty and advisory council</td>
<td>Appropriate dispositions according to the NKU Educational Leadership Programs’ Dispositions and Professional Behaviors Assessment</td>
</tr>
<tr>
<td>Portfolio documenting 3 successful leadership roles and instructional leadership activities</td>
<td></td>
<td>Capstone project with satisfactory scores on the candidate’s project, reflection, and presentation</td>
</tr>
<tr>
<td>Written statement attesting to the candidate’s skills and understanding of a) leadership roles and instructional leadership, b) ability to improve student achievement, c) knowledge of school laws relating to finance, school operations and personnel matters, d) implementation of curriculum, instruction, and assessment, e) commitment to ongoing professional growth, f) effective communication skills (written communication and ability to disseminate information), and g) ability to build relationships, foster teamwork, develop networks.</td>
<td></td>
<td>Satisfactory university supervisor and superintendent mentor evaluation of candidate’s field experiences, demonstrated ISLLC leadership skills and capstone project</td>
</tr>
<tr>
<td>Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signed Memorandum of Agreement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Capstone Project

Each candidate in the Superintendent Preparation program will conduct year-long school-based research through a capstone project. The capstone project will allow each candidate to explore and lead an independent project under the close supervision of the candidate’s superintendent mentor. The project may take many forms, from a substantial research paper to a significant creative project. The capstone project will reflect intellectual rigor, a pursuit of best practices and will impact district school and student improvements. Candidates will be required to present the highlights of their capstone project to appropriate NKU faculty, site based council or School Board of Education, and/or district superintendents and other district administrators. Finally, candidates will defend their capstone projects to a panel composed of NKU faculty, candidate’s Superintendent mentor and selected members of the Educational Leadership Advisory Council.

Field Experiences

The field experiences rubric will provide the framework for documenting the effectiveness of each field experience. The candidate will reflect on the potential impact of the experience on district and school continuous improvement and student learning.

Appendix A:
Department of Educational Leadership
Northern Kentucky University
Admissions/Scholarship Rubric

Name___________________________________________  M Ed __

Date _____________ Disposition ___ Admit ___ Hold ___ Refuse

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INADEQUATE</th>
<th>ACCEPTABLE</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Requirements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teaching certificate</td>
<td>No certification</td>
<td>Teaching certificate</td>
<td>Teaching Certificate</td>
</tr>
<tr>
<td>• Master’s degree</td>
<td>No degree</td>
<td>Master’s degree</td>
<td>Master’s degree plus</td>
</tr>
<tr>
<td>• Two years of</td>
<td>Less than 2 yrs</td>
<td>2 yrs or more</td>
<td>5 or more yrs</td>
</tr>
<tr>
<td></td>
<td>Criteria</td>
<td>Inadequate</td>
<td>Acceptable</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td></td>
<td>The candidate presented only one letter of recommendation but it was not from his/her current superintendent.</td>
<td>The candidate presented two letters of recommendation and one was from his/her superintendent. The other letter was from school/district leaders i.e. principal, Supervisor, Academic coach, mentor or university professor.</td>
</tr>
<tr>
<td><strong>CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Signed Memorandum of agreement</strong></td>
<td></td>
<td>No signed memorandum of agreement from candidate, superintendent or designee (See appendix B).</td>
<td>Signed memorandum of agreement from candidate, superintendent or designee and university representative (See appendix B).</td>
</tr>
<tr>
<td><strong>Folio</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evidence of leadership roles and instructional leadership</td>
<td>No evidence of candidate’s successful leadership roles and instructional leadership were included.</td>
<td>At least three artifacts that supported candidate’s successful leadership roles and instructional leadership were included.</td>
</tr>
<tr>
<td></td>
<td>Written statement from an education</td>
<td>Written statement failed to address</td>
<td>Written statement</td>
</tr>
</tbody>
</table>
the candidate’s skills and understanding of:

a) leadership roles and instructional leadership,
b) ability to improve student achievement,
c) utilize knowledge of school laws, finance, school operations and personnel matters,
d) implementation of knowledge of curriculum, instruction, and assessment,
e) commitment to ongoing professional growth,
f) effective communication skills (written communication and ability to disseminate information), and
g) ability to build relationships, foster teamwork, and develop networks.

adequately attested to the candidate’s skills and understanding of:

a) leadership roles and instructional leadership,
b) ability to improve student achievement,
c) utilize knowledge of school laws, finance, school operations and personnel matters,
d) implementation of knowledge of curriculum, instruction, and assessment,
e) commitment to ongoing professional growth,
f) effective communication skills (written communication and ability to disseminate information), and
g) ability to build relationships, foster teamwork, and develop networks.

understanding of:

a) leadership roles and instructional leadership,
b) ability to improve student achievement,
c) utilize knowledge of school laws, finance, school operations and personnel matters,
d) implementation of knowledge of curriculum, instruction, and assessment,
e) commitment to ongoing professional growth,
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<table>
<thead>
<tr>
<th>Interview</th>
<th>Inadequate</th>
<th>Acceptable</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulate</td>
<td>Unclear and nondescript responses regarding educational issues raised by the faculty committee</td>
<td>Clear and well spoken regarding some of the issues raised by the faculty committee.</td>
<td>Clear, well-spoken and coherent regarding most educational issues raised by the faculty committee.</td>
</tr>
<tr>
<td>• Knowledgeable</td>
<td>Had little understanding of questions and educational issues raised by the committee</td>
<td>Informed and acquainted with some of the questions and educational issues raised by the committee</td>
<td>Well informed and well acquainted with most of the questions and educational issues raised by the committee.</td>
</tr>
<tr>
<td>• Enthusiastic</td>
<td>Apathetic and/or indifferent in responding to questions during the interview</td>
<td>Energized and spoke with conviction in responding to most questions during the interview</td>
<td>Energized and spoke with conviction in responding to all questions during the interview.</td>
</tr>
<tr>
<td>• Showcased Leadership ability</td>
<td>During the interview, the applicant did not discuss any specific examples of his/her leadership at the school district or community level.</td>
<td>During the interview, the applicant was able to describe at least one example of his/her leadership at the school district or community level.</td>
<td>During the interview, the applicant was able to describe at least two or more examples of his/her leadership at the school district or community level.</td>
</tr>
</tbody>
</table>
Each curriculum contract states the admission and exit criteria, the curriculum criteria, required courses, and other information about the program. The curriculum contracts for the School Superintendent program options are at this link:

http://coehs.nku.edu/departments/teached/CAEP/EPSBProgramSubmissions/SchoolSuperintendent.html