

## Superintendent - EDS

### Enrollment and Graduate History

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Enrollment *	0	0	0	0	8
Degrees Awarded	0	0	0	0	0

### Program description

The Superintendent Education Specialist Degree program is designed for school principals who desire to move into district level leadership positions. Coursework and field activities that focus on ELCC district level standards give students the knowledge, skills, and dispositions needed to become impactful, effective leaders who balance commitments to students, teachers, staff, and the community.

The program does not lead to an initial teaching license. Students who hold a current Ohio principal license, have at least three years of building level leadership experience, and pass the appropriate licensure exam, will qualify for an Ohio Superintendent License upon completion of the program.

\*Note about enrollment and degrees awarded:

Prior to Spring Semester 2013, the Superintendent program was a licensure-only program. Students in the Superintendent program before Spring 2013 earned the Ohio Superintendent license only, not a degree. This is why it appears that the program had 0 enrollment for 2009-2012. As of Spring 2013, we began offering it as an Ed.S. program through which students can earn both a degree and a license.

During Fall Semester 2014, the first two Superintendent Ed.S. students will receive their degrees.

### Alignment with university mission, strategic plan

The Superintendent program addresses and aligns with the WSU mission and strategic plan. The program aligns with the mission by building a solid foundation for student success through our high quality program, and empowering all of our students and faculty to develop professionally, intellectually, and personally. Strategic Plan Goal 1, Objectives A and B, Goal 2, Objective C, and Goal 4, Objectives B and C, are addressed in the coursework and practicum components of our program.

### Program distinctiveness

Other than the CIPD program, this program offers the Ed.S. degree, which is not offered in any other programs in the College of Education and Human Services.

The program not only offers the prestigious Ed.S. degree, but candidates completing the requirements will also be eligible for the Superintendent license in Ohio.

The program is offered entirely online, which benefits practicing school leaders in full time positions.

### Recognitions of quality of the program

The program met all six NCATE Standards with no cited weaknesses or areas for improvement. After the last review, the program received ELCC National Recognition, NCATE Accreditation, and approval from ODE/OBR.

### Program learning outcomes

The Superintendent program learning outcomes are based on the ELCC standards. Many of the coursework outcomes are aligned according to these standards. See Table 1 below.

### Description of description of learning outcomes assessment program

The Ohio Assessment for Educators is the new assessment instrument for those seeking administrative type licensure. The test supersedes the Praxix II assessment instrument, and has been used since the beginning of the 2013-14 school year. No candidates in Superintendent program have taken the test.

#### b. Description of assessments aligning with ELCC standards:

Ohio Assessment for Educators align with the ELCC standards, as described in Table 1.

**Table 1.**

ELCC Standards	OAE Competencies	Ohio Educator Standards
<p><b>Standard 1 – Development, articulation, implementation, and stewardship of a district vision</b></p> <p>*1.1. Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p> <p>*1.3. Candidates understand and can promote continual and sustainable district improvement</p> <p>*1.4. Candidates understand and can promote continual and sustainable district improvement</p> <p>*1.1. Candidates understand and can promote continual and sustainable district improvement</p>	<p>*0001 Understand how to provide leadership in facilitating the development, articulation, implementation, and stewardship of a shared vision of learning; collaborating with diverse stakeholders, and mobilizing school and community resources to achieve the vision and promoted the success of all student groups.</p> <p>*0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p>	1
<p><b>Standard 2 – Teaching and learning focal point of</b></p>	<p>*0003 Understand how to advocate, nurture, and sustain a positive culture of</p>	4

<p><b>schools</b></p> <p>*2.2. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p> <p>*2.3. Candidates understand and can develop and supervise the instructional and leadership capacity across the district.</p> <p>*2.2. Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.</p> <p>*2.4. Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.</p>	<p>learning that emphasizes high expectations and an instructional program that promotes success for all student groups.</p> <p>*0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.</p> <p>*0005 Understand how to use professional development for faculty, staff, and self to promote lifelong learning and the success of all student groups.</p> <p>*0006 Understand organizational management and its use in creating positive and productive learning systems that promote the success of all student groups.</p>	<p>4</p> <p>4;5</p> <p>2;3</p>
<p><b>Standard 3 – School District Operations</b></p> <p>*3.1. Candidates understand and can monitor and evaluate district management and operational systems.</p> <p>*3.2. Candidates understand and can efficiently use human, fiscal, and technological resources within the district.</p> <p>*3.3. Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.</p>	<p>*0004 Understand effective teaching and learning and the use of instructional leadership to promote the success of all student groups.</p> <p>* 0007 Understand human resource management and its use in creating a positive and productive learning system that promotes the success of all student groups.</p> <p>*0008 Understand operational management and its use in creating safe, efficient, and effective learning environment that promotes the success of all student groups.</p> <p>*0009 Understand fiscal and material resource management and its use in creating efficient and effective learning systems that promote the success for all student groups.</p>	<p>4</p> <p>2;5</p> <p>5</p> <p>5</p>
<p><b>Standard 4 – Collaboration with Families &amp; Community Members</b></p>	<p>*0001 Understand how to provide leadership in facilitating the development, articulation,</p>	<p>4</p>

<p>*4.1. Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.</p> <p>*4.2. Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.</p> <p>*4.3. Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</p>	<p>implementation, and stewardship of a shared vision of learning; collaborating with diverse stakeholders, and mobilizing school and community resources to achieve the vision and promoted the success of all student groups.</p>	
<p><b>Standard 5 – Integrity, Fairness, Ethics</b></p> <p>*5.1. Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.</p> <p>*5.2. Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</p> <p>*5.3. Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.</p>	<p>*0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups.</p>	
<p><b>Standard 6 – Understanding, responding to, and influencing political, social, cultural, economic, legal context</b></p> <p>*6.2. Candidates understand and can advocate for district students, families, and caregivers.</p> <p>*6.3. Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</p>	<p>*0002 Understand the interplay of the political, social, economic, legal, ethical, and cultural contexts of education in promoting the success of all student groups.</p> <p>*0003 Understand how to advocate, nurture, and sustain a positive culture of learning that emphasizes high expectations and an instructional</p>	

*6.2. Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.	program that promotes success for all student groups.  *0010 Understand the legal dimensions of educational leadership.	3
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### Summary of assessment findings for past five years

N/A – No Ed.S. graduates within the last five years.

### Major curricular changes since last review (or past five years)

The superintendent program was changed from a licensure only set of coursework to include an Ed.S. degree. With very few candidates enrolling for licensure only, the program was changed in order to offer more training and knowledge base coursework, giving candidates extensive learning opportunities.

New rubrics have been created for all major assignments in each course, that address ELCC standards. Courses were updated to reflect the change from the quarter to semester system.

The Ed.S. Superintendent Program was developed and initiated in 2013. We are currently building the program by way of recruitment and marketing.

Course #	Ed.S. Degree Superintendent Courses
EDL 9860	Organizational Behavior in Education
EDL 9710	School District Leadership
EDL 8580	Advanced Educational Measurement
EDL 9920	School Culture & Professional Growth
EDL 9930	School District Finance & Business Management
EDL 9800	Community Relations & Processes
EDL 9870	Administrative Leadership in Communication
EDL 9730	Advanced Curriculum Analysis
EDL 9740	The Leader, Law, & Special Populations
EDL 9955	Superintendent Capstone Practicum

### Graduate placement data, employer satisfaction

N/A – No Ed.S. graduates within the last five years.

**If program has professional accreditation, attach most recent review findings and recommendations**

### **Quality of the Program**

Superintendent Educational Specialist Degree (Ed.S.): Ohio Board of Regents (OBR): Approved  
Superintendent License: Educational Leadership Constituents Council (ELCC): National Recognition;  
National Council for Accreditation of Teacher Education (NCATE): Accredited; and,  
Ohio Department of Education (ODE) / Ohio Board of Regents (OBR): Approved  
Assessment Results (identified strengths/weaknesses from the last national, state, or annual process of review)

Superintendent Educational Specialist Degree (Ed.S.): Not applicable

The Superintendent Licensure Program earned National Recognized status from the ELCC (SPA) in 2007. All standards were met on its initial review.

The Superintendent Licensure Program was approved by ODE / OBR in 1996.

In 2005, the Superintendent Licensure Program was reviewed by its SPA. The ELCC review results indicated there was not a distinctive district-level licensure program offered. No new applicants were accepted to the licensure program starting in the fall of 2005 through the summer of 2006. However, students in the pipeline were still serviced with needed classes. During this shutdown time, a new array of classes were designed, approved, and subsequently nationally recognized. The newly designed program was open for business in the Fall of 2006. The "new" program was accredited by NCATE in 2008.

**Please complete the information below as applicable so that it can be summarized for the Departmental Program Review Report.**

### **Faculty accomplishments and recognitions**

There are four (4) full-time faculty assigned to teach in this program, along with several highly qualified adjuncts that are licensed in this particular leadership area. Two of the full-time faculty are full professors, one is an associate professor, and the instructor is a former school curriculum director and superintendent.

One full-time professor teaching in the program has had experience as president, leading a statewide organization for professors of educational administration.

One full-time professor has been on the board of directors of a national organization for educational research.

One full-time professor has experience as a superintendent in an Ohio Pre-K-12 public school district.

Both full-time professors and associate professor publish on a regular basis in peer-reviewed journals.

### **Programs and areas of recognized excellence with supporting evidence**

See top of page 2.

### **Capacity for growth of programs**

Based on this school year recruitment efforts by Allyson Copper, the potential for program growth is optimistic. Ten school leaders are enrolled at this time.

**New program opportunities**

We have a working relationship with Academic Partners, which now markets and provides opportunities for professional educators to enroll in our program. This relationship, along with our own recruiting efforts, enhances and expands the program to be offered to educators living anywhere in the United States.