Nebraska Department of Education Rule 24 Report

SUPERINTENDENT

(Content Area)

Educator Preparation Content Program Review

Name of institution	**University of Nebraska-Lincoln**
Date Submitted	**August 9, 2024**
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Folio type: [ ] **Regular**   [x] **Mini**   [X] **Advanced Program**

Program(s) Covered by this Folio

Endorsement(s) List Endorsements	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
	Low-Enrollment	Etc.	Etc.
Superintendent	**SUBJECT**	**PK-12**	Ed.D
Superintendent	**Subject**	**PK-12**	Ed.S.
Superintendent	**Subject**	**PK-12**	Post-Baccalaureate

Is the endorsement offered at more than one site? [ ] **Yes**   [X] **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status: [X] National   [X] State

Is this a Nationally Accredited Program?   [X] Yes   [ ] No

If Yes, list Accrediting Organization: CAEP

Attach National Letter to Cover Sheet

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1a. Institutional Background

The University of Nebraska-Lincoln

The University of Nebraska at Lincoln (UNL) was chartered as a land grant university on February 15, 1869, as part of the Morrill Act, and serves as the comprehensive public university for Nebraska. UNL is part of the University of Nebraska system that includes the University of Nebraska at Omaha, the University of Nebraska at Kearney, and the University of Nebraska Medical Center. The elected state Board of Regents governs the system and has designated UNL the flagship campus.

UNL is a member of the Big 10 Conference, the Big 10 Academic Alliance and the Association of Public and Land Grant Universities (APLU). Nebraska is classified within the Carnegie "R1 Doctoral Universities-Highest Research Activity Category," accredited by the Higher Learning Commission and consists of eight academic colleges: Arts and Sciences, Business, Education and Human Sciences, Engineering, Fine and Performing Arts, Graduate Studies, Journalism and Mass Communications and Law. The university's continuous improvement strategic plan, N2025, centers on the premise that every person and every interaction matters.

Enrollment in the Fall of 2023 reflected the national trend of small enrollment declines from UNL's historical enrollment in 2017. UNL had 18,959 undergraduates and 4,641 graduate/professional students.

The College of Education and Human Sciences

The College of Education and Human Sciences (CEHS) was established in 2003 when the College of Human Resources and Family Studies and the Teachers College were combined. It is home to more than 3,100 students, 220 faculty, and 175 staff members, with 25% of students identifying as first-generation college students. CEHS includes seven academic units: Child, Youth and Family Studies (CYAF), Educational Administration (EDAD), Educational Psychology (EDPS), Nutrition and Health Sciences (NHS), Special Education and Communication Disorders (SECD), Teaching, Learning and Teacher Education (TLTE), and Textiles Merchandising and Fashion Design (TMFD). The college offers bachelor, master, specialist, and doctoral degree programs and certificate and endorsement-only programs.

UNL's programs that are nationally accredited include Speech Language Pathology Audiology (SLPA), accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech Language Hearing Association (ASHA) and School Psychology, accredited by the National Association of School Psychologists (NASP). Music education, offered in the College of Fine and Performing Arts, is nationally accredited by the National Association of Schools of Music.

Department of Educational Administration

The Department of Educational Administration (EDAD) offers advanced programs leading to the Master of Science (M.S.), the Specialist Degree in Educational Administration (Ed.S.), and the Doctoral Degree in Education (Ed.D.). The department also provides non-degree administration endorsements for candidates who have completed a master's degree. The department's

degree and endorsement programs are designed to prepare educators to be successful program, building and district leaders in any school system. Those seeking a superintendents' certificate may complete either the Ed.S. or Ed.D. in Educational Leadership.

1b. Standards for Admission, Retention, Transition, and Completion

Describe the standards for admission, retention, transition and completion of the institution's overall EPP, including GPA and other minimum grade requirements for the courses accepted for the endorsement.

Institutional Criteria	Gateway #1	Gateway #2	Gateway #3
	Admission	**Professional Coursework and Field Experience**	**Program Capstone and Completion**
	- Admission to UNL - Minimum of GPA of 3.0 - Administrative Certificate - Personal Statement - Three Writing Samples - Resume - Two Letters of Recommendation	- Maintain a minimum 3.0 GPA - Successfully complete all required coursework - Completion of minimum of one Superintendent Academy	- Minimum GPA of 3.0 - Comprehensive Exam - Internship Completion

Admission to the Program
Individuals seeking the EdS or EdD degree must apply for admission to the UNL Department of Educational Administration b submitting the required documents and a transcript to the UNL Department of Graduate Studies and the Department of Educational Administration. The UNL Graduate Studies Application requires candidates to meet UNL admission requirements prior to completing the EDAD application process. The documents required include:
- Undergraduate/graduate transcripts. Proof of a master's degree from an approved or accredited institution with an overall grade point average of 3.0.
- Professional Resume
- Current administrative certificate, or proof certification is in progress with proof of teacher experience for at least two full years or the equivalent.

- Two letters of recommendation from people who have worked closely on significant projects, who have served as direct-line supervisors, and/or been instructors or advisors. These people speak to the candidate's professional experience, accomplishments and leadership.
- Three writing samples that demonstrate scholarly writing ability (i.e. a thesis, published article).
- Personal Statement. The statement should address how:
    - the candidate exemplifies the actions an educational leader in their current role as a Visionary Thinker, Reflective Learner and Servant Leader
    - they are motivated to embark on the professional experiences for doctoral studies
    - the candidate might address a local problem, challenge or unique opportunity in the program of study and dissertation.

Retention
GPA
A minimum GPA of 3.0 must be maintained to continue in the program. The Graduate College establishes "quality of work" standards for GPA. The GPA is monitored by the academic advisor throughout the program. Candidates do not meet the minimum grade requirements may be dismissed. Candidates must complete coursework within 10 years.

Completion
Comprehensive Examination
Candidates pursuing the Doctorate in Education Administration (Ed.D.) must successfully complete a Dissertation in Practice (DiP), a culminating, applied research project that focuses on a problem of educational practice. The Ed.D. dissertation generates information that can be used to improve practice in a specific educational setting. The DiP must draw on tenants of improvement science and 1) identify an actionable problem of practice that exists in the students' professional area, unit, or setting, 2) develop a change based on the students' professional knowledge and doctoral training, 3) implement and study the change effort systematically, and 4) report findings to both local stakeholders, the doctoral committee, and other professionals for whom the change might be relevant. Candidates pursuing a Ph.D. complete a praxis journal and initial improvement science project that build directly from the Preliminary Improvement Science Project. Both requirements must be developed over time.

The third requirement in the sequence is the comprehensive exam. It is composed of two aspects: 1) a self-study of positionality relative to one's problem of practice and 2) Analysis of improvement in their praxis journey.

Presentation of Dissertation to Faculty
Candidates earning a specialist or a doctoral degree finish dissertation hours. The topic of the dissertation is directly applicable to educational leadership and can use used to improve

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educational leadership practice. After data collection and analysis is complete, candidates write the culminating document according to UNL Graduate College requirements. This document is read and accepted by faculty, leading to an oral defense.

1c. Field Experiences

Describe all field experiences required for the endorsement, including the number of hours for practicum experiences and the number of hours/weeks of clinical experience or internships.

[Link to Table 006.02-1 Field Experiences for Advanced Program](#)

Superintendent Academy

Designed to provide future school superintendents a link between theory and practice through case studies and voice-of-experience discussions this field-based academy is a forum for processing the "on-the-job" experiences with participants who are pursing doctoral studies, those who are about to enter the role of the superintendent, or those who are new to the work of school leadership. Candidates experience training situations for developing leadership skills, examination of the practical challenges that school leaders face and examination of contemporary educational issues through different organizational frameworks and review of various issues related to the management of change.

1d. Program Completers and Level

					Program Completers and Level – Content Area:		**Superintendent**		
Academic Year					**Number of Endorsement Program Completers**				
					Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**
20	22	to	20	23	NA	2	NA	NA	0	0
20	23	to	20	24	NA	1	NA	NA	0	1

1e. See Appendix A for Advising Worksheet

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Section 2: Endorsement Program Key Assessments and Related Data

	Name of Assessment used for the following areas:	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content Knowledge Praxis II Content Exam	Summative	Praxis II examinations are a series of subject-specific, standardized tests created and administered by the Educational Testing Service (ETS). Each examination measures content knowledge within a certification area, and results are reported as an overall score and multiple subscale scores. The Nebraska Department of Education determines the required test to be taken and the minimum overall passing score for each certification area. Test 6021	End of program
2	Knowledge of Learner/Learning Environments Superintendent Academy Reflection	Summative	National Educational Leadership Preparation (NELP) Standards – designed and recognized as a CAEP SPA	EDAD 990, 990-692
3	Knowledge of Effective Use of Instructional Practices			
	Superintendent Academy Reflection	Summative	National Educational Leadership Preparation (NELP) Standards – designed and recognized as a CAEP SPA	EDAD 990, 990-692
4	Professional Responsibility and Overall Proficiency			
	Superintendent Academy Internship	Summative	National Educational Leadership Preparation (NELP) Standards – designed and recognized as a CAEP SPA	EDAD 987C/990-693

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Key Assessments – Descriptions and Information

Key Program Assessment #1: Content Knowledge
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Key Program Assessment #2: Knowledge of Learners and Learning Environments
Assessment begins in Academy I (EDAD 990) and provides an overview of contemporary district leadership roles with a focus on state and national professional standards. It introduces Superintendent expectations and utilizes the National Educational Leadership Preparation Standards (NELP) to facilitate the discussion. NELP standards are used as a framework for structuring reflections and discussion regarding the Superintendency.

Academy II (EDAD 990-692) provides a more in-depth view of contemporary district leadership. Practicing Superintendents participate in class to provide real world scenarios and provide clarity on application of skills to the job. The focus of the course centers around Leading schools, coping with governance challenges, learning and assessments and developing principals. NELP standards are used as a framework for structuring reflections and discussion regarding the Superintendency.

Academy III (EDAD 990-693) is designed for candidates to prepare for the Praxis Content exam for licensure. In addition to the test preparation, discussion and reflection are focused on applying, attaining and remaining in a Superintendent role. NELP standards are used as a framework for structuring reflections and discussion regarding the Superintendency.

Key Program Assessment #3: Knowledge of Effective Use of Instructional Practices
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Key Program Assessment #4: Professional Responsibility and Overall Proficiency
Educational administrators gain an understanding and experience related to systems required for a school district to operate successfully and administer change and innovation in this field experience. This experience is assessed using the NELP standards.

Artifact 2: Key Assessment Data by Endorsement

Data tables with summarized program completer data for at least two complete academic years for each key assessment for all candidates. Report the data separately by levels/tracks (e.g. baccalaureate, post baccalaureate, alternate routes, Masters, Ed. Specialist, or Doctorate).

The Superintendent program had less than five completers during the two-year data cycle.

Section 3. Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

The Superintendent endorsement is the goal for most candidates. Some pursue the endorsement while completing a doctorate degree while others wish to attain the endorsement with no terminal degree. The hybrid program allows candidates to access coursework and balance employment, which is often in some administrative capacity prior to completing the program. Providing accessible coursework is a priority of the EDAD department and they continue to monitor and adjust as needed to remain efficient while providing numerous opportunities for access.

Many candidates complete the endorsement-only program but do not complete a degree. Tracking completers who do not finish with a terminal degree is a challenge in the UNL system. Using the certification tracking, number taking the Praxis examination, and university data, the triangulation gives the number of potential principals completing their desired program.

Hybrid Program Structure
UNL's Superintendent preparation program is carefully administered to ensure that relationships are built and developed and that student networking interactions occur. Students often are remote for most courses but attend two days a month during the summer in person. This provides access for students who are not within driving distance of Lincoln and for those whose schedules don't accommodate traditional course attendance. The hybrid delivery model results in high-quality online instructional experiences with in-person access to faculty and classmates.

Appendix A
Advising Worksheet

Superintendent Advising Sheet

Course Title	Credit Hours
EDAD 835 Business Management of Schools	3
EDAD 901 System Level School Improvement	3
EDAD 905 Issues in Governance in Educational Institutions	3
EDAD 906 Issues in Systems Level Administration	3
EDAD 986 Leadership in Educational Organizations	3
EDAD 990/987A Superintendent Academy I	1
SPED 990-692/987B Superintendent Academy II	1
EDAD 990-063/987C Superintendent Academy III	31
EDAD 811 Superintendent Internships	3
Electives	6

Appendix B
NELP Standards

Component 1.1 Program completers understand and demonstrate the capacity to 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.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Component 2.1 Program completers understand and demonstrate the capacity to 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.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to 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.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to 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.

Component 4.3 Program completers understand and can demonstrate the capacity to 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.

Component 4.4 Program completers understand and demonstrate the capacity to 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.

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to 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.

Component 5.3 Program completers understand and demonstrate the capacity to 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.

Component 6.1 Program completers understand and demonstrate the capacity to 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.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to 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.

Component 7.1 Program completers understand and demonstrate the capacity to 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.

Component 7.2 Program completers understand and demonstrate the capacity to 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.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers 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.

Component 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.

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Component 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.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

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