

## Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

### I. Educational Leadership

**Definition:** Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

#### Areas of Responsibility:

- Serves as the Board of Education's educational leader and chief executive.
- Works with the Board of Education, staff and community to facilitate the development and implementation of a vision of learning that sets high performance expectations for all students and staff.
- Promotes a positive school culture by providing an effective instructional program and designing comprehensive professional development plans for staff; belongs to, actively supports and participates in professional organizations (e.g., CAPSS, AASA, CABE, NSBA) and encourages his/her Board of Education to do so.
- Uses best practices (research-based knowledge) related to learning, teaching, student development, organizational development and data management to optimize learning for all students.

### II. Organizational Management

**Definition:** Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs and pertains to the following: planning and organizing; hiring, evaluating and supervising staff; implementing policy; preparing and overseeing the budget; ensuring the health and safety of students and staff; and regularly reporting to the Board of Education.

#### Areas of Responsibility:

- Oversees the organization and management of the district's day-to-day operations.
- Prepares, advocates for and implements an annual budget that addresses district goals and meets the needs of all students; reports regularly to the Board of Education on the status of the budget and any other fiscal concerns or issues.
- Consistent with Board of Education policy, recruits, hires and retains personnel for the school district who show potential to best meet the needs of all students. Provides a system of support, supervision and consistent evaluation to ensure that certified and classified staff that remain are effective.

- Implements policies adopted by the Board of Education and recommends changes, if appropriate; develops, implements and informs the Board of Education of administrative procedures necessary to implement Board of Education policy.

### **III. Community and Board of Education Relations**

**Definition:** Community and Board of Education relations are critical to the success of the Superintendent and the school system. The Superintendent works with the Board of Education and the community to: establish a vision, goals and objectives for the district; communicate regularly and clearly with the community; provide data and information to the Board of Education to assist with the evaluation of the district operations and programs; and represent the district to the community. The Superintendent, in cooperation and consultation with the Board of Education, is responsible for maintaining positive working relationships with local, regional and state organizations and agencies.

#### **Areas of Responsibility:**

- Provides professional advice and keeps the Board of Education informed and updated on educational issues and needs and operations of the school system by providing appropriate recommendations and supporting data.
- Responds to communications from staff and community, as appropriate, and ensures the adherence and appropriate response through the chain of command and keeps Board of Education members informed about significant operational issues in a timely manner.
- Serves as a key member of the leadership team and works effectively with local, state and federal levels of government.
- Works in a professional manner with the Board of Education, community members and the media.

### **IV. Personal and Professional Qualities and Relationships**

**Definition:** Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

**Areas of Responsibility:**

- Maintains high standards of ethics, honesty and integrity in all professional matters.
- Demonstrates the ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

**Recommended Success Strategies for Leadership Team Evaluation**

**Leadership Team Self-Assessment**

- 1.) **Self-Assessment** – It is strongly recommended by CABE and CAPSS that the Leadership Team conduct a self-assessment during each school year. An annual self-assessment provides the Leadership Team with an opportunity to thoughtfully and constructively evaluate its performance. This annual assessment will enable the Leadership Team to privately celebrate its successes, candidly discuss growth opportunities and establish focused goals for continuous improvement as a team. As a member of the Leadership Team, it is highly recommended that the Superintendent of Schools be a participant in the discussion.
- 2.) **Facilitation of Self-Assessment** – Boards of Education may wish to contact CABE to access external facilitation services and/or utilize an external facilitator to guide the self-assessment discussion. In districts where an annual Board of Education self-assessment is standard operating procedure, an external facilitator may not be necessary.
- 3.) **Questions to Guide the Board of Education Self-Assessment Discussion** – Please refer to the CABE Leadership Team Self-Assessment Worksheet (Addendum 1) on page 9. This discussion should include the Superintendent of Schools and be conducted in executive session.

**Superintendent's Performance Evaluation**

- 1.) **Year In Review** – The Superintendent's Year in Review should serve as a summary of the body of work presented within the Superintendent's Performance Portfolio. It is recommended that the Year in Review document prepared by the Superintendent be organized according to the four leadership areas: Educational Leadership/Organizational Management/Community and BOE Relations/Personal and Professional Qualities and Relationships. This document should also include any mitigating circumstances that may have compromised goal attainment in any of the four leadership areas.

**Superintendent's Performance Evaluation** (continued)

- 2.) **Superintendent's Portfolio of Work** – The performance portfolio is designed to be a compilation of the work product aligned with the Superintendent's annual performance goals previously established by the Board of Education. It is recommended that the portfolio be organized according to the four identified leadership areas and contain evidentiary documentation associated with each of the agreed upon performance goals. The portfolio should be submitted in a well organized and tabbed binder, an expandable tabbed folder or some other format previously agreed upon by the Superintendent and Board of Education.
  
- 3.) **Questions to Guide the Superintendent's Performance Discussion** – Please refer to the Superintendent's Performance Evaluation Worksheets (Form #3).