

Qualifications and Duties of the Superintendent

POSITION: Superintendent of Schools

QUALIFICATIONS:

1. A current Oregon administrative license with a superintendent's endorsement or a transitional superintendent license;
2. Successful experience as an educational leader and administrator;
3. In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets transitional administrator or exceptional administrator license requirements. The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to OAR 584-080-0151 and 584-080-0161;
4. Other qualifications as determined by the Board.

REPORTS TO: Board of Directors

SUPERVISES: Central office administrators and school principals; and through them, all district personnel.

JOB GOAL: Provide effective administration of all schools and departments, and educational leadership throughout the school system and community.

STANDARDS FOR SUPERINTENDENT PERFORMANCE

Leadership and District Culture

The superintendent leads by empowering others, visioning, guiding district culture and climate while integrating the principles of cultural competency and equitable practices throughout the district. Ultimately resulting in a shared vision of student learning and growth by Board, staff, student and community stakeholders. The superintendent provides this leadership within a broader political, social, economic and cultural context.

1. Demonstrates behaviors and practices to influence local, district, regional, state and national decisions affecting public education and student learning.
2. Demonstrates behaviors and practices that fosters and reinforces a district vision and culture with all stakeholders.
3. Creates and supports a concept of community of learners that empowers and inspires others to reach high levels of performance to achieve the district vision and maximize student learning.

4. Demonstrates and shares a vision of academic rigor for all students and a belief that all students can perform at high levels.
5. Creates a culture and belief that results in equitable access to learning for all students.
6. Develops, implements and monitors a yearly plan to achieve district goals that align with the district culture and are routinely measured and shared with the Board and community.
7. Develops, implements, promotes and monitors a district continuous student growth and improvement processes that is clearly understood and shared with the board.

Policy and Governance

The superintendent works with the Board to formulate internal and external district policy, define mutual expectations of policy implementation and monitoring, and demonstrates responsible, moral and ethical governance to staff, students and the community at large.

1. Understands and articulates the system of public school governance and differentiates between policymaking and administrative roles.
2. Prepares and recommends short and long-range plans and goals for Board consideration, policy development and action as appropriate.
3. Acts in a proactive manner in fulfilling all statutory obligations and keeps the board, administration, appropriate stakeholders informed in a timely manner.
4. Ensures routine processes and procedures are in place and followed for regular policy review, implementation, and monitoring with administration, staff, students and community.
5. Creates confidence with the board that appropriate legal consultation occurs in policy, governance decisions and procedural matters.
6. Demonstrates transparency, integrity and overall ethical behavior in the governance of the district.

Communications and Community Relations

The superintendent demonstrates the skills necessary to establish effective communication with Board, staff, students, parents and the community as a whole, including beneficial relationships with the media. The superintendent demonstrates the value and need for on-going and routine engagement with the community in an effort to maintain transparency and continued support for the district.

1. Establishes procedures and protocols for superintendent/board interpersonal and working relationship and clearly communicates that plan in a timely and proactive manner.
2. Develops formal and informal strategies to gain internal and external perceptions and attitudes about the district.

3. Promotes stakeholder involvement, engagement and participation in the schooling process.
4. Establishes effective and supportive school partnerships with business, higher education, public service, and the community at large.
5. Demonstrates effective communication skills (written, verbal, listening, nonverbal contexts) in formal and informal settings as well as in small group and one-on-one settings.
6. Ensures district processes provide for timely, routine and efficient access to accurate district and specific school information for staff, parents and recognizes the diversity in the community.
7. Understands the role of the media and develops a professional working relationship to support the district.
8. Demonstrates a behavior of accessibility and transparency with Board, staff, students, parents and the community at large.

Organizational Management

The superintendent gathers and analyzes data for decision-making and makes timely recommendations to the Board.

The superintendent demonstrates proactive leadership that supports and promotes the success of every student by ensuring sound management of the organization, operation and resource management for a safe, efficient and effective learning environment.

1. Facilitates and demonstrates both short and long term planning and communicates those planning activities effectively to the Board for guidance and feedback.
2. Clearly communicates a yearly plan and calendar of topics and events to the Board and community in a timely manner.
3. Demonstrates collaborative planning, sound judgment and consistent follow through in a routine manner and sets similar expectation for administration and staff.
4. Demonstrates the systematic collection and use of data from multiple sources, current research, feedback (informal and formal) and other information in a routine manner and regularly applies that information in decision making.
5. Effectively allocates and monitors district resources to ensure alignment with Board and superintendent goals and district priorities.
6. Establishes and reinforces a culture for student-centered decision making that focuses on supporting a safe, efficient and effective learning and teaching environment.

7. Demonstrates budget planning, strategy and management including financial forecasting and yearly budget development that reflects sound fiscal practices, transparency and creates support and confidence from staff and community.
8. Demonstrates knowledge of school facilities and develops process that builds internal and community support for facility needs.
9. Ensures district processes, administrative procedures and support systems are in place for dealing with emergencies such as weather, threats toward school violence, medical, facility issues among others.

Instructional Leadership and Planning

The superintendent demonstrates a thorough and current knowledge and application of best practices in instruction and learning. Curriculum adoptions are research based and supported with best instructional practices to ensure maximum student growth and achievement within an inclusive environment for all students.

1. Engages with administration and school staff to encourage and support instructional leadership opportunities and sets expectations for their continual professional growth.
2. Ensures instructional strategies that include cultural diversity and differences in learning styles and rates.
3. Establishes and monitors a routine K-12 student assessment system that clearly and accurately identifies both student achievement levels and individual student growth and communicates regularly to the Board.
4. Demonstrates the collection, management and use of student assessment data to inform and guide instructional decision-making.
5. Applies school and district student performance data to align staff development, curriculum planning, staffing, budget preparation and overall resource planning and allocation.
6. Establishes and monitors the use of clearly identified K12 Core Content Standards and classroom best practices to ensure all students are engaged in a rigorous, coherent and relevant learning experience.
7. Optimize all facets of learning including the regular infusion of technology.
8. Encourages staff innovations that respond to student performance data, best practice research and desired student outcomes.
9. Anticipates occupational trends, school to career needs, college preparation and plans accordingly.

Human Resources Management

The superintendent demonstrates a thorough knowledge, understanding and application of the components required within an overall Human Resource System to ensure the effective and efficient recruitment, development of employees, retention and supervision of district personnel. The superintendent provides leadership and direction to ensure that contractual, legal and district requirements are appropriately understood and applied ethically throughout the administration of district personnel policy and practices.

1. Provides direction to ensure current personnel practices and procedures are designed and monitored to recruit, select, train and retain the most highly qualified personnel possible for district positions.
2. Ensures that personnel policy and practices are consistent and in compliance with legal and contractual requirements.
3. Ensures that staff development is planned, provided and monitored in a timely manner that aligns with student data, current research and needs of staff, district priorities and the overall safety of students.
4. Ensures budget planning allows for the allocation of staff to be prioritized and assigned to support student growth targets, assessment data and district goals.
5. Demonstrates that practices and expectations are in place to ensure that employee evaluation occurs as required and provides adequate administrative training and support.
6. Monitors and sets expectations for focused supervision and intervention as individual employee situations may warrant, to ensure staff performance consistently meets and exceeds standards.
7. Facilitates with the Board bargaining goals and strategies based on district priorities, goals and statutory and collective bargaining requirements.

END OF POLICY

Legal Reference(s):

[ORS 327.133](#)
[ORS 332.075](#)
[ORS 332.515](#)
[ORS 342.125](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)

[ORS 342.200](#)

[OAR 581-022-0102 to -1940](#)
[OAR 581-023-0006 to -0041](#)
[OAR 581-023-0104](#)
[OAR 581-023-0112](#)
[OAR 581-023-0220 to -0240](#)

[OAR 584-020-0000 to -0045](#)
[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0005 to -0024](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent