

## **Qualifications and Duties of the Superintendent**

- Position:** Superintendent of Schools
- Qualifications:**
1. A current Oregon administrative license with an authorization for all levels, 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 Oregon Administrative Rule (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.

### **Performance Responsibilities**

#### LEADERSHIP AND DISTRICT CULTURE

The superintendent will:

1. Facilitate a community process to develop and implement a shared vision that focuses on teaching and learning;
2. Promote academic rigor that focuses on learning and excellence for schools;
3. Create and support a community of learners that empowers others to reach high levels of performance to achieve the school's vision;
4. Model learning for staff and students;
5. Promote understanding and celebrating school/community cultures;
6. Promote and expect a school-based climate of tolerance, acceptance and civility;

7. Develop, implement, promote and monitor continuous improvement processes.

#### POLICY AND GOVERNANCE

The superintendent will:

1. Understand and articulate the system of public school governance and differentiate between policy making and administrative roles;
2. Establish procedures for superintendent/Board interpersonal and working relationships;
3. Promote shared decision making as pervasive throughout the system;
4. Scan environment to create a data-based framework for policy development;
5. Understand and interpret the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
6. Work collaboratively with local governments, other colleagues, professional organizations, business and community groups in furthering educational goals;
7. Use legal counsel in governance and procedures to avoid civil and criminal liabilities.

#### COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent will:

1. Clearly articulate district vision, mission and priorities to community and media;
2. Demonstrate understanding of political forces and skills to build coalitions for educational process;
3. Develop formal and informal techniques to gain external perceptions of district;
4. Demonstrate effective communication skills (written, verbal and nonverbal contexts, formal and informal settings, large and small group and one-on-one environments);
5. Promote involvement of all stakeholders to fully participate in the process of schooling;
6. Demonstrate mediation and conflict resolution skills;
7. Establish effective school/community relations, school/business partnerships and public service;
8. Understand the role of media in shaping and forming opinions as well as how to work with media;
9. Develop and carry out internal and external communication plans.

## ORGANIZATIONAL MANAGEMENT

The superintendent will:

1. Frame, analyze and resolve problems using effective problem-solving techniques and decision-making skills;
2. Exhibit sound organizational and personal planning and time management skills including appropriate delegation of responsibilities;
3. Acquire, allocate and manage all resources to ensure successful student learning;
4. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing and monitoring;
5. Articulate budget complexities to the public in a respectful, understandable manner;
6. Demonstrate the ability to use technology to enhance administering business, student and other information and support systems;
7. Develop and monitor long-range plans for school and district technology and information systems, making informed decisions about computer hardware and software and staff development and training needs;
8. Demonstrate knowledge of school facilities and develop a process that builds internal and public support for facility needs, including bond issues;
9. Establish procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.

## CURRICULUM PLANNING AND DEVELOPMENT

The superintendent will:

1. Develop core curriculum design and delivery system based on academic content and assessment standards and best practices;
2. Establish curriculum planning to anticipate occupational trends and school-to-career needs;
3. Use child development and learning theories and the process to create developmentally appropriate curriculum and instruction identifies all children with disabilities, regardless of the severity of their disabilities;
4. Include the use of computers, the Internet, networking, distance learning and other technologies in educational programming;
5. Assess student progress using a variety of appropriate techniques;

6. Involve faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

#### INSTRUCTIONAL LEADERSHIP

The superintendent will:

1. Collaboratively develop, implement and monitor change process to improve student and adult learning;
2. Implement appropriate safety and security practices in schools;
3. Formulate plan to assess appropriate teaching methods, classroom management and strategies for all learners. Ensure that staff members are knowledgeable about the characteristics of disabilities and the referral procedures for students, including preschool children, suspected of having disabilities;
4. Analyze available instructional resources, including applications of technology, and assign them in a cost-effective and equitable manner to enhance student outcomes;
5. Establish instructional strategies that include cultural diversity and differences in learning styles;
6. Apply effective methods of providing, monitoring, evaluating and reporting student achievement and using good research and assessments to improve the learning process;
7. Encourage various staffing patterns, student grouping plans, class scheduling plans, school organizational structures and facilities design processes to support various teaching strategies and desired student outcomes.

#### HUMAN RESOURCES LEADERSHIP

The superintendent will:

1. Work with faculty and other stakeholders to identify system and staff needs and organize, facilitate and evaluate effective professional development focusing on integrating district and school priorities, improving student learning and applying effective adult learning strategies;
2. Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth and professional development;
3. Diagnose and improve organizational morale;
4. Identify and apply appropriate policies, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
5. Assess individual and institutional sources of stress and develop methods for reducing stress;
6. Establish student personnel practices and procedures, including effective student information systems.

## VALUES AND ETHICS OF LEADERSHIP

The superintendent will:

1. Exhibit multicultural and ethnic understanding and sensitivity;
2. Describe role of schooling in a democratic society;
3. Manifest a professional code of ethics and demonstrate personal integrity;
4. Model accepted moral and ethical standards in all interactions;
5. Explore and develop ways to find common ground in dealing with difficult and divisive issues;
6. Promote the value that moral and ethical practices are established and practiced in every classroom, every school and throughout the district.

## LABOR RELATIONS

The superintendent will:

1. Develop bargaining strategies based upon collective bargaining laws and processes;
2. Identify contract language issues and propose modifications;
3. Participate in the collective bargaining processes as determined by the Board;
4. Establish productive relationships with bargaining groups while managing contracts effectively.

## DISTRICT PRIORITIES AND GUIDING QUESTIONS

The superintendent will:

1. Promote and support the district priorities.
  - a. See each child.
  - b. Make and keep the promise.
  - c. Don't run alone, use the power of community and collaboration.
2. Facilitate organizational conversation and collaboration to answer the following questions:
  - a. What is essential for each child to master (essential outcomes)?
  - b. How will we know each child has learned them?
  - c. What will we do when a child has not learned the essential outcomes?
  - d. What will we do when a child has learned the essential outcome?

END OF POLICY

**Legal Reference(s):**

[ORS 332.075](#)  
[ORS 342.143](#)  
[ORS 342.173](#)  
[ORS 342.175](#)  
[ORS 342.850](#)

[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