

# **The Superintendent Administrator Competencies**

The AASA Professional Standards for the Superintendency are listed below:

1. **Leadership and District Culture.** Demonstrate executive leadership by developing a collective district vision; shape school culture and climate; provide purpose and direction for individuals and groups; demonstrate an understanding of international issues affecting education; formulate strategic plans, goals, and change efforts with staff and community; set priorities in the context of community, student and staff needs; serve as an articulate spokesperson for the welfare of all students in a multicultural context.

**Indicators: A Superintendent should know and be able to:**

- Formulate a written vision statement of future direction for the district.
- Demonstrate an awareness of international issues affecting schools and students.
- Promote academic rigor and excellence for staff and students.
- Maintain personal, physical, and emotional wellness.
- Empower others to reach high levels of performance.
- Build self-esteem in staff and students.
- Exhibit creative problem solving.
- Promote and model risk taking.
- Respect and encourage diversity among people and programs.
- Manage time effectively.
- Facilitate comparative planning between constituencies.
- Conduct district school climate assessments.
- Exhibit multicultural and ethnic understanding.
- Promote the value of understanding and celebrating school/community cultures.

2. **Policy and governance.** Develop procedures for working with the board of education that define mutual expressions, working relationships, and strategies for formulating district policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; recognize and apply standards involving civil and criminal liabilities.

**Indicators: A Superintendent should know and be able to:**

- Describe the system of public school governance in our democracy.
- Describe procedures for superintendent/board of education interpersonal and working relationships.
- Formulate a district policy for external and internal programs.
- Relate local policy to state and federal regulations and requirements.
- Describe procedures to avoid civil and criminal liabilities.

**3. Communications and Community Relations.** Articulate district purpose and priorities to the community and mass media; request and respond to community feedback; and demonstrate consensus building and conflict mediation. Identify, track, and deal with issues. Formulate and carry out plans for internal and external communications. Exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of district priorities; build coalitions to gain financial and programmatic support; formulate democratic strategies for referenda; relate political initiatives to the welfare of children.

**Indicators: A Superintendent should know and be able to:**

- Articulate district vision, mission, and priorities to the community and mass media.
- Demonstrate an understanding of political theory and skills needed to build community support for district priorities.
- Understand and be able to communicate with all cultural groups in the community.
- Demonstrate that good judgment and actions communicate as well as words.
- Develop formal and informal techniques to gain external perception of a district by means of surveys, advisory groups, and personal contact.
- Communicate and project and articulate position for education.
- Write and speak clearly and forcefully.
- Demonstrate formal and informal listening skills.
- Demonstrate group membership and leadership skills.
- identify the political forces in a community.
- Identify the political context of the community environment.
- Formulate strategies for passing referenda.
- Persuade the community to adopt an initiative for the welfare of students.
- Demonstrate conflict mediation.
- Demonstrate consensus building.
- Demonstrate school/community relations, school business partnerships, and related public service activities.
- Identify, track, and deal with issues.
- Develop and carry out internal and external communication plans.

**4. Organizational Management.** Exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making; manage the data flow; frame and solve problems; frame and develop priorities and formulate solutions; assist others to form reasoned opinions; reach logical conclusions and make quality decisions to meet internal and external customer expectations; plan and schedule personal and organization work; establish procedures to regulate activities and projects; delegate and empower at appropriate organizational levels; secure and allocate human and material resources; develop and manage the district budget; maintain accurate fiscal records.

**Indicators: A Superintendent should know and be able to:**

- Define processes for gathering, analyzing, and using data to inform decision making.
- Demonstrate a problem framing process.

- Define the major components of quality management.
  - Develop, implement, and monitor change processes to build capacities and serve clients.
  - Discuss legal concepts, regulations, and codes for school operations.
  - Develop a process for maintaining accurate fiscal reporting.
  - Acquire, allocate, and manage human, material, and financial resources effectively and accountably ensure successful student learning.
  - Use technological applications to enhance administration of business and support systems.
  - Demonstrate financial forecasting, planning, and cash flow management.
  - Perform budget planning, management, account auditing, and monitoring.
  - Demonstrate a grasp of practices in administering auxiliary programs such as maintenance, facilities, food services, etc.
  - Demonstrate planning and scheduling of personal time and organization work.
- 5. Curriculum Planning and Development.** Design curriculum and a strategic plan that enhance teaching and learning in multiple contexts; provide planning and future methods to anticipate occupational trends and their educational implications; identify taxonomies of instructional objectives and validate procedures for curricular units, using theories of cognitive development; align sequence curriculum; use valid and reliable performance indicators and test procedures to measure performance outcomes; and describe the proper use of computers and other learning and information technologies.

**Indicators: A Superintendent should know and be able to:**

- Develop core curriculum design and delivery systems for diverse school communities.
- Describe curriculum planning/futures methods to anticipate occupational trends and their educational implications for lifelong learners.
- Demonstrate an understanding of instructional taxonomies, goals, objectives, and processes.
- Describe cognitive development and learning theories and their importance in the sequencing of instruction.
- Demonstrate an understanding of child and adolescent growth and development.
- Describe a process to create developmentally appropriate curriculum and instructional practices for all children and adolescents.
- Demonstrate the use of computers and other technologies in educational programming.
- Conduct assessments of present and future student learning needs.
- Develop a process for faculty input in continued and systematic renewal of the curriculum to ensure appropriate scope, sequence, and content.
- Demonstrate an understanding of curricular alignment to ensure improved student performance and higher order thinking.

- 6. Instructional Management.** Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on

integrating curriculum and resources for multicultural sensitivity and assessment strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help students achieve at high levels.

**Indicators: A Superintendent should know and be able to:**

- Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
- Demonstrate an understanding of motivation in the instructional process.
- Describe classroom management theories and techniques.
- Demonstrate an understanding of the development of the total student, including the physical, social, emotional, cognitive, and linguistic needs.
- Formulate a plan to assess appropriate teaching methods and strategies for all learners.
- Analyze available instructional resources and assign them in the most cost-effective and equitable manner to enhance student outcomes.
- Describe instructional strategies that include the role of multicultural sensitivity and learning styles.
- Exhibit applications of computer technology connected to instructional programs.
- Describe alternative methods of monitoring and evaluating student achievement based on objectives and learning outcomes.
- Describe how to interpret and use testing/assessment results to improve education.
- Demonstrate knowledge of research findings on the use of a variety of instructional strategies.
- Describe a student achievement monitoring and reporting system.

**7. Human Resources Management.** Develop a staff evaluation and development system to improve the performance of all staff members; select appropriate models for supervision based on adult motivation research; identify alternative employee benefits packages; and describe and apply the legal requirements for personnel selection, development, retention, and dismissal.

**Indicators: A Superintendent should know and be able to:**

- Develop a plan to assess system and staff needs to identify areas for concentrated staff development.
- Demonstrate knowledge of adult learning theory and motivation.
- Evaluate the effectiveness of comprehensive staff development programming to determine its effect on professional performance.
- Demonstrate use of system and staff evaluation data for personnel policy and decision making.
- Diagnose and improve organizational health/morale.
- Demonstrate personnel management strategies.
- Understand alternative benefit packages.
- Assess individual and institutional sources of stress and develop methods for reducing stress (e.g., counseling, exercise programs, and diet).

- Demonstrate knowledge of pupil personnel services and categorical programs.

**8. Values and Ethics of Leadership.** Understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt educational programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as caring, informed citizen.

**Indicators: A Superintendent should know and be able to:**

- Exhibit multicultural and ethnic understanding and sensitivity.
- Describe the role of schooling in a democratic society.
- Demonstrate ethical and personal integrity.
- Model accepted moral and ethical standards in all interactions.
- Describe a strategy to promote the value that moral and ethical practices are established and practiced in each classroom and school.
- Describe how education undergirds a free and democratic society.
- Describe a strategy to ensure that diversity of religion, ethnicity, and way of life in the district are not violated.
- Formulate a plan to coordinate social, health, and other community agencies to support each child in the district.

# **Superintendent Responsibilities and Performance Indicators**

Below is a list of 13 statements that reflect the major responsibilities of the superintendent in managing the district. The board will assess the superintendent's performance in fulfilling each of these responsibilities.

## **Organization Climate**

1. The superintendent displays effective personal leadership attributes.  
**Indicators**
  - a. Demonstrates ability to gain staff support and commitment to district goals.
  - b. Maintains poise and emotional stability in the full range of professional activities.
  - c. Demonstrates ability to work well with individual and groups.
  - d. Demonstrates the ability to speak and write effectively.
  - e. Demonstrates sensitivity in dealing with staff, student, and community members from diverse backgrounds.
  - f. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.
  
2. The superintendent effectively delegates authority and responsibility.  
**Indicators**
  - a. Clearly communicates performance expectations to staff.
  - b. Provides those responsible for delegated tasks with ample authority and support.
  - c. Effectively monitors progress of delegated tasks.
  - d. Uses collaborative decision-making with staff when appropriate and feasible.

## **Board/Superintendent Relations**

3. The superintendent maintains a positive and productive working relationship with the board of trustees.  
**Indicators**
  - a. Keeps board adequately informed on issues, needs, and operations of the school system.
  - b. Prepares board agendas and meeting materials with the board president.
  - c. Presents pertinent and objective fact and explanations in assisting the board with its policy decisions.
  - d. Is responsive to the concerns of board members.
  - e. Supports board policies and actions in a positive manner.

4. The superintendent assists in the development of and effectively administers board policy.

**Indicators**

- a. Recommends effective policies on organization, finance, instructional programs, personnel, school plant, and related functions of the district.
- b. Communicates and interprets board policies to the staff and community and executes them as communicated.
- c. Effectively and promptly initiates administrative procedures necessary to implement board policy.
- d. Ensures compliance with all laws and state regulations in district policies and procedures.

### **Organizational Improvement**

5. The superintendent effectively plans district programs and services to meet identified needs.

**Indicators**

- a. Recommends appropriate goals and objectives for the district.
- b. Develops effective long, and short-range plans to implement district goals and improve programs.
- c. Uses collaborative planning processes when appropriate and feasible.
- d. Evaluates progress toward established program goals in a systematic fashion.
- e. Organizes resources, personnel, and facilities for the effective implementation of district goals.

### **Administration and Fiscal/Facilities Management**

6. The superintendent directs the preparation and expenditure of the district budget within the district's fiscal capabilities.

**Indicators**

- a. Anticipates and plans for long-range financial needs.
- b. Prepares sound recommendations and priorities for the annual budget.
- c. Provides for effective management of financial accounting and investment systems.
- d. Ensures that funds are expended in accordance with the approved budget.

7. The superintendent anticipates the district's needs for facilities and materials and establishes an effective system for their use.

**Indicators**

- a. Keeps informed on physical needs of school programs including facilities, equipment, and supplies.
- b. Anticipates facility needs and administers building projects effectively and efficiently.
- c. Ensures that school plant and facilities are efficiently maintained.

## **Instructional Management**

8. The superintendent coordinates a program of instruction that supports the philosophy and goals of the district.

### **Indicators**

- a. Keeps informed regarding all aspects of the instructional program.
- b. Communicates high expectations for student achievement.
- c. Involves appropriate groups in instructional goal setting.
- d. Initiates the planning for development and evaluation of new programs and services designed to achieve specific instructional goals and objectives.

## **Student Management**

9. The superintendent oversees a system of student services and student discipline that is effective and equitable.

### **Indicators**

- a. Recommends sound discipline policies and ensures that they are equitably administered.
- b. Ensures that student rights are protected.
- c. Promotes support services for students that encourage student growth.

## **Personnel Management**

10. The superintendent provides for personnel practices that promote high-quality staffing and job performance.

### **Indicators**

- a. Anticipates and recommends the number, types, and organization of positions needed to effectively and efficiently implement district programs.
- b. Maintains employment practices that provide for high-quality staff.
- c. Recommends equitable pay systems and appropriate pay increases for personnel.
- d. Effectively evaluates the performance of district administrative personnel.

11. The superintendent initiates and promotes an effective employee relations program.

### **Indicators**

- a. Provides for the development and execution of fair and effective personnel procedures and practices.
- b. Provides for clear lines of authority and communication in district's management organization.
- c. Displays sensitivity to the needs and concerns of staff.
- d. Promotes a positive work environment that supports high staff morale.
- e. Supports the professional development of all personnel through a well-planned comprehensive training program.

## **School/Community Relations**

12. The superintendent promotes positive community relations through effective communication and involvement of community members.

### **Indicators**

- a. Develops and implements a planned program for communication between the schools and the community.
- b. Promotes districtwide community support and involvement with the schools.
- c. Gains community support for bond issues, tax issues, and other referenda that promote the district's goals and objectives.
- d. Represents the district in activities involving other school systems, institutions, agencies, and professional or community groups.
- e. Maintains a cooperative relationship with the news media.

## **Professional Growth and Development**

13. The superintendent seeks opportunities for continued professional growth.

### **Indicators**

- a. Plans for specific improvement in professional performance.
- b. Pursues continuing professional development through reading, attending conferences, and involvement with related agencies.

# **Superintendent Performance Evaluation**

## **Examples of Anchored Rating Scales**

Four-point numerical rating scale

Five-point numerical rating scale

Nine-point numerical rating scale

Two-point descriptive rating scale (with comment sections)

Three-point descriptive rating scale (with comment sections)

Five-point descriptive rating scale (with comment sections)

Four-point descriptive rating scale (with strengths/weaknesses/suggestions for improvement sections)

Superintendent, four-point, self-assessment numerical rating scale