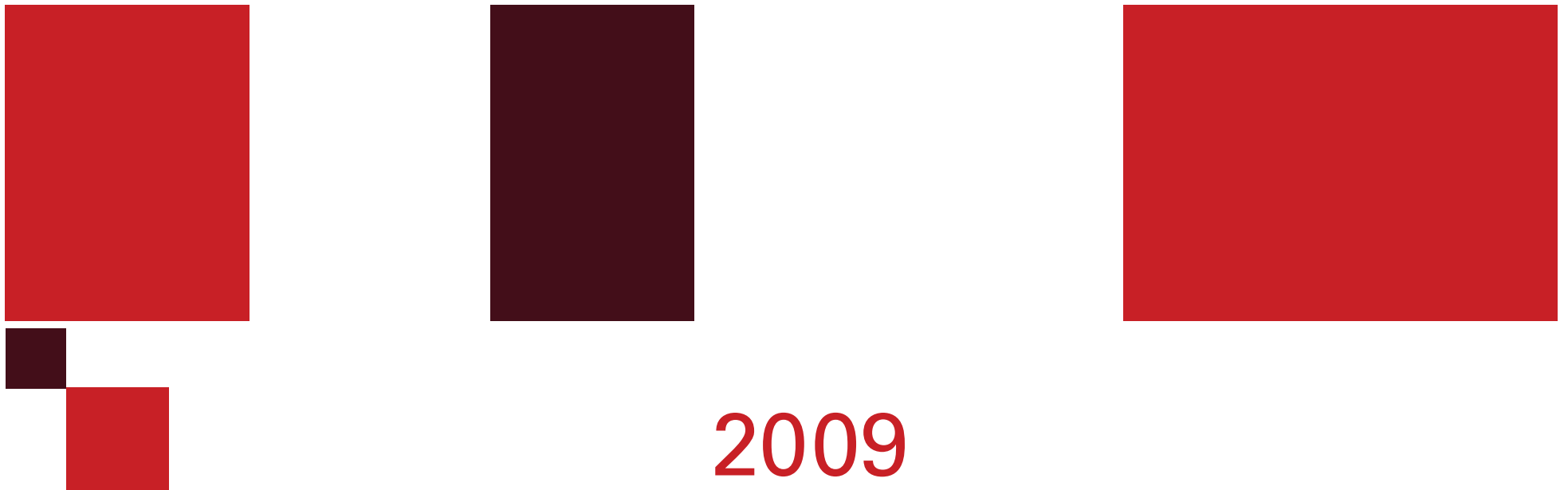


OHIO Superintendent Evaluation System



Letter to Educators

Dear Educator,

Ohio educators have demonstrated their commitment to the achievement of Ohio's students.

With the development of the Ohio Academic Content Standards, Ohio Standards for the Teaching Profession, Ohio Standards for Principals and Ohio Standards for Professional Development, the state has provided its students and educators with clear benchmarks which chart a powerful path to improved practice and increased achievement. These standards created a foundation for the continued development and refinement of standards at every level, including the Ohio Standards for Superintendents.

Standards alone, however, are not enough. To have a significant impact on teaching and learning, it is imperative to have ongoing and comprehensive systems of accountability and assessment. Formative and summative evaluations illustrate student strengths and areas in need of improvement. Ongoing assessment provides educators the information necessary to customize learning and personalize professional growth. For superintendents and school boards, a system of evaluation maintains focus on the most important aspects of the superintendents' practice. The Ohio Superintendent Evaluation System outlines an ongoing, customizable process for assessing the effectiveness of school system leaders.

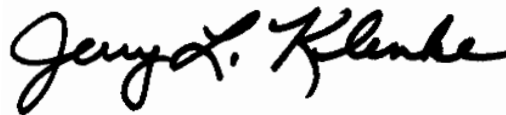
In order to realize success in the 21st century, we need to prepare Ohio students to compete globally and think creatively across disciplines. It is just as critical to develop strong educational leaders who will support enhancing the learning process for every student in Ohio.

Together, the Ohio Department of Education, the Buckeye Association of School Administrators and the Ohio School Boards Association support our state's education leaders. It is our hope that the model evaluation system will help all Ohio school leaders reach their highest potential and further position our students to realize increased academic achievement.

Sincerely,



Deborah S. Delisle
Superintendent of Public Instruction
Ohio Department of Education



Jerry Klenke
Executive Director
Buckeye Association of
School Administrators



Richard C. Lewis
Executive Director
Ohio School Boards Association

MEMBERS OF THE SUPERINTENDENT EVALUATION SYSTEM WRITING TEAM

The members of the superintendent evaluation system writing team included many Ohio superintendents, representing districts statewide - large and small, urban and suburban, and rural. The writing team also included representatives from Ohio's higher education educational leadership programs, from the Buckeye Association of School Administrators (BASA), and school board members from districts in the state of Ohio.

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Preface

Ohio is serious about its commitment to quality schools. Over the past decade, Ohio has made important education policy advances, with a focus on standards and accountability, which have moved Ohio's kindergarten through grade 12 system forward in important ways. The report of the Governor's Commission on Teaching Success was followed by passage of Senate Bill 2 in 2004. Senate Bill 2 included several mandates that directed the development of Ohio's standards-based system. The bill legislated the development of the following:

- teacher, principal and professional development standards;
- specific criteria for educators' Individual Professional Development Plans (IPDPs) ;
- evaluation guidelines based on the standards for teachers and principals.

These mandates—which focused attention on the performance and evaluation of classroom teachers and school leaders—naturally led to the decision to focus on the performance and evaluation of district leaders.

Ohio's movement toward a world-class, standards-based educational system has continued with the development of standards for district leaders. The demands of the 21st century will be great, and Ohio's schools need strong leaders to provide direction and support to Ohio's educators and students. To this end, the Ohio Standards for Superintendents provide focus on the roles and skills of effective leaders.

The Ohio Standards for Superintendents were developed to exemplify the research on the roles and responsibilities of superintendents and to provide clear expectations for superintendents and those charged with evaluating them. Research suggests that five district-level leadership responsibilities show a particularly strong correlation with student achievement. These five responsibilities include:

1. Engaging in a collaborative goal-setting process;
2. Setting non-negotiable goals for teaching and learning;
3. Engaging the board in support of these goals;
4. Monitoring the success of these goals;
5. Allocating resources effectively to support the goals (Waters & Marzano, 2006).

The Ohio Standards for Superintendents mirrors these research findings. The five standards are:

- Standard 1: Vision, Continuous Improvement and Focus of District Work
- Standard 2: Communication and Collaboration
- Standard 3: Policies and Governance
- Standard 4: Instruction
- Standard 5: Resources

In total, the Ohio Standards for Superintendents present a view of superintendents as:

- visionary leaders who set clear and specific goals for instruction, learning and achievement;
- collaborative leaders who maintain strong relationships with the board of education, treasurer and the district staff;
- instructional leaders who help their districts reach high levels of teaching and learning;
- focused leaders who continuously monitor and evaluate actions to achieve high-level goals, ensuring alignments between the district goals and the stakeholders' experience; and
- connected leaders who create structures for school-community partnerships and serve as the point of contact to the district.

Without monitoring and evaluation, it is difficult to know whether district leaders are carrying out their leadership responsibilities. To this end, the evaluation system outlined in this document connects the standards to a system of formative and summative assessment that allows for a clear and transparent evaluation of superintendents' performance. The use of this evaluation system will create new opportunities for boards to consider the roles of superintendents and for boards and superintendents to target areas for continued professional learning and growth.

Introduction

WHAT IS OSES?

The Ohio Superintendent Evaluation System (OSES) is a system that Ohio superintendents and school boards can use to evaluate the performance of superintendents.

WHAT IS OSES DESIGNED TO DO?

The system is designed as a voluntary system for mid-year and end-of-year evaluation.

It was designed by Ohio superintendents and board members to promote high levels of leader effectiveness, professional growth, and ongoing dialogue between superintendents and boards of education.

WHY IS OSES IMPORTANT?

Evaluation is essential to effectiveness and growth.

WHAT ARE THE BENEFITS OF OSES?

The system aligns with Ohio's standards, current evidence on effective leadership, and can be customized to align with local priorities and goals. The system was created to be easy to use and adaptable. Using the system will foster learning and communication among superintendents and boards.

HOW CAN OSES SUPPORT OHIO DISTRICTS?

OSES supports Ohio districts because it:

- delineates standards- and research-based indicators by which the quality and performance of superintendents can be evaluated;
- creates an opportunity for boards of education to re-examine the roles and responsibilities of superintendents;
- focuses boards of education on what is important in the performance of superintendents;
- facilitates clear communication of expectations to superintendents; and
- provides a tool for the continuous growth of superintendents, similar to the way that students benefit from ongoing and specific input on their performance.

The evaluation system is designed to be used to assess the performance of Ohio superintendents. It is not a prescription. It is a resource made available to districts to use as they find appropriate. It is our hope that districts and boards will find this tool useful in improving the assessment of school leaders and in strengthening the professional growth of these school administrators.

WHAT ARE THE STEPS IN THE SYSTEM?

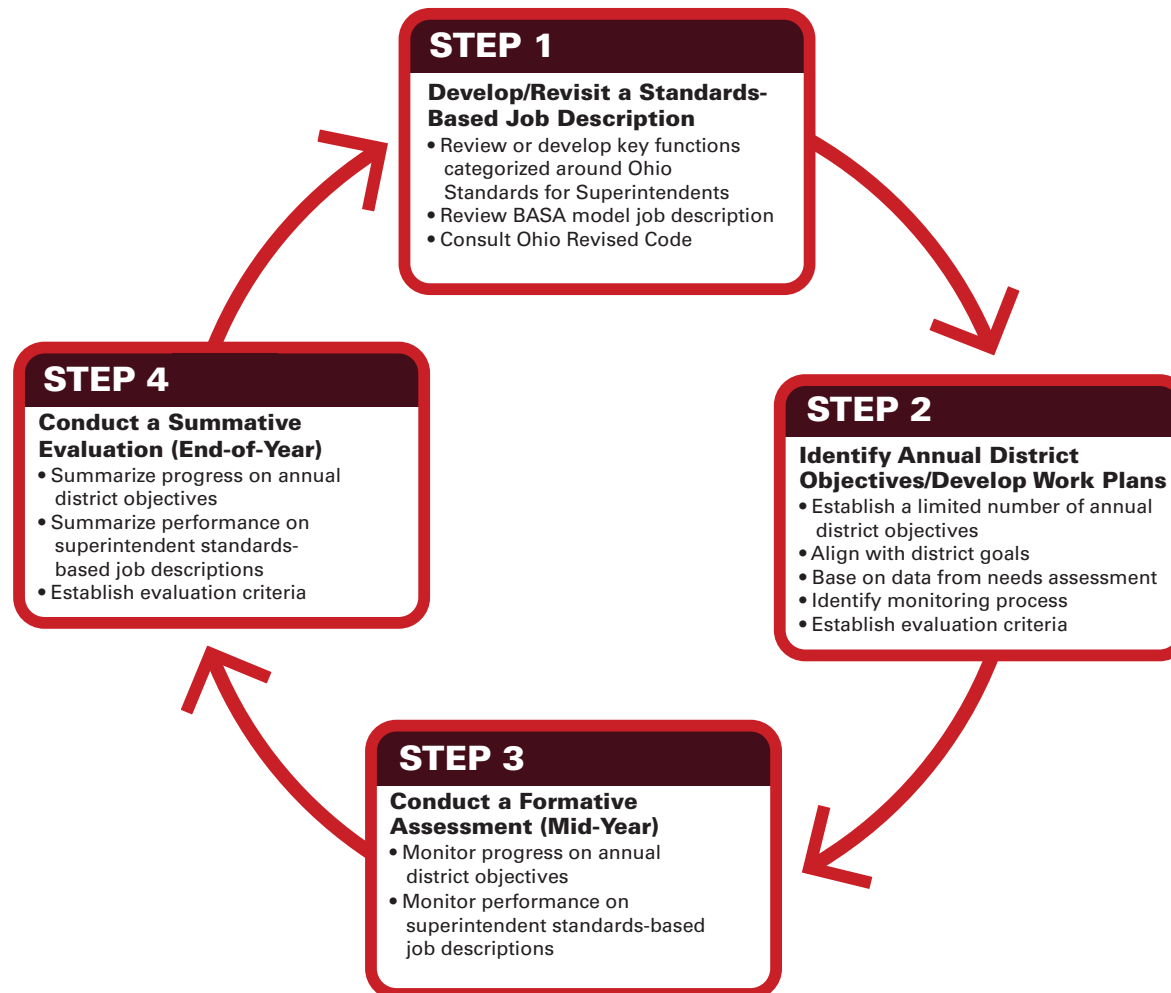
The system describes and provides tools for use in the four stages of annual superintendent evaluation in which the superintendent and the board:

- Step 1:** Develop or Revisit a Standards-Based Job Description
- Step 2:** Identify Annual District Objectives / Develop Work Plans
- Step 3:** Conduct Formative Assessment (Mid-Year)
- Step 4:** Conduct Summative Evaluation (End-of-Year)

The Structure of the Ohio Superintendent Evaluation System

OHIO STANDARDS FOR SUPERINTENDENTS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>Vision, Continuous Improvement, and Focus of District Work: Superintendents establish a vision, expect continuous improvement and develop a focused plan for achieving district goals.</p>	<p>Communication and Collaboration: Superintendents establish processes to communicate and collaborate effectively.</p>	<p>Policies and Governance: Superintendents work with the board of education to identify, prioritize and set policies and governance procedures that maximize the success of all students.</p>	<p>Instruction: Superintendents lead the creation of instructional systems designed for high student achievement.</p>	<p>Resources: Superintendents manage and organize the district's resources (human, fiscal, operational and material) to accomplish district goals.</p>



A Sample Timeline

An effective superintendent evaluation system must encourage and facilitate open communication between the superintendent and the board of education. The system described in this document describes a sequence and provides tools for a system of superintendent evaluation.

A sample timeline for the year-long process might look as follows:

STEP 1	Baseline	A standards-based job description is developed (or revised) to accurately define the expectations for and responsibilities of the superintendent.
Develop/Revisit a Standards-Based Job Description		
STEP 2	June/July	A limited number of focused objectives for upcoming year are identified.
Identify Annual District Objectives/Develop Work Plans	August/September	Work plans with specific activities and timelines are set for the year; work plans are shared with the board; edits and changes are made.
	September	Work plans are launched.
	Ongoing	Objectives/work plans become part of the district's communication plan and progress/accomplishments are communicated publicly.
STEP 3	December/January	Formative (mid-year) assessment is conducted based on: 1. the standards-based job description 2. the annual district objectives
Conduct a Formative Assessment (Mid-Year)		
STEP 4	June/July	A summative (end-of-year) evaluation is conducted based on: 1. the standards-based job description 2. the annual district objectives
Conduct a Summative Evaluation (End-of-Year)		

The Relationship of the Ohio Standards for Superintendents with the Ohio Leadership Development Framework

In 2007, a partnership between the Ohio Department of Education and the Buckeye Association of School Administrators was established to develop a framework to improve leadership at all levels of the system from the state, to the district, to the school building, to the classroom. The partnership, Ohio Leadership Advisory Council, brought together a distinguished group of leaders from all regions of the state, representing a variety of roles, disciplines and points of view. The Ohio Leadership Development Framework resulted from this work and details a common core of essential practices as well as leadership roles and responsibilities at the district and school level.

As part of the development process of the Ohio Standards for Superintendents, the writing team looked closely at the OLAC framework and considered alignment with the expectations and content of the framework. Together, the framework and standards help to provide a clear picture to Ohio's educational leaders, school boards and higher education institutions of the expectations for effectiveness in the superintendency.

The expectations of both documents—the Ohio Standards for Superintendents and the Ohio Leadership Development Framework—are reflected in the Ohio Superintendent Evaluation System.

Alignment of Ohio Standards for Superintendents to the Ohio Leadership Development Framework

OHIO STANDARDS FOR SUPERINTENDENTS	OHIO LEADERSHIP DEVELOPMENT FRAMEWORK
Standard 1: Vision, Continuous Improvement and Focus of District Work	OLAC Areas 1 and 2: Data and Decision-Making Process; Focused Goal Setting Process
Standard 2: Communication and Collaboration	OLAC Area 4: Community Engagement Process
Standard 3: Policies and Governance	OLAC Area 6: Board Development and Governance Process
Standard 4: Instruction	OLAC Area 3: Instruction and the Learning Process
Standard 5: Resources	OLAC Area 5: Resource Management Process

STEP 1: Develop (or Revisit) a Standards-Based Job Description

To be effective in their districts, superintendents must focus on meeting the regular, ongoing responsibilities that cause the district to function effectively. To do so, and to ensure that boards and superintendents share a common understanding of these roles and ongoing responsibilities, superintendents must have a clearly defined job description. This job description must be grounded in the state standards (listed below). It should be re-visited regularly to ensure that the description accurately describes the full scope of the superintendent's ongoing responsibilities and roles.

The Ohio Standards for Superintendents are organized around the following five standards which describe the five general areas in which a superintendent's ongoing efforts are focused:

STANDARD 1: Vision, Continuous Improvement, and Focus of District Work: Superintendents establish a vision, expect continuous improvement and develop a focused plan for achieving district goals.

STANDARD 2: Communication and Collaboration: Superintendents establish processes to communicate and collaborate effectively.

STANDARD 3: Policies and Governance: Superintendents work with the board of education to identify, prioritize and set policies and governance procedures that maximize the success of all students.

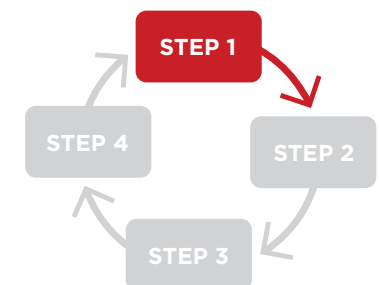
STANDARD 4: Instruction: Superintendents lead the creation of instructional systems designed for high student achievement.

STANDARD 5: Resources: Superintendents manage and organize the district's resources (human, fiscal, operational and material) to accomplish district goals.

These five standards are described in more detail in Appendix B of this document.

The process of developing a standards-based job description should involve both the board and the superintendent in thinking about the essential characteristics, knowledge, skills and responsibilities of an effective superintendent.

See the following pages for more on the process and tools for the development of a standards-based job description.



A Process for Creating (or Revisiting) a Job Description

RATIONALE:

The development of a comprehensive and accurate job description is the essential first step in creating a standards-based evaluation system for school superintendents.

This job description represents the expected, regular, ongoing tasks that the superintendent must perform for the district to function effectively. By collaboratively defining or reviewing these roles, responsibilities, knowledge and skills, the district communicates to the superintendent what is expected and allows the board and superintendent to focus on the key functions.

STEP 1.1: CONDUCT A JOB ANALYSIS (SEE WORKSHEET 1.1)

1. What are the roles and responsibilities of the superintendent? (Use the Ohio Standards for Superintendents as the starting point.)
2. What qualifications, knowledge and skills must the superintendent possess?
3. What are the specific needs of the district. (Districts may wish to tailor the job description to the specific context of the district.)

RESOURCES:

- Ohio Standards for Superintendents (see appendices)
- Ohio Revised Code (see appendices)
- Past experience/Input from current superintendent
- Existing job description
- Research

STEP 1.2: DRAFT THE JOB DESCRIPTION

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Summary of Position: Superintendent of Schools

Essential Elements by Standard (begin with an action verb for each function that describes the

STANDARD 1: VISION, CONTINUOUS IMPROVEMENT AND FOCUS OF DISTRICT WORK

Authority and Responsibility: Articulate the district's vision. Facilitate the process of identifying and implementing objectives.

Representative Skills and Standards: Engage the board and key staff in identifying goals and objectives. Generate

STANDARD 2: COMMUNICATION AND COLLABORATION

Authority and Responsibility: Interact effectively with the board. Establish effective communication systems within district and with larger community.

Representative Skills and Standards: Demonstrate effective communication and conflict management skills. Communicate effectively with the board. Regularly inform staff and community. Build community engagement.

STANDARD 3: POLICIES AND GOVERNANCE

Authority and Responsibility: Recommend policies to the board. Demonstrate leadership. Implement board policies.

Representative Skills and Standards: Fully advise the board on new policies. Implement board policies. Model professional behavior. Expect professional and ethical behavior from all district staff.

STANDARD 4: INSTRUCTION

Authority and Responsibility: Lead the district in the development of a rigorous and relevant curriculum that leads to increased student achievement. Set clear expectations for instruction and assessment. Provide full access for all.

Representative Skills and Standards: Establish a system for district-wide curriculum development and assessment. Identify and reinforce effective instructional practices. Engage in professional development.

STANDARD 5: RESOURCES

Authority and Responsibility: Recommend staff to the board. Assign, evaluate and support staff. Oversee and administer funds.

Representative Skills and Standards: Secure, assign, evaluate, and provide opportunities for growth for highly qualified teachers and staff. Provide a process for budget creation and overseeing construction projects.

School boards and superintendents may choose to develop a standards-based job description using this worksheet as a model. The standards are provided.

School boards and superintendents would then use the Ohio Standards for Superintendents as a resource to identify specific responsibilities and duties they wish to include as part of the job description.

See Appendix A for a blank, reproducible copy.

Sample Standards-Based Job Description

SUPERINTENDENT OF SCHOOLS

OVERVIEW OF POSITION:

The Superintendent of Schools reports directly to the board and holds all executive and administrative authority and responsibility for the effective operation of the schools, excluding those areas of control which are required by statute to be exercised directly by the board or another officer. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team.

MAJOR RESPONSIBILITY:

The Superintendent of Schools works with the board of education to develop policies and district goals. The Superintendent is responsible for implementing and adhering to the boards approved policies and goals. The Superintendent may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility for any actions taken.

ELEMENTS OF EACH STANDARD – OHIO STANDARDS FOR SUPERINTENDENTS (SEE APPENDIX B)

1. Vision, Continuous Improvement, and Focus of District Work

- Develop a shared vision for the district.
- Expect, model and support the effective use of data.
- Create a coherent plan with a limited number of focused goals.
- Implement the district plan and monitor the strategies for achieving the goals.
- Review progress and revise strategies for achieving district goals.
- Communicate the district's vision, goals, and focused plan.

2. Communication and Collaboration

- Demonstrate communication competence with stakeholders.
- Develop, implement and maintain effective communication systems.
- Communicate effectively and openly demonstrate a willingness to collaborate with the board of education, the district treasurer and district staff.
- Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

3. Policies and Governance

- Review, develop and recommend policies for the district.
- Implement and continuously assess policies and practices.
- Identify and respond to societal and educational trends that affect the district and community.
- Advocate for children and families.
- Model and expect professional conduct.

This sample job description was created to serve as a model (menu) of possible job duties for districts.

It may not meet the specific needs of every Ohio district, but can be used as one possible starting point in the development of a standards-based job description.

It is critical that the job description and the superintendents contract are aligned.

4. Instruction

- Require district-wide use of an established curriculum.
- Ensure the development and implementation of high-quality, standards-based instruction.
- Set expectations for and guide the creation of a comprehensive assessment system for the district.
- Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.
- Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.
- Provide for high-quality, professional development for all staff aligned with district goals.
-

5. Resources

- Recruit, develop, evaluate and retain quality staff and oversee human resource management.
- Organize time and schedules focused on district goals.
- Manage and prioritize fiscal resources to align expenditures with district goals.
- Identify and equitably allocate materials and technology to support district goals.
- Oversee the district's facilities and operations.

STEP 2: Identify Annual District Objectives/Develop Work Plans

In addition to the relatively stable set of roles and responsibilities defined by the standards and by the aligned job description, superintendents must also focus on specific, annual district objectives.

STEP 2.1: IDENTIFY ANNUAL DISTRICT OBJECTIVES

Superintendents and the board of education collaboratively define the district's vision and goals—broad statements of intent of what the district hopes to accomplish over time. Then, each year, superintendents and boards work together to identify specific, focused objectives. These are the measurable activities that will be conducted in a specific time frame in order to meet the district's goals. These specific objectives (and corresponding activities) form the basis on which the superintendent is evaluated to assess annual progress. As a result, the objectives must be:

- clear;
- focused (limited in number);
- based on data (including student performance, fiscal, demographic, program/instructional, and perception data);
- focused on those aspects of performance within the control of the superintendent (for example, “pass a levy” is not appropriate, while “create a plan to help the district pass a levy” is);
- aligned with broader district goals;
- set with an understanding of district capacity (including human and fiscal resources);
- designed to stretch but not exceed district capacity; and
- measurable.

STEP 2.2: DEVELOP WORK PLANS

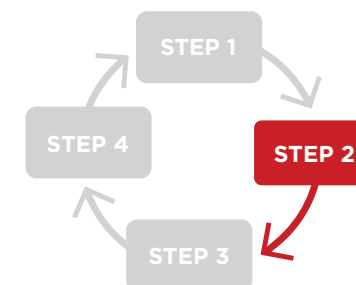
Once a set of focused objectives have been identified, superintendents identify the detailed activities and timelines to meet each objective.

While determining the activities and timelines to meet each objective, superintendents also decide on the monitoring process that will be used to evaluate progress. Throughout the evaluation process, superintendents will want to collect and present artifacts and data to provide evidence of progress around each objective.

This superintendent evaluation system provides a process and tools for the identification of the annual district objectives and the development of a work plan for each objective. Worksheet 2.1 on the following page, can be used by superintendents to identify the annual district objectives. Worksheet 2.2 can be used to lay out a work plan to meet each objective.

NOTE: Superintendents may already be using the Implementation Management/Monitoring Tools through the CCIP as part of the Ohio Improvement Process.

If using the IMM Tools, Worksheets 2.1 and 2.2 would be duplicable and therefore not recommended.



Worksheet 2.1: IDENTIFY ANNUAL DISTRICT OBJECTIVES

Superintendent Name: *LeeAnn Malan*

School District: *Ohio Valley District*

Academic Year: *2009-2010*

A work sheet like this one can be completed collaboratively by the superintendent and the board team to identify the limited set of focused, annual district objectives.

See Appendix A for a blank, reproducible copy.

FOCUSED, ANNUAL DISTRICT OBJECTIVES (no more than five)	EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	TARGETED COMPLETION DATE
<i>Monitor construction of new classrooms</i>	<i>Superintendent will attend construction meetings, monitor change orders, work with architect and contractors, and provide progress updates to the board.</i>	<i>August 2010</i>
<i>Improve 4th grade student math scores (target: 80% of 4th grade students proficient or above by 2012)</i>	<i>Team will collaboratively review previous assessment results. Team will propose curriculum adjustments. Teachers in grades 1-4 will work in teams to develop common, short-cycle assessments for math. Teachers will show evidence of use of results of these assessments in the classroom (data-based instruction).</i>	<i>Spring 2012</i>
<i>Organize and implement a "customer care" program that emphasizes a helpful, welcoming approach throughout district</i>	<i>Superintendent will establish steering committee. Committee will establish standards; develop evaluation guidelines; and plan support strategies for implementation.</i>	<i>August 2010</i>
CAPACITY CONSIDERATIONS (E.G., FINANCIAL RESOURCES, STAFF, EQUIPMENT, TIME, ETC.)		
<i>Construction - as budgeted time needed for meetings, electronic storage and printing needed for common assessments</i>		

Worksheet 2.2: DEVELOP WORK PLANS

To be completed by the superintendent and administrative team (Duplicate and complete one form for each objective)

Superintendent Name: LeeAnn Malan
Academic Year: 2009-2010

School District: Ohio Valley
Objective: Improve 4th grade

A work sheet like this one can be used by the superintendent to identify the specific action steps, monitoring process, and evaluation criteria needed to meet each of the annual district objectives.

See Appendix A for a blank, reproducible copy.

ACTION STEPS	NAMES OF PERSONS/GROUPS RESPONSIBLE	TARGETED COMPLETION DATE
1. Meet with district administrators to discuss aggregate and disaggregate data by school.	District Math Coordinator	September
2. Meet with building principals to review building goals and improvement strategies	Building Principals	October
3. Attend quarterly meetings with district math coordinator and principals to review progress	District Math Coordinator Building Principals	Quarterly

Capacity Considerations

(Fiscal, human, time, or material resources needed)

- Building & district professional development funds to support teacher development/training
- Building funds for purchase of resource materials

Monitoring Process

(The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)

- Board updates by principals & district math coordinator
- Quarterly reports/updates by principals
- Monthly reports district by math coordinator
- Annual review of assessment data (formative and summative)

Evaluation Criteria

(Those criteria used to determine how well the objective has been met)

- > 85% of 4th grade students proficient on OAT administered spring 2010
- Student improvement targets met at each building

Suggestions for Conducting an Assessment/Evaluation of Superintendent Performance

Superintendent evaluation will vary district by district. As a result, the Ohio Superintendent Evaluation System was developed to be flexible enough to meet the needs of each Ohio district. Best practice suggests that the evaluation of superintendents needs to include both a mid-year review (formative) to gauge progress and an end of year evaluation (summative).

Some elements of superintendent evaluation, however, should not vary. For example, it is important that boards find a way to reach consensus on the evaluation of the superintendent so that they can provide a single, unified evaluation. Some other do's and don'ts of superintendent evaluation are listed below.

Some Do's and Don'ts of Superintendent Evaluation

DO'S	DON'TS
Collaborate on the evaluation process, timeline and expectations.	Expect the board or the superintendent to manage the work of evaluation alone.
Compile one assessment or evaluation of the superintendent so that the board speaks in one voice.	Provide separate responses from each board member.
Determine an effective method for conducting superintendent evaluation: <ul style="list-style-type: none"> • personnel committee of board; • appointment of one member of board charged with the responsibility of managing the superintendent's evaluation; • engaging an outside expert to help facilitate the evaluation process. 	Assume that the process of superintendent evaluation will happen by itself.
Provide written commentary, feedback, and recommendations to the superintendent.	Provide only a rating of "Meets" or "Does Not Meet."
Allow time for discussion and superintendent input and response to the evaluation.	Conduct evaluation as a one-way communication from the board to the superintendent.

STEP 3: Conduct Formative (Mid-Year) Assessment

Educators are now familiar with the body of research around conducting formative assessments in the classroom. Research shows that these types of assessments improve students' classroom performance by enabling teachers to gauge progress regularly and assist students in identifying their strengths and targeting weaknesses or gaps in learning. Research has shown that performance improves by gauging progress against a set of performance standards.

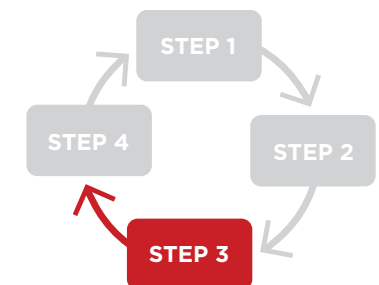
In the same way that formative assessments support student learning, these types of progress assessments can support educators and school leaders. The formative assessment answers the superintendent's question: "How am I doing?"

Formative assessment of superintendents should be based on varied sources of evidence collected over time that are based on the criteria established in the work plans (see Worksheets 2.1 and 2.2). These types of evidence allow for a deep look at performance, rather than a one-time only or isolated view of effectiveness. Evidence may include:

- student performance data (formative and summative, aggregate and disaggregate);
- changes in demographic data (student attendance, suspension/expulsion rates, graduate rates);
- portfolios with artifacts documenting progression of district objectives;
- reports or other written documents;
- perception data (teacher, parent or student survey).

To be effective, interim assessments must be tied to a clear set of standards. The Ohio Superintendent Evaluation System is based on the assumption that superintendent evaluation would be linked with performance on:

1. The Ohio Standards for Superintendents and the standards-based job description (See Worksheet 1.1; Complete Worksheet 3.1/4.1); and
2. The specific district objectives and action plans agreed upon by the superintendent and board (See Worksheets 2.1 and 2.2; Complete worksheet 3.2/4.2).



STEP 4: Conduct Summative Evaluation (End-of-Year)

A summative, end-of-year evaluation of the superintendent's performance should be conducted with the goal of providing clear feedback that can be used towards future planning and goal setting.

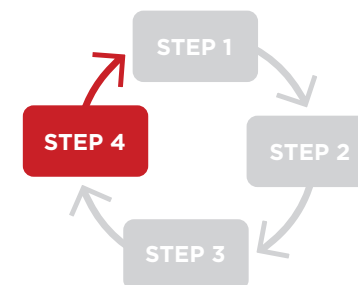
As stated previously, the superintendent must be evaluated against both his or her regular responsibilities (the Ohio standards and the district job description) and the specific annual objectives and action steps of the district. To this end, the Ohio Superintendent Evaluation System describes a process and provides tools for the assessment of the superintendent's performance against the standards-based job description [see Worksheet #3.1 (Formative Assessment) & #4.1 (Summative Assessment) and the annual district objectives (see Worksheet #3.2 (Formative Assessment) and 4.2 (Summative Assessment)].

As in formative assessment, summative evaluation should be based on varied sources of evidence collected over time that are based on the criteria established in the work plans (see Worksheets 2.1 and 2.2). These types of evidence allow for a deep look at performance, rather than a one-time or isolated view of effectiveness. Evidence may include:

- student performance data (formative and summative, aggregate and disaggregate);
- changes in demographic data (student attendance, suspension/expulsion rates, graduate rates);
- portfolios with artifacts documenting accomplishments of district objectives;
- reports or other written documents;
- perception data (teacher, parent or student survey).

Worksheets 3.1/4.1 and 3.2/4.2 can be used by superintendents and boards of education as tools for conducting the summative evaluation of superintendents.

Worksheet 4.3 can be used to provide a public summary of the superintendent evaluation that can be used for various purposes, including as a press release summary.



GLOSSARY

EVALUATION SYSTEM

A process for assessing performance

FORMATIVE ASSESSMENT

Used to provide feedback on progress at a mid-year interim point (as opposed to summative evaluation which may be used to make a judgment about performance at year's end); the goal of formative assessment is to enhance performance by providing clear indicators of progress and identifying what has been done successfully as well as areas for improvement

GOALS

General, global guidelines that explain what the district wants to achieve; the Ohio Improvement Process (OIP) describes goals as broad statements that specify measurable changes in student performance to close a gap or an improvement opportunities or potentials for improved learning, and identify the end results to be achieved within a given timeframe

JOB DESCRIPTION

A written statement of the activities and responsibilities associated with a specific job

OBJECTIVES

Measurable, defined, specific steps that contribute to the fulfillment of the broader specified goals

STANDARDS-BASED

Systems or processes that use standards—statements of expected knowledge, skills, and abilities—as the expected outcomes

STRATEGIES

Strategies in the Ohio Improvement Process (OIP) are defined as key approaches the district will implement that are written as specific, measurable statements about what is going to be accomplished to meet a need and get closer to reaching a goal within a given timeframe

SUMMATIVE EVALUATION

An evaluation of performance at a particular time, typically at the end of the academic year, by a supervisor or other evaluator using standard, pre-determined criteria of performance over time. Summative evaluation may result in a rating or in a narrative analysis and is essential to accountability

WORK PLAN

Focused, measurable, action-oriented steps planned to meet broader district objectives. A work plan includes a specific timeline for completion

APPENDICES

APPENDIX A: Blank, Reproducible Forms

- Worksheet 1.1
- Worksheet 2.1
- Worksheet 2.2
- Worksheets 3.1 and 4.1
- Worksheets 3.2 and 4.2
- Worksheet 4.3

APPENDIX B: An overview of the Ohio Standards for Superintendents

APPENDIX C: Ohio Statutory Regulations

APPENDIX D: Sample Job Description

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Essential Elements by Standard (begin with an action verb for each function that describes the performance expected)

STANDARD 1: VISION, CONTINUOUS IMPROVEMENT AND FOCUS OF DISTRICT WORK

List Elements and Skills:

- 1.

- 2.

- 3.

- 4.

- 5.

- 6.

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Essential Elements by Standard (begin with an action verb for each function that describes the performance expected)

STANDARD 2: COMMUNICATION AND COLLABORATION

List Elements and Skills:

1.

2.

3.

4.

5.

6.

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Essential Elements by Standard (begin with an action verb for each function that describes the performance expected)

STANDARD 3: POLICIES AND GOVERNANCE

List Elements and Skills:

1.

2.

3.

4.

5.

6.

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Essential Elements by Standard (begin with an action verb for each function that describes the performance expected)

STANDARD 4: INSTRUCTION

List Elements and Skills:

1.

2.

3.

4.

5.

6.

Worksheet 1.1: TOOL FOR CREATING A JOB DESCRIPTION

Essential Elements by Standard (begin with an action verb for each function that describes the performance expected)

STANDARD 5: RESOURCES

List Elements and Skills:

1.

2.

3.

4.

5.

6.

Worksheet 2.1: IDENTIFY ANNUAL DISTRICT OBJECTIVES

School District: _____

Academic Year: _____

Superintendent Name: _____

FOCUSED, ANNUAL DISTRICT OBJECTIVES (no more than five)	EVIDENCE OF PROGRESS OR COMPLETION (Monitoring Evidence/Data Sources)	TARGETED COMPLETION DATE
1.		
2.		
3.		
4.		
5.		

Worksheet 2.2: DEVELOP WORK PLANS

To be completed by the superintendent and administrative team (Duplicate and complete one form for each objective.)

Superintendent Name: _____ **School District:** _____

Academic Year: _____ **Objective:** _____

ACTION STEPS	NAMES OF PERSONS/ GROUPS RESPONSIBLE	TARGETED COMPLETION DATE
1.		
2.		
3.		
4.		
5.		

Capacity Considerations
(Fiscal, human, time, or material resources needed)

Monitoring Process
(The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)

Evaluation Criteria
(Criteria that will be used to determine how well the objective has been met)

Worksheet 3.1 (Formative Assessment) and 4.1 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

STANDARD	SUPERINTENDENT REFLECTION AND COMMENTS	BOARD RESPONSE/ RECOMMENDATIONS
<p>STANDARD 1: Vision, Continuous Improvement and Focus of District Work</p> <p>Representative Elements: (Insert elements from job description)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>
	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>

Worksheet 3.1 (Formative Assessment) and 4.1 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

STANDARD	SUPERINTENDENT REFLECTION AND COMMENTS	BOARD RESPONSE/ RECOMMENDATIONS
<p>STANDARD 2: Communication and Collaboration</p> <p>Representative Elements: (Insert elements from job description)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>
	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>

Worksheet 3.1 (Formative Assessment) and 4.1 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

STANDARD	SUPERINTENDENT REFLECTION AND COMMENTS	BOARD RESPONSE/ RECOMMENDATIONS
<p>STANDARD 3: Policies and Governance</p> <p>Representative Elements: (Insert elements from job description)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>
	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>

Worksheet 3.1 (Formative Assessment) and 4.1 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

STANDARD	SUPERINTENDENT REFLECTION AND COMMENTS	BOARD RESPONSE/ RECOMMENDATIONS
<p>STANDARD 4: Instruction</p> <p>Representative Elements: (Insert elements from job description)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>
	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>

Worksheet 3.1 (Formative Assessment) and 4.1 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

STANDARD	SUPERINTENDENT REFLECTION AND COMMENTS	BOARD RESPONSE/ RECOMMENDATIONS
<p>STANDARD 5: Resources</p> <p>Representative Elements: (Insert elements from job description)</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>	<p>3.1 – FORMATIVE (MID-YEAR)</p>
	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>	<p>4.1 – SUMMATIVE (END-OF-YEAR)</p>

Worksheet 3.2 (Formative Assessment) and 4.2 (Summative Assessment)

School District: _____

Academic Year: _____

Superintendent Name: _____

DISTRICT OBJECTIVES	EVIDENCE OF PROGRESS	3.2 - FORMATIVE ASSESSMENT		4.2 - SUMMATIVE ASSESSMENT	
		DATE: _____	STATUS: _____	DATE: _____	STATUS: _____
		IN PROGRESS	COMPLETED	IN PROGRESS	COMPLETED

Superintendent's Response:

Board Commendations/Recommendations:

Worksheet 4.3: SUMMATIVE/END-OF-YEAR EVALUATION

School District: _____

Academic Year: _____

Superintendent Name: _____

.....
Board Commendations/Recommendations:

I. Job Description

II. District Objectives

Board President (or other evaluator) : _____

Date: _____

Superintendent: _____

Date: _____

Appendix B: An Overview of the Ohio Standards for Superintendents

Standard 1: VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK

Superintendents establish a vision, expect continuous improvement, and develop a focused plan for achieving district goals.

NARRATIVE SUMMARY:

Effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what the district can become. This vision drives the district's work.

To achieve this vision, superintendents expect and support continuous improvement. Continuous improvement is a process that applies to the entire district system and minimally includes planning, implementation, monitoring and feedback. This continuous improvement cycle should result in constant examination of what is working and why, what is not working and why and what actions individuals will take to assume responsibility for increased performance. As part of the continuous improvement cycle, superintendents model the effective use of data to make informed decisions.

Effective superintendents analyze data, identify areas of improvement and set clear, focused, measurable goals for increasing student achievement. They monitor actions to ensure a sustained focus on achieving the goals of the district.

Elements:

- 1.1** Develop a shared vision for the district.
- 1.2** Expect, model and support the effective use of data.
- 1.3** Create a coherent plan with a limited number of goals.
- 1.4** Implement the district plan and monitor the strategies for achieving the goals.
- 1.5** Review progress and revise the strategies for achieving district goals.
- 1.6** Communicate the district's vision, goals and focused plan.

Appendix B: An Overview of the Ohio Standards for Superintendents

Standard 2: COMMUNICATION AND COLLABORATION

Superintendents establish processes to communicate and collaborate effectively.

NARRATIVE SUMMARY:

Effective superintendents have processes in place to:

- facilitate communication and collaboration with the board of education and the district treasurer,
- establish and maintain effective relationships with school personnel, and
- engage the external community.

Effective superintendents recognize the importance of involving multiple stakeholders to inform decision making, communicate processes and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, effective superintendents must communicate effectively with staff and stakeholders.

Elements:

- 2.1** Demonstrate communication competence with all stakeholders.
- 2.2** Develop, implement and maintain effective communication systems.
- 2.3** Communicate effectively and openly and demonstrate a willingness to collaborate with the board of education, the district treasurer and the district staff.
- 2.4** Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

Standard 3: POLICIES AND GOVERNANCE

Superintendents work with the board of education to identify, prioritize and set policies and governance procedures that maximize the success of all students.

NARRATIVE SUMMARY:

Effective superintendents identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the central goal — ensuring the success of all students. Effective superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective superintendents value the importance of an effective working relationship with the board and enlist the board's support for district goals.

Elements:

- 3.1** Review, develop and recommend policies for the district.
- 3.2** Implement and continuously assess policies and practices.
- 3.3** Identify and respond to societal and educational trends that affect the district and community.
- 3.4** Advocate for children and families.
- 3.5** Model and expect professional conduct.

Appendix B: An Overview of the Ohio Standards for Superintendents

Standard 4: INSTRUCTION

Superintendents lead the creation of instructional systems designed for high student achievement.

NARRATIVE SUMMARY:

Effective superintendents place a primary focus on improving instruction and enhancing student learning. As instructional leaders, they create a district culture and expectations that support effective, data-based decision making at all levels of the system. They work with district and building administrators to identify, collect, analyze, and use relevant data to identify strengths to sustain and improvements to address. Effective superintendents promote, support and use research-based best practices for curriculum design and instruction.

Elements:

- 4.1 Require district-wide use of an established curriculum.
- 4.2 Ensure the development and implementation of high-quality, standards-based instruction.
- 4.3 Set expectations for and guide the creation of a comprehensive assessment system for the district.
- 4.4 Ensure that the district curriculum, instruction, and assessment program is designed to provide full access and opportunity to all students.
- 4.5 Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.
- 4.6 Provide for high-quality professional development for all staff aligned with district goals.

Standard 5: RESOURCES

Superintendents manage and organize the district's resources (human, fiscal, operational and material) to accomplish district goals.

NARRATIVE SUMMARY:

Effective superintendents intentionally focus financial, human, time, materials, technological and facility resources in support of district goals for instruction and achievement. Superintendents take actions to achieve district goals. They support individuals at all levels in the district and assume that the central office is a support and service organization for the schools. Effective superintendents organize the district to provide leaders appropriate authority within their schools to make decisions and implement initiatives. To allow for this to happen successfully, superintendents provide adequate and equitable resources across the district.

Elements:

- 5.1 Recruit, develop, evaluate and retain quality staff and oversee human resource management.
- 5.2 Organize time and schedules focused on district goals.
- 5.3 Manage and prioritize fiscal resources to align expenditures with district goals.
- 5.4 Identify and equitably allocate materials and technology to support district goals.
- 5.5 Oversee the district's facilities and operations.

Appendix C: Ohio Statutory Regulations

OHIO REVISED CODE 3.42

- The term of the superintendent of schools begins on the first day of August and ends on the thirty-first day of July. The maximum term to which a superintendent may be appointed is five such years. If the board of education wishes to reemploy the superintendent for a succeeding term, it may do so at any regular or special meeting held during the calendar year immediately preceding the year of expiration of the superintendent's contract, or in any event, prior to March first of the year of expiration of such contract. The maximum term of re-employment is five years. It is important to recognize that the term of re-employment cannot begin before the current term expires. If a proposed renewal contract "overlaps" the existing contract, such renewal is void, and the superintendent will be deemed re-employed under a one-year contract by operation of law.
- If the board of education does not wish to re-employ the superintendent, it must give superintendent written notice of its intention not to re-employ on or before March first of the year in which the current contract expires. A resolution to send this notice must be approved by a majority of the entire board at a regular or special meeting. Failure to provide such notice will result in the automatic re-employment of the superintendent for a term of one year at the same salary plus any increments authorized by the board. Although not expressly stated in the statute, it would appear that this automatic re-employment of the superintendent would be repeated in following years until such time as the board either notified the superintendent of its intention not to renew or acted affirmatively to re-employ the superintendent.
- Before taking any action to renew or nonrenew a superintendent's contract, the employing board must adopt procedures for the evaluation of its superintendent and evaluate its superintendent in accordance with those procedures. An evaluation based upon such procedures must be considered by the board in deciding whether to renew the superintendent's contract. The establishment of an evaluation procedure does not, however, create an expectancy of continued employment for the superintendent or prevent the board of education from making the final determination regarding the renewal or non-renewal of a superintendent's contract. Thus, a board of education has the legal power to nonrenew a superintendent's contract even if the statutory evaluation procedures, or the board's own policies relating to nonrenewal, have not been followed.

NATIONAL SCHOOL BOARDS ASSOCIATION & AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS JOINT RECOMMENDATIONS

Superintendent and School Board Roles and Responsibilities

Board of Education Responsibilities

- To establish and regularly review all policies, ensuring they are lawful and designed to improve the quality of the school district.
- To hire, support, and work effectively with the superintendent of schools.
- To conduct an annual formal evaluation of the superintendent of schools.
- To refer administrative communications, including questions, complaints and personnel inquires to the superintendent, as appropriate, and follow the board-established chain of command.
- To seek the superintendent's recommendation before taking action.
- To adopt, advocate for and oversee a school budget, which is responsive to district goals and meets the needs of all students.
- To delegate to the superintendent responsibility for all administrative functions, except those specifically reserved to the board through board policy.
- To ensure appropriate resources for the superintendent to carry out his/her responsibility.
- To have the board chair work with the superintendent to develop meeting agendas.
- To determine and include in district policy, hiring procedures that clearly define board and superintendent responsibilities to participate in termination procedures and decision as prescribed by Ohio Revised Code.
- To communicate and interpret the school district's mission to the public and listen and incorporate appropriate community perspectives into board action.
- To ensure there is a supportive, smoothly operating leadership team, which advocates for both children and community.

Superintendent of School's Responsibilities

- To implement policies approved by the board and recommend changes, if appropriate; and to develop, implement and inform the board of administrative procedures necessary to implement board policy.
- To serve as the school board's chief executive officer and educational leader.
- To participate, as appropriate, in his/her annual evaluation.
- To respond to communications, as appropriate, and ensure the adherence and appropriate response through the chain of command and to keep board members informed about district issues in a timely manner.
- To provide the board with good information for informed decision-making, as appropriate.
- To prepare, advocate for and implement an annual budget that addresses district goals and meets the needs of all students; and reports regularly to the board on status of the budget and any concerns or other issues about which the board should be informed.
- To oversee the organization management of the district's day-to-day operations.
- To participate, as appropriate, in the annual self-evaluation of the board.
- To recommend appropriate resources to ensure he/she can carry out his/her responsibilities.
- To, as pursuant to best practice and board policy, hire personnel for the school district and ensure that each employee is properly supervised and evaluated; and to make recommendations for termination of employment.
- To communicate community perspectives, research information, performance results and educational needs to the board for possible board action and to the school staff.
- To serve as a key, effective member of the leadership team.
- To work collaboratively with school staff on an ongoing basis.

Joint Board/Superintendent Responsibilities

- To work together with the community to develop a vision and goals for the school district and to monitor the achievement of those goals.
- To advocate for students and the school district and promote the benefits of public education.
- To provide community leadership on educational issues by creating strong linkages with appropriate organizations, agencies and other groups to provide support for healthy development and high achievement for all children.
- To collectively execute their legal responsibilities.
- To work collaboratively with agencies, and other bodies, as appropriate on an ongoing basis.
- To collaborate with other school boards and superintendents to inform legislators of local concerns and issues relative to education.
- To participate in continuing education specifically regarding their roles and responsibilities and on relevant content areas.
- To support board actions and decisions.
- To semiannually set aside time to discuss school board/superintendent relations.

Appendix D: Sample Job Description

SUPERINTENDENT OF SCHOOLS

RESPONSIBLE TO: BOARD OF EDUCATION

DEFINITION:

The Superintendent of Schools is the chief executive and administrative officer of the Board. The Superintendent reports directly to the Board, has all powers and duties imposed upon the office by statute, and has all executive and administrative powers and duties in connection with the overall operation of the schools which are not required by statute to be exercised directly by the Board or by some other officer. The Superintendent exercises leadership through school administrators who comprise the Leadership Team.

MAJOR POLICY RESPONSIBILITY:

The Superintendent of Schools initiates and recommends policies for approval by the Board and develops policies recommended by the Board. Following approval of policies by the Board, the Superintendent is responsible for implementing policies and ensuring that the overall operation of the schools adheres to established Board policies. The Superintendent shall affect the position responsibilities by delegating, at his/her discretion, said responsibilities to assistants and subordinates with the knowledge that the delegation of power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

Appendix D: Sample Job Description

KEY FUNCTIONS:

A. VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK:

Superintendent shall establish a vision, expect continuous improvement and develop a focused plan for achieving district goals. Effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what the district can become. This vision drives the district's work.

Representative Elements:

1. Develop a shared vision for the district.
2. Expect, model, and support the effective use of data.
3. Create and execute a coherent plan with a limited, achievable number of goals and objectives.
4. Implement the district plan and monitor the strategies and activities for achieving the goals and objectives.
5. Communicate the district's vision, goals, and focused plan.
6. Engage the Board and key staff in a process that identifies objectives details activities, resources, timelines, standards, and monitoring processes necessary for completion of the district objectives.
7. Provides regular and year-end reports on progress.

Add Elements Specific to Your Position:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Appendix D: Sample Job Description

KEY FUNCTIONS:

B. COMMUNICATION AND COLLABORATION:

Effective superintendents have processes in place to:

- facilitate communication and collaboration with the board of education and the district treasurer,
- establish and maintain effective relationships with school personnel, and
- engage the external community.

Effective superintendents recognize the importance of involving multiple stakeholders to inform decision making, communicate processes and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, effective superintendents must communicate effectively with staff and stakeholders.

Representative Elements:

1. Demonstrate communication competence with all stakeholders.
2. Develop, implement and maintain effective communication systems.
3. Communicate effectively, openly and demonstrate a willingness to collaborate with the board of education, the district treasurer and the district staff and external stakeholders.
5. Assess public and staff beliefs about matters pertaining to the schools.
6. Promptly respond to staff and community concerns.
7. Execute activities that build and sustain positive community engagement.
8. Establish rapport with the media.
9. Promote understanding, appreciation, and use of the community's diverse social, cultural, and intellectual resources.

Add Elements Specific to Your Position:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Appendix D: Sample Job Description

KEY FUNCTIONS:

C. POLICIES AND GOVERNANCE:

Effective superintendents identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the central goal — ensuring the success of all students. Effective superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective superintendents value the importance of an effective working relationship with the board and enlist the board’s support for district goals.

Representative Elements:

1. Review, develop and recommend policies for the district.
2. Implement and continuously assess policies and practices.
3. Identify and respond to societal and educational trends that affect the district and community.
4. Advocate for children and families.
5. Model and expect professional conduct.
6. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed decisions.
7. Prepare the agenda for Board meetings, attend and participate in all meetings of the Board and its committees, except when own employment or salary is under consideration, and participate in all Board deliberations, with no voting power.
8. Keep the Board informed of the activities operating under the Board’s authority.

Add Elements Specific to Your Position:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Appendix D: Sample Job Description

KEY FUNCTIONS:

D. INSTRUCTION:

The Superintendent leads the creation of instructional systems designed for high student achievement. The Superintendent shall place a primary focus on improving instruction and enhancing student learning. As an instructional leader, the Superintendent shall create a district culture and expectations that support effective data-based decision making at all levels of the system. The Superintendent shall work with district and building administrators to identify, collect, analyze, and use relevant data to identify strengths to sustain and improvements to address. The Superintendent shall promote, support and use research-based best practices for curriculum design and instruction.

Representative Elements:

1. Require district-wide use of an established curriculum.
2. Ensure the development and implementation of high-quality, standards-based instruction.
3. Set expectations for and guide the creation of a comprehensive academic assessment system for the district.
4. Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students consistent with available resources and legal mandates.
5. Provide for high-quality professional development for all staff aligned with district, state and applicable national standards.
6. Promotes the use of effective and appropriate technologies to support teaching and learning.
7. Direct and supervise extra and co-curricula programs in the District.

Add Elements Specific to Your Position:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Appendix D: Sample Job Description

KEY FUNCTIONS:

E. RESOURCES:

Effective superintendents intentionally focus financial, human, time, materials, technological and facility resources in support of district goals for instruction and achievement. Superintendents take actions to achieve district goals. They support individuals at all levels in the district and assume that the central office is a support and service organization for the schools. Effective superintendents organize the district to provide leaders appropriate authority within their schools to make decisions and implement initiatives. To allow for this to happen successfully, superintendents provide adequate and equitable resources across the district.

Representative Elements:

1. Recruit, develop, evaluate and retain quality staff and oversee human resource management.
2. Organize calendars, and schedules focused on district goals.
3. Manage and prioritize fiscal resources to align expenditures with district goals
4. Identify and equitably allocate materials and technology to support district goals.
5. Oversee the district's facilities and operations.
6. Assign and transfer employees as the interest of the District may dictate.
7. Provide and implement a plan of assessment and evaluation for employees of the District as well as personally assess and evaluate select administrative personnel.
8. Provide a process for the creation of the annual tax budget and appropriation budget and recommend them to the Board for approval.
9. Recommend to the Board tax millage needed to maintain the District's educational programs and provide leadership to tax levy campaigns.
10. Provide bidding, purchasing and accounting procedures that are cost effective and efficient.
11. Provide appropriate regulations for the use and care of school properties.
12. Manage and supervise the transportation of students and provision of food services.

Add Elements Specific to Your Position:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Appendix D: Sample Job Description

KEY FUNCTIONS:

F SPECIAL PROJECTS, OTHER DUTIES AND SKILLS:

To identify, address, and/or resolve tasks and problems that emerge in the District, which are unique or crucial to the overall successful operation of the district. It is expected that the Superintendent demonstrate leadership skills in the carrying out of his/her functions.

NOTE: SECTION "F" IS AN "OPTION." IT HAS BEEN ADDED TO PROVIDE A CATEGORY FOR CONSIDERATION THAT CAN BE TAILORED TO UNIQUE OR EMERGING RESPONSIBILITIES IN THE DISTRICT. THE CATEGORY ALSO PROVIDES A LOCATION IN THE POSITION DESCRIPTION TO CAPTURE LEADERSHIP QUALITIES (SEE #5) AND PROFESSIONAL DEVELOPMENT (SEE #6).

Representative Elements:

1. Construction projects; facilitation of coherent, well-planned process.
2. Leadership in managing levy and bond issues campaigns.
3. Coalition building in the community for specific Board goals.
4. Identifying enrollment trends and making recommendations concerning facility needs.
5. Leadership as demonstrated by the following skills: effective written and oral communications skills, sound and thoughtful decision-making skills, facilitator of building a culture of trust and high expectations, engages in self-development, facilitates conflict management, demonstrates creativity, anticipates problems, demonstrates entrepreneurial skills, is a self-initiator, demonstrates high ethical and professional behavior.
6. Professional and Personal Development through participation in local, state, and national professional organizations, visits similar school districts, attends educational conferences, and reads current professional literature.

Add Elements Specific to Your Postion::

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

QUALIFICATIONS:

Possess a master's degree and superintendent's certificate.

WORKING CONDITIONS:

To be determined: based on local expectations.

Adopted:

Revised:

Reviewed:

Re-adopted:



Ted Strickland, Governor

Deborah S. Delisle,
Superintendent of Public Instruction

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