

Worksheet 1.1: Tool for Creating a Job Description

SUPERINTENDENT OF SCHOOLS

RESPONSIBLE TO: Board of Education

DEFINITION:

The Superintendent of Schools is the chief executive and administrative officer of the School District. The Superintendent is hired by and 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 excepting those 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 or power or duty does not relieve the Superintendent of final responsibility for the action taken under such delegation.

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 both short term and long term district goals. Effective superintendents facilitate the establishment of a vision for their districts. The Superintendent will articulate this vision clearly in appropriate internal and external venues throughout the district. 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. The vision must contain both strategic (long term) and tactical (short term) objectives, both of which can be measured.

2. The Superintendent will participate with the Board in an annual goal-setting exercise. The purpose of the exercise is to reach consensus on alterations to the vision and/or the approval of new and the sunseting of old tactical objectives.
3. The Superintendent will report to the Board and the community on the District's overall program in accomplishing the tactical objectives mutually agreed to.
4. The Board will evaluate the Superintendent in part on the progress in accomplishing the tactical objectives
- 5.
- 6.
- 7.

B. COMMUNICATION AND COLLABORATION: Effective superintendents have processes in place to facilitate communication and collaboration with the board of education, the district treasurer and the general public.

Effective superintendents recognize the importance of involving multiple stakeholders to inform decision making, communicate processes, celebrate accomplishments and address deficiencies. 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.
4. Keep the public and staff informed about current educational practices, educational trends, policies, progress, and challenges in the District's schools.
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. The Superintendent will demonstrate ongoing leadership in the formulation and execution of a multi-faceted communications strategy including both traditional methodology and social networking tools.

2. The Superintendent will convene representative task forces consisting of parents, students, staff and members of the general public and involve these task forces in all major decisions.
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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. Model and expect professional conduct.
5. 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.
6. In conjunction with the Board President, prepare the agenda for Board meetings, personally attend or delegate participation in all meetings of the Board and its committees, except when own employment or salary is under consideration, and participate when asked in all Board deliberations, with no voting power.
7. Keep the Board informed of the activities operating under the Board’s authority.

ADD ELEMENTS SPECIFIC TO YOUR POSITION:

1. The Board recognizes that the science of educating children is fluid and that best practices change from time to time. The Board further recognizes the difficulties endemic in change in large complex organizations. The Superintendent of Worthington Schools will be expected to engender a culture where staff is comfortable challenging the status quo when doing so will improve student or operational outcomes.
2. Establish and maintain relationships with appropriate members of the Ohio General Assembly and the Governor’s office and when appropriate, advise policy makers of the impact of their proposal on the Worthington School District.

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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. Encourage creativity and innovation in educational practices
2. Any comprehensive assessment system must utilize, where available, national and international benchmarks
3. Encourage staff to “think outside the box” in creating appropriate learning environments for all students
- 4.
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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 annual assessment and evaluation for employees of the District as well as personally assess and evaluate select administrative personnel.
 8. In conjunction with the treasurer, provide a process for the creation of the annual appropriations document
 9. In conjunction with the treasurer, formulate and maintain short term and long term plans to fund the district.
 10. Provide whatever data is necessary in support of tax levy campaigns.
 11. Provide bidding, purchasing and accounting procedures that are cost effective and efficient.
 12. Provide appropriate regulations for the use and care of school properties.
13. Manage and supervise the transportation of students and provision of food services.

ADD ELEMENTS SPECIFIC TO YOUR POSITION:

1. Work with the Treasurer's Advisory Council, the Superintendent's engagement council and other community organizations to formulate strategies to maintain funding for the district's educational goals.
2. Provide ongoing leadership in maximizing available resources, both human and capital, to maintain a quality program at an affordable price.
3. Report annually to the Board and the community the status of the district's enrollment, building capacity and any over utilized or underutilized resources.
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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 POSITION:

1. The Superintendent of the Worthington School District is expected to be an educational leader, not only in our district but throughout the state. The Board expects the Superintendent to work as appropriate with the legislature, statewide education groups and the Ohio Department of Education in the formulation of policies that will enhance outcomes for district students.
2. As the Chief Executive Officer of a large, complex organization, the Superintendent of Worthington Schools will be expected to adapt to circumstances as they materialize. This is a 24x7x365 job and it would be impossible to define all of the possible tasks that may occur in any given year. The Board does not expect the Superintendent to go it alone, however, we do expect that the Superintendent or a designee will perform duties not envisioned by this job description.
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QUALIFICATIONS:

Possess a master's degree and superintendent's certificate

WORKING CONDITIONS: To be determined: based on local expectations

Adopted:

Revised:

Reviewed:

Re-adopted:

Worksheet 2.1: Identify Annual District Objectives

Superintendent Name: _____

School District: _____ Academic Year: _____

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: _____ School District: _____ Academic Year : _____

Objective:

Action Steps	Names of Persons/Groups Responsible	Targeted Completion Date
1.		
2.		
3.		
4.		
5.		

(Note: Action Steps can be expanded to accommodate additional)

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 objective)

Evaluation Criteria

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

Worksheet 2.2: Develop Work Plans

Action Steps	Names of Persons/Groups Responsible	Targeted Completion Date
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: _____

School District: _____ Academic Year: _____

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> <ul style="list-style-type: none"> • Develop a shared vision for the district. • Expect, model and support the effective use of data. • Create and execute a coherent plan with a limited, achievable number of goals and objectives. • Implement the district plan and monitor the strategies and activities for achieving the goals and objectives. • Communicate the district's vision, goals and focused plan. • Engage the Board and key staff in a process that identifies objectives and details activities, resources, timelines, standards and monitoring processes necessary for completion of the district objectives. • Provides regular and year-end reports on progress. 	3.1 Formative (Mid-Year)	3.1 Formative (Mid-Year)
	4.1 Summative (End-of-Year)	4.1 Summative (End-of-Year)

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: _____

School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 2: Communication and Collaboration</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> • Demonstrate communication competence with all stakeholders. • Develop, implement and maintain effective communications systems. • Communicate effectively, openly and demonstrate a willingness to collaborate with the board of education, the district treasurer and the district staff and external stakeholders. • Keep the public and staff informed about current educational practices, educational trends, policies, progress and challenges in the district's schools. • Assess public and staff beliefs about matters pertaining to the schools. • Promptly respond to staff and community concerns. • Execute activities that build and sustain positive community engagement. • Establish rapport with the media. • Promote understanding, appreciation and use of the community's diverse social, cultural and intellectual resources. 	<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 & 4.1: Summative Assessment

Superintendent Name: _____

School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 3: Policies and Governance</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Keep the Board informed of the activities operating under the Board's authority. 	3.1 Formative (Mid-Year)	3.1 Formative (Mid-Year)
	4.1 Summative (End-of-Year)	4.1 Summative (End-of-Year)

Worksheet 3.1: Formative Assessment & 4.1: Summative Assessment

Superintendent Name: _____

School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 4: Instruction</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> • 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 academic 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 consistent with available resources and legal mandates. • Provide for high-quality professional development for all staff aligned with district, state and applicable national standards. • Promotes the use of effective and appropriate technologies to support teaching and learning. • Direct and supervise extra and co-curricula programs in the District. 	<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 & 4.1: Summative Assessment

Superintendent Name: _____

School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 5: Resources</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> • Recruit, develop, evaluate and retain quality staff and oversee human resource management. • Organize calendars 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. • Assign and transfer employees as the interest of the District may dictate. • Provide and implement a plan of assessment and evaluation for employees of the District as well as personally assess and evaluate select administrative personnel. • Provide a process for the creation of the annual tax budget and appropriation budget and recommend them to the Board for approval. • Recommend to the Board tax millage needed to maintain the District's educational programs and provide leadership to tax levy campaigns. • Provide bidding, purchasing and accounting procedures that are cost effective and efficient. • Provide appropriate regulations for the use and care of school properties. • Manage and supervise the transportation of students and provision of food services. 	<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 & 4.1: Summative Assessment

Superintendent Name: _____
 School District: _____ Academic Year: _____

Standard	Superintendent Reflection and Comments	Board Response/Recommendations
<p>Standard 6: Special Projects, other duties and skills</p> <p>Representative Elements: (Insert elements from job description.)</p> <ul style="list-style-type: none"> • Construction projects; facilitation of coherent, well-planned process. • Leadership in managing levy and bond issues campaigns. • Coalition building in the community for specific Board goals. • Identifying enrollment trends and making recommendations concerning facility needs. • 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. • Professional and Personal Development through participation in local, state, and national professional organizations, visits similar school districts, attends educational conferences, and reads current professional 	<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>

literature.

Superintendent Name: _____

School District: _____ Academic Year: _____

District Objectives	Evidence of Progress	3.2 Formative Assessment Date _____		4.2 Summative Assessment Date _____	
		In Progress	Completed	In Progress	Completed

Board Recommendations/Commendations:

Superintendent's Response:

Board President (or designee): _____ Date: _____

Superintendent: _____ Date: _____

Superintendent Name: _____

School District: _____ Academic Year: _____

Board Recommendations/Commendations:

I. Job Description:

II. District Objectives:

Board President (or other evaluator): _____ Date: _____

Superintendent: _____ Date: _____