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Section One: Introduction

The *Ohio Standards for Superintendents* that you have before you represent one initiative within Ohio's standards-based educational reforms. This document results from collaboration between the Buckeye Association of School Administrators and the [Ohio Department of Education of Ohio](#). Together, these organizations convened a writing team of Ohio superintendents, educational administrators, school board members, and higher education faculty. The writing team worked together over [a year to articulate the role, responsibilities, and required knowledge and skills of effective school superintendents](#).

~~Ohio has a world class standards-based educational system. The passage of Senate Bill 2 in 2004 mandated the creation of the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals*, and the *Ohio Standards for Professional Development*. This move followed the development of academic content standards for students in Ohio. Together, these standards-based reforms have already produced results in the state. While not required by legislation, identifying the core knowledge and skills of effective superintendents was a natural next step for Ohio.~~

These *Ohio Standards for Superintendents* will serve as:

- An overview of the expectations for knowledge and skills for Ohio's superintendents;
- A tool for the professional development for superintendents and for developing support programs for new superintendents; and
- A roadmap for higher education to use in developing the content and requirements of leadership training programs in Ohio.

The demands of students in the 21st century will be great, and Ohio's schools will need strong leaders to provide the direction and support to Ohio's educators and students. These superintendents will help to ensure that all Ohio students possess the knowledge and skills for present and future success. These standards will help to guide this work by providing a tool by which superintendents can evaluate their own knowledge and skills and plan personal professional development, and by which institutions of higher education can evaluate their educational leadership training programs.

We all know that excellence *can* be achieved when we set high expectations for ourselves and others. Through initiatives like this one, and the many others that Ohio is in the midst of, we will together achieve excellence in Ohio's schools and for Ohio's students.

The Roles and Responsibilities of the Superintendent

Effective superintendents play multiple roles, each essential to their effectiveness. Superintendents are:

- **instructional leaders** who help their districts reach high levels of teaching and learning;
- **collaborative leaders** who maintain strong relationships with the board of education, treasurer, and district staff;
- **visionary leaders** who model collaboration while setting goals for instruction, learning, and achievement;
- **focused leaders** who continuously monitor and evaluate actions to achieve high-level goals for all students;
- **connected leaders** who create structures for school-community partnerships;

Perhaps most importantly, effective superintendents are strong advocates for children. They create high-quality experiences within their districts so that students have meaningful choices and opportunities at each step of their futures.

In order to serve effectively in these multiple roles and to set goals and carry out district initiatives, superintendents must possess a wide and deep set of skills and knowledge.

As well as their skills and knowledge, the dispositions of superintendents are important. Superintendents must demonstrate an effective personal leadership style. Superintendents engender trust through competence, integrity, ethics, and high expectations. They must constantly focus their messages and their work to ensure alignment between district goals and the stakeholders' experience.

Introduction to the Standards

Ohio's Standards for Superintendents delineate the essential skills and knowledge of effective school superintendents. These are not minimal expectations. Superintendents who work towards ~~the achievement of~~ achieving *all of these standards* should expect to see higher performance for themselves and their districts.

These standards convey a vision of the practices of and environments created by effective superintendents. An effective superintendent creates a collaborative district culture with a shared vision and goals for instruction, learning, and achievement, and ~~with an emphasis on this achievement~~ an emphasis on achieving them as the primary responsibility of every staff member. The district's attention is focused on analyzing and aligning curriculum, instruction, and assessments to support high levels of instruction, learning, and achievement. Within this system, the district office serves as a support and service organization for the schools, providing a high level of resources and professional development opportunities in support of the schools' efforts. With this support, the effective superintendent aims to develop capacity within each building for teachers and administrators to adapt to promising practices and draw on the unique features of their schools to effect change.

Organization and Structure of the Standards

Each standard is organized as follows:

- **Standard:** The Standard expresses a definable goal or area of responsibility of effective superintendents;
- **Narrative:** The Narrative more fully describes the content of and rationale for each Standard;
- **Elements:** The Elements are the statements of the skills or characteristics that define effectiveness in the Standard.
- **Indicators:** The Indicators show the knowledge and skills of each Element in practice. The Indicators are observable or measurable statements that serve as tools in discussions of effective district leadership.

This organization, by Standard, Narrative, Element, and Indicator, is shown in the graphic below:

<p>Standards:</p> <ul style="list-style-type: none">• Overarching goals and responsibilities that provide a framework for considering effective practices	<p>[INSERT GRAPHIC HERE]</p>
<p>Narrative Summaries:</p> <ul style="list-style-type: none">• Statements that describe key understandings, assumptions and beliefs related to the Standard	
<p>Elements:</p> <ul style="list-style-type: none">• Specific statements that define the various skills and characteristics that demonstrate effectiveness in each Standard	
<p>Indicators:</p> <ul style="list-style-type: none">• Observable or measurable statements that provide evidence of the Standards and Elements in action	

The Standards in the Context of Ohio’s Standards-Based Reforms

The *Ohio Standards for Superintendents* were created as a natural extension of the standards-based reforms that have taken place in Ohio over the past decade. The state has detailed academic content standards for students in grades K to 12, as well as the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals*, and the *Ohio Standards for Professional Development Learning*. Together, these standards show what is known about the practices of highly effective district leaders, school leaders, teachers, and professional development systems.

Common themes cross all of these sets of standards. These shared concepts include an emphasis on:

- Student learning and achievement
- Data-based decision making
- Communication and collaboration
- Shared leadership
- Principals and superintendents as instructional leaders
- Ongoing professional development

For a quick snapshot of the standards for Ohio educators, see Section Four of this document. To see the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals*, and the *Ohio Standards for Professional Development Learning* in full, please go to the ~~Ohio Department of Education~~ [State Board of Education of Ohio](#) website. ~~or see the Standards for Ohio Educators document, published in September 2007.~~

Section Two: *Ohio Standards for Superintendents*

Standard 1: **VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK:** Superintendents establish a vision, ~~expect~~ ensure continuous improvement, and develop a strategic plan for achieving district goals.

Standard 2: **INSTRUCTION:** Superintendents lead the creation of instructional systems designed for high student achievement.

~~**Standard 2:** **COMMUNICATION AND COLLABORATION:** Superintendents establish processes to communicate and collaborate effectively.~~

Standard 3 **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 **OPERATIONAL MANAGEMENT RESOURCES:** Superintendents manage and organize the district's resources (human, fiscal, operational, and material) to accomplish district goals.

~~**Standard 4:** **INSTRUCTION:** Superintendents lead the creation of instructional systems designed for high student achievement.~~

Standard 5 **POLICIES AND GOVERNANCE:** Superintendents work with the board of education to identify, prioritize and recommend policies and governance procedures that maximize the success of all students.

~~**Standard 5** **RESOURCES:** Superintendents manage and organize the district's resources (human, fiscal, operational, and material) to accomplish district goals.~~

Standard 1

VISION, CONTINUOUS IMPROVEMENT, AND FOCUS OF DISTRICT WORK

Superintendents establish a vision, expect continuous improvement, and develop a ~~focused~~ strategic 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~~ ensure and support continuous improvement. Continuous improvement is a process that applies to the entire district system and at a minimum 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~~ inform decision-making.

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

Elements:

- 1.1 Develop a shared vision for the district.
- 1.2 ~~Expect~~ Ensure, 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~~ strategic plan.

Standard 1 Elements	Indicators
<p>1.1 Develop a shared vision for the district.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Identify the knowledge <u>and</u>, skills, and attitudes that students need for future success. b. Articulate a vision of effectiveness and achievement for the district. c. Keep the vision at the forefront in the process of analyzing data, setting goals, and aligning district work. d. Ensure that the vision includes high expectations for all students. and delineates practices that address differences. e. Create a culture that supports continuous improvement throughout the district.
<p>1.2 Expect<u>Ensure</u> the model, and support the effective use of data.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Establish clear expectations and processes for the use of data. b. Facilitate and support the development of data management systems which ensure staff access to, and use of, multiple sources of relevant data. c. Analyze and monitor the use of multiple sources of data (aggregated and disaggregated, demographic, student performance – district and state, fiscal) to identify areas of improvement, drive instructional practice, and assess the impact of district initiatives. d. Lead efforts to identify and replicate effective practices. e. Provide ongoing training and support to ensure the skillful use of data. f. Allocate necessary resources to support the use of relevant data.
<p>1.3 Create a coherent plan with a limited number of goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Identify state standards and federal requirements. b. Set a limited number of measurable, focused goals that reflect high expectations for improved student achievement and classroom instruction. c. Determine focused strategies and a plan of action for the district.
<p>1.4 Implement the district plan and monitor the strategies for achieving the goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Organize district and building leadership teams to ensure that schools have focused building improvement plans that are measurable and closely aligned to district goals. b. Implement a sustainable system to <u>progress-monitor</u> progress toward established goals. c. Establish processes for leadership teams to periodically report progress toward meeting district goals.
<p>1.5 Review progress and revise the strategies for achieving district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Regularly analyze data and provide guidance for refinement of both district- and building-level actions. b. Eliminate initiatives that are ineffective in meeting the district goals.

Standard 1 Elements	Indicators
<p>1.6 Communicate the district’s vision, goals, and strategic focused plan.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Review and report progress on district goals to the board of education on a regular basis. b. Communicate the district’s vision, goals, and strategic focused plan to all stakeholders. c. Expect all staff to know and communicate the district’s vision, goals, and plan to various audiences, including students, families, and the community. d. Communicate progress toward achievement of goals to all stakeholders.

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 district staff.~~

~~2.4— Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.~~

Standard 2 Elements	Indicators
<p>2.1— Communication competence with all stakeholders.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Demonstrate effective speaking, writing, reading, and listening skills. b. Tailor communications to the specific setting, purpose, and audience. c. Negotiate agreements and resolve conflicts among stakeholders with conflicting opinions or interests.

<p>2.2—Develop, implement, and maintain effective communication systems.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Create a culture of service, responsiveness, and respect. b. Understand and employ a range of communication tools, including technology and media tools, to maximize communication. c. Expect, model, and support ongoing and open communication at all levels. d. Create communication systems that allow for immediacy of messaging, reaching targeted audiences, and maintaining ongoing and open two-way communications with targeted internal and external audiences.
<p>2.3—Communicate effectively and openly and demonstrate a willingness to collaborate with the board of education, the district treasurer, and district staff.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Identify and clearly articulate roles and responsibilities of the superintendent, board of education, and district treasurer. b. Work with the board of education to sustain a focus on district goals. c. Inform, communicate with, and demonstrate willingness to work with the treasurer to manage resources to meet district goals. d. Communicate with district staff. e. Engage district staff in the process and responsibility of achieving district goals.
<p>2.4—Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Initiate outreach activities that provide accessibility and engage external stakeholders in the process and responsibility of achieving district goals. b. Promote and support a structure for family and community involvement in the education system. c. Create school-community partnerships to support district goals for student achievement.

Standard ~~4-2~~

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-~~informed-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~~ 2.1 ~~Require the district-wide use of an established curriculum.~~ Facilitate the development and alignment of district-approved curriculum.
- ~~4.2~~ 2.2 ~~Maximize~~ Ensure the development and the implementation of high-quality, standards-based instruction.
- ~~4.3~~ 2.3 Set expectations for and guide the creation of a comprehensive assessment system for the district.
- ~~4.4~~ 2.4 Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.
- ~~4.5~~ 2.5 Implement processes to monitor and assess the district-wide implementation of curriculum, instruction, and assessment.
- ~~4.6~~ 2.6 Provide for high-quality professional development for all staff aligned with district goals.

Standard <u>4.2</u> Elements	Indicators
<p>4.1 <u>2.1</u> Require the district-wide use of an established curriculum. <u>Facilitate the development and alignment of district-approved curriculum</u></p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Provide leadership for curriculum development based on research, best practices, <u>and in consideration of community needs.</u> b. Ensure that the district's <u>district- approved</u> curriculum is aligned with district goals and needs and state academic content standards. c. Engage stakeholders in the consideration of community needs.
<p>4.2 <u>2.2</u> <u>Maximize</u> Ensure the development and/or adoption of research based instructional materials.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Identify and support effective instructional practices and innovations based on data and research. b. Ensure that effective instructional methods are understood and applied in all district classrooms. c. Reinforce effective instructional practices.
<p>4.3 <u>2.3</u> Set expectations for and guide the creation of a comprehensive assessment system for the district.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Develop a comprehensive assessment system that includes both formative and summative assessments. b. Promote the use of common formative classroom assessments. c. Monitor the use of assessments aligned with curriculum and instruction to evaluate student progress and guide instructional planning.

Standard 4.2 Elements	Indicators
<p>4.4 2.4 Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Advocate for high levels of learning for all students through the use of multi-tiered system of supports. b. Facilitate the use of effective instructional practices and differentiated instruction to meet the needs of all students. c. Ensure systematic implementation and ongoing evaluation of <u>enrichment</u> prevention and intervention strategies as part of the instructional program to help all students meet performance targets.
<p>4.5 2.5 Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Create processes to accurately monitor the implementation of the district's <u>district-approved</u> curriculum, instruction, and assessment. b. Facilitate a performance evaluation process that improves instruction and enhances student learning.
<p>4.6 2.6 Provide for high-quality professional development for all staff aligned with district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Promote high-quality professional development for all staff that is aligned with district goals, curriculum, and instruction. b. Provide for professional development that meets the characteristics of high-quality professional development as defined by Ohio's Standards for Professional Development. c. Leverage resources for planning, implementing and supporting professional development aligned with the state standards, district goals, and identified effective practices. d. Engage in activities for personal professional growth that reflect commitment to life-long learning and best practices.

~~**STANDARD 3**~~

~~**POLICIES AND GOVERNANCE**~~

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

~~**Narrative Summary:**~~

~~Effective superintendents identify, prioritize, recommend, and follow and enforce policies and governance procedures that maintain a focus on the central goal — maximizing the success of all students. 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.~~

Standard 3 Elements	Indicators
3.1 Review, develop and recommend policies for the district.	Effective superintendents: a. Develop, align and implement policies consistent with district goals, state and federal mandates, legal requirements, and negotiated agreements. b. Work in partnership with board members to adopt and review all policies in meeting the district goals.
3.2 Implement and continuously assess policies and practices.	Effective superintendents: a. Develop a system of monitoring which includes regular policy review, assessment of policy impact, and revision of policy implementation. b. Develop a system for policy implementation through the development of administrative guidelines and procedures.
3.3 Identify and respond to societal and educational trends that affect the district and community.	Effective superintendents: a. Identify, analyze and assess economic, demographic, legal, and political data and trends at the local, state, and national levels. b. Identify and initiate appropriate district responses to local, state, and national trends.
3.4 Advocate for children and families.	Effective superintendents: a. A. Develop and maintain relationships and communicate with elected officials, state agencies, other policy makers, and key business and community groups. b. B. Advocate for improvements in policies, laws, and regulations that impact the education of all students. c. C. Inform and act to influence legislators, policy makers, and the community to improve policies, laws, and regulations that affect the district.
3.5 Model and expect professional conduct.	Effective superintendents: a. Model professional and ethical conduct. b. Monitor professional conduct of all employees c. Understand, uphold, and promote for all staff the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE). d. Identify and articulate a shared understanding with the board of education of acceptable professional conduct for all employees in the district. e. Engage in activities for personal professional growth that reflect commitment to life-long learning and best practices f. Maintain active involvement with professional organizations (state and national)

~~Standard 4~~ Standard 3

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:

~~4.1~~ 3.1

Demonstrate communication competence with all stakeholders.

~~4.2~~ 3.2

Develop, implement, and maintain effective communication systems.

~~4.3~~ 3.3

Communicate effectively and openly and demonstrate a willingness to collaborate with the board of education, the district treasurer, and district staff.

~~4.4~~ 3.4

Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

Standard 4 <u>3</u> Elements	Indicators
<p>4-4 <u>3.1</u> Communication: <u>Communicate effectively with all stakeholders.</u></p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Demonstrate effective speaking, writing, reading, and listening skills. and abilities. b. Tailor communications to the specific setting, purpose, and audience. c. Negotiate agreements and resolve conflicts among stakeholders. with conflicting opinions or interests.
<p>4-2 <u>3.2</u> Develop, implement, and maintain effective communication systems.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Create a culture of service, responsiveness, and respect. b. Understand and employ a range of communication tools, including technology and media tools, to maximize communication. (e.g., Websites, email, social media). c. Expect, model, and support ongoing and <u>open communication at all levels.</u> d. Create an emergency communication system and process.
<p>4-3 <u>3.3</u> Communicate effectively and openly and demonstrate a willingness to collaborate with <u>internal stakeholders.</u> the board of education, the district treasurer, and district staff.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Identify and clearly articulate roles and responsibilities of the superintendent, board of education, and district treasurer. b. Work with the board of education to sustain a focus on district goals. c. Inform, communicate with, and demonstrate willingness to work with the treasurer to manage resources to meet district goals. d. Communicate with district staff by various mediums. e. Engage district staff in the process and responsibility of achieving district goals.
<p>4-4 <u>3.4</u> Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Initiate outreach activities that provide accessibility and engage external stakeholders in the process and responsibility of achieving district goals. b. Promote and support a structure for family and community engagement in the education system. c. Create school-community partnerships to support district goals for student achievement d. Establish a communication plan for the media.

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 the 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 are 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 4 Elements	Indicators
4.1 Require the district-wide use of an established curriculum.	Effective superintendents: a. Provide leadership for curriculum development based on research, best practices, b. Ensure that the district's curriculum is aligned with district goals and needs and state academic content standards. c. Engage stakeholders in the consideration of community needs.
4.2 Ensure the development and/or adoption of research-based instructional materials.	Effective superintendents: a. Identify and support effective instructional practices and innovations based on data and research. b. Ensure that effective instructional methods are understood and applied in all district classrooms. c. Reinforce effective instructional practices.

Standard 4 Elements	Indicators
4.3 Set expectations for and guide the creation of a comprehensive assessment system for the district.	Effective superintendents: a. Develop a comprehensive assessment system that includes both formative and summative assessments. d. Promote the use of common formative classroom assessments. e. Monitor the use of assessments aligned with curriculum and instruction to evaluate student progress and guide instructional planning.
4.4 Ensure that the district curriculum, instruction, and assessment program are designed to provide full access and opportunity to all students.	Effective superintendents: a. Advocate for high levels of learning for all students b. Facilitate the use of effective instructional practices and differentiated instruction to meet the needs of all students. c. Ensure systematic implementation and ongoing evaluation of enrichment prevention/intervention strategies as part of the instructional program to help all students meet performance targets.
4.5 Implement processes to monitor and assess the district-wide implementation of curriculum, instruction and assessment.	Effective superintendents: a. Create processes to accurately monitor the implementation of the district's curriculum, instruction, and assessment. b. Facilitate a performance evaluation process that improves instruction and enhances student learning.
4.6 Provide for high-quality professional development for all staff aligned with district goals.	Effective superintendents: a. Promote high-quality professional development for all staff that is aligned with district goals, curriculum, and instruction. b. Provide for professional development that meets the characteristics of high-quality professional development as defined by Ohio's Standards for Professional Development. c. Leverage resources for planning, implementing and supporting professional development aligned with the state standards, district goals, and identified effective practices. d. Engage in activities for personal professional growth that reflect commitment to life-long learning and best practices.

~~Standard 5~~ Standard 4

~~RESOURCES~~

OPERATIONAL MANAGEMENT

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 with appropriate authority within their schools to make decisions and implement initiatives. To ~~allow for this to~~ make this happen successfully, superintendents provide adequate and equitable resources across the district.

Elements:

- ~~5.4~~ 4.1 Recruit, develop, evaluate, and retain quality staff and oversee human resource management.
- ~~5.2~~ 4.2 Organize time and schedules focused on district goals.
- ~~5.3~~ 4.3 Manage and prioritize fiscal resources to align expenditures with district goals.
- ~~5.4~~ 4.4 Identify and equitably allocate materials and technology to support district goals.
- ~~5.5~~ 4.5 Oversee the district’s facilities and operations.

Standard 5 4 Elements	Indicators
<p>5.4 <u>4.1</u> Recruit, develop, evaluate, and retain quality staff and oversee human resource management.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Recruit staff who can ensure the achievement of district goals. b. Establish procedures to screen, interview and select staff based on district goals. c. Develop and implement a system for staff performance reviews. d. Provide for job-embedded professional development for all staff aligned with district goals. e. Oversee human resources, including but not limited to forecasting staff needs, making staff assignments, maintaining personnel records, and honoring negotiated agreements.

Standard 5.2 4 Elements	Indicators
<p>5.2 4.2 Organize time and schedules focused on district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Organize staff schedules to provide time for collaboration and professional development to reach district goals. b. Delegate tasks to appropriate personnel to promote efficient use of resources. c. Create district calendars to facilitate the achievement of district goals and promote student achievement.
<p>5.3 4.3 Manage and prioritize fiscal resources to align expenditures with district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Use data to inform the budget process and ensure that appropriate resources are allocated to support district goals. b. Work with the district treasurer and board of education to develop a budget that aligns with district goals and maintains fiscal stability. c. Support and allocate financial resources to administrative staff to meet district goals.
<p>5.4 4.4 Identify and allocate material resources to support district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Seek appropriate input on the selection and allocation of material resources based on district goals and needs. b. Allocate material resources to schools to meet district goals for classroom instruction and student achievement. c. Evaluate forecast expenditure trend lines and plan for the acquisition, maintenance, and disposal of material resources.
<p>5.5 4.5 Oversee the district's facilities and operations.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Develop a facilities management plan to protect the community's investment and provide a safe and adequate learning environment for all students. b. Allocate resources to adequately support the district's needs for transportation, food service, and student safety and wellness.

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.~~

Standard 5 Elements	Indicators
5.1 Recruit, develop, evaluate, and retain quality staff and oversee human resource management.	Effective superintendents: a. Recruit staff who can ensure the achievement of district goals. b. Establish procedures to screen, interview and select staff based on district goals. c. Develop and implement a system for staff performance reviews. d. Provide for job embedded professional development for all staff aligned with district goals. e. Oversee human resources, including but not limited to forecasting staff needs, making staff assignments, maintaining personnel records, and honoring negotiated agreements.
5.2 Organize time and schedules focused on district goals.	Effective superintendents: a. Organize staff schedules to provide time for collaboration and professional development to reach district goals. b. Delegate tasks to appropriate personnel to promote efficient use of resources. c. Create district calendars (including student and staff calendars, master initiative calendar, event calendar, etc.) to facilitate the achievement of district goals and promote student achievement.

Standard 5 Elements	Indicators
<p>5.3 Manage and prioritize fiscal resources to align expenditures with district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Use data to inform the budget process and ensure that appropriate resources are allocated to support district goals. b. Work with the district treasurer and the Department of Education to develop a budget that aligns with district goals and maintains fiscal stability. c. Eliminate initiatives that are not aligned with district goals, or are ineffective in meeting district goals. d. Support and allocate financial resources to administrative staff to meet district goals. e. Demonstrate understanding of and effective processes for leading levy campaigns and fundraising efforts.
<p>5.4 Identify and allocate material resources to support district goals.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Seek appropriate input on the selection and allocation of material resources based on district goals and needs. b. Allocate material resources to schools to meet district goals for classroom instruction and student achievement. c. Evaluate expenditure trend lines and plan for the acquisition, maintenance, and disposal of material resources.
<p>5.5 Oversee the district's facilities and operations.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Develop a facilities management plan to protect the community's investment and provide a safe and adequate learning environment for all students. b. Allocate resources to adequately support the district's needs for transportation, food service, and student safety and wellness.

Standard ~~3~~-5

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~~ follow and enforce policies and governance procedures that maintain a focus on the central goal ensuring maximizing 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~~ 5.1 Review, develop, and recommend policies for the district.
- ~~3-2~~ 5.2 Implement and continuously assess policies and practices.
- ~~3-3~~ 5.3 Identify and respond to societal and educational trends that affect the district and community.
- ~~3-4~~ 5.4 Advocate for children and families.
- ~~3-5~~ 5.5 Model and expect professional conduct.

Standard 3 <u>5</u> Elements	Indicators
3-1 <u>5.1</u> Review, develop, and recommend policies for the district.	Effective superintendents: a. Develop, align, and implement policies consistent with district goals, state and federal mandates, legal requirements, and negotiated agreements. b. Work in partnership with board members to adopt and review all policies in meeting the district goals.
3-2 <u>5.2</u> Implement and continuously assess policies and practices.	Effective superintendents: a. Develop a system of monitoring which includes regular policy review, assessment of policy impact, and revision of policy implementation. b. Develop a system for policy implementation through the development of administrative guidelines and procedures.
3-3 <u>5.3</u> Identify and respond to societal and educational trends that affect the district and community.	Effective superintendents: a. Identify, analyze, and assess economic, demographic, legal, and political data and trends at the local, state, and national levels. b. Identify and initiate appropriate district responses to local, state, and national trends.
3-4 <u>5.4</u> Advocate for children and families.	Effective superintendents: a. Develop and maintain relationships and communicate with elected officials, state agencies, other policy makers, and key business and community groups. b. Advocate for improvements in policies, laws, and regulations that impact the education of all students. c. Inform and act to influence legislators, policy makers, and the community to improve policies, laws, and regulations that affect the district.
3-5 <u>5.5</u> Model and expect professional conduct.	Effective superintendents: a. Model professional and ethical conduct. b. Monitor professional conduct of all employees c. Understand, uphold, and promote for all staff the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE). d. Identify and articulate a shared understanding with the board of education of acceptable professional conduct for all employees in the district. e. Engage in activities for personal professional growth that reflect commitment to life-long learning and best practices. f. Maintain active involvement with professional organizations (state and national)