

# Professional Standards for the Superintendency

American Association  
of School Administrators

# Professional Standards For The Superintendency

**John R. Hoyle, Fenwick W.  
English, Betty Steffy**



## **Professional Standards For The Superintendency:**

*Professional Standards for the Superintendency* John Hoyle, AASA Commission on Standards for the Superintendency, 1993 School superintendents hold many leadership responsibilities and much of schools effectiveness rests on the abilities of the superintendents to meet their responsibilities Criticisms of superintendents training and educational background usually stem from a professor s lack of attention to a broader range of leadership theories What professional standards should a superintendent meet The eight standards presented are a combination of policy maker knowledge and extensive research The standards should serve as a foundation for the development and improvement of superintendents preparation programs Additionally all superintendents should hold themselves personally accountable to the eight standards The eight standards for the superintendency are 1 leadership and district culture 2 policy and governance 3 communications and community relations 4 organizational management 5 curriculum planning and development 6 instructional management 7 human resources management and 8 values and ethics of leadership There is a two step approach for putting the standards into operation allow the standards to influence programs at the superintendent preparation level and create a Standards Board to ensure the standards are being upheld by current superintendents KDP

*Professional Standards for the Superintendency* John R. Hoyle, The AASA Commission on Standards for the Superintendency, 1993-01-01 School superintendents provide leadership and inspiration in school districts across the country They must be skilled collaborators who can rally resources to support better education for all children living in our multicultural society Professional standards will help to ensure excellence in the American school superintendency Developed by a special AASA Commission on Standards for the Superintendency and reviewed by a national Jury of 100 business and education leaders these eight standards combine administrative knowledge with research on performance goals competencies and skills in the following areas leadership and district culture policy and governance communications and community relations organizational management curriculum planning and development instructional management human resources management and the values and ethics of leadership

*The Superintendent as CEO* John R. Hoyle, Lars G. Bjork, Virginia Collier, Thomas Glass, 2004-08-07 The first of its kind this unique text identifies the knowledge needed by current and aspiring school district CEOs to become high performers

Superintendent Performance Evaluation: Current Practice and Directions for Improvement I. Carl Candoli, Karen Cullen, D.L. Stufflebeam, 2012-12-06 Every school district needs a system of sound superintendent performance evaluation School district superintendents are and must be accountable to their school boards communities faculties and students for delivering effective educational leadership To assure that they are evaluated fairly competently and functionally superintendents need to help their school boards plan and implement evaluation systems that adhere to the evaluation standards Superintendent Performance Evaluation outlines some of the problems and deficiencies in current evaluation practice and offers professionally based leads for strengthening or replacing superintendent performance

evaluation systems This book focuses on the on the job performance of school district superintendents as they implement school board policy The decision to focus on performance evaluation reflects the importance of this kind of evaluation in the move to raise educational standards and improve educational accountability Boards and superintendents are advised to make superintendent performance evaluation an integral part of the district s larger system for evaluating district needs plans processes and accomplishments

**School Superintendents' Perceptions of the American Association of School Administrators' Professional Standards for the Superintendency, Their Relevancy to the Superintendency and Correlation to Pre-service Preparation of Superintendents**

Dawn A. Santiago-Marullo, 2010 Effective leadership is important at all levels of a school system This study will focus on the school district superintendent While the impact of this leadership position on student achievement has been cited in several studies research on the preparation of individuals for the superintendency is minimal The media reports shortages in the field by citing the lower number of applicants for these positions However the existing research is inconclusive While the number of applications for a given position may be lower than in the past school districts are still reporting satisfaction with the search process and the candidates they select Various standards projects for K 12 educational leadership exist Many of these were prompted by the perceived need to attract more candidates to the field at every level of educational administration The researcher selected the American Association of School Administrators AASA Professional Standards for the Superintendency as a proxy for the knowledge and skills needed to be effective in the superintendency These standards were created to improve educational leadership effectiveness at the superintendent level They provide a framework for the development of improved leadership preparation programs and assist in individual leadership performance evaluation For the purposes of this study the AASA Standards have been correlated to the Four Frames leadership model developed by Lee Bolman and Terrence Deal This correlation serves as the conceptual framework for this research project This study examined the perceptions of current New York State school superintendents regarding the applicability of the AASA leadership standards by comparing two groups The superintendents in the treatment group of this study participated in the SUNY Oswego Superintendent Development Program SDP prior to acquiring their first superintendency The comparison group was comprised of current superintendents who did not participate in this specific pre service preparation program prior to becoming a school superintendent The majority of school superintendents responding to the survey indicated that the AASA leadership standards are consistent with the daily work of superintendents The average percent of respondents selecting the responses extremely or very important was 77% for the 33 indicators surveyed In addition superintendents responding to the survey believed they were prepared for the superintendency in their first year The average percent of responses for the answers extremely or very prepared was 44% for the 33 indicators When we add the answer prepared the average increases from 44 to 76% Only 6% selected not prepared for the 33 indicators surveyed When survey respondent data was disaggregated differences among perceptions of preparation were found for some groups

The SDP and earning a doctorate appear to be promising pathways for preparing school superintendents. On average, respondents to the AASA Standards Survey who participated in the SDP and/or earned a doctorate indicated that they were better prepared to perform the tasks described by the indicators than other respondents. Differences in perception of preparedness were the greatest for SDP and non-SDP women. Regardless of their preparation pathway, the results of the survey identified two areas where superintendent preparation might be improved. The indicators to develop a process for maintaining accurate fiscal reporting was ranked 30 out of 33 and to describe procedures for superintendent school board interpersonal working relationships was ranked 32 out of 33 by all respondents. These two indicators were among the five indicators ranked last by mean score by all subgroups of respondents as well. Interestingly, these results confirm the findings of previous studies on the superintendency. The most successful school districts have leadership structures where the superintendent and school board work towards the same goals, keeping students' interests first in their decision making. These school districts also manage their resources well. Waters and Marzano (2006) found that board alignment and support of district goals and use of resources to support academic achievement and instruction goals were among the top five areas where superintendents should focus their efforts in order to impact student achievement positively. Given the importance of these skills, organizations preparing future superintendents should review their programs in these two areas: superintendent school board relations and resource management. Leaves ix xi

**Standards-Based Leadership** Sandra Harris, Julia Ballenger, Jason R. Mixon, 2016. Standards Based Leadership is written specifically for superintendents and is framed within the most recent national standards, Professional Standards for Educational Leaders (2015). The cases provide an opportunity for superintendents as well as those in training to critically reflect on best practices with real scenarios. Each chapter contains PSEL (2015) standards, best practice literature, three cases, discussion questions, and additional resources. The chapters have been written by educators with leadership and superintendent experience.

**Evaluating School Superintendents** Michael F. DiPaola, Tracey L. Schneider, Steven R. Staples, 2019-07-26. This book provides guidelines to Boards of Education and the members of communities to conduct a high quality research based evaluation of their school superintendent. It also includes examples of contemporary practices of evaluating superintendents practiced across the United States. In exploring the important issue of evaluation for the superintendent, the complexities and aspects of the process that make it unique are highlighted. Issues addressed include: Existing state policies that require superintendent evaluations, their impact on practice, Evaluation models that should be considered for evaluating superintendents, The consequences of not having a clear set of policies/procedures, Determining the major roles and responsibilities upon which the superintendent's evaluation should be based, Documenting the superintendent's job performance, The policy/procedures and training required for board members to successfully implement a superintendent evaluation system. The evaluation process proposed ensures fairness to the superintendent as well as providing accountability to the school district and community. The focus of all evaluations should be

on improved performance Evaluation is a means to an end The ultimate purpose of superintendent evaluation is improving individual performance in order to ensure quality services and programs to students

**Training School Principals as Talent Developers** Sonya Hayes, Nahed Abdelrahman, Beverly Irby, Fredrick. M. Nafukho, 2022-08-01 Training School Principals as Talent Developers An International Perspective focuses on how to prepare school principals to lead their schools by training and supporting teachers in their craft The main goal of schools is improving teaching and learning in order to maximize students potential to be college ready and career ready Principals play significant role in improving the instructions which improves students learning In order to do so we need inspiring principals to be talent developers The book is comprised of chapters written by faculty and researchers from various countries and offers multiple perspectives on training and developing principals to be talent developers In the ten chapters of this edited book we wanted to address the perspectives of who is the role model of a principal what are the qualities needed to make a good principal and what are the challenges that the talent developer principals encounter to achieve their goals We also wanted to broaden the lens by addressing these perspectives in the United States and globally

The Contemporary Superintendent Lars G.

Bjork, Theodore J. Kowalski, 2005-06-28 The role practice and preparation of today and tomorrow s superintendent A strong superintendent is critical to the success of an entire school district So why is it one of the most deregulated positions Over the past several decades many states have either rescinded licensing requirements for school district superintendents or abandoned regulations altogether The Contemporary Superintendent offers a scholarly and objective analysis of the issues surrounding the state policies that appoint superintendents Lars G Bj rk and Theodore Kowalski have developed a coherent guide to critical professional aspects such as superintendent licensures professional preparation and staff development Featuring the research of educational leadership specialists this resource is not to be missed The Contemporary Superintendent includes Quality strategies by the field s top scholars to implement decisive practices for superintendents Detailed analysis of the concerns over superintendent qualifications and preparations An examination of past present and future practices of superintendents A distinct look at the evolution of the role of the superintendent Developed over a three year period the authors have compiled a collection of useful hands on strategies for aspiring and existing superintendents as well as ideas for adoption in the educational administration leadership professional development and educational policy areas

**Superintendent Evaluation Handbook** Michael F. DiPaola, James H. Stronge, 2004-09-01 Superintendent evaluation is a unique process that is often neglected but critical in this era of accountability This invaluable guide provides an overview of the entire process including crafting board policy criteria for good policy and prototype policy It identifies the unique challenges posed by the evaluation process and describes a three tiered model of evaluation This model is anchored in the professional standards for superintendency established by the American Association of School Administrators AASA the National School Boards Association NSBA Key Work of School Boards the Interstate School Leaders Licensure Consortium

ISLLC Standards and the National Technology Standards for School Administrators Numerous sample forms are included to assist school districts in creating a customized evaluation protocol to enhance performance Suggestions on next steps for the reader conclude the book and additional resources are described in the annotated bibliography This handbook will be of interest to superintendents school board members and professionals involved in the development and support of superintendents

The Superintendent as CEO John R. Hoyle, Lars G. Bjork, Virginia Collier, Thomas Glass, 2004-08-07 John Hoyle and his co authors have done the impossible they have produced a textbook on the superintendency that is both research based and readable They have also bridged the gap between the world of those who believe everything is measurable and those who see leadership as spiritual and learning as a work in progress This is a major addition to the field of educating school system leaders Paul Houston Executive Director American Association of School Administrators Paul Houston Executive Director American Association of School Administrators Professors workshop facilitators school administration students and superintendents will find the content and authors insights to be highly relevant and enlightening Theodore J Kowalski Kuntz Family Chair in Educational Administration University of Dayton Theodore J Kowalski Kuntz Family Chair in Educational Administration University of Dayton This book represents an important contemporary effort to provide direction to the construction of a text anchored curriculum for the preparation of superintendents Michelle Young Executive Director University Council for Educational Administration Michelle Young Executive Director University Council for Educational Administration Transform the role of superintendent into the district s Chief Executive Officer Executive CEOs need the management and executive skills to meet complex issues of budgets personnel information technologies product accountability and competition Superintendents require many of the same skills to effectively manage their districts The Superintendent as CEO identifies the knowledge and skill base needed by current and aspiring school district administrators to become high performing CEOs of their districts and schools The authors blend selected elements of the ISLLC and NCATE standards into the benchmark AASA Professional Standards for the Superintendency to outline the multiple ways of knowing and acting in the complex role of the CEO superintendent This scholarly and friendly research and field based curricula for district CEOs workshop planners and doctoral preparation programs thoroughly examines District vision and school culture Politics and school governance Internal and external communication Organizing for high performance Curriculum design and delivery Human resource management for student learning Intended for both practicing and aspiring superintendents this book will provide the foundation for developing and cultivating the CEO leadership values and skills that superintendents will find helpful in moving from simply knowing to becoming the CEO

**The SAGE Handbook of African American Education** Linda C. Tillman, 2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the

tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill [Encyclopedia of Educational Leadership and Administration](#) Fenwick W. English, 2006-02-16 To read some sample entries or to view the Readers Guide click on Sample Chapters Additional Materials in the left column under About This Book The Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and



practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled Key Features Represents a knowledge dynamic of the field by presenting ideas and perspectives that are in the minds hearts and aspirations of those practicing in the profession Includes a wide range of topics covering teaching and learning curriculum psychology and motivation budgeting and finance law statistics research personnel management planning supervision and much more Contains more than 75 biographical sketches of people whose ideas aspirations and lives have contributed much to the profession Animates the reader s thinking and defines possibilities by presenting terms ideas concepts research and theories that are circulating in the field The Encyclopedia of Educational Leadership and Administration is a must have reference for all academic libraries as well as a welcome addition to any leadership in education collection      **Jsl Vol 7-N4 JOURNAL OF SCHOOL LEADERSHIP**,1997-07-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement      **The American School Superintendent** Gene R. Carter,William G. Cunningham,1997-02-12 The American School SuperintAndent is well written It includes the case studies and voices of those who know the job best It provides a powerful treatise on the challenge of the job But best of all it gives one a sense of hope Yes those who stop reading partway through will wonder why anyone would want this job But those who stay with the authors to the And will see that there are solutions to the problems and answers to the questions Savvy leaders who can master the skills and attitudes necessary to navigate the perilous role of the superintAndency will be rewarded by success in fulfilling the most difficult and potentially one of the most rewarding jobs in American public life today From the foreword by Paul D Houston This in depth look at the ever mounting pressures on the American school superintAndent draws on interviews from across the country The authors propose changes in the way the role of superintAndent is conceived and map out promising strategies for easing the burdens of the job They also offer invaluable guidance from practitioners on working with boards defusing crises building community coalitions and fostering school improvement and technological innovation to meet the needs of the future      Values and Educational Leadership Paul Thomas Begley,1999-08-17 Studies values and their influences in educational leadership      **The School Superintendent** Theodore J. Kowalski,2006 The School Superintendent Theory Practice and Cases is both a textbook and reference for practitioners      Leading in Change

Valerie A. Storey, 2019-03-01 *Leading in Change Implications for School Leadership Preparation in England and the United States* considers the ways in which school leadership and its preparation has changed and developed in response to a rapidly changing educational scenario over the past decade. Drawing together leading thinkers, researchers and practitioners in the field of school leadership and management, this text takes an international perspective to consider what we know about school diversification and school leadership preparation. Theoretically and conceptually informed, the contributors draw on recent empirical research studies and practitioner experience into school leadership preparation to examine how neoliberal and neoconservative policies are working in unison to privatize and corporatize public schools. It looks at how these policies have impacted the preparation of school leaders. In addition to information, critique and analysis, multiple perspectives are provided that readers can draw upon to ensure aspiring school leaders are successfully prepared to lead in a diversified and corporate school context. The book is divided into three sections. In the first section, key topics covered include Relationship between school corporatization and leadership preparation in England and the United States; Comparative analysis of US charter schools and UK academy trusts. Section two is focused on England. Key topics covered include System leadership and governance in networked systems; Role of a specialist leader; Role of social capital in the leadership of academy and free schools; Building leadership capacity; Women's leadership preparation in the independent sector. Section three is focused on the United States. Key topics covered include Overview of current education reform issues and challenges for school leadership; Historical analysis of standards for educational leadership preparation programs; Preparing charter school leaders; emerging challenges and opportunities; Role of a growth mindset in principal preparation programs; School leadership preparation and development in one state. *Leading in Change Implications for School Leadership Preparation in England and the United States* is essential reading for those who work, study or research in K-12 school reform. Contributors examine the current research and best practices on present school leadership preparation programs in England and the US, adding to the discourse on effective training methods for 21st century school leaders. Given the crucial importance of leadership for effective school performance, a number of strategies are proposed by chapter authors to help future school leaders operate successfully in demanding and changing times. **Skills for Successful 21st Century School Leaders** John R.

Hoyle, Fenwick W. English, Betty Steffy, 1998-01-01 *Skills for Successful 21st Century School Leaders* provides a complete overview of the knowledge base and skills for successful school leaders. The publication is based on the standards developed by AASA, ISLLC, NPBEA, NCATE and state education agencies. Selecting, Preparing And Developing The School District Superintendent David S.G. Carter, Thomas E. Glass, Shirley M. Hord, 2013-11-05 Growing discontent with the performance of educational institutions is common in the USA today and little is being done to address the real problem that of the need to reform and restructure the entire educational system. A key issue in this reform is the training and development of leaders in educational administration as experienced leaders retire so new professionals are called to assume the mantle of the old.

hands and vital new opportunities exist for those willing to take up the challenge This vitally practical text is about the selection preparation and professional development of aspiring school leaders over the course of their careers concentrating on ways to increase their overall effectiveness particularly in changing times It looks at changes that have been made and considers what can be adapted from existing systems in order to make radical improvements for those in leadership positions It is intended for use by postgraduate students in education teacher trainings heads of education faculties and teachers in leadership positions school board members and aspirant superintendents

## Decoding **Professional Standards For The Superintendency**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Professional Standards For The Superintendency**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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