

QUALIFICATIONS AND DUTIES OF THE CHIEF EXECUTIVE OFFICER
(CEO)/SUPERINTENDENT

TITLE: Chief Executive Officer (CEO)/Superintendent of Schools

QUALIFICATIONS: Required state certifications with at least a master's degree. Successful experience as an educational leader and administrator with not less than five years public school experience. Other qualifications as determined by the Board.

REPORTS TO: School Board

SUPERVISES: Central office administrators and school principals; through them, all personnel of district.

JOB GOAL: To provide for effective administration of all schools and departments, and educational leadership throughout the school system and community.

SELECTED CRITERIA FOR CHIEF EXECUTIVE OFFICER (CEO)/SUPERINTENDENT
EVALUATION

MANAGEMENT TECHNIQUES

Administers board policy.

1. Recognizes the need for policy oriented decisions for consistency.
2. Involves board and staff in the process of policy development.
3. Demonstrates a thorough knowledge of board policy.
4. Applies school policy reasonably and uniformly.
5. Views policy as a means rather than an end; accommodates exceptions necessary to accomplish school purposes efficiently.
6. Demonstrates a personal commitment to school policy.
7. Communicates policy expectations to staff to ensure knowledge of policies.

Assumes leadership in the implementation of the district's goals and philosophy of education.

1. Demonstrates an ability to convey district goals and philosophy.
2. Effectively gives and receives input to and from staff and community on philosophy and goals of the district.
3. Generates confidence through leadership and quality decisions based on the philosophy and goals of the district.

Takes an active role in the development of salary for all personnel.

1. Participates in the preparation, monitoring, and implementation of salary/compensation for all personnel based on prior board approval.
2. Secures adequate financial resources and support to fund salary commitments of the district.
3. Seeks input from and communicates with staff when making salary recommendations and decisions.

Inspires others to highest professional standards.

1. Possesses the professional credentials appropriate for the position.
2. Demonstrates the job-related skills for the position.
3. Actively pursues staff development activities for job improvement.
4. Has ability to inspire and challenge others to reach professional goals.

Organizes a planned program of staff evaluation and development.

1. Demonstrates commitment to the importance of evaluation.
2. Is fair and corrective in staff evaluation.
3. Is available to counsel and assist staff.
4. Provides staff development opportunities to support the evaluation process.

Supervises operations, insisting on competent and efficient performance.

1. Provides help and assistance for those supervised.
2. Demonstrates desired behavior to those supervised.
3. Has ability to diagnose the concerns and problems of those supervised.
4. Has ability to prescribe resolutions for the problems of those supervised.
5. Has ability to communicate expectations to those supervised.

Determines that funds are spent wisely and that adequate control and accounting procedures are maintained.

1. Provides effective directions and monitoring of fiscal accounting procedures as prescribed by the school board and the state.
2. Effectively administers the school budget.
3. Actively participates in the development of policy and procedures for sound fiscal management.

Evaluates financial status and makes recommendations for necessary funding.

1. Monitors financial well-being of district on a regular basis.
2. Communicates district financial status to school board , staff, and community as necessary.
3. Determines and recommends reasonable finding needs to the board.
4. Actively works to improve school district funding on the local, state, and national level.

Plans and reports on the present and future needs of the total school program.

1. Demonstrates the ability to anticipate the issues, problems and needs of the school, present and future.
2. Develops short-term and long-range goals to meet district needs.
3. Communicates status of school program to the board and community.

Keeps informed about the instructional program.

1. Evaluates and monitors instructional program throughout the year.
2. Provides curriculum direction and leadership.
3. Insures coordination of the instructional program district-wide.

STAFF RELATIONS

Participates with staff, board, and community in studying and developing the curriculum improvement process, implementation and evaluation.

1. Have committees been established for the purposes stated?
2. Are there agendas or minutes of meetings?
3. Are there reports to the board about the committee meetings?

Provides procedures in curriculum work that utilize the abilities and talents of the professional staff and lay people of the community.

1. How were the committees selected?
2. What information is given to the committees?
3. Is adequate time allotted for committees to complete their task?

Meets and confers with staff to promote understanding of the interest and will of the board.

1. How often are meetings scheduled with the staff?
2. Is there understanding of the interest and will of the board?
3. Are there informational memo to the staff?

Develops and executes sound personnel procedures and practices.

1. What personnel procedures are being considered for change?
2. Are appropriate situational leadership techniques utilized when dealing with personnel?
3. Is there understanding among staff of the direction in which the chief administrator is leading?

Insists on performance of duties and treats all personnel without favoritism or discrimination.

1. Are decisions made on each individual case?
2. Is school policy followed?
3. Is positive reinforcement given to personnel?

Delegates authority to staff members appropriate to the position each holds

1. Has authority been given to staff members?
2. Are decisions suggested?
3. Is there a reporting system for decisions rendered?

Encourages participation of appropriate staff members and groups in policy planning, procedures, interpretation and recommendations.

1. Are groups included in policy development?
2. What procedures are used to gain involvement?
3. Are listening skills evident?

Evaluates or provides for procedure to evaluate the performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.

1. Is there an evaluation policy?
2. Do the evaluation provide for increased productivity?
3. Are there evidences of commendation?

BOARD RELATIONS

Keeps the board informed on issues, needs and operations of the school system.

1. Is there information on agenda items?
2. Is there back-up information on difficult issues?
3. Does the chief administrator's explanation present unbiased information on both (or all) sides of issues?
4. Does the chief administrator encourage members' attendance at workshops, conventions, etc. to improve their information?
5. Does the chief administrator suggest resources in a constant effort to help board members be informed and knowledgeable, not only about their own district, but about education in general?

Offers professional advice to the board on items requiring board action, making recommendations based on thorough analysis. Uses legal counsel when appropriate.

1. Does the chief administrator make available appropriate staff to speak/discuss a particular interest/concern, or is (s)he willing to take that risk, preferring that all positions/stands on issues come to the board through him(her)?
2. Is it apparent that the chief administrator remains abreast of current literature, research, etc. in the field of education?
3. Does the chief administrator take advantage of opportunities to take part in workshops, conventions, etc.?
4. Does the chief administrator make effort to communicate in plain English, rather than education-ese, not only with board members, but in the community, to make sure his/her "professional advice" is readily understandable to all involved?
5. Does the chief administrator preserve the attorney's intent when providing his counsel?

Bases any position upon principle and philosophy. Makes every effort to convey those beliefs to the board. If the boards' position is otherwise, the chief administrator supports the board's position.

1. Are the chief administrator's position based on recent research and data?
2. Does the chief administrator make educationally sound recommendations to the board?
3. Is the chief administrator sensitive to the board's need to be accountable to the taxpayers?
4. Does the chief administrator recognize that public education is a partnership?

Makes recommendations for employment, promotion, and /or dismissal of personnel, and accepts responsibility for the recommendations. If the recommendation is not accepted by the board, the chief administrator willingly seeks another qualified person to recommend.

1. Does the chief administrator fully appreciate the data and facts are more important for dismissal than for hiring?
2. Does the chief administrator have available supporting data with regard to hirings?
3. Does the chief administrator make every effort to bring into the system the best possible candidates?

Goes directly to the board when an honest, objective difference of opinion exists between the chief executive officer (CEO)/Superintendent and any or all members of the board, in an earnest effort to resolve such difference.

1. Does the chief administrator directly communicate problems with the board?
2. Does the chief administrator try to deal effectively and fairly with uncompromising differences between board members and/or between majority/minority of the board?
3. Is the chief administrator able to rise above personality differences or even conflicts between him(her)self and some board members?
4. Is the chief administrator able to handle appropriately an "overstepping" of the bounds of the working relationship?
5. Would the chief administrator be able/willing to risk calling in an outside resource person to help with conflict resolution, rather than just letting it go on?

COMMUNITY/PUBLIC RELATIONS

Supports board policy and actions.

1. Advocates board decisions, even when his/her advice was contrary to adopted policy and actions.
2. Refrains from sharing his opposing views outside the board meeting.
3. Strives to be constructive in supporting board leadership.

Earns respect and support of the community in the management of school operations.

1. Publicizes school policies and procedures in a positive manner.
2. Demonstrates fairness and equity in dealing with students, teachers, and members of the public.
3. Refrains from giving special privileges to any person or group.
4. Endeavors to provide the best educational system with available resources.

5. Provides leadership in articulating the needs of the school system to the public.

Solicits opinions from divergent groups and individuals and responds respectfully to identified problems.

1. Maintains an open-door policy, free from recrimination.
2. Refrains from categorizing people and their opinions.
3. Makes an honest effort to document and address areas of concern.
4. Develops plans of assistance to alleviate identified problems.

Develops and maintains cooperative relationships with the news media.

1. Provides news media with regular and complete updates on school events.
2. Encourages student/media cooperation.
3. Is prompt and regular with media contacts.

Participation in community life and activities.

1. Is known as a contributing member in the community.
2. Makes an effort to know family members of students through community activities.

Establishes credibility as a community leader in public education.

1. Provides leadership in public education.
2. Is available as a resource person for local groups.
3. Facilitates educational opportunities for all age levels.

Works cooperatively with public and private agencies.

1. Makes an effort to integrate school activities with the community calendar.
2. Encourages joint decisions with public and private agencies when making school decisions that affect them.

PERSONAL QUALITIES

Defends principle and conviction in the face of pressure and partisan influence.

1. Displays strong character in beliefs and defends what is right.
2. Demonstrates the ability to cope with pressure and influence in dealing with difficult situations.
3. Deals with people in a straightforward, professional manner.

Seeks and accepts constructive criticism.

1. Utilizes available resources to improve performance.
2. Accepts constructive criticism and suggestions for improvement without becoming defensive.
3. Seeks continuously to improve professional performance.

Demonstrates the ability to work well with individuals and groups.

1. Meets regularly with public groups and individuals to share information and receive input.
2. Responds to the concerns of the public.
3. Demonstrates genuine concern and caring for individuals.
4. Establishes effective interaction with community agencies, including the school board, faculty, support staff, business and service groups.

Serves as a model for wellness in appearance, personal habits, and behavior.

1. Dresses and behaves in a manner appropriate for the position.
2. Demonstrates a manner that conveys personal responsibility and high expectations of self, colleagues, and students.
3. Is an effective model for those with whom she/she works.
4. Has achieved a balance between self-confidence and humility.

Speaks and writes effectively.

1. Has the ability to listen, understand and appreciate.
2. Is effective in both oral and written expression.
3. Is sensitive to the need for good communication.
4. Has an appreciation for both formal and informal communication channels.
5. Demonstrates the ability to receive and send messages appropriate for the issue and the situation.

Maintains composure when faced with unexpected or disturbing turn of events.

1. Displays the ability to cope with difficult situations.
2. Meets crisis situations in a straightforward and professional manner and resists the temptation to ignore significant school problems.
3. Is receptive to the suggestions of others, regardless of their place in the organization, when face with difficult reactions.
4. Is fair-minded and consistent in his/her positions and reactions.

Enjoys an appropriate sense of humor.

1. Is open, friendly, and empathetic.
2. Has a mature sense of humor.
3. Is consistently positive and pleasant.

PROFESSIONAL GROWTH, LEADERSHIP AND CONDUCT

Continues professional development through reading, course work, conference attendance, professional committee work, and interaction with educators from other districts.

1. Is involved in reading, course work and conference attendance.
2. Is available for professional committees.
3. Attends area administrators' meetings.

Develops, uses and evaluates effective approaches to improve job performance.

1. Has a professional development plan.
2. Communicates areas for improvement.
3. Recognizes researched, effective improvement plans.

Behaves in a manner expected of the community's educational leader.

1. Is involved in community activities.
2. Is recognized as an educational leader.
3. Is sensitive to community issues.

Adheres to the Professional Administrator Practices Commission code of ethics, as stated in the Administrative Rules of South Dakota.

1. Knows the code of ethics.
2. Recognizes the limits of the code of ethics.
3. speaks positively of the code of ethics.

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