

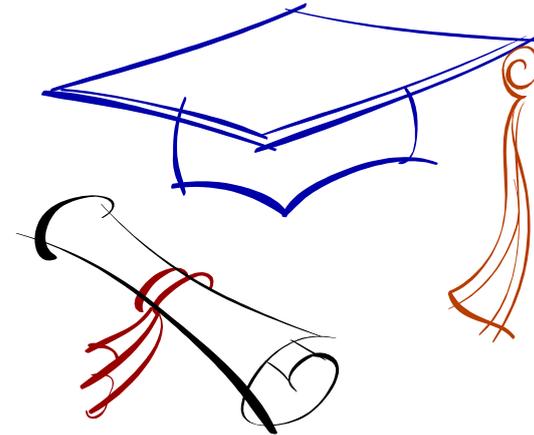
The Effective Superintendent

Acts as the district's chief administrative officer.

- Provides professional, educational leadership--
 - Supervises the operation of the schools;
 - Accepts responsibility for results;
 - Interprets the needs of the district;
 - Deals honestly, professionally, and openly with the board, the staff, and the community;
 - Oversees the selection of educational strategies and materials.
- Holds staff members accountable for educational outcomes--
 - Evaluates staff and programs in terms of board policies and goals;
 - Involves staff in making decisions that affect their responsibilities;
 - Expresses appreciation for good work.
- Implements board policies--
 - Formulates and enforces appropriate regulations;
 - Recommends policy to the board.
- Seeks board approval and support for the best possible educational program--
 - Develops an annual budget with staff input;
 - Recommends and defends the annual budget to the board and community.
- Informs the total school community about board policies as well as district programs and procedures.

Acts as the board's chief executive officer.

- Advises the board as it--
 - Determines and reviews the district's mission and philosophy;
 - Establishes goals that reflect the district's philosophy and mission;
 - Interprets the needs of the district.
- Maintains with the board a relationship of mutual respect and confidence.
- With the board, periodically reaffirms the need for maintaining the separation of board and administrative responsibilities.
- Serves as the major communications link between the board and the staff.
- Makes board policy effective through efficient administration.
- Deals with the board as a whole rather than with individual members.
- Presents the board with all relevant data on all issues being discussed--
 - Provides alternative solutions to aid in problem solving;
 - Keeps the board informed about all district matters;
 - Informs the board quickly regarding news-worthy or controversial events.



New York State Education Law assigns school district leadership responsibilities to boards of education and the superintendents they hire.

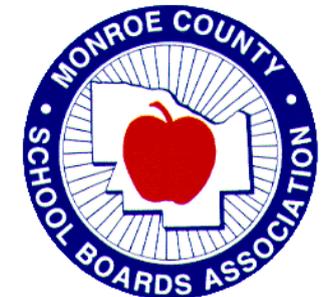
How these leaders interact with one another as they carry out their assigned tasks determines the success of their districts and their students.

Effective Leadership for Education

Monroe County School Boards Association



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Effective School Boards

- **Serve their communities and young people--**
 - Lead the community in education matters;
 - Raise community aspirations for education;
 - Advocate for needed programs;
 - Base decision making on community values;
 - Exercise sound financial judgment.
- **Direct, not implement--**
 - Establish comprehensive written policies with input from those affected;
 - Give the superintendent authority to deal with responsibilities;
 - Support staff in working to implement board policies and goals;
 - Do not try to run the schools;
 - Express appreciation for good work;
 - Channel community or staff concerns through the superintendent;
 - Look to the superintendent for leadership;
 - Act AFTER getting superintendent input.
- **Enable, not regulate--**
 - Establish a relationship of mutual respect with the superintendent;
 - Maintain separation of board and administrative duties;
 - Support administration of their policies;
 - Keep the superintendent informed about board and community opinion;
 - Encourage diversity and assertiveness;
 - Collaborate with other groups to influence governmental policy and support.
- **Stay well informed--**
 - Invest time and resources to board development;
 - Provide board training and updating.
- **Make plans through goal setting--**
 - Ascertain the educational needs;
 - Determine the district's mission and vision;
 - Establish short-term and long-term goals based on the mission and vision;
 - Advise staff as it develops programs to support the mission and vision;
 - Get community input in setting goals;
 - Spend most of their time on educational issues and outcomes;
 - Provide adequate funding, equitably distributed, for programs, training, management and safety.
- **Solve problems--**
 - Discuss issues AFTER getting the facts;
 - Explore alternatives;
 - Encourage improvements.
- **Evaluate--**
 - Hold the staff responsible for outcomes;
 - Evaluate itself, staff, and programs in terms of policies and goals;
 - Establish policies governing its own responsibilities;
 - Evaluate the superintendent openly based on mutually accepted goals.
- **Maintain ethical standards--**
 - Operate in open, public sessions;
 - Develop a code of ethics;
 - Abide by all laws and regulations;
 - Deal honestly with staff and community;
 - Negotiate fairly with employees;
 - Stick to the approved agenda;
 - Hear from all members on all issues;
 - Behave as a corporate body, single unit;
 - Deal openly and directly with controversy.

Effective School Board Members

- **Strive to provide the best education possible for all students in their care--**
 - Consider FIRST the needs of all the young people they serve;
 - Work to improve their districts;
 - Provide financial support for programs, services, & staff development;
 - Seek community support for the district's efforts.
- **Act as result-oriented planners--**
 - Regularly discuss policies and goals;
 - Encourage board-superintendent cooperation;
 - Let the superintendent administrate;
 - Hold the superintendent responsible.
- **Stay informed--**
 - Attend all board meetings;
 - Prepare for meetings by reading their meeting information packets;
 - Ask questions of staff before meetings;
 - Allow sufficient time to study proposals.
- **Keep their minds open to new ideas--**
 - Explore alternatives during meetings;
 - Listen carefully, compromise, disagree agreeably;
 - Base decisions on available facts;
 - Suspend judgment until facts are known;
 - Act independently of special interest groups.
- **Promote the cause of public education--**
 - Discuss board policy and decisions with interested people and groups;
 - Take a position on controversial issues;
 - Make effective public presentations.
- **Act as team players--**
 - Accept and support board decisions;
 - Promote board policies and actions;
 - Act on school matters only through the board;
 - Elect officers who are good meeting facilitators and articulate spokespersons;
 - Let their officers speak for the board;
 - Do not introduce topics not on the approved agenda;
 - Do not let personal differences interfere with board work;
 - Do not criticize other board members;
 - Do not attack people, only issues;
 - Subordinate personal interests.
- **Support staff and students efforts--**
 - Publicly applaud successes;
 - Encourage staff input;
 - Deal fairly and tactfully with people;
 - Refer complaints to appropriate staff.
- **Keep informed--**
 - Attend programs to keep current;
 - Read relevant literature, district packets;
 - Visit schools to witness programs;
 - Listen objectively to constructive input.
- **Act as good citizens --**
 - Believe in American public education;
 - Care about their community's young people;
 - Support the dignity and rights of all;
 - Respect the opinions of others;
 - Treat all community members respectfully;
 - Do not use their position for personal gain;
 - Avoid conflicts of interest;
 - Respect confidentiality rules.