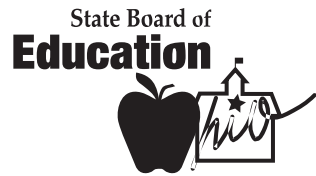


OHIO

Standards For Superintendents



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The members of the superintendent standards writing team included many Ohio superintendents, representing districts statewide – large and small; urban, suburban, and rural. The writing team also included representatives from Ohio’s higher education educational leadership programs, from the Buckeye Association of School Administrators (BASA) to the Ohio Educator Standards Board (ESB), and members currently serving on school boards for districts in the state of Ohio. In addition, other Ohio stakeholders were provided with opportunities to review and provide feedback during various stages of development of the standards.

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Section One: Introduction

The *Ohio Standards for Superintendents* represents 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. 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 the course of a year with the goal of articulating the role, responsibilities and necessary 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;
- 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 direction and support for 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 serve as a guidance tool to be used by superintendents in evaluating their knowledge and skills, and by institutions of higher education in evaluating their educational leadership training.

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 implementing, we will together achieve excellence in Ohio's schools 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 toward ensuring alignment between district goals and the stakeholders' experience.

Introduction

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 toward the achievement of all of these standards should expect to see higher performance for themselves and their districts.

These standards convey a vision of the practices 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 as the primary responsibility of every staff member. The district's attention is focused on an analysis and alignment of curriculum, instruction and assessments that will 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.

Who is the Audience for this Document?

Our purpose for articulating clear, world-class standards is to assist educators in guiding their own professional learning. Along with this document, other companion guides and technical manuals have been released to assist Local Professional Development Committees (LPDCs), districts and schools with creating and implementing their professional development plans and programs. This document is intended to assist individual superintendents in self-assessing their performance, collaboratively discussing self-assessment results with peers, and using this data to develop Individual Professional Development Plans.

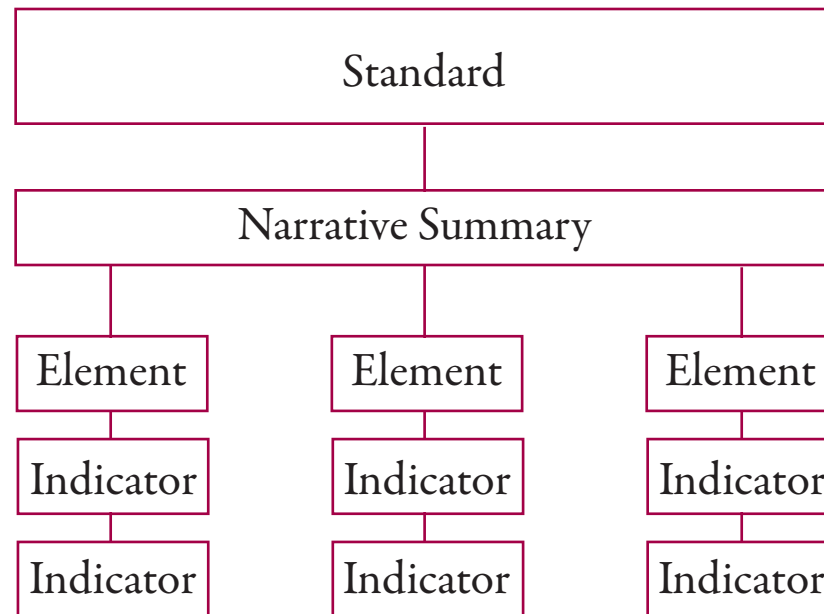
Organization and Structure of the Standards

Each standard is organized as follows:

- **Standard:** The Standard expresses a definable goal or area of responsibility of effective superintendents;
- **Narrative Summary:** The Narrative Summary 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 Summary, Element and Indicator, is shown in the graphic below.

Standards: Overarching goals and themes that provide a framework for effective practices
Narrative Summaries: Statements that describe key understandings, assumptions and beliefs related to the Standard
Elements: Specific statements that define the various skills and characteristics that demonstrate effectiveness in each Standard
Indicators: Observable or measurable statements that provide evidence of the Standards and Elements in action



Introduction

The Relationship of the *Ohio Standards for Superintendents* with the *Ohio Leadership Development Framework*

The development of the *Ohio Standards for Superintendents* during the 2007-2008 academic year took place alongside another initiative that will serve to clarify the responsibilities of and expectations for effective school leaders in Ohio.

The Ohio Leadership Advisory Council (OLAC) created the Ohio Leadership Development Framework which identifies essential leadership practices needed by superintendents and leadership teams at the district and building level to improve instructional practice and student performance. The Ohio Leadership Advisory Council was established, through a partnership effort between the Ohio Department of Education (ODE) and the Buckeye Association of School Administrators (BASA), to identify essential practices and offer this core set of practices as a framework that can guide systemic efforts to improve leadership within Ohio's schools at the local, regional and district levels.

The areas identified by OLAC as essential to the practice of effective superintendents are:

Area 1: Data and the Decision-Making Process

Area 2: Focused Goal Setting Process

Area 3: Instruction and the Learning Process

Area 4: Community Engagement Process

Area 5: Resource Management Process

Area 6: Board Development and Governance Process

For each of these areas, OLAC has identified the essential practices of superintendents.

As part of the development process of the *Ohio Standards for Superintendents*, the writing team looked closely at the OLAC framework and considered alignment with the expectations and content of the framework. Together, the framework and the standards will help to provide a clear picture to Ohio's educational leaders and higher education institutions of the expectations for effectiveness in the superintendency.

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

The *Ohio Standards for Superintendents* was 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*. 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* in full, please go to the Ohio Department of Education Web site at www.ode.state.oh.us, 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 continuous improvement, and develop a focused plan for achieving district goals.

Standard 2: 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: Instruction

Superintendents lead the creation of instructional systems designed for high student achievement.

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 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 and support continuous improvement. Continuous improvement is a process that applies to the entire district system and minimally 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.

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

Elements:

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

Ohio Standards for Superintendents

Standard 1: Vision, Continuous Improvement, and Focus of District Work

Standard 1 Elements

Indicators

<p>1.1 Develop a shared vision for the district.</p>	<p>Effective superintendents:</p> <ol style="list-style-type: none">Identify the knowledge, skills and attitudes that students need for future success.Articulate a vision of effectiveness and achievement for the district.Keep the vision at the forefront in the process of analyzing data, setting goals and aligning district work.Ensure that the vision includes high expectations for all students and delineates practices that address differences.Create a culture that supports continuous improvement throughout the district.
<p>1.2 Expect, model and support the effective use of data.</p>	<p>Effective superintendents:</p> <ol style="list-style-type: none">Establish clear expectations and processes for the use of data.Facilitate and support the development of data management systems which ensure staff access to, and use of multiple sources of relevant data.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.Lead efforts to identify and replicate effective practices.Provide ongoing training and support to ensure the skillful use of data.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> <ol style="list-style-type: none">Identify state standards and federal requirements.Set a limited number of measurable, focused goals that reflect high expectations for improved student achievement and classroom instruction.Determine focused strategies and a plan of action for the district.

Standard 1 Elements

Indicators

<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 for monitoring 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.
<p>1.6 Communicate the district's vision, goals and 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 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.

Ohio Standards for Superintendents

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 the district staff.
- 2.4 Communicate effectively and openly and demonstrate a willingness to collaborate with external stakeholders.

Standard 2 Elements

Indicators

<p>2.1 Demonstrate 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 and abilities. b. Tailor communications to the specific setting, purpose and audience. c. Negotiate agreement 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 (e.g., Web sites, e-mail, Internet). 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.

Ohio Standards for Superintendents

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.

Narrative Summary:

Effective superintendents identify, prioritize, recommend and follow policies and governance procedures that maintain a focus on the central goal — ensuring the success of all students. Effective superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective superintendents value the importance of an effective working relationship with the board and enlist the board's support for district goals.

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

<p>3.1 Review, develop and recommend policies for the district.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> 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.
<p>3.2 Develop, implement and maintain effective communication systems.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> 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.
<p>3.3 Identify and respond to societal and educational trends that affect the district and community.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> 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.
<p>3.4 Advocate for children and families.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Maintain active involvement with professional organizations (state and national). b. Develop and maintain relationships and communicate with elected officials, other policy makers, and key business and community groups. c. Advocate for improvements in policies, laws and regulations that impact the education of all students. d. Inform and act to influence legislators, policy makers and the community to improve policies, laws and regulations that affect the district.
<p>3.5 Model and expect professional conduct.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Model professional and ethical conduct. b. Demonstrate sensitivity to diversity in professional interactions. c. Identify and articulate a shared understanding with the board of education of acceptable professional conduct for all employees of the district. d. Understand, uphold and promote for all staff the Licensure Code of Professional Conduct for Ohio Educators (LCPCOE). e. Monitor professional conduct of all district employees.

Ohio Standards for Superintendents

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 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

<p>4.1 Require the district-wide use of an established curriculum.</p>	<p>Effective superintendents:</p> <ul style="list-style-type: none"> a. Provide leadership for curriculum development based on research and 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 and global needs, and national standards and international standards that are relevant to the content of student curriculum.
<p>4.2 Ensure the development and implementation of high-quality, standards-based instruction.</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 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.

Ohio Standards for Superintendents

Standard 4: Instruction

Standard 4 Elements

Indicators

<p>4.4 Ensure that the district curriculum, instruction, and assessment programs 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.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 prevention/intervention strategies as part of the instructional program to help all students meet performance targets.
<p>4.5 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 curriculum, instruction and assessment.b. Facilitate a performance evaluation process that improves instruction and enhances student learning.
<p>4.6 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 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: 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.

Ohio Standards for Superintendents

Standard 5: Resources

Standard 5 Elements

Indicators

<p>5.1 Recruit, develop, evaluate and retain quality staff and oversee human resource management.</p>	<p>Effective superintendents:</p> <ol style="list-style-type: none">Recruit staff who can ensure the achievement of district goals.Establish procedures to screen, interview and select staff based on district goals.Develop and implement a system for staff performance reviews.Provide for job-embedded, professional development for all staff aligned with district goals.Oversee human resources, including but not limited to forecasting staff needs, making staff assignments, maintaining personnel records and honoring negotiated agreements.
<p>5.2 Organize time and schedules focused on district goals.</p>	<p>Effective superintendents:</p> <ol style="list-style-type: none">Organize staff schedules to provide time for collaboration and professional development to reach district goals.Delegate tasks to appropriate personnel to promote efficient use of resources.Create district calendars (including student and staff calendars, master initiative calendars, event calendars, etc.) to facilitate the achievement of district goals and promote student achievement.
<p>5.3 Manage and prioritize fiscal resources to align expenditures with district goals.</p>	<p>Effective superintendents:</p> <ol style="list-style-type: none">Use data to inform the budget process and ensure that appropriate resources are allocated to support district goals.Work with the district treasurer and board of education to develop a budget that aligns with district goals and maintains fiscal stability.Eliminate initiatives that are not aligned with district goals or are ineffective in meeting district goals.Support and allocate financial resources to administrative staff to meet district goals.Demonstrate understanding of the elements 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> <ol style="list-style-type: none">Seek appropriate input on the selection and allocation of material resources based on district goals and needs.Allocate material resources to schools to meet district goals for classroom instruction and student achievement.Forecast 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> <ol style="list-style-type: none">Develop a facilities management plan to protect the community's investment and provide a safe and adequate learning environment for all students.Allocate resources to adequately support the district's needs for transportation, food service, and student safety and well-being.



Section Three: Understanding and Using the Standards

The *Ohio Standards for Superintendents* defines expectations for Ohio’s superintendents based on what is known about the skills and practices of effective superintendents. The standards will not immediately change the process of licensure or performance evaluation for Ohio’s superintendents. The standards will, however, inform institutions of higher education as they seek to align their requirements to the standards. In addition, while they were not written as an evaluation tool, they can and should be used as a guide for superintendents self-assessing their professional effectiveness to identify areas of strength and areas for further growth.

Standards-Based Guiding Questions

One way to self-assess is to respond to focused, guiding questions related to best practice. The tool below was created using the standards as its base. Any questions to which superintendents respond at levels 1, 2, or 3 may be areas for growth. Remember, this is a confidential tool and is not intended as an external tool for evaluation. It may be useful to answer the questions with a trusted peer or colleague to allow for additional discussion and reflection.

Standard 1: Vision, Continuous Improvement, and Focus of District Work

Superintendents establish a vision, expect continuous improvement and develop a focused plan for achieving district goals.

Essential Question: Have you engaged in a continuous cycle of improvement, beginning with a collaborative vision setting and continuing with the establishment of specific goals, action steps, and data-based evaluation?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I initiated a collaborative process to articulate the vision of my district.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I expect, model and support the effective use of data for decision-making in my district.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
My district has a coherent plan with a focused set of goals.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I have taken clear, planned, sequenced action steps to implement the district plan.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I monitor the effectiveness of the strategies my district has implemented to achieve district goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate clearly and openly the district vision, goals and focused plan.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2: Communication and Collaboration

Superintendents establish processes to communicate and collaborate effectively.

Essential Question: Have you established processes to communicate and collaborate with stakeholders from both inside and outside of the district?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I am a competent speaker, reader, writer and listener, and I am able to effectively tailor my communication style to my audience.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I am able to mediate conflicts effectively and negotiate agreements.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have used a range of communication tools to create and maintain an effective communication system in my district.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I have an effective working relationship with the board of education and the district treasurer.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I maintain open communication with and engage staff in the process of achieving the district goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have a structure by which families and the community are informed of and can participate in the work of the district.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I have established partnerships between the school and community.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely

Understanding and Using the Standards

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.

Essential Question: Have you identified, prioritized and recommended to the board policies and procedures to support the work of the district and maintain a focus on district goals?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I review, develop, prioritize, recommend and set effective district policies.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I have processes in place to continuously assess the effectiveness of district policies.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I identify and respond to societal and educational trends that affect the district and community.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I advocate for children and families through participation in professional and community organizations and through state, local and federal government advocacy.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I model professional and ethical conduct, and expect it of all district employees.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 4: Instruction

Superintendents lead the creation of instructional systems designed for high student achievement.

Essential Question: In what ways do you serve as an instructional leader in your district?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I require the district-wide use of an established curriculum.	1 Not At All	2 Partially	3 Somewhat	4 Almost Full	5 Completely
I ensure that high-quality, standards-based instruction occurs in all district classrooms.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I have set expectations for and guided the creation of a comprehensive district assessment system.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
My district provides full access and opportunity to all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have set processes in place to monitor the implementation and alignment of effective curriculum, instruction and assessment.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
My district provides high-quality professional development for all staff that meets the Ohio Standards for Professional Development.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True

Understanding and Using the Standards

Standard 5: Resources

Superintendents manage and organize the district’s resources (human, fiscal, operational and material) to accomplish district goals.

Essential Question: How have you maximized and allocated your district resources, including human, fiscal, operational and material?

Consider each of the statements below. Choose the response that most accurately represents your performance.

I oversee the functions of human resources, including the recruitment, development, valuation and retention of quality staff.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I have organized the district calendar to maximize instruction and learning.	1 Not At All	2 Partially	3 Somewhat	4 Almost Fully	5 Completely
I manage and prioritize fiscal resources effectively and in alignment with district goals.	1 Not At All True	2 Partially True	3 Somewhat True	4 Mostly True	5 Very True
I identify and equitably allocate materials and technology within the district.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I effectively oversee the management of and planning for the district’s facilities and operations.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Using the Ohio Standards for Superintendents for Professional Development

The *Ohio Standards for Professional Development* suggests a general process for professional development that can be used by superintendents engaging in personal professional development planning based on the *Ohio Standards for Superintendents*.

The *Ohio Standards for Professional Development* suggests a five-step process for professional development planning by individuals. The steps in this standards-based planning cycle include:

Step 1: Examine Data

Superintendents should self-assess and evaluate the available data to determine the specific needs of the educators, staff and students in their districts.

Step 2: Determine Learning Priorities

Superintendents should analyze the data collected in Step 1 to identify specific goals for professional learning.

Step 3: Align Initiatives

Superintendents should use the information gained from Steps 1 and 2 to identify specific actions and activities that will allow for professional learning.

Step 4: Develop Implementation Strategies

Given the results of the work done in Steps 1 through 3, superintendents should develop specific implementation strategies and plans for evaluation.

Step 5: Monitor, Assess and Reflect

Superintendents should plan the ways in which they will evaluate the effectiveness of their personal professional development efforts.

These five steps describe a continuous cycle of professional learning. Educators and educational administrators at all levels of responsibility should realize that high quality professional development requires a career-long cycle of improvement.

Understanding and Using the Standards



Step 1: Examine Data

Multiple sources of data must be evaluated to gain a complete picture of a superintendent’s performance. Superintendents should conduct a self-assessment. Questions such as the following can help focus this self-assessment.

- What are my strengths and weaknesses?
- To what extent do I meet the *Ohio Standards for Superintendents*?
- What does my self-assessment suggest as areas for growth in my performance?

Educators should also evaluate the available data to determine the needs of the educators, staff and students in their districts. Questions such as the following can aid this process of data collection.

- What are my students’ strengths? Have these changed over the past two to three years? How? Why?
- What are my students’ weaknesses? Have these changed over the past two to three years? How? Why?
- What are the characteristics of the higher-performing schools in my district?
- What are the characteristics of the lower-performing schools in my district?
- What are the characteristics of the current learning environment in the schools in my district?
- What do I know about the backgrounds of students in my district? Is there additional information I should gather? How can this information impact my leadership and the instruction within my district?
- What does research suggest about effective school leadership?

Remember, data sources extend far beyond state-mandated assessment results. Student demographics; student participation; students’ work and classroom performance; internal, formative assessment results; and school climate assessments are all potential sources of data. Some of this data should have already been collected by district and school leadership teams. It may be helpful to analyze data as a team activity.

Data Source	Data Findings/Summary	What Does Analysis of Data Suggest?

Step 2: Determine Learning Priorities

Superintendents should analyze the data collected in Step 1 to identify specific goals for professional learning.

- What patterns emerge from the data?
- How are strengths and weaknesses in my leadership connected to teacher and school quality and student performance?
- What does student data reveal are areas I should emphasize in my professional learning?
- What does my self-assessment reveal are areas I should emphasize in my professional learning?

To focus professional learning priorities to two or three goals, analyzing the data against the district goals will be helpful. Asking questions such as the following may help superintendents determine their priorities and focus their personal goals:

- What are the goals of my district?
- What has Ohio identified as best practices for Ohio superintendents? What has national research identified as best practices?
- Given the goals of my district, and the data collected in Step 1, what additional knowledge and skills do I need to perform more effectively?

Specific Goals

Goal 1:

Goal 2:

Goal 3:

Understanding and Using the Standards

Step 3: Align Initiatives

Now superintendents should have a set of two to three personal professional learning goals. What specific actions and activities will allow for professional learning in these areas? Professional development does not include only workshops or higher education courses; among other activities, professional development can take the form of:

- A course;
- A workshop;
- A training program;
- Peer coaching;
- Informal peer observation;
- Collaborative planning;
- Action research;
- Off-site visitations;
- Collaborative planning;
- A mentoring or shadowing program;
- Analyzing student work;
- Collecting and analyzing student data;
- Researching best-practice solutions.

Research and compile a list of possible activities and actions that will meet the goals identified in Steps 1 and 2. Keep in mind the importance of including a variety of learning experiences (see PD Standard 4.2) and planning a logical sequence of learning experiences (see PD Standard 4.3).

Specific Goals	Possible Activities/Actions
Goal 1:	<hr/> <hr/> <hr/>
Goal 2:	<hr/> <hr/> <hr/>
Goal 3:	<hr/> <hr/> <hr/>

Step 4: Develop Implementation Strategies

Given the results of the work done in Steps 1 through 3, superintendents should develop specific implementation plans and plan the ways in which they will evaluate the effectiveness of their professional development efforts. Superintendents should consider how they will evaluate the short and long-term impact of professional development on their leadership.

Specific Goals	Proposed Activities/Actions and Dates/Duration	<ul style="list-style-type: none"> ● How Will I Know When I Have Met My Goal? ● How Will My Knowledge, Attitude, Skills, Aspirations or Behaviors Change? ● What Evidence Will Demonstrate This Change?
Goal 1:		
Goal 2:		
Goal 3:		

Understanding and Using the Standards

Step 5: Monitor, Assess and Reflect

Continuous monitoring, assessment and reflection about the effectiveness of professional development are essential. Identifying, collecting and organizing evidence in support of the effectiveness of professional development efforts is important. Different types of evidence will illustrate the work that superintendents are doing and the outcomes of their professional development efforts; evidence may include artifacts, products, documents and data. The *Ohio Standards for Professional Development* suggests that professional development should be assessed on multiple levels:

- Participant satisfaction and learning (see Standard 5.1)
- Application of new skills (see Standard 5.2)
- Organizational change (see Standard 5.3)
- Student achievement (see Standard 5.4)

Specific Goals	Proposed Actions and Dates/Duration	How and When Will Opportunities for Assessment and Reflection Be Incorporated?	What Are Expected Results? What Evidence Will Demonstrate These Results?
Goal 1:			
Goal 2:			
Goal 3:			



Section Four: Standards for Ohio Educators

The following pages provide overviews of the *Ohio Standards for the Teaching Profession*, the *Ohio Standards for Principals* and the *Ohio Standards for Professional Development*. These standards are also available in complete form on the Ohio Department of Education Web site (www.ode.state.oh.us), as well as in print, bound-volume form in the *Standards for Ohio Educators* document, published in September 2007.



Ohio Standards for the Teaching Profession

1 Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

- Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.
- Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention.

2 Content

Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

3 Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment

types, their purposes and the data they generate.

- Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate with and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

5 Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

6 Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.

- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers communicate and collaborate effectively with other teachers, administrators and school and district staff.
- Teachers communicate and collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

Ohio Standards for Principals

1 Continuous Improvement

Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving their goals.

- Principals facilitate the articulation and realization of a shared vision of continuous school improvement.
- Principals anticipate, monitor and respond to educational developments that affect school issues and environment.
- Principals lead the change process for continuous improvement.
- Principals initiate and support team work at setting, monitoring and achieving challenging and specific goals that reflect high expectations for all students and staff.

2 Instruction

Principals support the implementation of high-quality, standards based instruction that results in higher levels of achievements for all students.

- Principals ensure that the instructional content that is taught is aligned with the Ohio Academic content standards and curriculum priorities in the school and district.
- Principals ensure instructional practices are effective and meet the needs of all students.
- Principals advocate for high levels of learning for all students, including students identified as gifted and students with disabilities.
- Principals know, understand and share relevant research.
- Principals understand, encourage, and facilitate the effective use of data by staff.
- Principals support staff as they plan and implement research-based professional development.

3 School Operations

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

- Principals establish and maintain a safe school environment.
- Principals create a nurturing learning environment that addresses the physical and mental health needs of all.
- Principals allocate resources, including technology, to support student and staff learning.
- Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.

Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

4 Collaboration

Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

- Principals promote a collaborative learning culture.
- Principals share leadership with staff, students, parents, and community members.
- Principals develop and sustain leadership.

5 Parents and Community Engagement

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well being.

- Principals use community resources to improve student learning.
- Principals involve parents and community members in improving student learning.
- Principals connect the school with the community.
- Principals establish expectations for the use of culturally-responsive practices, which value and acknowledge diversity.

1 Effective professional development is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- The professional development process is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated to support the professional development process.

2 Effective professional development is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 Effective professional development is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to

plan, deliver and evaluate professional development.

- Professional development incorporates communication technologies to broaden the scope of collaboration.

4 Effective professional development includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 Effective professional development results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances knowledge, skills and understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners, including students identified as gifted and students with disabilities.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- The professional development provides educators with tools to engage students, families and communities in improving student achievement.

6 Effective professional development is evaluated by its short and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.
- Professional development is evaluated by the extent to which organizations change to improve.
- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

Section Five: Resources

Glossary

Achievement: the act of reaching academic goals and attaining knowledge and skills

Aggregated Data: data for a whole or combined total or group

Best Practices: activities, strategies and processes that have been identified by research and experience as effective

Building Improvement Plan: the plan a school has for intended improvements

Continuous Improvement: an ongoing effort toward the betterment of individual or collective performance

Disaggregated Data: data from different groups (such as by age, sex, race, etc.)

Ethics: a system of moral principles

External Stakeholders: persons with an interest in the success of the school or district, but who may work outside of the district (such as business leaders or community members)

Formative Assessment: a process of measurement that is designed to give students feedback on their progress toward a set of skills, understanding or knowledge

High-Quality Professional Development (HQPD): in Ohio, HQPD meets the Ohio Standards for Professional Development which require it to be collaborative, supported, continuous, data- and research-based, designed by educators, aligned with goals, evaluated for success and focused on the achievement of all students.

Leadership Teams: a group of people organized together to achieve a set of goals

Licensure Code of Professional Conduct for Ohio Educators (LCPCOE): the basis for decisions on issues pertaining to licensure in Ohio that are consistent with applicable law and a guide for conduct in situations with professional implications for all educators licensed by the State Board of Education (including teachers, principals, superintendents, substitute teachers and other support personnel)

Professional Conduct: the appropriate conduct of workers in situations with professional implications

Resources: supplies, support or sources of aid that can be drawn upon as needed

Staff: the total group of persons charged with carrying out the work of the district or school (including educators, administrators, and support personnel)

Stakeholders: persons with an interest in the success of the school or district

Summative Assessment: an assessment that is designed for use in determining grades at the conclusion of an instructional period

Vision: a clear and compelling image of the desired end result; a summary of what the school or district hopes to become

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