

professional standards for the superintendency

Professional Standards for the Superintendency: Guiding Effective Educational Leadership

professional standards for the superintendency serve as a crucial framework for school district leaders striving to foster academic excellence, equity, and community trust. The role of the superintendent is complex and multifaceted, requiring a delicate balance of visionary leadership, operational management, and ethical responsibility. Understanding these standards is essential not only for aspiring superintendents but also for school boards, educators, and stakeholders who seek to promote high-quality leadership in public education.

In this article, we'll explore what professional standards for the superintendency encompass, why they matter, and how they shape the practices and expectations around school district leadership. We'll also delve into the competencies and ethical considerations that define effective superintendents and discuss how these standards evolve to meet the changing landscape of education.

What Are Professional Standards for the Superintendency?

Professional standards for the superintendency are comprehensive guidelines that outline the knowledge, skills, behaviors, and ethical principles expected of superintendents. These standards provide a benchmark for leadership excellence and accountability in managing school systems. They are typically developed by educational organizations, such as the American Association of School Administrators (AASA), state departments of education, and professional accreditation bodies.

These standards help clarify the superintendent's role as the chief executive officer of a school district, responsible for both instructional leadership and organizational management. They establish a shared language and expectations for leadership performance, guiding professional development and evaluation.

Core Components of Superintendent Standards

Professional standards usually cover several core domains of superintendent responsibilities, including:

- **Visionary Leadership:** Setting a clear, inclusive vision that aligns with community values and educational goals.
- **Instructional Leadership:** Promoting high-quality teaching and learning practices

to improve student achievement.

- **Organizational Management:** Efficiently managing resources, personnel, and operations of the district.
- **Ethical Practice:** Upholding integrity, fairness, and transparency in decision-making.
- **Community Engagement:** Building partnerships with families, community members, and stakeholders.
- **Equity and Inclusion:** Ensuring all students have access to equitable educational opportunities.

These components are interrelated, and effective superintendents must balance them thoughtfully to lead their districts toward success.

Why Professional Standards Matter in the Superintendency

The impact of a superintendent's leadership on a school district cannot be overstated. Research consistently shows that strong leadership is second only to classroom instruction in influencing student achievement. Professional standards for the superintendency help ensure that leaders possess the competencies necessary to navigate the complexities of modern education.

Accountability and Transparency

Standards serve as a foundation for accountability. By clearly defining what is expected, school boards and communities can evaluate superintendent performance more objectively. This transparency builds trust and helps maintain public confidence in educational leadership.

Guiding Professional Growth

For superintendents themselves, these standards offer a roadmap for ongoing professional development. They highlight areas for improvement and help leaders stay current with best practices, policy changes, and emerging challenges in education.

Key Competencies Defined by Professional Standards

Delving deeper, professional standards often emphasize specific competencies that superintendents must develop and demonstrate. These competencies go beyond technical skills to include interpersonal abilities and strategic thinking.

Strategic Vision and Planning

A superintendent must envision the future of the district and develop strategic plans that address long-term goals. This includes analyzing data, anticipating challenges, and allocating resources effectively.

Instructional Program Leadership

Understanding curriculum development, assessment, and instructional methodologies is essential. Superintendents need to support principals and teachers by fostering a culture of continuous improvement.

Human Resources and Talent Management

Recruiting, retaining, and developing effective staff members is a critical aspect of the job. Professional standards emphasize the superintendent's role in creating inclusive, supportive work environments.

Financial and Operational Acumen

Managing budgets, facilities, and district operations requires strong organizational skills. Sound fiscal management ensures that resources are used efficiently to support student learning.

Ethical Leadership and Integrity

Ethics underpin every decision a superintendent makes. Adhering to principles such as honesty, fairness, and respect for diversity helps build credibility and models the behavior expected within the school community.

Ethical Considerations in the Superintendency

Ethics are a cornerstone of professional standards for the superintendency. Superintendents hold positions of public trust and must navigate complex moral landscapes.

Balancing Stakeholder Interests

Superintendents often face competing demands from parents, teachers, school boards, and policymakers. Ethical leadership requires balancing these interests while prioritizing student welfare.

Confidentiality and Transparency

Maintaining confidentiality regarding sensitive information is vital, but so is being transparent about district policies and decisions. Striking this balance fosters trust and accountability.

Commitment to Equity

An ethical superintendent actively works to dismantle barriers to equity. This includes addressing disparities in resources, achievement gaps, and ensuring all voices are heard in decision-making processes.

Implementing and Assessing Professional Standards

To be effective, professional standards for the superintendency must be actively integrated into recruitment, evaluation, and professional learning.

Recruitment and Selection

School boards often use these standards to develop job descriptions and interview protocols that identify candidates with the right blend of skills and values.

Performance Evaluation

Many districts align superintendent evaluations with established standards, using

measurable goals and stakeholder feedback to assess leadership effectiveness.

Professional Development

Ongoing training and coaching grounded in professional standards help superintendents grow and adapt. Workshops, leadership academies, and peer networks provide practical learning opportunities.

The Future of Professional Standards for Superintendents

As education continues to evolve, so too do the expectations for superintendents. Emerging trends such as technology integration, data-driven decision-making, and a heightened focus on social-emotional learning are shaping new competencies.

Moreover, the increasing diversity of student populations and the call for social justice require superintendents to be culturally responsive leaders. Professional standards must reflect these dynamics to remain relevant and effective.

In this way, professional standards for the superintendency are not static guidelines—they are living frameworks that grow alongside educational innovation and community needs. For anyone involved in educational leadership, understanding and embracing these standards is a step toward stronger, more equitable school systems.

Frequently Asked Questions

What are professional standards for the superintendency?

Professional standards for the superintendency are a set of guidelines and expectations that define the knowledge, skills, and ethical responsibilities required for effective school district leadership.

Why are professional standards important for superintendents?

These standards ensure that superintendents lead with integrity, promote student achievement, manage resources effectively, and foster a positive school culture, ultimately improving educational outcomes.

Which organizations typically establish professional standards for superintendents?

Organizations such as the American Association of School Administrators (AASA), the National Policy Board for Educational Administration (NPBEA), and state departments of education commonly develop these standards.

How do professional standards influence superintendent evaluation?

Professional standards provide a framework for evaluating superintendent performance by outlining key competencies and leadership behaviors that should be demonstrated in their roles.

What are some core competencies included in superintendent professional standards?

Core competencies often include instructional leadership, ethical practice, community engagement, organizational management, and continuous improvement.

How do professional standards support superintendent professional development?

They identify areas for growth and guide targeted professional learning opportunities to help superintendents enhance their leadership effectiveness.

Are professional standards for superintendents consistent across states?

While there is overlap, specific standards can vary by state to reflect local educational priorities and regulations, though many align with national frameworks.

How do ethical considerations feature in superintendent professional standards?

Ethics are central, emphasizing accountability, fairness, transparency, and commitment to equity and student welfare in decision-making processes.

Can adherence to professional standards impact student achievement?

Yes, superintendents who follow professional standards are better equipped to create effective policies and supportive environments that positively influence student learning outcomes.

Additional Resources

Professional Standards for the Superintendency: Navigating Leadership Excellence in Education

Professional standards for the superintendency form the backbone of effective educational leadership, setting clear expectations for those who hold the highest administrative position in school districts. As superintendents play a critical role in shaping educational policies, managing resources, and fostering community partnerships, understanding and adhering to these standards is paramount. This article explores the multifaceted nature of these professional standards, analyzing their evolution, core components, and the implications for current and aspiring superintendents.

Understanding the Framework of Professional Standards for the Superintendency

The role of a superintendent transcends traditional management; it requires visionary leadership combined with practical skills to navigate complex educational landscapes. Professional standards for the superintendency serve as a framework that guides superintendents in fulfilling their responsibilities ethically, efficiently, and in alignment with community goals. These standards are typically crafted by educational boards, professional organizations such as the American Association of School Administrators (AASA), and state departments of education.

At their core, these standards emphasize leadership competencies, ethical practices, organizational management, and student-centered decision-making. They act both as a roadmap for professional development and as benchmarks for accountability. With increasing demands on educational leaders, these standards have evolved to reflect contemporary challenges such as equity, inclusion, technological integration, and fiscal accountability.

The Evolution of Superintendency Standards

Historically, superintendency standards focused heavily on administrative tasks—budget management, personnel oversight, and compliance. However, as societal expectations and educational paradigms shifted, so too did the standards. The contemporary superintendent is expected to be a transformative leader, advocating for innovation and systemic improvement. Modern professional standards incorporate:

- **Equity and Access:** Ensuring all students receive high-quality education regardless of background.
- **Community Engagement:** Building partnerships with parents, local governments, and organizations.

- **Data-Informed Decision Making:** Utilizing analytics to drive improvement initiatives.
- **Ethical Leadership:** Upholding integrity, transparency, and fairness in all actions.
- **Visionary Planning:** Crafting long-term strategies focused on sustainable success.

These evolving standards reflect a broader understanding that the superintendent's role is not just operational but also deeply strategic and relational.

Core Competencies Embedded in Professional Standards for the Superintendency

Professional standards for the superintendency consistently highlight several key competencies that define effective leadership in educational administration. These competencies are essential for guiding superintendents through the complexities of modern school governance.

Instructional Leadership and Student Achievement

One of the most critical aspects within these standards is the superintendent's responsibility to foster a culture of high academic expectations. This involves collaborating with principals and teachers to implement evidence-based instructional practices, promoting professional development, and ensuring curricula meet rigorous standards. Research indicates that districts led by superintendents with strong instructional leadership see measurable improvements in student outcomes, underscoring the importance of this competency.

Organizational and Operational Management

Superintendents must demonstrate proficiency in managing human resources, budgeting, facilities, and compliance mandates. The standards stress accountability and efficiency in resource allocation, highlighting the balance between fiscal responsibility and educational quality. Effective superintendents leverage technology and innovative management systems to optimize district operations, thereby supporting a productive learning environment.

Ethical and Professional Behavior

Ethics form a cornerstone of professional standards for the superintendency. Superintendents are held to high moral and legal standards, expected to model integrity

and fairness while navigating conflicts of interest and sensitive community issues. Ethical leadership fosters trust among stakeholders and maintains the credibility of the district administration.

Community Collaboration and Communication

Building trust and rapport with diverse groups is essential. Professional standards encourage superintendents to engage authentically with parents, educators, local leaders, and students. Transparent communication and inclusivity not only improve community relations but also enhance decision-making processes, resulting in policies that reflect the needs and values of the entire educational ecosystem.

Comparative Perspectives: Standards Across States and Organizations

While many professional standards for the superintendency share common elements, variations exist depending on regional priorities and organizational philosophies. For example, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, widely adopted across the United States, emphasize six key domains, including school culture and instruction, organizational management, and ethical leadership.

In contrast, some state-specific standards place a greater emphasis on fiscal stewardship or legal compliance due to local legislative contexts. Comparing these frameworks reveals both the universality and adaptability of superintendent standards, highlighting the need for contextual awareness in leadership preparation programs.

Advantages of Standardized Professional Guidelines

- **Consistency in Leadership Quality:** Ensures superintendents meet minimum competency requirements.
- **Guidance for Professional Growth:** Provides benchmarks for ongoing education and skill development.
- **Enhanced Accountability:** Offers measurable criteria for performance evaluation.
- **Improved Public Confidence:** Establishes trust through transparent expectations.

Challenges and Criticisms

Despite their benefits, professional standards for the superintendency sometimes face criticism for being too prescriptive or disconnected from the realities of diverse district contexts. Smaller or rural districts may find certain standards difficult to implement due to resource limitations. Additionally, the dynamic nature of educational challenges requires standards to be revisited regularly to stay relevant.

Implementing Professional Standards in Superintendent Preparation and Evaluation

The impact of professional standards is most visible in the preparation and evaluation of superintendents. Leadership preparation programs are increasingly aligned with these standards to ensure candidates acquire the necessary knowledge, skills, and dispositions. The integration of standards into curriculum design enhances the relevance and rigor of training, preparing future leaders to meet contemporary demands.

In the realm of evaluation, many school boards utilize professional standards as a foundation for performance reviews. This alignment promotes fairness and clarity, as superintendents understand the criteria against which they are assessed. Moreover, it encourages continuous improvement and accountability.

Future Directions and Emerging Trends

Looking ahead, professional standards for the superintendency are adapting to new educational realities such as remote learning, social-emotional learning, and equity-driven reforms. The incorporation of cultural competence and mental health awareness into leadership expectations reflects a growing recognition of the superintendent's role in addressing holistic student needs.

Furthermore, there is an increasing call for standards to emphasize adaptive leadership—the ability to respond flexibly to crises and evolving community demands. This trend underscores the importance of resilience and innovation as core superintendent competencies.

In sum, professional standards for the superintendency provide a critical foundation for effective educational leadership. They encapsulate the evolving expectations placed on superintendents who must balance operational expertise with visionary guidance and ethical stewardship. By aligning preparation, practice, and evaluation with these standards, the educational community can better ensure that superintendents are equipped to lead schools toward excellence in an ever-changing landscape.

Professional Standards For The Superintendency

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: *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.

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professional standards for the superintendency: *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.

professional standards for the superintendency: *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.

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professional standards for the superintendency: 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/govern 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.

professional standards for the superintendency: The School Superintendent Theodore J. Kowalski, 2006 The School Superintendent: Theory, Practice, and Cases is both a textbook and reference for practitioners.

professional standards for the superintendency: 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.

professional standards for the superintendency: 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.

professional standards for the superintendency: 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. Björk 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.

professional standards for the superintendency: 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.

professional standards for the superintendency: 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.

professional standards for the superintendency: The Modern School Superintendent

Marvin Edwards, 2006 An impossible job? That's what many have called the superintendency. With its growing and completing demands, it is a profession that can baffle even the most knowledgeable and well prepared. Public education resources have become more limited. There are new national and state testing requirements. Social issues are pulled into the schools and want more control over their operation. Add in politics and bureaucracy, and the end result is quite an unmanageable scenario. Unfortunately, more superintendents seem to be leaving the profession. Whether it is because of the demands superintendents face, the quality of preparation programs or a combination of both, the trend is a growing concern. Many superintendents are unprepared to deal with what they may encounter in running a school district. Yet the office is not all doom and gloom. Offering opportunities that are unavailable in many other careers, the superintendency is a position in which you will be taken seriously by others. And it is a profession in which one person, through skilled leadership, can make a difference by getting everyone to pull together and create a better environment for students. Surveys actually have shown that most superintendents would become superintendents again if they had the chance.

professional standards for the superintendency: 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

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professional standards for the superintendency: *The American School Superintendent* Gene R. Carter, William G. Cunningham, 1997-02-12 [The American School Superintendent] 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 end 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 superintendency 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 superintendent draws on interviews from across the country. The authors propose changes in the way the role of superintendent 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.

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