SUPERINTENDENT OF SCHOOLS

I.   JOB GOAL

To provide leadership in developing and maintaining the best possible equitable educational programs and services for all students of Regional School Unit 50. To lead, guide, and direct every member of the administrative, instructional, and support services teams in setting and achieving the highest standards of excellence, equity and diversity in hiring, educational programs, and operating systems. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school system, including academic growth of students and professional growth of employees. To utilize the adopted policies of the district and state and federal laws to oversee and administer the use of all facilities, property, and funds in the best interests of students and the school system.

II.   MINIMUM JOB REQUIREMENTS

   A.   Superintendent Certification (010) Maine Department of Education (or certifiable).

III.   REPORTS TO: School Board

IV.   SUPERVISES: Directly or indirectly, every school system employee

V.   DUTIES AND RESPONSIBILITIES

MISSION, VISION, AND CORE VALUES:

As an educational leader, develops, advocates, and enacts a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

   a)   Develops an educational mission for the schools to promote the academic success and well-being of each student.

   b)   In collaboration with members of the schools and the community and using relevant data, develops and promotes a vision for the schools on the successful learning and development of each child and on instructional and organizational practices that promote such success.

   c)   Articulates, advocates, and cultivates core values that define school culture and stresses the imperative of child-centered education; high expectations

and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d)   Strategically develops, implements, and evaluates actions to achieve the vision for the schools.

e)   Reviews the mission and vision of the schools and adjust them to changing expectations and opportunities for the schools and changing needs and situations of students.

f)   Develops shared understanding of and commitment to mission, vision, and core values within the schools and the community.

g)   Models and pursues the school unit's mission, vision, and core values in all aspects of leadership.

ETHICS AND PROFESSIONAL NORMS:

Acts ethically and according to professional norms to promote each student's academic success and well-being.

a)   Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b)   Acts according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c)   Places children at the center of education and accept responsibility for each student's academic success and well-being.

d)   Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e)   Leads with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f)   Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.

EQUITY AND CULTURAL RESPONSIVENESS:

Strives for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

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a)   Ensures that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b)   Recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.

c)   Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d)   Develops student policies and addresses student misconduct in a positive, fair, and unbiased manner.

e)   Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f)   Promotes the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g)   Acts with cultural competence and responsiveness in their interactions, decision making, and practice.

h)   Addresses matters of equity and cultural responsiveness in all aspects of leadership.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

a)   Implements coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b)   Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c)   Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d)   Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e)   Promotes the effective use of technology in the service of teaching and learning.

f)   Employs valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g)   Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

COMMUNITY OF CARE AND SUPPORT FOR STUDENTS:

Cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

a)   Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

b)   Creates and sustains a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c)   Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d)   Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e)   Cultivates and reinforces student engagement in school and positive student conduct.

f)   Infuses the school's learning environment with the cultures and languages of the school's community.

PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL:

Develops the professional capacity and practice of school personnel to promote each student's academic success and well-being.

a)   Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b)   Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develops teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF:

Fosters a professional community of teachers and other professional staff to promote each student's academic success and well-being.

a) Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

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e)   Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f)   Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g)   Provides opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h)   Encourages faculty-initiated improvement of programs and practices.

MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITIES:

Engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

a)   Is approachable, accessible, and welcoming to families and members of the community.

b)   Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.

c)   Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d)   Maintains a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the schools.

e)   Creates means for the school community to partner with families to support student learning in and out of school.

f)   Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g)   Develops and provides the schools as a resource for families and the community.

h)   Advocates for the school and district, and for the importance of education and student needs and priorities to families and the community.

a)   Advocates publicly for the needs and priorities of students, families, and the community.

j)   Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.

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OPERATIONS AND MANAGEMENT:

Manages school operations and resources to promote each student's academic success and well-being.

a)   Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the schools.

b)   Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c)   Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d)   Is a responsible, ethical, and accountable steward of the school district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.

e)   Protects teachers' and other staff members' work and learning from disruption.

f)   Employs technology to improve the quality and efficiency of operations and management.

g)   Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.

h)   Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

a)   Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j)   Develops and manages productive relationships with the central office and School Board.

k)   Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l)   Manages governance processes and internal and external politics toward achieving the mission and vision of the schools.

SCHOOL IMPROVEMENT:

Acts as an agent of continuous improvement to promote each student's academic success and well-being.

a)   Seeks to make school more effective for each student, teachers and staff, families, and the community.

b)   Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the schools.

c)   Prepares the schools and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d)   Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e)   Employs situationally appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f)   Assesses and develops the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g)   Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h)   Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.

i)   Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j)   Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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