



Superintendent As Ceo

Paul D. Houston, Doug Eadie



Superintendent As CEO:

The Superintendent as CEO John R. Hoyle, Lars G. Bjork, Virginia Collier, Thomas Glass, 2004-08-07 The first of its kind this unique text identifies the knowledge needed by current and aspiring school district CEOs to become high performers

The U.S. School Superintendent Harold L. Hodgkinson, Xenia P. Montenegro, 1999 This report focuses on school superintendents those currently in the position and those in the pipeline The report reaffirms the importance of the superintendency raises concerns about the lack of national data collection on school superintendents and concludes that Americans need more demographic information about and increased understanding of the role of the superintendent The report opens by criticizing the lack of information that has been generated on superintendents and proceeds to supply details on those who hold this position It looks at the proportion of women in the job as well as the race and the age of the job holders The report discusses how long superintendents stay in the job longer than the news media suggest and how much they earn The report explores the routes to the superintendency and looks at the pool of potential candidates for the position which includes assistant superintendents central office administrators and principals The makeup of this pool reflects promising diversity in gender and race although there is almost a total lack of Asian Americans in the pool Another feature of this pool of potential superintendents is that secondary school principals are much more likely to become superintendents than are elementary school principals Contains 16 references RJM

Building a High-Impact Board-Superintendent Partnership Doug Eadie, 2019-08-21 Building a High Impact Board Superintendent Partnership will consist of 11 brief chapters each covering a critical question that practitioners need to answer in building the board superintendent partnership

The Board-Savvy Superintendent Paul D. Houston, Doug Eadie, 2002-11-23 The Board Savvy Superintendent s hard hitting no nonsense advice on school board leadership capitalizes on Houston and Eadie s hands on experience working with hundreds of boards and superintendents over the past quarter century It is a practical survive and thrive book that will help school district leaders board members superintendents and senior administrators learn to work together successfully in leading their districts in these extraordinarily challenging times Filled with detailed thoroughly tested guidance on how to acquire the skills and knowledge that make up board savvyness it also addresses how to develop the school board s capacity to produce truly high impact governance and how to build a strong enduring productive board superintendent working partnership The authors take a fresh look at the process of governing going well beyond the old fashioned control focused policy governance approach Rather than being preoccupied with developing a static structure of policies to distinguish the board s role from the superintendent s the book describes how the board and superintendent can creatively work together in making decisions about such critical governing products as values vision mission and strategic change initiatives School district leaders will appreciate The Board Savvy Superintendent s close look at the gold standard for board involvement in school affairs leading strategic change The authors go well beyond the conventional long range planning approach of merely

projecting everything a school district is doing for some arbitrary period of 3 or 5 years which has generated tons of paper and little important change to provide the reader with detailed practical guidance on engaging school boards creatively and proactively in a much more selective vision driven process that actually results in the implementation of strategic change the Strategic Change Portfolio **District of Columbia Appropriations for 1998** United States. Congress. House. Committee on Appropriations. Subcommittee on District of Columbia Appropriations,1998 The Contemporary Superintendent Meredith Mountford, Leigh E. Wallace, 2019-06-01 What is R Evolutionary Leadership Why Does it Matter How can contemporary school district administrators specifically superintendents contend with so many difficult and almost impossible competing commitments Building on the definitions of revolution revolutionary evolution and evolutionary the notion of R Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices improving student learning outcomes engaging with the community and ensuring decision making processes that include check and balance systems that are just fair and equitable for all The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced both in their ability to enact radical change by overthrowing the status quo as well as evolutionary in their deliberate approach to viewing change as a process they can control over time These leaders were willing to confront and defy practices and policies that were counter to student well being and achievement while concurrently knowing how to reach their desired results The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice We ask that you consider this emerging concept as you explore the chapters of our book You will find the R evolutionary Leaders you meet in the chapters know how to evolve not just to stay alive but to ensure the organization school remains relevant and vital to society These leaders use their positional power social capital and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo You will also find practices that are R Evolutionary and provide ways for leaders to innovate collaborate and simply take care of themselves and those around them Our description does not seek to support or define or delineate the characteristics of a R Evolutionary Leader or how one might enact R Evolutionary Leadership but serves as a way to re think the way we view the vastly complex work of school district administrators specifically the superintendent R Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice equity and quality in PK 12 schools and further to improve educational and social outcomes for those served Leading for Learning Phillip C. Schlechty, 2011-01-11 Leading for Learning Written by acclaimed school reform advocate Phillip C Schlechty Leading for Learning offers educators the framework tools and processes they need to transform their schools from bureaucracies into dynamic learning organizations Schlechty explains how to move beyond some of the deeply ingrained and negative

conceptions of schooling that guide so much of their practice He shows educators how they can take advantage of new learning technologies by increasing their organization s capacity to support continuous innovation Clearly not for the fainthearted Schlechty s engrossing appraisal of American education calls for a bold truly fundamental transformation of how we run our public schools Some books are thought provoking this one is action provoking W JAMES POPHAM professor emeritus UCLA Dr Schlechty has once again written an insightful book that educational leaders can use as a road map in transforming our schools into learning organizations designed to serve twenty first century students DR RANDY BRIDGES superintendent Alamance Burlington School System NC Because education is ultimately a community responsibility Schlechty s proposal to shift school systems from bureaucracies to learning organizations can open doors to citizens who are frustrated by the bureaucracy in their efforts to reclaim their role in education This book is as much for them as it is for professional educators DAVID MATHEWS president Kettering Foundation Anyone in a school leadership position from the board room to the classroom should read this engaging and thought provoking book It s a must read for all immersed in or contemplating the transformation of public education CLAUDIA MANSFIELD SUTTON chief communications and marketing officer American Association of School Administrators

The Board-Savvy Superintendent Paul D. Houston, Doug Eadie, 2002-11-23 The Board Savvy Superintendent s hard hitting no nonsense advice on school board leadership capitalizes on Houston and Eadie s hands on experience working with hundreds of boards and superintendents over the past quarter century It is a practical survive and thrive book that will help school district leaders board members superintendents and senior administrators learn to work together successfully in leading their districts in these extraordinarily challenging times Filled with detailed thoroughly tested guidance on how to acquire the skills and knowledge that make up board savvyness it also addresses how to develop the school board s capacity to produce truly high impact governance and how to build a strong enduring productive board superintendent working partnership The authors take a fresh look at the process of governing going well beyond the old fashioned control focused policy governance approach Rather than being preoccupied with developing a static structure of policies to distinguish the board s role from the superintendent s the book describes how the board and superintendent can creatively work together in making decisions about such critical governing products as values vision mission and strategic change initiatives School district leaders will appreciate The Board Savvy Superintendent s close look at the gold standard for board involvement in school affairs leading strategic change The authors go well beyond the conventional long range planning approach of merely projecting everything a school district is doing for some arbitrary period of 3 or 5 years which has generated tons of paper and little important change to provide the reader with detailed practical guidance on engaging school boards creatively and proactively in a much more selective vision driven process that actually results in the implementation of strategic change the Strategic Change Portfolio Now Elected, Now What? Chuck Namit, 2017-11-01 The information in this book will provide board members with simple tools to become an effective member

of the board even in the first term Board members are introduced to Values Governance system that incorporates community process techniques curricular and instructional innovations This new model provides greater efficiency effectiveness and coherence in the governance of the board With the completion of this survival guide the new board member is ready to join the board with some skills in hand

The Relationship Between Superintendents and Their Senior Leadership Team

Peter D. Hughes, 2011 The role of a superintendent as Chief Executive Officer CEO of a school district may never have been as perilous as it is currently The diverse range of issues which challenges today's superintendent are broad deep and complex In this environment the relationship which a superintendent enjoys with his or her senior leadership team the cabinet becomes critically important Today's superintendent is expected to perform a number of roles in school districts Examples of roles are day to day administration chief financial officer instructional leader public relations manager political advocate program evaluator and others The purpose of this qualitative comparative study was to explore how the nature of the preparation training and experiences of traditional versus non traditional superintendents influences the ways in which they establish professional working relationships or effectiveness with their existing administrative cabinet It further examined the relationship between the two groups of superintendents and their leadership teams before during and up to the date of employment The inference made from this research is that leaders coming to the position with a prior business background either with business training or as former business officials with business certifications given today's world of diverse skill sets required of district leaders are no more equipped to do a better job and be successful than those superintendents from a traditional academic background This research found that it did not make a difference whether the superintendent was from a traditional background or a nontraditional background Participants were asked how a superintendent with a business background articulated academic issues whether he or she was fluent and well informed Conversely they were asked whether a superintendent with an academic background was able to speak with confidence about the business issues facing the school district The participants felt that it was most important that the superintendent regardless of her or his background do their homework be well informed be visible by visiting schools and classrooms and that they get to know their staff and faculty management by walking around The superintendents were not particularly concerned about the issue of a traditional versus a non traditional background All of these superintendents were looking for competent people whether they themselves were business people or academic people They just wanted to know that the people in the trenches with them were competent capable and willing to work with them to do whatever it takes to get the job done

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