

Book	Policy Manual
Section	1000 Administration
Title	Copy of DISTRICT ADMINISTRATOR JOB DESCRIPTION ok CP
Code	po1400.01
Status	
Adopted	December 9, 2019

1400.01 - **DISTRICT ADMINISTRATOR JOB DESCRIPTION**

POSITION TITLE: Superintendent of Schools

Qualifications: Wisconsin Certification as a District Administrator

(Required)

A minimum of five (5) years successful experience as an administrator in progressively responsible positions.

Qualifications: Doctoral degree from an accredited program

(Desired)

Reports to: Board of Education of the Wausau School District

Supervises: Assistant Superintendent of ~~Business~~ **Academics**

~~Chief Finance and Business Services Officer~~

Assistant Superintendent of Operations

~~Director of Human Resources and Employee Relations~~

~~Director of Technology and Media Services~~

~~Coordinator of Community Relations~~

~~Director of Pupil Services~~

~~Director of Special Education~~

~~Director of Secondary Education~~

~~Director of Teaching, Learning, and Leadership Integration~~

~~Coordinator of Professional Development~~

Administrative Assistant/Board Secretary/Deputy Clerk

Position Goal: Provide leadership to improve student learning by developing a collective District vision and shaping District culture; developing procedures for working with the Board of Education to define mutual expectations; articulating District purpose and priorities to the community and aligning constituencies in support of District priorities; demonstrating executive leadership by establishing operational plans and processes; overseeing the design of effective curriculum, instruction, and assessment systems; applying effective staff development, supervision, and evaluation models; and understanding and modeling appropriate value systems, ethics, and moral leadership.

Terms of 12-month position with salary and benefits as determined by the

Employment: Board of Education

Standard 1: Leadership and District Culture

The Superintendent demonstrates executive leadership in developing a collective District vision, shapes school culture and climate, uses information, frames problems, exercises leadership processes to achieve common goals, and acts ethically for educational communities.

Indicators. The Superintendent knows and is able to:

- A. Formulate a written vision statement on the future direction of the District and facilitate a collaborative process that leads to the development of District goals.
- B. Demonstrate an awareness of global issues and a reasoned understanding of major historical, philosophical, ethical, social, political, and economic influences on education in a democratic society affecting executive leadership, schools, staff, and students.
- C. Promote academic rigor in teaching and learning among staff and students to raise student performance on state assessments, and promote the demonstration of critical thinking and ethical behaviors among students.
- D. Demonstrate skills in empowering others to reach high levels of performance.
- E. Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
- F. Recognize District culture, organizational health, and respect for diversity.
- G. Use tested leadership and motivation theories and best practices to create conditions that motivate staff, students, and the community to achieve the District vision.
- H. Facilitate cooperation with other governmental bodies and various constituencies.
- I. Exhibit multicultural and ethnic understanding and a passion for equity.

Standard 2: Policy and Governance

The Superintendent will develop procedures for working with the Board of Education that define mutual expectations, working relationships, and strategies for formulating District policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; and recognize and apply standards involving civil and criminal liabilities.

Indicators. The Superintendent knows and is able to:

- A. Describe the system of public school governance in our democracy.
- B. Describe procedures for Superintendent-Board of Education interpersonal working relationships.
- C. Formulate District policy for internal and external programs.
- D. Relate local policy to state and federal regulations and requirements.
- E. Describe procedures to avoid civil and criminal liabilities.

Standard 3: Communication and Community Relations

The Superintendent will articulate District purpose and priorities to the community; request and respond to community feedback; demonstrate consensus building and conflict mediation; formulate and execute plans for internal/external communication; exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of District priorities; build coalitions to gain financial and programmatic support; formulate strategies for referenda; and relate political initiatives to the welfare of children.

Indicators. The Superintendent knows and is able to:

- A. Articulate the District's vision, mission, and priorities to the community.
- B. Demonstrate an understanding of political theory and skills needed to build community support for District priorities.
- C. Understand and be able to communicate with all cultural groups in the community.
- D. Demonstrate that good judgment and actions communicate as well as words.
- E. Develop formal and informal techniques to gain external perceptions of the District.
- F. Communicate and project an articulate position for education.
- G. Demonstrate group membership and leadership skills.
- H. Identify the political forces in a community.
- I. Identify the political context of the community environment.

- J. Formulate strategies for passing referenda.
- K. Influence the community to adopt initiatives for the welfare of students.
- L. Demonstrate conflict mediation.
- M. Demonstrate consensus building.
- N. Promote school-community relations, school-business partnerships, and related public service activities.
- O. Develop and carry out internal and external communication plans.

Standard 4: Leadership and Organizational Management

The Superintendent will demonstrate executive leadership by establishing operational plans and processes that reflect an understanding of school finance, resource allocation, and systems management so that progress can be monitored and adjusted when necessary.

Indicators. The Superintendent knows and is able to:

- A. Develop and implement operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
- B. Apply a systems perspective that recognizes schools as interactive internal systems operating within external environments.
- C. Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for attaining goals.
- D. Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.
- E. Exhibit an understanding of school finance, including budget and data management, budget creation, legal aspects of managing resources, and problem solving.

Standard 5: Curriculum Planning and Development

The Superintendent must be able to oversee the design of curriculum and the development of a strategic curriculum plan that is standards based and enhances teaching and learning in multiple contexts.

Indicators. The Superintendent knows and is able to:

- A. Develop curriculum design and delivery systems for diverse school communities.
- B. Create developmentally appropriate curriculum and instructional practices.
- C. Assess students' present and future learning needs.
- D. Create curricula based on research, recommended standards of learned societies, informed practice, and state and federal policies and mandates.
- E. Demonstrate an understanding of curricular alignment to ensure improved student performance and higher-order thinking.
- F. Evaluate and refine curricular, co-curricular, and extracurricular programs.
- G. Use technology, communications, and information systems to enrich curriculum development, delivery, and assessment.

Standard 6: Instructional Management

The Superintendent will exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes. He or she will also describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels.

Indicators. The Superintendent knows and is able to:

- A. Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
- B. Demonstrate an understanding of motivation in the instructional process.
- C. Describe classroom management theories and techniques.
- D. Demonstrate an understanding of the development of the total student, including his or her physical, social, emotional, cognitive, and linguistic needs.

- E. Formulate a plan to assess teachers and other instructional staff members.
- F. Analyze available instructional resources and assign them in the most cost-effective and equitable manner to enhance student outcomes.
- G. Describe instructional strategies that are multiculturally sensitive and learning style oriented.
- H. Describe methods for applying computer technology to instructional programs.
- I. Describe alternative methods of monitoring and evaluating student achievement based on objectives and learning outcomes.
- J. Describe how to interpret and use testing/assessment results to improve education.
- K. Demonstrate knowledge of research findings on the use of a variety of instructional strategies.
- L. Describe a student achievement monitoring and reporting system.

Standard 7: Human Resources Management

The Superintendent will demonstrate executive leadership by applying effective staff evaluation models and processes to staff performance; develop personnel recruitment, selection, development, and promotion procedures; understand legal issues related to human resources management; and implement effective evaluations and/or audits to deploy available human resources.

Indicators. The Superintendent knows and is able to:

- A. Select and apply personnel recruitment, selection, development, and promotion procedures that enable the District to fill and maintain positions with qualified and motivated personnel.
- B. Identify and apply effective staff evaluation models and processes appropriate to the performance being assessed.
- C. Identify and anticipate problems related to human resources management of both certified and non-certified staff.
- D. Interpret employment contracts and collective bargaining agreements.
- E. Implement creditable evaluations and audits regarding the effective use of available human resources.

Standard 8: Values and Ethics of Leadership

The Superintendent should understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt education programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the media; and coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.

Indicators. The Superintendent knows and is able to:

- A. Exhibit multicultural and ethnic understanding and sensitivity.
- B. Describe the role of education in a democratic society.
- C. Demonstrate ethical and personal integrity.
- D. Model accepted moral and ethical standards in all interactions.
- E. Describe a strategy to promote the establishment and practice of a set of moral and ethical values in each classroom and school.
- F. Describe how education can foster democracy and civic responsibility.
- G. Formulate a plan to coordinate social, health, and other community agencies to support each child in the District.

PHYSICAL DEMANDS

Job Title:

In a sample 8-hour work period, the number of hours normally spent doing the listed activities is as follows:

Level of Physical Demand

Occasional

Frequent

Constant

Physical Activity	1 - 2 hours 0 - 33% of time	3 - 5 hours 34 - 66% of time	6 - 8 hours 67 - 100% of time
-------------------	--------------------------------	---------------------------------	----------------------------------

- Sitting
- Standing
- Walking
- Repetitive Motion
- Lifting
- Carrying
- Pushing
- Pulling
- Twisting
- Climbing
- Reaching
- Kneeling
- Crouching/Squatting
- Crawling
- Balancing
- Data Entry
- Other

Environment: Office Environment Driving Warehouse Heights
 Confined Space

Environmental factors: Temperature Extremes External Weather Element
 Dust Other: _____

- | | | | |
|-------------------------------------|------------|----------|----------|
| Lifting, Carrying, Pushing, Pulling | Occasional | Frequent | Constant |
|-------------------------------------|------------|----------|----------|
- a. < 10 pounds
 - b. 10-20 pounds
 - c. 20-50 pounds
 - d. 50-100 pounds
 - e. >100 pounds with assistance