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SUGGESTED GUIDELINES  
FOR  
LOCAL BOARDS OF EDUCATION  
IN  
SELECTING A SUPERINTENDENT OF SCHOOLS

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State of Iowa  
DEPARTMENT OF PUBLIC INSTRUCTION  
Supervision Division  
Grimes State Office Building  
Des Moines, Iowa 50319

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SUGGESTED PROCEDURE TO BE USED  
IN SELECTING THE SUPERINTENDENT OF SCHOOLS

The following procedure will be used in selecting the superintendent for (name of school district).

- I. The board of education has established selection and screening procedures which are available, together with a copy of the board's general statement and procedures, at the various college and university placement bureaus. Application forms are also available from the board of education, (address).
- II. All administrator-preparing institutions in Iowa and surrounding states are invited to submit complete and up-to-date credentials concerning candidates who meet the criteria for selection. The candidates should be advised by the placement officer to take the following steps to further their candidacy:
  - A. Submit an application form prepared by this board together with a brief letter of application and a transcript of college work completed to the board of education, (address), and have the candidate's college credentials mailed to the board by the placement bureau.
  - B. File application not later than (date).
  - C. Candidates are requested to refrain from making contact with board members relative to their candidacy until invited by the board for interview.
- III. The board of education will evaluate all credentials and letters of application in light of the criteria established.
- IV. From four to seven candidates will be invited to (name) for extended interviews with the board of education between (dates).
- V. It is suggested that the candidate refrain from discussing a release from his/her present board concerning this position until being notified as one of the finalists. This will eliminate undue concern of boards involved of losing their chief administrator at this time. It is suggested that the candidate advise school board members whose names may appear on the application form but who have not written references for the candidate's confidential file.
- VI. Representatives of the board of education will expect to visit the candidates' home communities as part of the final screening process. Candidates will be notified before the visit.
- VII. Candidates will be notified promptly concerning the final selection. The board of education hopes that the final selections will be made approximately (date).

SUGGESTED SCHEDULE FOR  
SELECTING A SUPERINTENDENT OF SCHOOLS

The following list is intended to represent an overview of the range of questions, problems, and actions which the board of education will have to consider and plan for in the search for a new superintendent.

- \_\_\_\_\_ Develop a schedule for implementing the selection procedure.
- \_\_\_\_\_ Appoint someone to coordinate the selection procedure.
- \_\_\_\_\_ Decide who will receive applications.
- \_\_\_\_\_ Decide if persons other than the board members will participate in the selection process. If yes, how?
- \_\_\_\_\_ Analyze the goals, needs, and problems of the school system.
- \_\_\_\_\_ Establish the professional and personal qualifications desired in the new superintendent.
- \_\_\_\_\_ Establish the salary range and other contract provisions.
- \_\_\_\_\_ Announce to the community, local staff, and profession the existence of the vacancy and the selection procedures to be followed.
- \_\_\_\_\_ Prepare information describing the local school system and the community for distribution to placement agencies and candidates.
- \_\_\_\_\_ Select a screening committee.
- \_\_\_\_\_ Select the most promising candidates for more intensive consideration, including interviews.
- \_\_\_\_\_ Plan carefully for interviews.
- \_\_\_\_\_ Visit the present and past communities of one, two, or three of the most likely candidates.
- \_\_\_\_\_ Conduct follow-up interviews.
- \_\_\_\_\_ Reach a decision which the entire board will support.
- \_\_\_\_\_ Negotiate the contract.
- \_\_\_\_\_ Promptly inform candidates of their status when they are no longer under consideration.
- \_\_\_\_\_ Announce the selection of the new superintendent.
- \_\_\_\_\_ Return all confidential papers to the placement bureaus and destroy any other unneeded materials.

(SAMPLE)

REQUIREMENTS FOR  
THE SUPERINTENDENT OF SCHOOLS  
(NAME AND ADDRESS OF SCHOOL DISTRICT)

I. Personal Qualifications

- A. Good health.
- B. Active in community affairs.
- C. A competent public speaker, able to interpret the school district's programs to others, and a leader who can use diplomacy in his/her relations with others. A sense of humor.
- D. A good background in the field of budgeting school financing, purchasing, and in personnel relations.

II. Educational Qualifications

Candidate must meet requirements for the Iowa superintendent's certificate.

III. Professional Experience and Understanding

- A. A minimum of four years experience in school administration.
- B. Successful public school teaching experience.

IV. Conditions of Employment

- A. The effective date of employment will be not later than (date).
- B. The contract shall be for one year with an annual vacation.
- C. The minimum base salary for the position will be (salary) for the first year.
- D. Expenses will be allowed for attendance at professional state and national meetings, as approved by the board.

## SOME CRITERIA FOR SUPERINTENDENT APPLICANTS

### I. Education

- A. Good undergraduate training from a recognized college.
- B. Evidence of broad educational and cultural interests.
- C. Systematic graduate training in preparation for the superintendency with either the equivalent of the Certificate of Specialization in Educational Administration or a doctorate in Educational Administration.

### II. Certification

Qualification for Superintendent's Certificate in accordance with the requirements of the Iowa State Department of Public Instruction.

### III. Experience

- A. Successful classroom teaching experience.
- B. Successful administrative experience.

### IV. Leadership

- A. Ability to work as an educational leader.
- B. Skill in oral and written communications.
- C. Ability in public relations.
- D. Ability to work with diverse publics within the community.
- E. Ability to work with the staff.
- F. Ability to work with the board of education.



## SUGGESTIONS FOR INTERVIEWS

Following are some suggested questions to be used in interviewing a candidate for the superintendency. (It is well to establish rapport with the candidate. Talk about present position, training, hobbies, etc. in the preliminary informal period.)

### I. Philosophy of School Administration and Operation

- A. What do you consider to be the most important responsibilities of a superintendent?
- B. Describe what you consider to be a desirable working relationship among the board, the superintendent, and other administrative officers.
- C. How would you keep the board informed on educational issues and problems?
- D. What would be your reaction if the board opposed something you thought was educationally sound?
- E. What are the responsibilities of the superintendent and the board in the hiring of personnel?
- F. What do you understand to be your responsibility towards providing professional educational leadership?
- G. To what extent do you believe responsibilities can and should be delegated to principals? How do you expect them to account for delegated responsibility?

### II. Community Relationships

- A. What should be the role of the superintendent in developing community support for quality education, financial support in new programs for instruction?
- B. What should be the responsibility of the board in developing community support for quality education, financial support in new programs for instruction? Explain what procedures you would use to keep the community informed about the program.
- C. How involved should a superintendent become in the civic affairs of the community?

### III. Improvement of Instruction

- A. What should be the superintendent's role for instruction and evaluation of the results?
- B. What are some of the major problems which prevent improvement in quality instructional programs?
- C. How would you evaluate the instructional program?

IV. Professional Improvement

- A. What considerations about teacher and staff welfare do you believe the most important to a good school system?
- B. Would you recommend relief time for teachers and administrators to take part in professional meetings and in curriculum development projects?
- C. What is the role of the superintendent in stimulating the faculty toward professional growth and self-improvement?

V. Relationships with Teachers, Youth, and Minority Groups

How would you propose to meet the present-day concerns of teachers, youth, and minority groups?

VI. Professional Contributions

- A. What would you consider to be your most outstanding accomplishments as an administrator?
- B. How did you go about improving the educational program in a previous position? How well developed were the board policies in the schools in which you have worked?

VII. Miscellaneous

- A. How do you plan to improve your own competence in the future?
- B. What do you believe are some of the major trends in education today?
- C. When will you be able to begin if elected to this position?
- D. Suggest people who should be contacted when this board visits the community where you are now employed: board members, doctor, attorney, businessman, teacher, banker, minister.
- E. Why are you interested in this position?

CREDENTIAL ASSESSMENT  
(A Sample Form for Screening Candidates)

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: The qualities and qualifications listed below have been agreed upon by the board of education as desirable in the superintendent to be selected. Rate the candidate on each item below by circling the appropriate number in the scale; then mark the "OVERALL ASSESSMENT." Complete the form individually and anonymously without conferring with other members of the screening committee. Give the form to the person designated to receive it.

ASSESSMENT SCALE: 1 - Very Poor; 2 - Poor; 3 - Average; 4 - Good; 5 - Very Good. Leave unrated those items for which you feel there is insufficient information.

	<u>Scale</u>				
<u>1. Personal Qualities</u>					
Personal characteristics	1	2	3	4	5
Leadership potential	1	2	3	4	5
Strength of references	1	2	3	4	5
<u>2. Professional Qualification</u>					
Level of training	1	2	3	4	5
Eligible for appropriate certificate	1	2	3	4	5
Particular administrative strengths sought	1	2	3	4	5
<u>3. Experience</u>					
As a teacher	1	2	3	4	5
As an administrator	1	2	3	4	5
Quality of experience	1	2	3	4	5
Professional recognition	1	2	3	4	5
Experience in working with diverse groups	1	2	3	4	5
A record of leadership accomplishment	1	2	3	4	5
<hr/>					
OVERALL ASSESSMENT	1	2	3	4	5

INTERVIEW ASSESSMENT  
(A Sample for Interviewing Candidates)

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Rate the candidate on each item below by circling the appropriate number in the scale; then mark the "OVERALL ASSESSMENT." Complete the form individually and anonymously without conferring with other members of the interview group. Give the completed form to the person designated to receive it.

ASSESSMENT SCALE: 1- Very Poor; 2 - Poor; 3 - Average; 4 - Good; 5 - Very Good.

<u>Same Items</u>	<u>Scale</u>				
1. Personal Maturity	1	2	3	4	5
2. Leadership Potential	1	2	3	4	5
3. Commitment to Education	1	2	3	4	5
4. Appropriateness and Quality of Experience	1	2	3	4	5
5. Understanding of School Organization	1	2	3	4	5
6. Approaches to Decision Making	1	2	3	4	5
7. Knowledge of Professional Education	1	2	3	4	5
8. Emotional Stability	1	2	3	4	5
9. Ability to Deal Effectively with Conflict	1	2	3	4	5
10. Effectiveness in Communication	1	2	3	4	5
11. Ability to Inspire Trust and Credibility	1	2	3	4	5
12. Attitude Toward Innovation	1	2	3	4	5
13. Sensitivity to Broad Social Issues	1	2	3	4	5
OVERALL ASSESSMENT	1	2	3	4	5

COMMUNITY VISITATION ASSESSMENT  
(A Sample Form)

District Visited \_\_\_\_\_ Candidate \_\_\_\_\_ Date \_\_\_\_\_

INSTRUCTIONS: Rate the candidate on each item below by circling the appropriate number in the scale; then mark the "OVERALL ASSESSMENT." Complete the form individually and anonymously without conferring with other members of the visitation group. Give the completed form to the person designated to receive it.

ASSESSMENT SCALE: 1 - Very Poor; 2 - Poor; 3 - Average; 4 - Good; 5 - Very Good.

<u>Sample Items</u>	<u>Scale</u>				
1. Leadership with the Board	1	2	3	4	5
2. Leadership with the Faculty	1	2	3	4	5
3. Civic Participation	1	2	3	4	5
4. Civic Leadership	1	2	3	4	5
5. School-Community Relations	1	2	3	4	5
6. General Reputation	1	2	3	4	5
7. Teachers' Opinion of Candidate	1	2	3	4	5
8. Pupils' Opinion of Candidate	1	2	3	4	5
9. Parents' Opinion of Candidate	1	2	3	4	5
10. Ability to Handle Difficult Problems	1	2	3	4	5
OVERALL ASSESSMENT	1	2	3	4	5

(NAME OF SCHOOL DISTRICT)  
(ADDRESS)

APPLICATION FOR SUPERINTENDENT

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_







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