JOB POSTING

TITLE: Area Superintendent
JOB STATUS: Administrator, FLSA Exempt
REPORTS TO: Chief of Transformation and Leadership
DEPARTMENT/Office: Transformation and Leadership
MINIMUM SALARY: $137,108

POSITION SUMMARY:
The Area Superintendent is responsible for the management, direction, supervision and evaluation of schools within an assigned area of the school district. Responsibilities include, but are not limited to, supervision and evaluation of the area principals, and their adherence to instructional standards, curriculum assessments, and accountability measures; monitoring of appropriate school and classroom learning environments; and selection, development and evaluation of school based leaders. The Area Superintendent provides direct supervision and support to principals for the purpose of ensuring the achievement and maintenance of premier educational programs and services in all local schools.

ESSENTIAL DUTIES:
The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. The Area Superintendent is expected to perform any other tasks, duties, and responsibilities assigned to support the educational goals and objectives in concurrence with implementing the Columbus City Schools District Strategic Plan.

- The Area Superintendent supports and supervises the establishment and sustainability of high performing instructional programs that ensure learning for all by emphasizing, monitoring, and supporting:
  - collaborative processes for developing, implementing, and promoting a shared vision, mission, and instructional program focused on quality teaching and learning for all;
  - systematic practices for ensuring implementation of explicit and rigorous curriculum standards in all aspects of the instructional program; and
  - collaborative processes for engaging instructional staff in implementation of evidence-based, innovative practices that support effective teaching, learning, and assessment for all

- The Area Superintendent determines the types of interaction that provide the most appropriate support for principals in the context of specific situations while effectively implementing a well-developed evaluation system that emphasizes instructional leadership by:
  - discerning the appropriate mode of support to develop the capacity of principals while addressing specific needs;
  - providing effective and appropriate feedback to support continued development of the principal as an instructional leader; and
  - using multiple forms of data to identify priorities for effective evaluation of principals

- The Area Superintendent supports and supervises the development and implementation of inclusive partnerships characterized by productive relationships and mutual accountability to support learning for all by:
  - establishing and maintaining learning-centered partnerships that provide a basis of support and mutual accountability for student learning;
  - emphasizing, monitoring, and supporting collaborative processes for establishing effective communities of practice that support collegial learning among school leaders;
  - establishing and maintaining collaborative processes for brokering resources to ensure that timely and appropriate support from all central office divisions is available for each school; and
  - emphasizing, monitoring, and supporting collaborative processes for establishing effective partnerships with family and community stakeholders that fully engage diverse groups in meaningful collaboration to support learning and achievement
• The Area Superintendent supports and supervises the effective use of data for continuous improvement and decision making by emphasizing, monitoring, and supporting collaborative processes for engaging instructional staff and stakeholders in:
  o effective analysis and use of data for continuous school improvement aligned to the District’s Strategic Plan; and
  o data-driven decision-making processes that ensure learning for all
• The Area Superintendent supports and supervises the establishment of local school governance structures and management processes for allocating resources in support of learning, equity and safety for all by emphasizing, monitoring, and supporting:
  o effective, legal, and ethical processes for implementation of building level budgets that align with instructional needs by allocating resources in a manner that best supports learning;
  o creating and maintaining an equitable learning environment that provides access to quality learning for all;
  o ensuring a safe and welcoming learning environment in all schools; and
  o ensuring legal, ethical, and effective school governance functions are practiced in all decision-making processes

**JOB QUALIFICATIONS:**
• Master’s Degree in Education, Education Administration or closely related area is required
• Valid Ohio Department of Education Superintendent’s License
• Ten (10) years of experience in education that includes classroom teaching, school leadership, and other closely related experience is required
• A minimum of three (3) years successful service as a principal is preferred

**PREFERRED KNOWLEDGE, SKILLS & ABILITIES:**
• Knowledge of curriculum guidelines for the state and school system requirements; evidence-based instructional practices; formative assessment practices; instructional resources available from area office staff and state agencies; state and local policies related to standardized testing; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment; organizational and department planning and operational procedures; the organization of specific assigned areas; budgeting and spending, labor issues and efficient operational practices; transportation policies and procedures; CCS policies and procedures; forecasting for personnel and facilities resources; availability of technology resources; and all relevant available public and private resources and services
• Skill in effective oral, written and interpersonal communication with multiple and diverse individuals; coordinating and collaborating with departments to establish and execute responsibilities; data analysis and use of data in decisions; establishing and maintaining productive relationships with internal and external partners; general administration and management skills gained through increasingly responsible management positions; creating a caring and positive environment; fair and equitable administration of the school system’s discipline policies; conflict resolution; mediation and collaboration; planning; and public relations
• Ability to establish and maintain communities of practice that promote high levels of learning for principals and other leaders; utilize multiple sources of data and tools for performance management and evaluation of staff; develop and understand financial and/or operating reports; use relevant computer applications; prioritize assignments; administer the programs and services of a non-profit educational and/or service organization; and manage multiple tasks simultaneously

**PERFORMANCE FACTORS:**
• Prioritizes and preserves time to engage in teaching practices with individual leaders and the leaders’ learning community through well-defined structures;
• Develops the capacity of leaders to facilitate the planning and implementation of evidence-based teaching, learning, and assessment practices that support diverse learners through culturally competent instruction;
• Provides or finds resources to support the principal’s growth as an instructional leader while demonstrating knowledge of adult learning theory in the utilization of effective communication strategies for each individual leader;
• Sustains a productive partnership with each assigned principal to ensure differentiated support for their growth as instructional leaders;
• Involves principals and other leaders in establishing communities of practice that provide regular opportunities for new learning, inquiry related to problems of practice, and reflective dialogue;
• Models facilitation skills that evidence a clear, consistent focus on learning while attending to the principles of adult learning;
• Engages in selective and strategic collaboration with district leaders from all divisions through well-defined structures and processes for communication and collaboration;
• Engages in collaborative work with principals and other leaders to establish working relationships with parent, business/industry, and community members;
• Provides descriptive, constructive, and reflective feedback that is appropriate for specific situations while engaging leaders in reflective analysis of their own practices;
• Models the effective use of instructive and directive assistance in interactions designed to support principals' growth as instructional leaders;
• Provides descriptive, constructive, and reflective feedback that is appropriate for specific situations while engaging leaders in reflective analysis of their own practices;
• Involves principals in reflective reviews of multiple forms of data as part of developing a performance plan that targets personal and professional growth as an instructional leader;
• Engages in collaborative work with principals to develop procedures that ensure the equitable and adequate distribution of all available resources that promote the success of all students and staff;
• Develops and monitors the capacity of leaders to ensure that all instructional, extracurricular, and operational systems are implemented in support of equity;
• Models protocols for engaging the cooperation of all stakeholders, especially staff, students, and families in maintaining a safe, culturally responsive, and welcoming school;
• Models and advises principals and other leaders in complying with all standards of the Ohio Code of Ethics for Educators; and
• Engages in collaborative work with principals and other leaders to ensure the values of democracy, equity, fairness, community, and diversity are safeguarded through effective and inclusive governance practices

The qualifications listed above are intended to represent the education, experience, skill and ability levels typically needed to successfully perform the essential duties contained in this job description. The qualifications should not be viewed as individual absolute standards, but considered holistically with other position-related criteria.

TIMELINE:
To ensure consideration for first review of resumes, please submit all requested information by May 31, 2019. Position will remain posted until filled.

Apply at: https://www.governmentjobs.com/careers/ccsoh?keywords=supervisor%252C%2520administrator%252C%2520manager%252C%2520professional

DIRECTIONS FOR APPLYING:
Applicants should complete an electronic application and upload the following: (1) Cover letter (2) Resume (3) Three professional reference letters (4) Credentials

Columbus City Schools is committed to building a culturally diverse workforce. Minority candidates are strongly encouraged to apply.

Columbus City Schools is an Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or gender identity, national origin, disability status, or protected veteran status.