

Preface

The focus of *Superintendent Leadership: Applying the Educational Leadership Constituent Council Standards for Improved District Performance* is the critical importance of the superintendent in creating, nurturing, and sustaining a climate that values the soul of the school district within its political, social, economic, legal, and cultural context. Although a myriad of books exists on school leadership, climate, and change, none addresses the issues from the standpoint of the superintendent as steward of the school's vision. *Superintendent Leadership* deals with these issues from the perspective of the school district as central to the essence of a learning community.

Superintendent Leadership is both unique in format and timely. The separate administrative standards of the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC) have merged into one set of agreed-upon standards for the development of future superintendents and the professional development of existing ones. These are called the Educational Leadership Constituent Council (ELCC) standards and are the basis upon which this book is written. This consequently makes *Superintendent Leadership: Applying the Educational Leadership Constituent Council Standards for Improved District Performance* both distinctive and opportune in its approach of tying the new standards to practical yet research-based application for superintendents and others interested in school leadership within the learning community. Although based upon eminent leadership and management theory and research, the book is written in an informative yet practical, readable, interesting, insightful, and inspiring manner. Future administrators may use it as a text in university coursework in school leadership. Current administrators may use it for individual or group reflective professional development.

Superintendent Leadership is written in accordance with the established validated research base established by the National Council for the Accreditation of Teacher Education, the Interstate School Leaders

Licensure Consortium, the National Policy Board for Educational Administration, the American Association of School Administrators, the National Association of Secondary School Superintendents, and the National Association for Elementary School Superintendents. For years, each group has had its own set of standards for the superintendent. Only now have they agreed upon the common set of ELCC standards that are addressed here.

Superintendent Leadership provides both a global philosophy of school leadership as provided in the ELCC standards as well as targeted, specific treatment of the components within each standard. This is done through discussion, examples, problem-based learning, an assessment model, and reflective questions and activities for individuals or groups engaged in professional development opportunities. Case studies based on the experiences of the author and others are included for each standard. The scenarios are designed to help the reader take the theory of the standards and apply it in practical reality. However, all names, schools, and districts have been changed. The book is equally appropriate for preservice superintendents as well as current superintendents, assistant superintendents, deans of instruction, instructional supervisors, and others interested in the development and nurturance of the learning community.