



## 2016-2017 DAILY TIPS FOR SUPERINTENDENTS

### *September*

	9/1	Section 125 changes due
	9/1	Approve in-service application
	9/1	6th day enrollment-due date
	9/1	Mentors for new teachers
	9/1	Review PGPs and SIPS with building administrators, directors
	9/1	Prepare for compliance visit
	9/1	Prepare application for renewal of waivers (if submitted in October)
	9/1	Schedule finance committee meeting to review proposed final budget
	9/1	Publish notice of budget on display
	9/7	Check final GSA
	9/7	Letters to elected officials, unions about renewal of waivers
	9/7	Check NCLB allocations
	9/7	Schedule first Curriculum Council meeting
	9/15	Check funding for children requiring Special Ed. Services
	9/15	Approval of Board minutes
	9/15	Financial report
	9/15	Audited financial report
	9/15	Approval of bills
	9/15	Approval of resource equalizer funds
	9/15	Approval of budget for FY2017
	9/15	Investment report
	9/15	Approval of health/life safety amendment
	9/15	Approval of application for accreditation
	9/15	Hazardous route approval
	9/15	Approve tuition students
	9/15	Approval of risk management plan
	9/15	Approve SIPS
	9/15	Update on vacancies for extra-curriculum sponsors, coaches
	9/15	Schedule training for IIRC (if needed)
	9/15	Fill Curriculum Council vacancies
	9/30	Send out "curriculum change" forms
	9/30	Last day to file liquidation reports for state & federal grants
	9/30	Last day to adopt annual budget
	Sept. 28-30	IASA Annual Conference
Thursday	9/1	A very simple message to live by: "Never say it is not my job. Never say I wish I had. True servants are always humble." Dr. Dale Henry, Motivational Speaker
Friday	9/2	Do some social mapping of your school district. My advice would be to find the 10 or 15 people who have been identified as community leaders. These people need to know who you are and what your leadership style will be. Meet with each of these people for about an hour at their place. Dr. Robert Nielsen, Ret. Supt.

Sat/Sun	9/3-9/4	IASA has a virtual Professional Learning Community. The IASA Superintendent's Corner is an opportunity for all superintendents to share information about a variety of topics.
Monday	9/5	The best mind-altering drug is the truth. Lily Tomlin
Tuesday	9/6	When evaluating certified staff, one should ensure feedback is based on evidence. Evidence includes: 1) factual reporting of events; and 2) artifacts prepared by the teacher, students and others that provide an illustration of performance. Evidence does NOT include personal opinion or biases.
Wednesday	9/7	As school starts, it is important to get to know the teachers, get into the buildings, get the meets and greets together where you can have opportunities to meet teachers on a one-to-one or small group basis. Dr. Gary Niehaus, Superintendent, McLean County Unit District #5
Thursday	9/8	You may think it is too early to consider canceling school due to bad weather, but talk to your support and administrative staff about how this has been handled in the past.
Friday	9/9	Look at current board goals and action plans that might be in place and schedule time to meet with each board member individually to try to gain a feel for their interpretation of each of those goal statements. Scott Kuffel, Superintendent, Geneseo CU #228
Sat/Sun	9/10-9/11	In preparation for attendance at the Triple I Conference, please check with either the former superintendent, your secretary or administrative assistant, or one of your board members about the "norms" your board expects at the conference. Some school boards will want the superintendent to hang out with the school board for the entire conference by attending meetings together, walking through the exhibits together, and eating all of their meals together. Other boards will want to be left alone to do their own thing.
Monday	9/12	If your board does not currently have goals or they have not been updated in recent years, you should consider conducting a Board Self-Evaluation and/or a Board Goal Setting Session. The Illinois Association of School Boards can assist you with this process.
Tuesday	9/13	It's important to note that most students have been trained to view both a teacher's asking for elaboration and a teacher's challenge to their ideas as sure signs that their responses are incorrect. Generally speaking, a teacher asks a second question of a student only when she considers the first response incorrect. Because of this, both the challenging of ideas and the seeking of elaboration automatically threaten students. However, when these two practices become a regular classroom custom, students overcome their ingrained aversion to the dreaded second question, and come to understand that the teacher is genuinely interested in knowing more about what they think and why. The Case for Constructivist Learning
Wednesday	9/14	It is never too early to start thinking about your superintendent evaluation. Some of you were employed on a multi-year contract that requires performance-related goals. Hopefully, these goals have been spelled out in your contract. You should think about how you will accumulate data to present to the school board about meeting those goals.
Thursday	9/15	IASA prepares a School Year Calendar to serve as a reminder of holidays, due dates and other educational events that are symbolic to Illinois public schools. Print a copy of the calendar from the IASA website to keep on your desk.

Friday	9/16	The Illinois Association of School Administrators (IASA) is the premier advocacy organization for school administrators in the state. IASA's mission is to support school leaders in the pursuit of educational excellence through continued school improvement. Since 1946, the IASA has offered Illinois school administrators the opportunity to join with colleagues throughout the state to improve the quality of public education in Illinois and to maintain the high standards of their profession.
Sat/Sun	9/17-9/18	Strong leadership requires not only a substantial ego and rock-solid self-confidence, but also a well-contained ego and deep humility. White, J. (2007). The Nature of Leadership: Reptiles, Mammals, and the Challenge of Becoming a Great Leader. New York, NY: AMACOM
Monday	9/19	Visit your buildings on a regular basis. Stop in classrooms and observe instruction, talk to teachers and principals, stop by the cafeteria and greet the cooks, tell the custodian how well the building looks and just be visible. Of course, information is important but where the rubber meets the road is in the classrooms. Find out what is going on and support the teaching and learning that is going on in your schools.
Tuesday	9/20	In your role as a new superintendent, use the talents of your school board members to maximize the educational opportunities you can give to your students. The relationship between the board and the superintendent is not distinct. The relationship is constantly changing and superintendents need to adapt to the needs of the board and the community. Involve your board and your community in determining the mission, vision and goals of their schools.
Wednesday	9/21	When something is rewarding, it gets done even when no one is looking; it gets done even when extrinsic rewards and incentives are scarce or nonexistent; it gets done not because somebody is going to get something in return for it, but because it's important. The power of intrinsic motivation is well-documented in both research and practice. Sergiovanni, T. (2005). Strengthening the Heartbeat: Leading and Learning Together in Schools. San Francisco, CA: Jossey-Bass
Thursday	9/22	After his stunning victory in Italy, Napoleon was asked how he made his army cross the Alps. He replied, "One does not make a French army cross the Alps. One leads the army across."
Friday	9/23	You can make a difference. Contact your senator and representative. I can tell you from personal experience that calling and talking to your representatives does make a difference. Remember to thank them for what they do for public education and also remember to contact them in the future to just talk about happenings in your district. Dr. Richard Voltz, IASA Associate Director
Sat/Sun	9/24-9/25	We cannot do it alone. The essential challenge of the leader is not attaining perfection but acknowledging imperfection and obtaining complementaries. Rather than developing what they lack, great leaders will magnify their own strengths and simultaneously create teams that do not mimic the leader but provide different and equally important strengths for the organization. Douglas Reeves, Founder of the Leadership and Learning Center

Monday	9/26	Professional learning communities shift their primary purpose, their reason for being, from a focus on teaching to a focus on learning. This shift is seismic - such a change represents more than mere semantics. When schools passionately and sincerely adopt the mission of ensuring high levels of learning for all students, they are driven to pursue fundamentally different questions and work in significantly different ways. Eaker, R., & Keating, J. (2008). A Shift in School Culture. Journal of Staff Development 29 (3), 14-17
Tuesday	9/27	Successful schools know how to make their visions useful. They do this by turning visions into action statements. These action statements provide pathways for what needs to be done and become standards for evaluating effectiveness. As a result, schools transform from ordinary organizations to communities of responsibility. Sergiovanni, T. (2005). Strengthening the Heartbeat: Leading and Learning Together in Schools. San Francisco, CA: Jossey-Bass
Wednesday	9/28	Districts that treat leaders as interchangeable are likely to pay a price in ineffective schooling. Instead, districts need to assign principals to schools that can make best use of their particular leadership skills and styles. Center on Reinventing Public Education, "A Practical Look at School Leadership." Policy Brief, September 10, 2003
Thursday	9/29	What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others. Pericles
Friday	9/30	If this is your first central office position, the first 90 days can be a major adjustment. One idea that may help with the transition is to visit your favorite grade level or content area and engage with the students for ten to fifteen minutes.