2026 CABE/CAPSS Convention



Superintendents and Boards Working Toward Shared Governance

UCONN | NEAG SCHOOL OF EDUCATION

Presenters:

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Please ask questions at anytime during the presentation

Introductions

- Name
- District
- Position
- Years served
- Why did you choose this session?



ELP Core Competencies

Leaders…

- Actualize Vision
- Develop Systems
- Recognize Context
- Influence Culture
- Navigate Politics
- Cultivate Board Relationship
- Champion Equity

…so that all students learn, achieve, and succeed.

Actualize Vision

Leaders…

communicate a personal vision while cultivating a shared vision for schooling, governance, and community collaboration. They realize the vision by aligning the organization around it and activating strategy to achieve it.

Develop Systems

Leaders…

recognize that organizations are comprised of multiple systems that must work together to achieve vision, goals, and aspirations. They attend to individual systems while developing coherence across multiple systems.

Recognize Context

Leaders…

develop understanding of the history, traditions, current conditions, and aspirations of both the school and wider community. They honor and respect the past and align their actions to this understanding to ensure maximum success.

Influence Culture

Leaders…

continually work to develop the climate, conditions, and practices necessary to create environments were belonging and success are realized by all. They embrace diversity, create engagement, and build a culture of understanding to achieve the organization’s aspirations.

Navigate Politics

Leaders…

listen, build relationships, mobilize others, and communicate often to successfully navigate political arenas. They examine their own perspectives and build understanding of local and national political landscapes to facilitate positive outcomes.

Cultivate Board Relationships

Leaders…

collaborate with elected and appointed officials to establish direction, enact policy, and monitor achievement while building understanding of each other and the community. They develop a mutually supportive environment focused on the goals of the system.

Champion Equity

Leaders…

work tirelessly to ensure every member of the school community achieves success, by creating understanding, providing support, and removing barriers to achievement. They create policies and practices that ensure equitable access, experiences, and outcomes for all.

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…so that all students learn, achieve, and succeed.

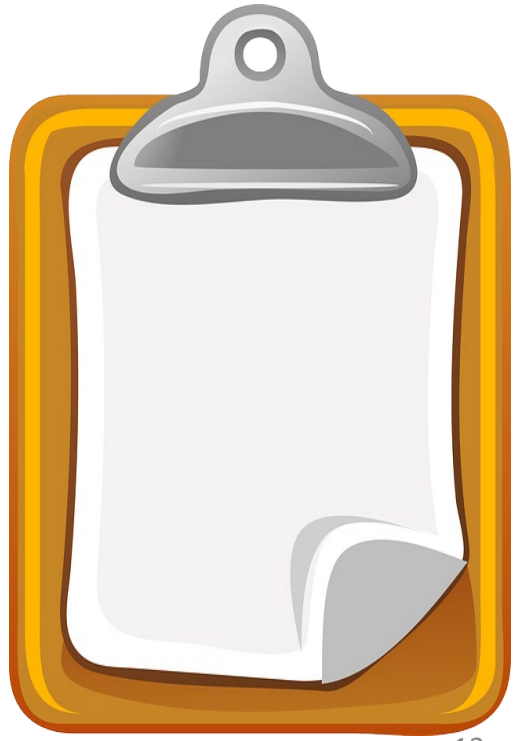
Session Activity:

Choose one of these two competencies:

- Recognize Context
- Cultivate Board Relationship

Describe a challenge faced by you or your board that required actions reflective of the competency….

Share your story in your small group.



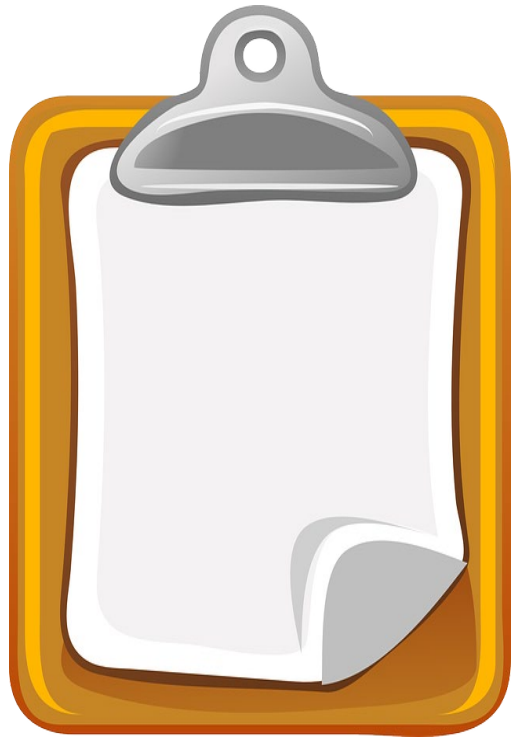
Session Activity:

Reflection

- What were the strategies used to address the challenge faced?
- How was skill in the competency reflected in the actions taken?

Be prepared to share your reflections…

Share what you noticed about how the competency supported the work.



CABE-CAPSS Governance Document

This Governance Statement is designed to help Boards of Education and Superintendents build strong, collaborative working relationships by clarifying their respective roles and responsibilities. Developed from the collective experience of board members, superintendents, and school governance leaders, it reflects best practices while recognizing that every Connecticut school district has unique needs and priorities.

CABE-CAPSS Governance Document

The document serves as a practical resource for both new and experienced leadership teams, particularly during transitions such as board elections or the appointment of a new superintendent. Regular review and discussion of these shared governance principles can help establish clear expectations, strengthen communication, and support effective decision-making, all with the shared goal of advancing student success and well-being.

CABE-CAPSS Governance Document

Collaborative BOE & Superintendent Responsibilities

- Community Support
- Student Success
- Professional Learning & Teamwork
- Advocacy
- Legal Adherence



Superintendent Competencies and Collaborative Governance

Where are the competencies of ‘Recognizing Context’ and ‘Cultivating Board Relationships’ present in the CABE/CAPSS Governance Model?



Board-Superintendent Relations

Use the CABE-CAPSS Governance Document *Leading Together: The Responsibilities of Boards and Superintendents* for Superintendent-Board Relations?

Build on the Governance Model by:

- ✓ Engaging in Strategic Leadership
- ✓ Conducting Superintendent Evaluation
- ✓ Completing Board Self-Evaluation

CABE-CAPSS Governance Document

BOE & Superintendent Responsibilities

- Hiring
- District Vision/Goals
- Decision Making
- Communications/Advocacy
- Evaluation
- Policy
- Budget
- Professional Learning

Discussion

Which of these responsibilities resonated with you? Which do you see as a focus area in your leadership work moving forward in your district?



Building Competencies through Superintendent Preparation

Program Courses

- School District Leadership
- School District Policy, Politics, and Governance
- Data-Driven Decision Making for School District Improvement and Policy Development
- Financial and Human Resource Management in Education
- Internship

University of Connecticut
Neag School of Education

Superintendent Preparation

Internship in the Superintendency in partnership with CAPSS – Full Year

Pedagogy: Case studies, applied learning through the internship, best practices, research-based, aligned to national and state leadership standards.

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Presentation Take-aways:

- Recognizing Context and Cultivating Board Relationships are critical to Superintendent Success
- Use the CABE/CAPSS Governance Model to Lead Together
- Boards of Education and Superintendents establish clearly defined roles and responsibilities for the school district





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