

# Fayette County Public Schools Superintendent Search

## Overview of Input Session Feedback

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## CONTENTS

Background, Objectives & Methodology Overview

Slide #3

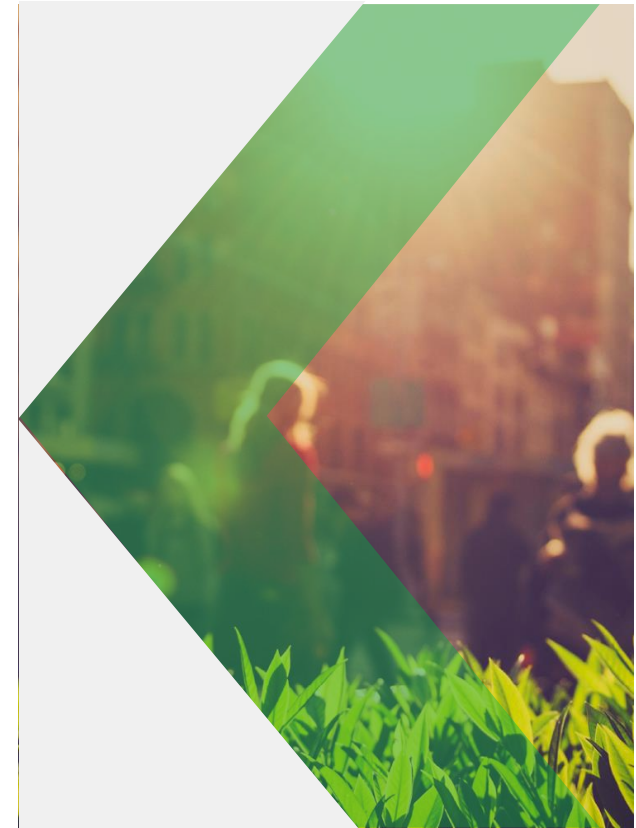
Executive Summary

Slide #6

Detailed Findings

Slide #12

# Background, Objectives and Methodology Overview



## Background

### Purpose + Methodology

Input sessions were facilitated with valued internal and external stakeholders from the Fayette County Public Schools to gather critical information to inform the development of a leadership profile as well as provide insights to assist with recruitment efforts. In addition, the information from the input sessions will be used by the Screening Committee and the Board at other stages of the search to support the selection process (e.g., inform the application screening process, support development of interview and referencing questions, provide insights to the new superintendent, inform strategic planning processes, etc.).

The following topics were addressed during input sessions:

- Professional and interpersonal competencies
- Desired background and experience
- Main challenges and opportunities
- Points of pride in FCPS and Lexington/Fayette County community

### Outcome

Develop a better understanding of the characteristics valued by internal and external stakeholders, leading to a more informed selection of FCPS' next superintendent.

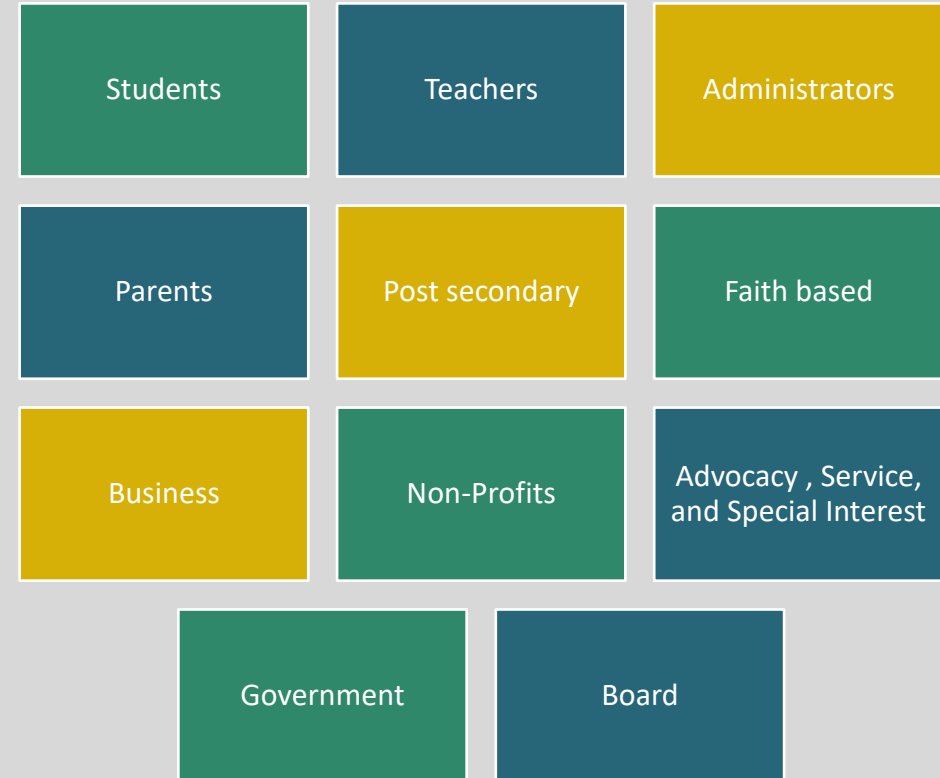
Further define the qualities and characteristics critical for the next superintendent to have to best serve the interests of the Fayette County Public Schools' internal and external communities.

NOTE: This report summarizes input session feedback and, where relevant, highlights consistencies with district superintendent survey feedback.

## Efforts Made to Support Gathering Input

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- Individual and small group input sessions (facilitated by G/A&A by video or phone)
  - Initial list provided by Board and district leadership
  - Forty-four (44) scheduled and 42 were attended
- General/open input sessions (facilitated by G/A&A by video)
  - Scheduled during the day, evening, and on the weekend
  - Four (4) scheduled
- DIY input sessions (facilitated by community members)
  - Two (2) facilitator training sessions provided (facilitated by G/A&A)
  - Facilitator guide provided
  - Google sheet recording form provided
  - Data received from 28 DIY input sessions



# Executive Summary



## Executive Summary: Top Professional Competencies

### **Visionary Leadership**

Leading and motivating leaders, teachers, staff, students, parents and community for improved student performance

### **Instructional Leadership and Strategic Planning\***

Being a proactive, committed, and engaged leader in improving district instruction and developing and setting educational goals that lead to high student achievement

### **Resource Management**

Managing financial, facility, and human resources and regulations

### **Value Creation Through Community Relations\***

Developing and working with school community members

### **District Governance and Leadership**

Collaborating and working with district school board members

### **School Data Management**

Interpreting and using district and school data effectively

### **Change Leadership**

Leading and managing district and school level change and improvements

Creates and communicates a compelling vision, reinforced by a “roll the sleeves up” mentality to drive successful education outcomes

Builds a strong bench of talent to meet the needs of both internal and external stakeholders

Is student-centered

Recognizes and understands how a school system fits within the community and is adept at building productive partnerships with community organizations

Acts on the driving principle that family and community engagement is a key piece of success; Actively seeks the perspectives and engagement of diverse communities\*

Cultivates trust and effective governance with and among Board members ensuring a holistic “learning journey” where all flourish— the leadership team, district, community, parents, staff, students, and the Board

Is data-driven and results-oriented

Gathers input from critical stakeholders, quickly “connect the dots,” determines the appropriate paths forward, and makes and supports difficult decisions and/or changes in the face of competing demands/priorities

\* Signifies alignment with survey feedback

## Executive Summary: Top Interpersonal Competencies

### Commitment to Diversity, Equity, and Inclusion\*

Taking meaningful actions that lead to measurable results\*

NOTE: This is a dominant theme across input sessions.

Has a demonstrated commitment--backed by action and a track record—of taking meaningful action related to **diversity, equity, and inclusion** (e.g., addressing learning gaps, diversifying staff, addressing disparities in discipline, allocating resources equitably, etc.)

Has knowledge of and success implementing **effective, evidence-based learning strategies for diverse learners**

### Emotional Intelligence\*

#### Personal Attributes/Strengths\*

Exhibiting integrity, trustworthiness, resourcefulness, humility, approachability, and empathy

Has a high level of **emotional intelligence** and is able to build trust, overcome challenges, defuse conflicts, empathize with stakeholders, and build stronger relationships

Has demonstrated a commitment to regularly engaging in two-way communication with internal and external stakeholders, seeking varied perspectives and ongoing engagement

#### Exceptional Communication Skills\*

#### Collaboration: Building Collaboration, Trust, and Teamwork\*

Has demonstrated exceptional listening skills and the ability to synthesize varied perspectives and priorities into a unifying and compelling “call to action”

#### Conflict Resolution

Able to make difficult decisions in the midst of strong advocacy reflecting conflicting perspectives and differing opinions

Able to support and effectively communicate rationale for decisions

Has skill and experience building positive and highly productive relationships with all stakeholders, including the Board

\* Signifies alignment with survey feedback



## Executive Summary: Background and Experience Factors that Underpin Effectiveness

- Has a depth of experience in a district of similar size, scope, and demographics\*
- Has experience as a teacher and building leader
- Is an instructional leader and a strong manager
- Has demonstrated experience and measurable accomplishments that ensure high levels of learning for all students

- Has experience with urban leadership; worked in a district that is similarly complex and similar in size\*
- Has worked in an urban setting
- Experience as a superintendent
- Has strong “academic chops”
- Experience as an educator\*
- Has worked with diverse communities and has served students successfully from a wide variety of racial, ethnic, cultural, ability, and linguistic backgrounds, including at-risk and underserved populations (e.g., students experiencing economic insecurity, students with special needs, students learning English as a second language, etc.)\*
- Has strong management skills; will be CEO of the second largest employer in the region

\* Signifies alignment with survey feedback

# Executive Summary: Challenges and Opportunities

*The stakeholder interviews for the FCPS superintendent search identified a host of challenges and opportunities for the incoming superintendent and his/her team focused on diversity, equity, and inclusion; technology; community/district culture; post-COVID response; the Board/superintendent relations; strategic/district management; and, most all, the challenges concerning student learning.*

## Student Needs



The incoming superintendent will need to:

- Address the emotional and mental health needs of students in a COVID/Post-COVID environment.
- Build trust in the community to address the needs of students “in the gap.”
- Address challenges of remote learning (i.e., technology barriers, language barriers, emotional/mental fatigue, etc.).
- Address the needs of students who are experiencing homelessness.
- Increase students’ access to bilingual staff.
- Address overcrowding.
- Better support and retain students who are experiencing high rates of suspension and/or are in trouble with the law.
- Address inequities in instructional effectiveness and learning outcomes

## Community/District Culture



- The Board, the superintendent, and district administrators need to rebuild trust with the community.
- There is an expectation that the new superintendent:
  - Be visible in the community.
  - Listen.
  - Communicate, communicate, communicate...openly and honestly engage in TWO-WAY communication, on a regular basis, using a variety of channels with internal and external stakeholders.
  - Understand the uniqueness of the local community
  - Participate in the community in more than just an educational capacity
  - Engage with community stakeholders and leaders on an ongoing basis
  - Build intentional and strong relationships with students, parents, teachers, and law enforcement.
  - Overall heighten the low morale of parents, teachers, and students.

## Technology



- The district should provide equitable access to technology and instruction to develop digital literacy in students, staff, teachers, and families.
- The superintendent must advocate for community-wide access to the internet.
- Technology must be used to enhance data capabilities to help address questions for the community and district.
- A host of challenges are surfacing as the district is attempting to use virtual/remote learning capabilities.

## The Board



- The Board and superintendent will need to build a positive and productive working relationship – one that honors the governance role of the Board and the superintendent’s role to manage and run the district.

## Diversity, Equity, and Inclusion



- The diversity of the teaching and support staff as well as leadership do not reflect the diversity of the student populations served.
- The community would like to see people of diverse identities added to the board, district leadership, teaching staff, and support staff.
- The administration needs to focus on recruiting and retaining a racially, culturally, and linguistically diverse workforce.
- The district is faced with a host of challenges related to equity, impacted by education, income, gender, race, culture, ability, and more.
- The district needs to be actively engaged in closing the learning gap with creative solutions, including employing evidence-based teaching strategies to rapidly accelerate learning for students not meeting or exceeding grade level expectations.
- The administration needs to invest in professional learning to build internal cultural competence, cultural humility, and racialized consciousness.
- The superintendent needs to build relationships with individuals, advocacy groups, and organizations that can serve as resources and/or partners to strengthen outcomes for students and employees of diverse identities (e.g., race, LGBTQ, culture, etc.).

## COVID/Post-COVID



COVID highlighted and exacerbated a host of district challenges.

- Technology barriers and the challenges of remote learning have widened learning gaps and impacted the learning of all students.
- Mental health issues have worsened as students are more isolated and less “visible.”
- The way the administration handled the district’s response to the pandemic has elevated the distrust the community has in their capability to provide quality leadership.
- The educational gap is larger than ever due to COVID, with families beginning to leave the district due to their children falling behind.

As we near a post-COVID reality, the district faces the challenges of rebuilding the community trust, navigating a post-Covid educational environment, and identifying innovate approaches to teaching and learning (i.e., in person, remote/virtual, etc.).

## Strategy/District Management



- The strategic plan needs to be reviewed and updated.
- The district needs to do a better job with resource management.
- The district needs a plan for facility and equipment upkeep that is consistent and forward looking.
- The district needs to focus on building intentional partnerships with the community, higher education, and other relevant institutions.
- A greater investment in the district’s staff, specifically teachers, is needed to produce sustainable short and long-term results.

# Executive Summary: Points of Pride

*The stakeholder interviews for the FCPS superintendent search highlighted a wide range of pride points for the community. The community beams with pride for its progressive and inclusive nature as well as its heritage of horses, bourbon, breathtaking landscapes, and, of course, Kentucky Fried Chicken. The area is further complimented by an education system that champions diversity and has highly certified educators, strong community partners, and a wide range of specialized programs.*

## Progressive Community

The community is described as:

- Open minded, diverse, and inclusive.
- Using an equity lens as well as the lens of continuous improvement (i.e., “We must keep moving forward.”).
- A big, beautiful, small town.
- Dropping egos at the door when we work together collaboratively.
- Enriched by the diversity of students (i.e., “I have 16 different languages spoken by students this year.”)
- Having an outstanding department that provides interpreting services within the district .
- Having wonderful festivals and entertainment that highlights a variety of cultures.
- Proud of the Mayor’s recent Commission on Racial Justice report – it provides a playbook for the entire community!

## Great Quality of Life

The quality of life is enhanced by:

- Its easy access to post-secondary partners and educational opportunities.
- A vibrant food, arts, music, and sports “scene” and a highly educated, diverse community.
- Horses, the bourbon trail, the Big Blue Nation, and the landscape (i.e., “We are the horse capital of the world. We have 40 acres above I-75 with rolling pastures. This industry has become king in Kentucky and the world.”).
- National recognition as a one of the top 50 global places to live.
- Recognition as one of the top 10 cities as far as cost of living.
- Its “central location” in relationship to Indianapolis, Louisville, Cincinnati, Knoxville, and Nashville – it’s very accessible!
- Outdoor recreation opportunities (e.g., Legacy trails and the Red River Gorge are within an hour of Lexington; The Gorge is a world-renowned rock climbing destination. It has been improved with rock bridges, waterfalls, and tree houses, and is destination location for weddings!).
- A plethora of outdoor concerts and events – and a great amphitheater!

## FCPS is a “flagship school district.”

- University of Kentucky (1) and FCPS (2) are the largest employers in Lexington.
- We have wonderful learning academies (One of our greatest points of pride!).

## Great Teachers and Educational Staff

- FCPS has highly certified and well-spoken educators, many of them nationally recognized.
- FCPS has an amazing HR department – they make sure we have recruiting; they are growing leaders and teachers and provide mentorship programs; they are a “well-oiled machine”; they are problem solvers who are connected to all employees; they are innovative in their ideas and work well with departments; they think win-win; and they make sure there is an equity lens on all decisions.
- FCPS serves as a national model in the areas of mental health and social emotional learning.

## Strong Community Partners

- We have a wealth of highly reputable post-secondary institutions ready to and excited about supporting students, families, teachers and staff, and the district.
- The business community is ready to help – they just want to know what needs to be done.
- We have well-trained, nationally recognized police officers – law enforcement works closely with the office of social emotional learning, and we are strengthening the relationship between law enforcement and our students.
- We have a strong relationship with the court system – they are going to develop a trauma and drug treatment court and want to partner with us.
- The equity department leads the way for community partners – we have many mutually beneficial community partnerships.

## Wide range of specialized programs

- The greatest thing about the district is the array of programs available to address every learner.
- There is not much of a market for private schools in Lexington, because public schools have provided rich opportunities with specialized programs (i.e., “Fayette County is unique, given its size. 93% of students are served by public schools. It is a very diverse district that provides choice and opportunity.”).
- We have created innovative programming options for students (e.g., Girls STEM, Success Academies, the arts, etc.).

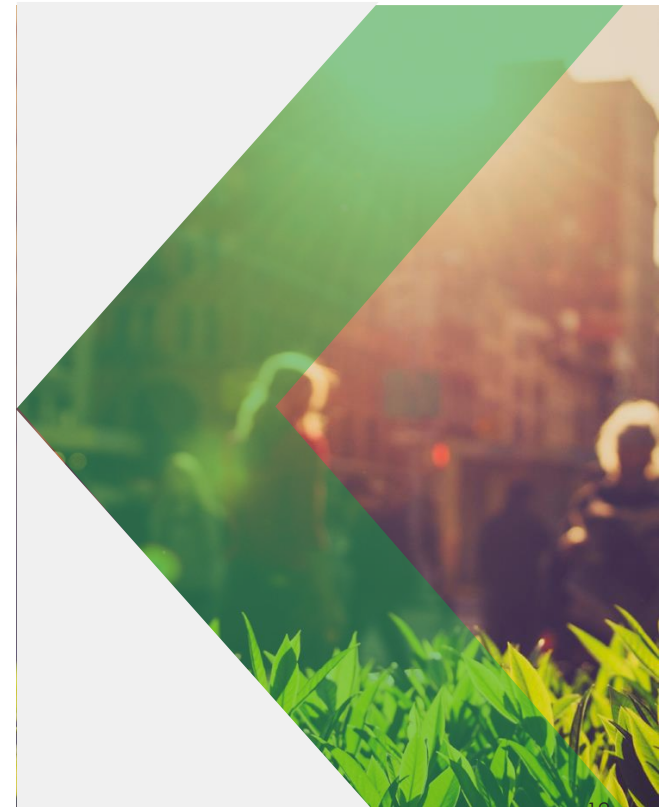
Community



Education System

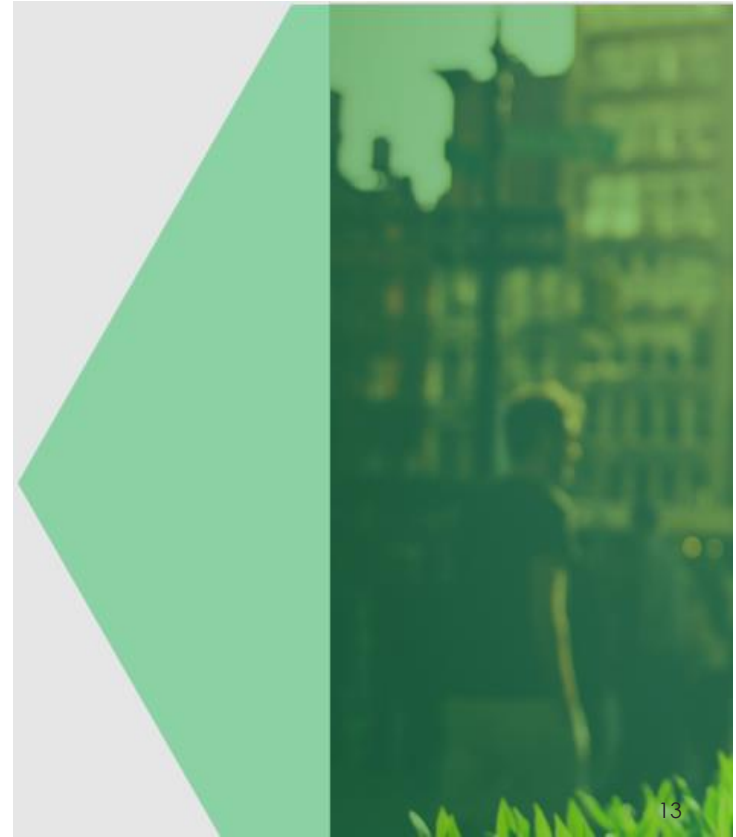


# Appendix: Additional Details on Findings





# Professional Competencies



# Professional Competencies

## **Vision Leadership**

Leading and motivating leaders, teachers, staff, students, parents and community for improved student performance

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## **Instructional Leadership and Strategic Planning**

Being a proactive, committed, and engaged leader in improving district instruction and developing and setting educational goals that lead to high student achievement

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## **Resource Management**

Managing financial, facility, and human resources and regulations

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## **Value Creation Through Community Relations**

Developing and working with school community members

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## **District Governance and Leadership**

Collaborating and working with district school board members

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## **School Data Management**

Interpreting and using district and school data effectively

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## **Change Leadership**

Leading and managing district and school level change and improvements

## Professional Competencies: Deeper Dive

*A balance of a compelling, clearly communicated vision reinforced by a “roll the sleeves up” mentality is viewed as the winning formula for driving successful educational outcomes.*

**Vision Leadership:** Leading and motivating leaders, teachers, staff, students, parents and community for improved student performance

### Visionary Leadership

- Is visionary and able to access, assess, and implement evidence-based strategies from the community, region, country, and world
- Directs curriculum and professional development of teachers to meet teaching and learning needs
- Creates a vision that prepares our students for college or career in a global society
- Is a transformational leader who instills passion and expects results from others
- Is able to take us to the next level
- Has a vision with the whole community in mind (i.e., It’s about making sure that people get what they need and come to school prepared to learn.)
- Is willing to create partnerships that will “move the needle”

*“I would also want to see a superintendent who has a BIG vision for the future of FCPS and this community. Fayette County Schools could be, with the right leadership, a premier urban/suburban district that breaks the mold. BIG, BIG, GOALS!”*

### Forward-thinking and innovative

- Embraces education through a different lens and is open to innovation and new ways of doing things
- Is able to stay “one step ahead”

**Key Personal Attributes/Strengths: Is a risk-taker and thinks innovatively**

*Takes risks to improve student achievement –  
Does not miss out on opportunities*

**Instructional Leadership and Strategic Planning:** Being a proactive, committed, and engaged leader in improving district instruction and developing and setting educational goals that lead to high student achievement

### Instructional leader: “Is a leader to learn from!”

- Grows other leaders
- Provides quality professional development to teachers across the district
- Involves teachers early in decision making processes and continues to provide ways to engage them in decisions that are made along the way
- Commits to developing the talent we have internally without requiring that talent leave to get the background and experience to come back in a leadership role
- Able to build leadership and teaching capacity
- Is an example
- Has a set of listening ears and an open mind to incorporate educational needs into the curriculum
- Is supportive and understanding of the needs of specialized programs
- Does not “pull rank”
- Provides vocal support and advocates for educators
- Builds a strong internal team – relies on subject matter experts so can work externally as superintendent

**Committed to the “business of learning” (i.e., growing happy and whole children into leaders and free thinkers) versus the “business of schools.” Is fully present and “all in.”**

- Is “present” and more than a figurehead
- Makes decisions need with students at the center
- Is committed to the district (i.e., does not use the role as a “stepping stone”)
- Is visible in schools and the community
- Has the passion to make sure that all students are learning at their very best and meeting their potential

## Professional Competencies: Deeper Dive

### Resource Management: Managing financial, facility, and human resources and regulations

- Able to manage human capital
- Able to manage internal and external aspects of the district
- Ensures school system helps recruit and retain faculty
- Has a good management team to empower and take charge of execution (This was not the case during COVID.)
- Develops a strong central office team, with clearly defined roles and definition of authority
- Assumes fiscal responsibility – has a strong track record of efficient and effective budget and resource management
- Is Data-driven and results-oriented
- Is committed to ROI politically
- Focuses on the “end result” of a policy and directs resources accordingly and asks, “What is the impact on parents and students five or ten years down the road?”
- Demonstrates financial integrity and transparency
- Able to make difficult decisions in the face of significant pressure
- Is discerning
- Holds central office staff accountable
- Able to build a strong team
- Can quickly connect the dots and assess what is needed

*The ability to build a strong bench of talent to meet the needs of both internal and external stakeholders is viewed as critical. A successful superintendent recognizes and understands how a school system fits within the community and needs to be adept at building partnerships with community organizations.*

### Value Creation Through Community Relations: Developing and working with school community members

- Understands that the business community values a strong school system (“Our fates are intertwined.”)
- Works with groups outside education to solve problems (e.g., “we have a homeless problem” or “partner on basic needs of our citizens”)
- Able to build coalitions and turn racial justice report recommendations into policies
- Balances visibility and accessibility, internally and externally
- Expands community partners and encourages two-way partnerships
- Understands workforce development and importance of employability to graduates
- Advocates for STEM activities (i.e., RISE All-Girls STEM program)
- Engages in “hands on” interactions with the business community – gets off the computer and gets out and about
- Empowers communities through coalition building and political acumen
- Builds partnerships with community organizations
- Able to see and understand how a school system fits within the community
- Is very forthcoming and proactive about working with leaders in the community and seeing how the school system fits into the community
- Does NOT take the perspective that school superintendents deal ONLY with schools, and that “the gap” is the community’s issue
- Invests in building a continuous partnership with the community – superintendent must have that perspective
- Views the community as a true partner (i.e., not just those who are inside the school walls)
- Community-focused
- Understands the “big picture” and the importance of public education and its impact on the community’s economy and ensures students are career ready to feed the Lexington talent pipeline
- Is willing to partner with law enforcement to handle issues and concerns and must be willing to reach out and ask for what is needed
- Is an active and involved member of the community, not just a figurehead (i.e., Being a superintendent is like being a mayor of a city.)
- Is a strong leader who is approachable and willing to approach other people.
- Establishes expectations and takes action that underscores the belief that the school system should feed society and the economy and NOT the prison system



## Professional Competencies: Deeper Dive

*And, strength at cultivating cohesive governance among the Board will ensure a holistic “learning journey”, where all flourish– the leadership team, district, community, parents, staff, students and Board. Data-driven and results-oriented: a leader who can quickly “connect the dots”, determine the appropriate paths forward, including those that require difficult decisions and/or changes.*

### School Governance: Collaborating and working with district school board members

- Builds trust with the Board so they can remain in the governance “lane” rather than step into management (i.e., giving assignments to the schools, district office, etc.)
- Is intentional with their work alongside the board and recognizes that cohesive governance is an asset to the district (i.e., would want to them to partner with the Board in a “learning journey” towards bettering our district and our community)
- Holds the district accountable
- Addresses “inequities of power” in the central office
- Understands the political nature of board leadership

### School Data Management: Interpreting and using district and school data effectively

- Takes low performing schools and moves them forward
- Is data-oriented – can put data into presentations to share the vision and direction with the community
- Able to put people in the right places
- Uses data to make decisions
- Is data informed in their decision making and uses more than achievement scores
- Is committed to making decisions based on data and evidence, particularly when making large investments in new programs
- Evaluates programs that are already in place; looks at performance and investments being made (i.e., Asks, “Are we fully supporting the special programs that we already have in the district?)

### Change Leadership: Leading and managing district and school level change and improvements

- Is assertive enough to balance the variety of interests
- Helps people understand the “why” and stand his/her ground when necessary
- Makes evidence-based decision (i.e., “When the superintendent wants to change or start a new initiative, we need to know why....the data has to be there!”)
- Is a change agent
- Builds a strong internal team – relies on subject matter experts, so he/she can work externally as superintendent
- Minimizes the bureaucracy (i.e., makes it easier for people to “get in” and “get answers” – makes it clear who the point of contact is for district programs and questions)
- Able to make hard decisions

# Interpersonal Competencies



## Interpersonal Competencies

### **Commitment to Diversity, Equity, and Inclusion\***

Taking meaningful actions that lead to measurable results

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### **Emotional Intelligence\***

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### **Personal Attributes/Strengths\***

Exhibiting integrity, trustworthiness, resourcefulness, humility, approachability, and empathy

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### **Exceptional Communication Skills\***

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### **Collaboration\***

Building collaboration, trust, and teamwork

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### **Conflict Resolution\***

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## Interpersonal Competencies: Deeper Dive

*A demonstrated commitment- backed by action and/or a track record- to Diversity, Inclusion and Equity as well as Diverse Learner Strategies is a dominant theme.*

### Commitment to Diversity, Equity, and Inclusion\*: Taking meaningful actions that lead to measurable results

- Takes action to close the achievement gap – being an equity champion (e.g., The learning gap is a concern. COVID highlighted the inequities.)
- Advocates for social problems (e.g., 1000 kids have no internet! I want the district to put back on the table conversations on what to do about where students live; if where they live matters, we need to work on this issue.)
- Ensures equity of resources throughout the district (i.e., access to Chromebook example)
- Understands how to address equity – creates opportunities for at-risk youth
- Strengthens and expands partnerships (e.g., The mayor appointed a commission on racial justice and equity and one of the recommendations was to improve head start. I want a superintendent to help with this. We need full day head start.)
- Advocates for students needs beyond education (e.g., We have wonderful learning academies but not everyone gets access to them, so we need to work on access together. Transportation is needed, for example. Eliminate barriers that keep all children from being their best...providing an equitable education.)
- Understands the impact of poverty
- Values ALL students and treats all staff as professionals regardless of the school they are working in
- Looks at all schools equally as those that will excel, if given the opportunity and the tools – everyone is valued regardless of demographic or district location
- Ensures all students receive the same level of education, regardless of their school or their zip code
- Able to build coalitions and turn racial justice report recommendations into policies
- Develops communication skills across cultures
- Able to break down barriers for marginalized individuals (systemic issues are profound) – 6 or 7 out of 10 now on district effectiveness
- Demonstrates sensitivity to the work schedules and complications that undocumented and disenfranchised parents and students have (e.g., “The superintendent will have to do outreach to these individuals. Do not wait for an incident to happen. Be proactive. You must have a trusted intermediary who can step in and make the connection. Trust is everything.”)
- Capacity to focus on multilingual – not just minority communities (need instinctive level affinity for a multilingual population)
- Is Empathetic and sensitive to a wide range of families
- Views all voices as important through a DEI lens, including struggling schools (disproportionately Black and Latino), when making decisions
- Understands the different kinds of instruction that are necessary with different populations of students
- Pursues more diversity in district level leadership
- Values diversity (ethnicity, socio-economic, all backgrounds)

## Interpersonal Competencies: Deeper Dive

*A high level of emotional intelligence is viewed as the key to building trust, overcoming challenges, defusing conflicts, communicating effectively, empathizing with all stakeholders and building stronger relationships.*

### Emotional Intelligence\*

- Has a partnership mindset (i.e., Does not manage or manipulate others)
- Demonstrates openness to concerns and input on behalf of families and children
- Able to look at a student as a whole person – Does not see only the academic component
- Understands the whole child – understands the connection with mental health, physical health, etc.
- Listens and observes before taking action (i.e., We don't need to be ripped apart and redesigned before he/she understands what is happening.)
- Uses a lens of “How does this affect all students?” and acts with intentionality
- Advocates for all children
- Is a servant leader; cares about education
- Values the importance of parents and families as the first line of advocacy for their children’s education (i.e., values the parental view, even if their knowledge of education is limited)
- Functions with cultural humility (i.e., demonstrates awareness that his/her own culture is not the center of the universe and may not be the predominant culture).
- Connects with students on an individual level – loves and celebrates kids and is willing to hurt when they hurt
- Builds strong connection with stakeholders
- Comes in with a listening, learning, and evaluating mindset. Is open to others’ ideas.

### Exceptional Communication Skills

- Able to have truthful conversations with stakeholders, even if difficult, about what still needs to be done
- Uses consistent, two-way communication
- Ensures parents see one message and do not get different messages from central office or their schools
- Communicates needs and accomplishments of district, tells good and bad news, listens to us and hears different points of view
- Is transparent with staff and the community (i.e., We are not finding out “after the fact” and there is no more “window dressing” with committees when decisions have already been made.)
- Ensures decision making bodies are inclusive
- Demonstrates exceptional communication skills with variety of audiences, including families and students (i.e., gets down on their level)

### Personal Attributes/Strengths\*

#### Descriptors include:

- Resilient; has “intestinal fortitude”
- Humble spirit – willingness to be humble and transparent
- Resourceful
- Honest, trustworthy, has character, leads with integrity
- Champion for equity
- Open arms – willing to be embraced and approached by the entire community
- Energetic – will get a lot of invitations to community wide and business wide events
- Accessible
- Approachable
- Maintains a “cool head” under pressure
- Transparent
- Passionate
- Motivator of self and others
- Strong work ethic
- Visible in the community – not afraid of 24/7 work life
- Reliable - delivers on promises and does what they say they will do
- Appreciates diversity of thought
- Patient
- Empathetic
- Affirming, inclusive, and not afraid
- Trust builder
- Collaborator
- Strong backbone to stand up and take action for what is right

## Professional Competencies: Deeper Dive

### Collaboration\*: Building collaboration, trust, and teamwork

- Is intentional with their work alongside the board (i.e., They recognize that cohesive and effective governance is an asset to the district.)
- Possesses strong political acumen – effectively manages stakeholders with conflicting priorities
- Able to reach out to stakeholders and get support for the schools
- Is a team builder
- Is inclusive
- Is organized – can prioritize their time and ours around the vision
- Transparent and builds trust across the organization
- Builds strong relationships (e.g., attends professional development with teachers, reads with a student, etc.)
- Able to have truthful conversations with stakeholders, even if difficult, about what still needs to be done
- Is a team builder and player; builds trusting relationships with those around them
- Serves as a “connector” rather than the person who is going to answer everything
- Has a very collaborative mindset
- Is a team player and has a track record of “playing well in the sandbox” with other big entities
- Supports and advocates for students, teachers, staff, parents, and community
- Able to build bridges between communities
- Able to break down barriers for marginalized individuals (i.e., Systemic issues are profound – 6 or 7 out of 10 now on district effectiveness.)
- Is a skillful negotiator and mediator
- Values the importance of parents and families as the first line of advocacy for their children’s education (i.e., Values the parental view, even if their knowledge of education is limited.)

*Top tools to have in the superintendent’s arsenal include the ability to: make difficult decisions in the midst of conflicting perspectives and opinions; hold firm on decisions; and build productive relationships with all stakeholders, including the Board.*

### Conflict Resolution

- Is assertive enough to balance the variety of interests
- Helps people understand the “why” and stands his/her ground when necessary
- Respectfully navigates small groups that get a “megaphone” and can be distracting – we need a superintendent that can stand his/her ground
- Is “tamper proof”
- Able to withstand “the whims” of the Board, the staff, and the community.
- Has strong political acumen – manages stakeholders with conflicting priorities
- Is a confident decision maker
- Can resolve conflict
- Is flexible and willing to fight even when the fight is uncomfortable
- Able to do damage control
- Able to rebuild trust with parents, the community, and the school board
- Listens to all parent perspectives and is able to sort through those and make a decision that aligns with the critical interests of the students
- Has the backbone to stand up to others when needed



## **Desired Background and Characteristics of Effectiveness**



# Background and Experience

## Key Factors for Success

- Has a depth of experience in a district of similar size, scope, and demographics
- Is an instructional leader
- Has demonstrated experience and measurable accomplishments that ensure high levels of learning for all students

Background and Experience	Additional Insights
Urban leadership	<ul style="list-style-type: none"> <li>• Has experience in a district that is similarly complex, similar in size*</li> <li>• Has experience in a district that serves a racially, culturally, and linguistically diverse student population and community</li> </ul>
Superintendent*	<ul style="list-style-type: none"> <li>• Has proven experience leading a school district; ideally, a superintendent in multiple places</li> <li>• Has served as a deputy superintendent (deputy superintendents take on duties that are similar in some districts)</li> </ul>
Educator*	<ul style="list-style-type: none"> <li>• Has a background as an educator (teaching and learning and school leadership)</li> <li>• Able to use data to drive instructional improvement</li> <li>• Is committed educating the whole child including access to social/emotional learning and mental health support</li> </ul>
Working with diverse communities and in serving students from a wide variety of ethnic, cultural, ability and linguistic backgrounds, including at-risk populations as far as SES level and ability level, ESL*	<ul style="list-style-type: none"> <li>• Has experience working in an urban district – should not be a new experience for a candidate (i.e., This is not where you “cut your teeth.”)</li> <li>• Able to break down barriers for marginalized individuals</li> </ul>
Building partnerships- internal (the school district) and external (community)	
Strong management skills	<ul style="list-style-type: none"> <li>• CEO of the second largest employer in the region</li> <li>• Community leader on broader community issues</li> </ul>
Belief that family and community engagement is a key piece of success, especially with diverse communities (intentional programming)*	<ul style="list-style-type: none"> <li>• Has “hands on” experience in the community – need evidence of success in creating positive, productive, respectful relationships with the community</li> <li>• Believes in working with the community and has a “It takes a village” mentality – want evidence of implementation of this philosophy</li> <li>• Able to build bridges between diverse communities</li> </ul>
Experience partnering with community-based advocacy groups to influence policy	<ul style="list-style-type: none"> <li>• Is an advocate for students, families, and educators; partners with them in advocacy efforts</li> <li>• “Do not want to hear the talk; want to see the walk.”</li> </ul>
Diversity, equity, and inclusion*	<ul style="list-style-type: none"> <li>• Commitment to equity should be backed up by proven experience where he/she has supported all learners and all people to access the best a system has to offer. We need more than “lip service.”</li> <li>• Demonstrates evidence of successfully working with people of color – families and in the community</li> <li>• Is committed to equity of resources, especially across needs of underserved communities and students (i.e., This superintendent MUST represent all students.)</li> <li>• Has a strong DEI commitment – ready to take action around antiracism – need tangible experience and measurable outcomes and experiences from previous roles, implement racial equity impact assessments across the board for teachers, students, staff, and administrators</li> </ul>