

South Holland School District 151

South Holland, Illinois

LEADERSHIP PROFILE REPORT

December 5, 2011

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) on November 15 and 16, 2011 for the new superintendent in the South Holland School District 151. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years. It is noted that the input from the focus groups regarding key characteristics desired in a new superintendent aligns with the data from the survey.

Participation

The numbers of participants, by stakeholder group, are listed below:

| Group | Interviews or focus groups | Online Survey |
|----------------------|-----------------------------------|----------------------|
| Board | 7 | N/A |
| Administrative Staff | 10 | 4 |
| Certified Staff | 17 | 55 |
| Community | 13 | 5 |
| Support Staff | 8 | 13 |
| Parents | 7 | 9 |
| Students | 53 | N/A |
| Total | 115 | 86 |

It should be noted that the “community” group listed above was composed of elected officials, clergy, former board members and representatives from the private school sector. School Board member comments were derived from individual interviews.

The responses provided by the individuals and focus groups during the interviews are listed in two places – 1) “Consistent Themes,” which are listed beginning on page 5 of the report and 2) all responses from individual and group meetings, which begin on page 10. They are listed alphabetically with no attempt to prioritize them. The comments made by survey respondents are listed beginning on page 19. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board can be found on page 21.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths of the District

When asked about the strengths of South Holland School District 151, almost all groups noted that the school district is fiscally sound in spite of difficult economic times and are delighted to have extensive renovations underway at each building. The renovation will also mean additional space for classes, which are now faced with high student numbers specifically, at the primary level.

The Board members are proud of their ability to work together effectively on behalf of the community and the students, and the cooperation that exists between the school district, local businesses, private schools, and the clergy. Some Board members and a few staff members truly see the "Balanced School Year", also known as Year Round Schools as the next big step for the district.

The Board, faculty and student body shared their appreciation for school safety, the number of programs offerings and the strategic plan, which is viewed by some as the rudder that guides the district. The students were appreciative of the fact that their teachers were preparing them for the future while also holding them accountable for their learning.

The Board, community leaders, staff and parents were universal in sharing their appreciation for the excellent job done by the current superintendent. He is highly regarded, respected and endeared by the staff and stakeholders. He is well known in the community and knows the families by name. He is visible and is available to all staff regardless of their position.

Challenges/Concerns/Issues Facing the District

While there is much to be proud of in South Holland School District 151, the focus group input centered on five areas of concern.

The number one challenge expressed was the need to stay fiscally solvent, especially when anticipated revenue from local and state sources is not being realized. An additional concern, which is related, is the number of families having to relocate or leave their homes due to high unemployment. This will mean a decrease in property tax revenues that is an important component of the District's financial structure.

The second major challenge facing the superintendent is the need to transition from the ISAT way of measuring student achievement to the Common Core Standards while at the same time improving student achievement. Several of the schools in the District are in

various levels of school improvement. There is very little alignment between the ISAT and Common Core Standards. The students will be tested for the first time in 2015. The assessments related to the Common Core Standards will be more rigorous, with college preparation strategies and life skill knowledge that begins at the elementary grades. If a plan is in place, it was not determined by the interviews that were conducted. The new superintendent must be able to move quickly in order to get the staff, students and parents moving ahead in common direction.

The third major challenge facing the new superintendent is the growing number of children who need English as a Second Language (ELL) services. Staff members are concerned that parents who are not proficient in English and in need of a translator are at a disadvantage because translators are not available in all buildings. In order to accommodate them, the bilingual teacher is pulled from his or her classroom to serve as interpreter, which often times, means students are not being served.

A fourth challenge is that of serving students with Individual Learning Plans (I.E.P's) and/or Response to Intervention (RtI) needs. With regard to special education students, parents and staff feel that there isn't enough support to meet the needs of the students. It was reported that after the month of January, if a student has not received service, it is put off until the next school year. Some believe this is done in order to save money, though the practice would appear to be detrimental to the child and sometimes the entire class.

Last but certainly not least, the challenge facing the new superintendent is to develop a transition plan to begin the Balanced School Year concept. Parents are not fully aware of this program. Some community members also did not seem to be aware and most staff members did not seem to know much detail about the planned changes.

Desired Characteristics

In discussing desired characteristics for a new superintendent, many groups commented on the well received people skills that the current superintendent has brought to the position. There is a strong desire that the new superintendent possess many of those same skills and strengths. Community engagement strategies and efforts have been highly valued and successful in the past. It appears that there is a strong desire to continue this philosophy and approach.

The most often cited skills desired in a new superintendent centered on approachability and collaborative skills, coupled with decisiveness. Similarly, there was a frequent request for a strong communicator, someone with varied public relations skills who could inspire confidence in parents, business leaders, and community leaders. Such a person could highlight the strengths of the school system along with the decisive action he or she would be taking to make it even stronger.

Employees in particular want a superintendent who inspires them with his or her vision - a leader who motivates and cares. They also want a leader who will embrace what is currently working in the district and build on those successes.

Participants from all groups reiterate the need for a superintendent who has the highest ethical and moral standards. Skills desired also include the ability to understand and oversee school finances. An understanding of technology and its use in a school setting was also noted by some.

With regard to background and past experiences, there was some consensus that the superintendent should have been a classroom teacher with leadership experience in a district with similar demographics. He or she should have a demonstrated track record for improving student achievement for minority and special needs students.

Some participants felt that superintendent experience, as well as a doctorate degree, is necessary for this position. Knowledge of a Balanced School Year and a full understanding of the Common Core Standards are also priorities.

The top characteristics that emerged from the extremely strong response to the online survey reinforced many of the themes expressed in the focus group interviews, and, in order of importance, included the following:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (Community Engagement)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (Communication and Collaboration)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (Management)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (Vision and Values)
- Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (Instructional Leadership)

These items reflect all five of the critical skill sets of effective superintendents. The fact that all are represented in the top five characteristics is an indication that stakeholders seek a new leader with a balanced approach to moving the district forward.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the South Holland School District 151 Board to provide the leadership needed to continue to raise academic standards and student performance, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank all the participants who attended focus groups meetings or completed the online survey. Also, we would like to thank all of the South Holland staff members who assisted with our meetings and particularly thank Vanessa Bradley and Joann Andersen for their efforts in facilitating our time in the District.

Respectfully submitted,

Lela A. Bridges
Louise Coleman
Hank Gmitro

Consistent Themes

Strengths

- Board members work together
- Building renovations
- Diversity of student body and community
- Fiscally responsible and financially solvent
- Good working relationship between Board, administration and staff
- Highly respected school district
- Schools are community based and user friendly

Challenges/Concerns/Issues

- Balanced School Year – planning and implementation
- Improving academic achievement for minority and special needs students
- Remaining fiscally solvent
- Transition from ISAT to Common Core Standards

Desired Characteristics

- Consensus Builder
- Collaborative skills
- Decisiveness
- Ethics, trustworthiness and good moral character
- Financially savvy
- Great communicator among a wide variety of constituent groups
- High community involvement and engagement with business community, clergy and civic groups
- Leader with vision who is inspirational, motivational, caring and builds on the successes of the district
- Understands technology
- Unquestionable integrity

South Holland School District 151 Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 86 stakeholders. Over half of respondents were Certified Staff Members (64 percent), about 15 percent were Support Staff, another 11 percent were Parents with Child(ren) Currently Enrolled in the District, and the rest were Community Members and Administrative Staff Members.

| Stakeholders | | |
|---|-----------|---------------|
| | Frequency | Valid Percent |
| Administrative Staff Member | 4 | 4.7 |
| Certified Staff Member | 55 | 64.0 |
| Community Member (Non-Parent) | 5 | 5.8 |
| Parent with Child(ren) Currently Enrolled in the District | 9 | 10.5 |
| Support Staff | 13 | 15.1 |
| Member of the Clergy | 0 | 0 |
| Total | 86 | 100.0 |

The top-rated characteristics that respondents selected are:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Parents were significantly more likely than community members and support staff to select the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Community members were significantly more likely than administrators, certified staff, parents, and support staff to select the Community Engagement item “Maintain positive and collaborative working relationships with the school board and its members.”
- Administrators were significantly more likely than certified staff and parents to select the Communication and Collaboration item “Involve appropriate stakeholders in the decision-making process.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

| Number indicates rank order by overall results | | ALL (86) | Admin. (4) | C. Staff (55) | Com M. (5) | Parent (9) | S. Staff (13) |
|--|--|-----------------|-------------------|----------------------|-------------------|-------------------|----------------------|
| 1 | Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE) | 55% | 25% | 62% | 40% | 67% | 31% |
| 2 | Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC) | 51% | 50% | 58% | 20% | 33% | 46% |
| 3 | Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M) | 47% | 25% | 45% | 40% | 56% | 54% |
| 4 | Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV) | 43% | 75% | 47% | 20% | 33% | 31% |
| 5 | Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL) | 43% | 50% | 42% | 60% | 44% | 38% |
| 6 | Be visible throughout the District and actively engaged in community life. (CE) | 38% | 50% | 36% | 40% | 44% | 38% |
| 7 | Strive for continuous improvement in all areas of the District. (VV) | 37% | 0% | 36% | 20% | 44% | 54% |
| 8 | Promote high expectations for all students and personnel. (VV) | 37% | 25% | 31% | 40% | 56% | 54% |
| 9 | Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M) | 36% | 75% | 33% | 40% | 22% | 46% |
| 10 | Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL) | 35% | 0% | 35% | 60% | 56% | 23% |
| 11 | Identify, confront, and resolve issues and concerns in a timely manner. (CE) | 35% | 25% | 36% | 0% | 78% | 15% |
| 12 | Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL) | 33% | 25% | 29% | 60% | 44% | 31% |

| | | | | | |
|------------|----------------------------|-------------------------------------|----------------------------------|---|----------------------|
| Key | VV -Vision & Values | IL -Instructional Leadership | CE - Community Engagement | CC - Communication & Collaboration | M -Management |
|------------|----------------------------|-------------------------------------|----------------------------------|---|----------------------|

Percentage of Respondents Who Selected Each Item (By Subgroups)

| Number indicates rank order by overall results | | ALL (86) | Admin. (4) | C. Staff (55) | Com M. (5) | Parent (9) | S. Staff (13) |
|--|---|----------|------------|---------------|------------|------------|---------------|
| 13 | Effectively plan and manage the long-term financial health of the District. (M) | 33% | 0% | 36% | 20% | 11% | 46% |
| 14 | Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV) | 30% | 25% | 35% | 20% | 44% | 8% |
| 15 | Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL) | 27% | 0% | 33% | 20% | 22% | 15% |
| 16 | Act in accordance with the District's mission, vision, and core beliefs. (VV) | 26% | 0% | 20% | 40% | 22% | 54% |
| 17 | Seek a high level of engagement with principals and other school-site leaders. (CC) | 24% | 50% | 25% | 0% | 11% | 31% |
| 18 | Lead in an encouraging, participatory, and team-focused manner. (CC) | 23% | 25% | 22% | 40% | 11% | 31% |
| 19 | Utilize student achievement data to drive the District's instructional decision-making. (IL) | 22% | 0% | 27% | 40% | 11% | 8% |
| 20 | Be an effective manager of the District's day-to-day operations. (M) | 21% | 50% | 16% | 20% | 22% | 31% |
| 21 | Involve appropriate stakeholders in the decision-making process. (CC) | 19% | 75% | 18% | 20% | 0% | 15% |
| 22 | Maintain positive and collaborative working relationships with the school board and its members. (CE) | 19% | 0% | 16% | 80% | 11% | 15% |
| 23 | Communicate effectively with a variety of audiences and in a variety of ways. (CC) | 19% | 50% | 13% | 20% | 22% | 31% |
| 24 | Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M) | 17% | 0% | 15% | 40% | 22% | 23% |
| 25 | Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE) | 16% | 25% | 18% | 0% | 0% | 23% |

| | | | | | |
|------------|----------------------------|-------------------------------------|----------------------------------|---|----------------------|
| Key | VV -Vision & Values | IL -Instructional Leadership | CE - Community Engagement | CC - Communication & Collaboration | M -Management |
|------------|----------------------------|-------------------------------------|----------------------------------|---|----------------------|

Comments from Interviews and Focus Group Meetings

November 15 and 16, 2011

Listed in alphabetical order

"/" indicates multiple similar responses from group

BOARD

Strengths

- Balanced school year
- Board does not micro-manage
- Board is committed to work together to make School District 151 the best ////
- Board is not political
- Cohesive district
- Diversity, ethnic and socio-economic
- Excellent technology
- Fiscally responsible and solvent ////
- Grade centers
- Great administrative team //
- Great relationship with community stakeholders
- Great reputation /
- Great teaching staff
- Great working relationship with current superintendent
- More parental involvement because of the strategic plan /
- Staff development aligned to best practices for teaching and learning /
- Staff stability //
- Strategic Plan /
- Strong academics
- Students are always considered when making decisions ///

Challenges/Concerns/Issues

- Anticipated growth in student population not realized (additional construction may not be needed) /
- Balanced curriculum for intermediate grades and the middle school
- Cultural awareness in the school district/community due to growing Hispanic population //
- Increase parental involvement and parent education //
- Needs to understand and work with all four communities
- Needs to understand the finances of the district. Maintain solvency /
- Sensitive, understands and works with families from low socio-economic backgrounds //
- Student achievement, meeting AYP /////
- Transitioning from AYP to Common Core Standards
- Update strategic plan /

Desired Characteristics

- Ability to form partnerships with stakeholders in the four communities, especially business, elected officials, faith-based, police and fire /////- Approachable and engaging
- Background in finance //
- Builds trust with board /
- Clear understanding of PreK-8th grade education /
- Collaborative decision maker
- Desires to live in the community
- Effective communicator ///
- Excellent people skills /
- Experience as a superintendent
- Fair and compassionate //
- Good problem solver/inclusive //
- Integrity
- Manage construction projects
- Needs to know and understand Illinois law
- Personable
- Recipient of doctoral degree preferred
- Recognize, respect and appreciate the successes of the district
- Respectful
- Stands up for beliefs
- Track record of improving student achievement for minority students ///
- Understands the balanced school year
- Understands union contracts
- Understands, accepts and respects diversity /
- Visible ///
- Visionary

ADMINISTRATORS

Strengths

- Children are the focus /
- Construction and upgrade of all buildings
- Dedicated and loyal staff
- District goal of continuous academic and behavior improvement //
- District wide collaborative effort to align curriculum ///
- Excellent professional development /
- Fiscally solvent /
- Good rapport with families
- Have developed and empowered teacher leaders
- Parents' views are highly respected
- Schools are community based and user friendly
- Strategic plan
- Strong community relationships and business ally / /
- Willingness to try and evaluate new programs

Challenges/Concerns/Issues

- Articulation between staff (building to building/grade to grade)
- Autonomy for principals
- Balanced School Year
- Changing dynamics of families due to poor economy
- Common Core Standards (making current and align curriculum that will fit in the established timeline) //
- Construction project/staying within budget
- Exit of senior level administrative staff due to retirement
- Growing ELL population /
- Loss of highly qualified staff because of salary
- Maintain fiscal solvency in difficult economic times
- Parental and community engagement
- Restructuring due to poor test scores //
- Rising class size
- RTI (Response to Intervention) with math
- Too many new programs implemented at one time; sometimes changing before results can be achieved /

Desired Characteristics

- Active listener
- Available to all subordinates
- Believes in the balanced school year
- Collaborative /
- Continue initiatives currently working in the district
- Dedicated
- Effective communicator //
- Empowers, supports and have confidence in administrative staff
- Fair/Impartial/Objective/Compassionate
- Good organizational skills
- Good relationship with board members
- Knowledge of Bilingual Education
- Knowledge of finance
- Leads by example
- Problem solver
- Recognizes and respects the district's success /
- Respectful
- Sees the big picture
- Strong background in curriculum /
- Understands the change process /
- Understands the importance of community relationships ///
- Understands, respects and appreciates diversity
- Uses data to drive instruction
- Visible //

COMMUNITY

Strengths

- Active faith based community /
- Changing demographics
- District has a clear understanding of the culture and climate of the community
- Diverse community
- Family values viewed as precious
- Financial stability /
- Good support system in place to assist students
- Innovative
- Invested and involved stakeholders
- School district has stability with board members and superintendent
- School is a part of the community
- Thinks outside of the box

Challenges/Concerns/Issues

- Children do not have enough after school programs
- Declining enrollment
- District needs to be more parental friendly in order to increase parental involvement
- Expand partnerships with members/organizations of the community /
- Resources are not shared with private and parochial schools equally
- School consolidation
- School funding
- Schools not meeting AYP
- Separate groups not working with schools
- Student mobility due to a weak economy
- Work with students from low income families
- Year round school (balanced school year)

Desired Characteristics

- Allows staff creativity
- Authentic
- Bilingual /
- Collaborative //
- Committed to stay with district
- Compassionate
- Consistently fair
- Experience as a superintendent from districts with similar demographics and needs /
- Good listener
- High energy
- Innovativeness
- Lifelong learner

- Must be about the children //
- Politically and legislatively astute/
- Proven track record
- Quick study
- Recognizes challenges as opportunities
- Responsive to the needs of the community
- Sense of humility /
- Strong fiscal management skills //
- Strong moral character /
- Team/Consensus builder ///
- Understands and embraces diversity /
- Understands technology and how it can be used to educate students and parents /
- Understands the need to educate students for the 21st Century
- Unquestionable integrity /
- Visible in the community /
- Visionary ///
- Willing to partner with private and parochial schools

FACULTY

Strengths

- Available resources
- Buildings are being expanded and upgraded
- Community oriented
- Dedicated staff
- Good professional development
- Good relationship between DEA, administration and board
- Great relationship between board and superintendent
- Involves staff in some decision-making
- Longevity of leadership
- Mutual respect among staff /
- Open door policy with superintendent /
- Parental support
- Partnership with local businesses
- Questions for central office are readily answered /
- School climate /
- Strong fine arts program
- Team leaders support all teachers

Challenges/Concerns/Issues

- Certified staff contract /
- Clean facilities
- Competitive salaries for teachers
- Completion of construction project
- Getting everyone on the same page
- Hispanic population is underserved /

- Integrated special education into regular programs ///
- Lack of communication between building to building/grade to grade
- Large class size
- Maintain fiscal solvency
- Need for a smooth transition
- Need more parental involvement /
- Smooth transition between grade centers
- Staff support for RTI (Response to Intervention) and special needs students///
- Student mobility due to economy
- Transition to Common Core Standards
- Year round school ///

Desired Characteristics

- Classroom experience
- Classroom experience (K-8) //
- Community oriented
- Excellent communication skills/knows audience //
- Experience working with diverse populations
- Fair and view everyone's importance //
- Good listener
- Open door policy ///
- Open minded
- Personable/approachable/ down to earth ///
- Political savvy
- Professional development
- Realistic expectation
- Respect/embrace what is working in district /
- Sound fiscal management skills //
- Transparent/sees the big picture
- Trendsetter
- Understands Common Core Standards
- Values good working relationship with teacher association
- Visible in community/gets to know the staff ///

PARENTS

Strengths

- Good band program
- Construction and upgrades in the buildings
- Well-rounded students

Challenges/Concerns/Issues

- Academics/ low test scores

- AYP (Adequate Yearly Progress)
- Curriculum delivery does not meet the needs of some students
- Grade centers
- Inclusion not working
- Issues from home that affect student performance
- More after school programs for primary students
- Not receptive to parents
- Problems at the bus stop
- Schools are run like prisons
- Students not challenged to their potential and ability
- Teacher accountability
- Teacher apathy

Desired Characteristics

- Approachable
- Cares about students /
- Embraces diversity and differences of students and community /
- Fair to all
- High expectations for self and staff
- Knowledge of best practices to assist with professional development
- Maintain and expand current programs
- Open door policy
- Open to change
- Puts children first when making decisions
- Strong moral character
- Supportive
- Visible

STUDENTS

Strengths

- Community involvement
- Expectations are defined for students
- Extra-curricular activities
- Field trips
- Students help the community with annual food drives
- Teachers care about students
- Teachers hold students accountable for their learning
- Teachers prepare students for the future

Challenges/Concerns/Issues

- After school tutoring
- Improve the quality of lunches
- More activities for students who are not in athletics
- School dances for middle school students

Desired Characteristics

- Cares about educating all students
- Fair
- Not self-centered
- Responsible
- Supportive of students
- Understands teaching and learning
- Visible

SUPPORT STAFF

Strengths

- Change can be positive with new ideas
- Children are the focus
- District is proactive with solving issues such as technology
- Financially stable
- Good community relationships with the school district
- Positive culture among staff
- Willing to try new ideas

Challenges/Concerns/Issues

- Communication throughout the district
- Isolation for some support staff
- Lack of job descriptions for support staff
- Lack of raises for support staff; often left out of the process
- Lots of change all at once/pushing new ideas and agendas
- Number of vacancies at central office
- Personnel are not cross-trained
- Staff anxiety because of change
- Student achievement
- Year round school //

Desired Characteristics

- Ability to make decisions
- Ability to translate vision into reality
- Accountability
- Approachable
- Believes in year round school
- Communicator
- Experience with construction
- Experienced superintendent
- Integrity
- Organized
- Recognize/embrace what has worked and is working in the district
- Risk taker
- Sense of humor

- Strong business background
- Technology savvy
- Transparent
- Understands the concept of being a team player
- Well rounded

South Holland School District 151

Comments from Online Survey

| Stakeholder | <i>Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.</i> |
|------------------------|--|
| Certified Staff Member | A well rounded person is needed. A person that understands education at all levels, and has views on what's to come in the future. |
| Certified Staff Member | Classroom experience is a plus and must be able to train, communicate and evaluate staff in all areas. |
| Certified Staff Member | Fair to all parties, Administrators, Teachers, Staff, Board Members, Parents, and Students. |
| Certified Staff Member | I am looking for a superintendent who is concerned not only about the student's needs but also the staff's needs. Providing curriculum to allow teachers to implement the best learning strategies possible will provide a better opportunity for students to learn. |
| Certified Staff Member | I believe our next superintendent should be very much like Dr. Hamilton. He has found a balance among all the previous characteristics. They should be hands on but not a micro-manager. They should trust their staff but still know what is going on in each building and the community. They should remember that what we do is for the children and their future. |
| Certified Staff Member | I believe that to be a successful superintendent that you need to be an example for others as well as a leader. They need to promote learning and continue to strive to make curriculum decisions appropriate for learning need of students. They need to be able to understand that the teachers in the district are working towards student success but without successful programs and some educational flexibility that test scores will not be raised. The superintendent needs to be on the same page as the administration and teachers to collaborate for student success. |
| Certified Staff Member | I feel it is important that administration communicates effectively with all staff. |
| Certified Staff Member | I feel the superintendent should support the administration and staff. The staff should never feel like they do not have anyone in their corner. Superintendent should be approachable by any and all stakeholders. |
| Certified Staff Member | I think it is important for the superintendent to be seen in the district and in the community. Staff members should feel comfortable to come to them with problems. I always admired Dr. Hamilton for knowing everyone's names and taking the time to come to school for Family nights, conferences, and performances! |
| Certified Staff Member | I would like the superintendent to be more visible to the students. The students should know who the superintendent is and that person's role in the school system. I also think that the superintendent should be supportive of the staff and make it a comfortable environment for everyone to work in. |
| Certified Staff Member | I would really like to see someone who doesn't constantly threaten teachers, Some of the comments knave heard over the years were unnecessary. |
| Certified Staff Member | Must be a great people person. It is extremely important to work in a family-style environment. Just as our current superintendent does: knows us by name, asks about our family. |
| Certified Staff Member | One that can work well with his staff and has an open door policy. |
| Certified Staff Member | Respect and support for all teachers. |
| Certified Staff Member | School District 151's strength came from the current superintendent (Dr. Douglas Hamilton) and what he brought to the table was wisdom, integrity, honor and respect. That is exactly what is required of the superintendent that will replace him once he has retired. Schools are open to educate our youth, encourage them live, strive to achieve all the realistic they set for themselves. Our next superintendent is the head of the administrative staff and the education team they will help our students make that happen. |
| Certified Staff Member | Superintendents should be knowledgeable of the contents of personnel contracts as well as the laws that govern them. |

| | |
|------------------------|---|
| Certified Staff Member | The superintendent must have a PROVEN record of success in an elementary school environment. Perhaps over 5-10 years. He/she should have been a teaching professional.. so they understand first hand the problems in the classroom. Someone that has worked at several grade levels would be GREAT. Also, they must be able to communicate with adults on all levels and be a good problem solver. |
| Certified Staff Member | The superintendent should be responsive to the needs of the staff and students of the district. |
| Certified Staff Member | The superintendent should be someone familiar with District 151 and can take the District to a higher level state wide. I believe we are doing an excellent job, however, what will it take to make our district as competitive as Homewood-Flossmoor? |
| Certified Staff Member | Work well with everyone in the district. |
| Community member | HONEST ,COOPERATIVE, COMPASSIONATE, PEOPLE PERSON, KNOWLEDGEABLE. WILLING TO GO THE EXTRA MILE FOR THE CHILDREN. |
| Community member | I believe the next Superintendent needs to have the experience within the district to continue the growth we are achieving as of now. |
| Community member | I believe the primary concern for this position is the student and the progress and development. If all aspects are measured in terms of accomplishing this, many of the others will be in the appropriate place. Secondly, the superintendent must be mindful in the development of any budget to ensure the maximum value is received for expenditures and to remain in the monetary limits allowed. Homeowners have a limit on what they can afford to pay for services. |
| Community member | This candidate must be a visionary, as well as good communication skills and follow through. A person of character and integrity. |
| Parent | He/She have faith and belief in our lord Jesus Christ, Family and our children safety and their education, undersatanding patient and knowledge of what a superintendent suppose to do no one who is going to get in office and sit and get a check, they have to do their part of making things right. |
| Parent | I believe that it is imperative that the next superintendent is a individual who is good at implementing a plan that would rectify the problem. That I believe that a lot of the schools are having with students with behavioral problems. The kids are being so disruptive in class that a lot of the student are unable to learn properly. |
| Parent | Like our Superintendent now, he shows great concern for our kids, i saw him out when the streets was flooded, i saw him out making sure the buses was on time, he answers all our calls. We love him, and hope to have someone like him or is willing to strive to be as good or better than him. |
| Parent | Maybe it could be an educator, someone who understands the issues teachers have and also a parent. |
| Parent | The new superintendent needs to make sure all the needs of all students are being met. They took away the enrichment classes, I believe these classes need to come back to make sure all students are being services some on a higher level then others. Please bring enrichment classes back for our gifted students |
| Support Staff | A good superintendent should really care for all the staff and mostly the students. He or she should want the same oppotunity for all the students even if he or she lives in a more influent area.They should not judge one group of people or a family because of innocent, I feel they should only want the best for our children as they do for their own precious babies!!!! BE FAIR and BE STRONG!!! |
| Support Staff | A superintendent has to be stern when necessary, but must also possess good communication skills. |
| Support Staff | Be aware and understand the socioeconomic background of our families and students and incorporate programs or learning strategies that increases their chances of being successful academically and socially. |
| Support Staff | Must support the library in every way. She or he must understand the importance of the library as a whole. |
| Support Staff | They should have high expectation of teachers and students. should be able to present a good budget. |

South Holland School District 151

South Holland, Illinois

Superintendent of Schools Desired Characteristics

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the Board of Education of South Holland School District 151 seeks a new leader possessing the following characteristics:

An engaged community collaborator who:

- Values the benefits of a diverse community and student population
- Understands the needs and interests of the communities served by the District
- Seeks to communicate with and involve all stakeholder groups regarding decisions impacting the District
- Is a consensus builder with the staff, parents, business leaders, and community organizations in order to move the District forward in the best interests of the children it serves

A knowledgeable instructional leader who:

- Is an advocate of all children and seeks to improve student performance across all subgroups
- Understands the specific needs of minority, ELL, and special education students with a desire to provide the services and programs to meet their unique needs
- Is aware of the changes in instructional practice and assessment approaches being required by the Common Core Standards
- Values the use of instructional technology to meet the needs of students

A competent financial manager who:

- Understands Illinois fiscal and budgetary requirements
- Can plan for the long-term financial health of the District
- Guides the support services required for the smooth daily operation of the District
- Oversees the on-going renovation and maintenance of the schools
- Can be decisive, when needed

With regard to leadership experiences and accomplishments, the successful candidate should:

- Be certified or eligible to be certified as a superintendent in the State of Illinois
- Have teaching and leadership experience in a district with similar demographics
- Have a proven track record of success in improving student learning
- Possess unquestionable integrity, honesty, and ethics