

Edwardsville CUSD 7
IASB SUPERINTENDENT SEARCH
REPORT TO THE BOARD

This document is intended to serve the board in at least three ways:

- 1) An aid in the development of search criteria. What are the challenges before the district? What leadership skills are needed? What does the board really want in a new superintendent?
- 2) As a resource for the board's preparation for interviews with finalists. What are the issues? What are the key questions? How might they be addressed in conversation with finalists?
- 3) As an orientation document for the new superintendent. The following are some of the things that individuals had to say about the district and the task of the superintendent. As such, they will provide some helpful perspectives to the person assuming the job.

EXECUTIVE SUMMARY

I. Summary of Survey Findings

Surveys were received from 1,649 persons, including:

7	Board Members
379	Staff Members
1,142	Parents
<u>121</u>	<u>Community Members</u>
1,649	Total

Board Members		
7 Board Members responded to the survey		
1	Success of every student – vision of learning	5
2	School culture and instructional program	3
3	Management of the organization	3
4	Collaborates with faculty and community	6
5	Acts with integrity, fairness and ethical manner	0
6	Successful experience in understanding diversity	6
7	Emerging trends	0
8	Apply the legal requirements – labor relations	2
9	Proven abilities in human relations and communications	2
10	Ability to work cooperatively with all stakeholders	2
11	Interpret complex educational and financial data	3
12	Select, assign and evaluate staff	1
13	Stay abreast and engage in the legislative process	0
14	Maximize financial & human resources	1
15	Long and short range district goals	4
16	Willingness to take innovate and encourage others	4
	Previous experience as teacher	7Y/0N
	Previous experience as a principal	6Y/1N
	Previous experience in central office	6Y/1N
	Previous experience as a superintendent	2Y/5N
	Resides in the district after employment	6Y/1N
	Next superintendent have a doctoral degree	3Y/4N

The Board’s top ratings:

The Superintendent of our district should be an educational leader who:

- Has successful experiences in understanding diverse student populations and community cultures.
- Collaborates with the faculty and community members, responds to diverse community interests and needs, and mobilizes community resources
- Promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by all stakeholders
- Has a willingness to innovate and encourage others to innovate, while remaining accountable to the Board of Education and the community he/she serves.
- Has experience in planning both long and short range district goals with the Board of Education.

Staff Members 379 Staff Members Responded to the survey		
1	Success of every student – vision of learning	172
2	School culture and instructional program	255
3	Management of the organization	181
4	Collaborates with faculty and community	209
5	Acts with integrity, fairness and ethical manner	301
6	Successful experience in understanding diversity	111
7	Emerging trends	88
8	Apply the legal requirements – labor relations	92
9	Proven abilities in human relations and communications	230
10	Ability to work cooperatively with all stakeholders	129
11	Interpret complex educational and financial data	67
12	Select, assign and evaluate staff	46
13	Stay abreast and engage in the legislative process	18
14	Maximize financial & human resources	106
15	Long and short range district goals	131
16	Willingness to take innovate and encourage others	138
	Previous experience as teacher	343Y/36N
	Previous experience as a principal	326Y/53N
	Previous experience in central office	155Y/224N
	Previous experience as a superintendent	134Y/245N
	Resides in the district after employment	173Y/206N
	Next superintendent have a doctoral degree	146Y/233N

The Staff's top ratings:

The Superintendent of our district should be an educational leader who:

- Acts with integrity, fairness and in an ethical manner.
- Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional goals.
- Has proven abilities in human relations and communications.
- Collaborates with the faculty and community members, responds to diverse community interests and needs, and mobilizes community resources.

Parents		
1,142 Parents Responded to the survey		
1	Success of every student – vision of learning	675
2	School culture and instructional program	685
3	Management of the organization	556
4	Collaborates with faculty and community	520
5	Acts with integrity, fairness and ethical manner	882
6	Successful experience in understanding diversity	418
7	Emerging trends	269
8	Apply the legal requirements – labor relations	207
9	Proven abilities in human relations and communications	452
10	Ability to work cooperatively with all stakeholders	288
11	Interpret complex educational and financial data	244
12	Select, assign and evaluate staff	208
13	Stay abreast and engage in the legislative process	68
14	Maximize financial & human resources	456
15	Long and short range district goals	398
16	Willingness to take innovate and encourage others	526
	Previous experience as teacher	925Y/217N
	Previous experience as a principal	911Y/231N
	Previous experience in central office	387Y/755N
	Previous experience as a superintendent	368Y/774N
	Resides in the district after employment	695Y/447N
	Next superintendent have a doctoral degree	412Y/730N

The Parents ratings:

The Superintendent of our district should be an educational leader who:

- Acts with integrity, fairness and in an ethical manner.
- Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional goals.
- Promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by all stakeholders

Community Members		
121 Community Member Responded to the survey		
1	Success of every student – vision of learning	66
2	School culture and instructional program	70
3	Management of the organization	51
4	Collaborates with faculty and community	59
5	Acts with integrity, fairness and ethical manner	90
6	Successful experience in understanding diversity	56
7	Emerging trends	31
8	Apply the legal requirements – labor relations	19
9	Proven abilities in human relations and communications	57
10	Ability to work cooperatively with all stakeholders	34
11	Interpret complex educational and financial data	29
12	Select, assign and evaluate staff	24
13	Stay abreast and engage in the legislative process	7
14	Maximize financial & human resources	44
15	Long and short range district goals	38
16	Willingness to take innovate and encourage others	51
	Previous experience as teacher	99Y/22N
	Previous experience as a principal	100Y/21N
	Previous experience in central office	51Y/70N
	Previous experience as a superintendent	37Y/84N
	Resides in the district after employment	79Y/42N
	Next superintendent have a doctoral degree	50Y/71N

Community’s ratings:

The Superintendent of our district should be an educational leader who:

- Acts with integrity, fairness and in an ethical manner.
- Promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by all stakeholders.
- Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional goals.

Bottom line from the Surveys:

There is some agreement that the board should look for a superintendent who:

- Acts with integrity, fairness and in an ethical manner.
- Advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional goals.
- Collaborates with the faculty and community members, responds to diverse community interests and needs, and mobilizes community resources.
- Promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by all stakeholders.
- Has successful experiences in understanding diverse student populations and community cultures.
- Has proven abilities in human relations and communications.
- Has experience in planning both long and short range district goals with the Board of Education.
- Has a willingness to innovate and encourage others to innovate, while remaining accountable to the Board of Education and the community he/she serves.

SUPERINTENDENT SEARCH SURVEY
Board, Staff or Parents/Community Members
Edwardsville CUSD 7

The Board of Education is very interested in your input as it seeks to hire a new Superintendent for Edwardsville CUSD 7 survey is provided by the Illinois Association of School Boards, who is assisting us. The survey results will be shared with the Board of Education, but all survey responses and comments will remain anonymous. Thank you!

INSTRUCTIONS: READ the following 16 items. Choose the SIX items that you believe identify the traits or skills the next superintendent must have that demonstrate a good match for the district.

The Superintendent of our district should be an educational leader who:

1. promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by all stakeholders.	X
2. advocates, nurtures and sustains a school culture and instructional program conducive to student learning and staff professional growth.	X
3. ensures the management of the organization, operation and resources for a safe, efficient and effective learning environment.	
4. collaborates with faculty and community members, responds to diverse community interests and needs, and mobilizes community resources.	X
5. acts with integrity, fairness and in an ethical manner.	X
6. has successful experiences in understanding diverse student populations and community cultures.	X
7. able to assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.	
8. has the ability to successfully apply the legal requirements involved in the administration and management of a public school district including labor relations and the management of the negotiated contract.	
9. is a people person with proven abilities in relationship building and communication.	X
10. has the ability to work cooperatively with all stakeholders.	
11. has the ability to interpret complex educational and financial data to the Board, staff and community.	
12. has the ability to select, assign and evaluate staff.	
13. will stay abreast of legislation and help the district engage in the legislative process.	
14. has the ability to maximize financial and human resources in support of educational programs in the district.	
15. has experience in planning both long and short range district goals with the Board of Education.	X
16. has a willingness to innovate and encourage others to innovate, while remaining accountable to the Board of Education and the community he/she serves.	X

It is important that our Superintendent:

have previous successful experience as a teacher.	X yes ___ no
have previous successful experience as a principal	X yes ___ no
have previous successful experience in the Central Office (Preferred)	___ yes ___ no
have previous successful experience as a Superintendent (Preferred)	___ yes ___ no
reside in the district after employment.	X yes ___ no
have a doctoral degree	___ yes ___ no

The Board of Education also sought additional input to address *past challenges* and *future direction*.

Over the past two years, the Edwardsville CUSD 7 Board of Education and staff had been working to address recognized district challenges identified in 2018.

Displayed are only the “*Important*” and “*Very Important*” responses from your survey. The “*Very Important*” column also displays a percent of total responses. As an example, in #1: 57% of the board deemed communication as priority, as well as 59% of the staff, 48% of the parents, and 51% of the community. Significant though, when considering responses in the top two categories, 100% of the board, 90% of staff, 80% of parents, and 85% of community considered communication a priority.

The Board now determines how significant this is for futures planning. How might they be addressed in conversation with finalists?

II. Summary of Online Interview Findings

Part I: Challenges

1. “Communication—including vertical (PK-12), horizontal (across the buildings), internal (within and across the district), and external (outside the district)”—is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	3	113	344	38	
Very Important	4/57%	219/59%	507/48%	57/51%	

2. “Fiscal distress (e.g., non-differentiated tax base)” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	2	183	482	49	
Very Important	1/14%	67/18%	256/24%	30/27%	

3. “Staff morale, relationship building, and trust” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	3	79	364	32	
Very Important	4/57%	262/71%	490/46%	58/52%	

4. “Outdated curriculum” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	3	145	400	43	
Very Important	3/43%	197/53%	535/51%	61/54%	

5. “Technology access (e.g., outdated/unavailable for 21st Century Learning)” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	1	97	257	23	
Very Important	6/86%	248/67%	675/63%	80/71%	

6. “Career and technical education access” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	3	141	382	48	
Very Important	4/57%	121/33%	409/38%	45/40%	

7. “Special education (e.g., erosion of related services; BD identification and supports)” is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	1	141	366	47	
Very Important	5/71%	156/42%	391/37%	41/37%	

8. “The neediest students are hurting the most (e.g., mental health, lack related services, inconsistent curriculum, weak RtI supports)” is a challenge for Edwardsville CUSD 7?

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	1	150	352	39	
Very Important	4/57%	142/38%	404/38%	48/43%	

9. “Parental influence on decision-making (e.g., vocal parents/special interest groups” having undue influence) is a challenge for Edwardsville CUSD 7:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	5	72	301	29	
Very Important	0	146/39%	321/30%	41/37%	

10. “Creating a framework for education that places equity for all at the center of our planning, teaching, learning, discipline, and decision-making” is a challenge for Edwardsville CUSD 7.

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	1	149	362	44	
Very Important	6/86%	115/31%	394/37%	53/47%	

Part II: Superintendent Traits

1. Understand the “Blueprint to Success” and acknowledge the past promises of Prop-E:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	4	162	441	44	
Very Important	0	86/24%	257/25%	36/34%	

2. Articulate the District’s vision to all stakeholders, be open to new ideas, and be a “Great Communicator:”

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	2	153	412	37	
Very Important	5/71%	157/46%	466/45%	55/51%	

3. Possess high integrity; excel at relationship building, being respectful and collaborative:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	1	83	318	23	
Very Important	6/86%	258/71%	648/63%	78/73%	

4. Champion innovation, evidence-based processes, and equitable practices:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	2	177	401	42	
Very Important	4/57%	123/34%	504/49%	51/48%	

5. Be vested in the community; give a long-term commitment:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	4	146	397	33	
Very Important	3/48%	136/38%	443/43%	48/45%	

6. Have the insight and courage to acknowledge our shortcomings, engaging stakeholders in the improvement process, and acting on the results:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	4	168	441	47	
Very Important	3/48%	156/43%	494/48%	48/45%	

7. Engage in leadership that supports, develops, and retains high quality staff; builds internal capacity:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	2	118	398	29	
Very Important	5/71%	227/63%	579/56%	69/64%	

8. Strategically develop, implement, and evaluate actions to achieve the mission of the District:

	7 BOE	379 STAFF	1142 PARENTS	121 COMMUNITY	SIGNIFICANT
Important	0	193	446	47	
Very Important	6/86%	115/32%	447/43%	48/45%	