

# Spokane Public School District 81

## LEADERSHIP PROFILE REPORT

February 10, 2012

### Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in February 2012 for the new superintendent in the Spokane Public Schools. 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 provided information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

### Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below: *(Note: only eight groups can be listed)*

<b>Group</b>	<b>Personal Interviews or Focus Groups</b>	<b>Online Survey</b>
Board	5	N/A
Administration	88	77
Certified Staff	40	250
Classified Staff	29	137
Community At Large	51	46
Community Leaders	48	38
Parents	22	104
Students	20	N/A
<b>Total</b>	<b>303</b>	<b>652</b>

The Board and administrative staff selected a wide range of stakeholders to be included in the interviews and focus group settings. The Board determined that the Community Group would be broken out as Community At Large and Community Leaders. The Community Leaders Group included local business and government leaders, representatives of the clergy, former school board members, Foundation, Friends of KSPS, levy coordinators and African American Elders. Members of higher education were considered part of the Community Leaders Group as well.

The Parent Group consisted of representatives of the Citizens Advisory Committee; Diversity Advisory Council; Human Growth and Development Committee; parents of students enrolled in gifted programs, alternative programs and early learning experiences. Additionally, parents were present as representatives of booster clubs, volunteer groups, parent-teacher organizations and in at least one case, a parent of a private school student.

### Participation - continued

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 7 of the report and 2) all responses from individual and group meetings, which begin on page 15. They are listed alphabetically with no attempt to prioritize them. A separate appendix lists all comments made by survey respondents, in no particular order, although negative statements about a single individual have been redacted.

Finally, the extensive interview feedback and the strong online survey responses contributed to a first draft of Desired Superintendent Characteristics. That draft document will be discussed with the entire Board at the February 10<sup>th</sup> meeting and can be found on 34. The discussion draft may have revisions that will be considered as the Board approves a final draft at an upcoming Board of Directors’ meeting. The Desired Superintendent Characteristics summary will be used as the basis for considering potential candidates and as topics for first and second round interviews with prospective candidates. The Board of Directors are commended for their strong involvement in contributing to the feedback sessions and their desire to receive stakeholder input on the District 81 challenges and the desired characteristics of the future leader of Spokane Public Schools.

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**

Spokane and the Spokane Public Schools are distinguished entities in the state of Washington. Spokane is located in eastern Washington, 18 miles from Idaho, 110 miles from Canada and 276 miles from Seattle. Spokane Public Schools is the second largest system in Washington representing a broad range of highly active and engaged parents, professionals, community members and partners. There is strong community pride in being a special place and a special environment in which to raise a family. That pride and the “can do” spirit makes Spokane and District 81 a tremendous opportunity for a future leader.

**Strong Community, Strong Schools.** SPS represents what can happen when a community believes in the schools and values the importance of education for all students. The community and schools have a long history of levy and bond support that indicate the pride, traditions and enthusiasm in having meaningful learning for students. Community and business leaders and the community at large are responsible for many partnerships, organizations, foundations, friends of the district and commitments to youth and neighborhood schools. Those schools are committed to excellence and providing a strong educational program that will support the future generation of citizens and Spokane leaders and workers. Recognized successes and awards included: state and national Title I recognition; WA state schools’ recognitions; 2011 Washington Post AP recognition; and many extra-curricular successes. District 81 saw an increase in the graduation rate of an impressive 17%; 75% of the schools are rated from good to exemplary on the Washington State Index; a higher percentage of District 81 students go directly to college from high school than the state average; college Board named District 81 to its AP Honor Roll;

### Strong Community, Strong Schools - continued

District 81 continuously works to close the achievement gap. The strength of the community and schools is felt by everyone and is valued by the board and administration.

Higher education has a strong presence in Spokane and influence in District 81 including, Gonzaga University, Washington State University, Eastern Washington University, Whitworth University, Spokane Falls Community College, Spokane Community College, and ITT Technical Institute. The partnerships with higher education and other organizations are unlimited and desired. Together the community and schools believe that they are ready to move to the next level, to prepare students for their future in the 21<sup>st</sup> Century world.

The community continues to encourage strong partnerships that will increase student opportunities for success. The unique commitment to these partnerships will highlight what can be accomplished for students by a caring community and strong schools.

**Educational programs for all students.** Stakeholders feel that there is a wide range of learning opportunities for the diverse student population that attend SPS. Despite the presence of poverty and learning issues a commitment to provide programs and services for all learners is a mission of the district. Programs for high risk students as well as gifted students were well developed and well thought of in the Spokane community. Staff feel that they are working hard to deliver the programs needed and expected by students, parents, and the community. The staff expresses a commitment to work even harder in the future to ensure students are prepared for their future world. Resources and the Board commitment to support a wide range of programs result in a rich array of optional learning opportunities. The strength of the programs is reflected in comments that requested even more opportunities similar to those already in place and making a difference. Students feel challenged and prepared by a caring and dedicated staff. A strong staff development program in line with the best practices and research based initiatives encourages staff to have differentiated skills and strategies to reach all learners. Educational programs are enhanced by a valued and important fine arts, music and extra- curricular programs, as well as college to career programming.

**Culture of creativity, innovation and hard work.** The staff and administration are highly regarded for the very hard work that is characteristic of a working system. The commitment to integrate many new initiatives into the classroom and schools displays the willingness to grow professionally and to support students with strategies for success. The entire community is very aware of the strong professional development programs that include instructional programs, strategies and frameworks, such as social justice. Administrators report that many initiatives are on-going in every building and that it is difficult to limit the focus around one or two initiatives or goals. Staff is eager to try new approaches in collaboration with their leadership team. Financial support provides for many programs directed at supporting student success. While workload is mentioned, there are very few comments complaining about the work load; rather enthusiasm is evident for attaining increased professional skills and embracing the latest ideas and practices. The entire system believes in the philosophy of continuous improvement and that schooling impacts students and their future opportunities. The work on graduation and dropout rates demonstrates the commitment and growth that resulted in increased success.

**Optimistic future.** It is overwhelmingly clear from the input from stakeholders that the future for SPS is bright and optimistic. The strong belief system and valuing student achievement gains, positions SPS to launch planning, visioning and implementation for increased performance. The Board of Directors and administration join the community in expressing high expectations for future growth and for changes that will cause student and system success.

District 81 is enthusiastic about the process of finding their next leader who can build on the successes of the past, while addressing changes that are necessary to move the district to improved performance.

## **Challenges/Concerns/Issues Facing the District**

**Board/Administrative/System Alignment.** The board/superintendent/administrative team is critical to the future work across the system and in the community. Re-defining the board/superintendent team creates opportunities for new organizational goals and strategic planning. The second system alignment concern requires district and schools alignment. The issues of alignment around system goals and a framework to measure progress on those goals is an immediate concern. The system desires a structure that will: improve achievement; communicates direction; aligns curriculum, instruction and professional development; connects the work of the district and buildings; and that results in increased student achievement. A vision and a strategic planning process can provide a framework for system goals and action planning. Board/superintendent relationships can be defined as a model for the system in terms of trust, communication, leadership, celebrating success, high expectations, results orientation and student focus. The need for both centralized and decentralized efforts can be integrated into the re-alignment and the focus on improving student achievement and building ownership on progress toward success indicators. Evaluation of the district office structure may be necessary to effectively re-align the system for improved delivery, support and alignment/articulation.

**Budget and legislative presence.** SPS deserves praise for the financial management and use of resources across the system. The staff “tightened the belt” and continues to make strong progress in critical programming. The concern is that as demographic patterns continue to change, more resources will be required to serve under privileged and poverty students, as well as special needs students. These require costly programs that challenge current state and federal revenues to support the level of services required to close the achievement gap. It is felt that as the second largest school system in Washington, SPS should be at the legislative table to discuss school funding and policy needs that will result in improved services to students. The staff and community are concerned about the leadership for resources at the state and local level. Respondents feel that additional partnerships are an opportunity to enhance resources with community organizations who will engage with D81. Leadership and communications will be necessary to connect partners to schools, students and the Spokane community. Future budget and funding issues will require a strong presence and work at the local, state and federal level.

**Diverse student population, success for all.** Demographic changes and increasing poverty counts (currently 55% district-wide) are challenging many schools. The future goal is how to support students at risk, improve student performance for all students, close the achievement gap and enhance the experiences of the academically talented students.

### Diverse student population, success for all - continued

Increasing Advanced Placement enrollments is planned for the future along with other high level programs. The diverse student population requires encouragement and programming beyond what Title I and other grant programs will provide. Many students are challenged by special needs and may require special education programming as well. The parents and staff of those students feel strongly about the desired future gains. The challenge for the district is to support academic achievement for all students, and prepare students for the college to work environment of this decade. Connecting system wide goals to professional development programs support increased performance across the system. Work on the graduation and dropout rates have demonstrated concern for all students. Other programs such as "cultural competency", social emotional learning and PBIS may have system wide impact.

**Curriculum and instructional alignment.** The system receives strong comments for the curriculum and instruction program and the many initiatives that were created to address student needs, changing demographics and current research. The professional staff and others are concerned about the alignment and focus of the curriculum across the many schools. Curriculum re-alignment may be central to raising the achievement performance of students. In some cases, a lock-step approach was criticized because it reduced teacher decision-making on classroom issues. The assessment program and requirements of NCLB create questions about the use and value of what is described as extensive testing. At the same time, a data warehouse would standardize data decision-making and collection of data across the system. Learning targets, common core standards work and local goals are important components of the curriculum alignment. There seems to be impatience on the curriculum direction and strong communication is needed to enhance the work expected by others. District-wide, a question has been raised about the math curriculum and instructional options for math program delivery. Work between the district and the buildings on curriculum and related issues require focus and communication. Some respondents feel that fewer initiatives may mean greater success and deeper implementation.

**Leadership for schools and community.** The Spokane Public Schools are looking for strong leadership that will unite the community behind the schools and align the efforts of the district and schools. That leadership is expected to: have a clear vision; move the district to the next level; increase all student performance; increase access to accelerated programs; increase effective programs for special needs populations; increase the use of technology and align curriculum and instruction initiatives. At same time, the new leader is seen as a "business partner" in the community, working on behalf of all of Spokane. The need for expanded resources, lobbying for legislative changes, future bond issues and higher education partnerships will demand greater involvement at the local and state level. The building staff and parents want to interact with the next superintendent so that he/she will understand the issues for educating today's' students. Accessibility, transparency, visibility and strong communication skills along with integrity, innovation and ability to build relationships rate as high qualities for the next leader of D81. Strong leadership with a warm style and the ability to get things planned, implemented and monitored were important to those interviewed.

## Desired Characteristics

The Board of Directors and the many stakeholder groups shared many desirable characteristics for the future leader of SPS through the interviews and feedback on the survey. This is viewed as a most important position at this time, one that will have profound impact on the future relationships, direction, results, effectiveness and partnerships across the district. Respondents want their new superintendent to demonstrate the following characteristics:

1. Provide leadership for a clear vision for exemplary, system wide educational programs, including learning targets that improve student achievement for college to career readiness.
2. Strong leader who will bring about system change for moving the district forward; the development of goals, strategic and action planning, communication, community partnerships and collaboration both internally and externally.
3. Possess relationship and organizational skills for working with the district-wide audiences, staff, community leaders, business leaders and higher education partners.
4. Has excellent listening and communication skills for gathering input and effectively represent the interests and concerns of students, staff, parents and community members.
5. Leader who visible through the district and is actively engaged in the community.
6. Increase academic performance and accountability at all levels.
7. Leader who embraces diversity and special needs students; experience with issues and successful programs for diverse and special needs populations.
8. Possess ability to work with state and local officials to increase resources that will support important initiatives for student performance, i.e. technology, data warehouse, systems structures, special needs.
9. Displays integrity, strong leadership, trust-building relationships, innovation, ability to change system to benefit all students and schools
10. Ability to lead a new board/superintendent team that will support district-wide and system goals, operations, staff and change in critical areas. Be a positive and dynamic influence for "doing the right things for the right reasons."

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 Spokane Public Schools Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges, 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 Spokane Public Schools staff members who assisted with our meetings and particularly thank Karen Meek, Joan Poirier, Terren Roloff, and Tennille Jeffries-Simmons for their efforts in facilitating our time in the District.

Respectfully submitted,

Sandy Husk, Ph. D.  
Steve Humphrey, Ed. D.

## Consistent Themes

### **Consistent Themes**

The Consistent Themes consists of the most frequently reported comments and thoughts from the interviews and online survey that were conducted from January 31, February 1 and 2, 2012. The online survey began in mid January and was closed on February 6, 2012. A wide range of perceptions and thoughts were expressed by the many stakeholder groups and Board of Directors during the interviews. The Strengths, Challenges/Concerns/Issues and Desired Characteristics contain the comments most frequently communicated and those comments that most likely will influence changes that the stakeholders and Board expected with new leadership. The items listed here reinforce those statements on page 34 or provide examples of the major ideas expressed by the many individuals who contributed to the Leadership Profile Report. All items are listed in alphabetical order by key work, not in priority order.

### **Commonly Cited Strengths**

- Academic success on state assessments, AP national recognition, and improving graduation and dropout rates
- Board, staff, administration and community want high performing schools that support student skill acquisition for college and career readiness
- Community support for the schools, active community leaders and thousands of volunteers for the schools and extra-curricular events
- Fiscal management and strong financial resources; district does amazing work in spite of budget limitations
- Hard working staffs that have pride in the schools and their work
- History of support for levy and bond issues
- Modernization of facilities through 25 Year Plan
- Music, arts and extra-curricular programs
- Partnerships with higher education and community organizations
- Professional development programs support on-going cutting edge initiatives
- Schools are center of neighborhoods; their success is vital to the citizens
- Spokane is a tremendous place to live, raise a family and interact with a caring community. It is a big-small city! A community of strong management and citizen leadership
- Spokane Public Schools provide outstanding education and has a long history of excellence
- SPS has intelligent, confident and caring staff and administration
- Strong gifted education programs are provided across the district and are highly valued
- Respondents value the care shown by staff and the availability of staff to students and parents

### **Commonly Cited Challenges/Concerns/Issues**

- Balance between centralization and decentralization in leadership, curriculum and instruction and decision-making
- Board/administrative team that will work together to provide leadership that improves the district and student performance

### Commonly Cited Challenges/Concerns/Issues - continued

- Budget challenge and the potential reduction of programs and services
- College and career readiness standards implemented across the district for all students; prepare students for their future in a global economy
- Data decision-making ; develop a data warehouse that will provide the information on system goals and targets
- Develop a clear vision and strategic plan for the district; hold everyone accountable for implementation of goals and targets
- District administration re-alignment in terms of structure, articulated programs, and organizational goals
- Focus "change efforts" on effective implementation, articulation and assessment
- Implement, communicate and monitor learning targets, goals and expectations for the district; coordination between the district and schools
- Increase partnerships with higher education, community organizations, community leaders, volunteers and alumni to provide additional resources, programs and support for students and schools
- Learning environment that is safe, welcoming, caring and secure for students, parents and staff
- Legislative, local, and regional networking to influence policy and decisions that will have a positive impact on Spokane and SPS
- Need for strong leadership; a leader with a clear vision; who is visible, accessible, with listening and communication skills; who possesses integrity and trust-building skills
- Professional development needs to "go to the next level", implementation-practice and follow up
- Programming for poverty, at risk and special needs students that engages students and prepares students for future opportunities.
- Retaining the music, arts and extra-curricular programs, particularly in the middle and elementary schools
- Review and determine appropriate math curriculum for the district
- Strong communication from the district that is proactive, transparent and meaningful; be honest in what needs attention and indicate pros and cons with proposals and recommendations so a complete picture is provided
- Technology integration and use of technology for management and instruction
- Trusting relationships, transparency and support for learning and student success,

### Commonly Cited Desired Characteristics

- "Face" of district in good times and tough times; will build confidence and spirit
- A leader who can develop an agenda for work with legislative, local and regional leaders to effect change that will benefit Spokane and SPS
- A leader who can restore Board/superintendent team leadership and relationships across the district and community
- A leader who will foster a positive professional climate of mutual trust and respect among staff, union representatives, parents, and community
- A leader who will listen to and effectively represent the interests and concerns of students, staff, parents and the community members
- Be visible, accessible, and build trust and strong relationships with parents, staff, local and state leaders and the community
- Catalyst for change that will move the district to higher levels of achievement and result in student preparation for college/careers

### Commonly Cited Desired Characteristics - continued

- Collaborative leader who can bridge gaps in district and community; working with employees and leaders to resolve concerns
- Displays a commitment to college and career ready; will work with higher education to ensure effective connections and articulation for student success
- Embraces diversity and programs that will increase the success of all groups of students; have high expectations for all students
- Flexible in working with diverse opinions, conflict and can adjust to changing conditions and board leadership, community leaders and competing interests. Will make things “flow”
- Innovator with proven track record with improvement and innovation
- Knowledgeable with centralization and decentralization management and leadership for instruction, decision-making and organizational expectations
- Listening and verbal skills and the ability to gather input and opinions; builds a consensus, action plan and timeline for change
- Strong leader who will lead the district and Board; move the district to the next level by setting a clear vision, implementing learning targets, establishing a systems approach and high expectations for the district and schools
- Student-focused leader who will provide a system of support for student growth and development
- Support teachers, administrators and staff in delivering high quality programs and services to students, parents and the community
- Supports technology integration as a tool for management and instruction
- Understands organizational alignment, management and effective implementation, articulation and accountability for results

## Spokane School District Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 652 stakeholders. Almost half of respondents were certificated staff (38 percent), about 21 percent were classified staff, another 16 percent were parents of current district students, 12 percent were administrators, and the rest were community members at large and community leaders.

**Stakeholder Frequencies**

	Frequency	Percent
Certificated Staff	250	38.3
Classified Staff	137	21.0
Administrator	77	11.8
Community Leader	38	5.8
Parent of Current District Student	104	16.0
Community Member at Large	46	7.1
<b>Total</b>	<b>652</b>	<b>100.0</b>

The top-rated characteristics that respondents selected are:

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Be visible through the District and actively engaged in community life. (CE)

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.

- Community leaders and parents of current district students were significantly more likely than certificated staff to select the Vision and Values item "Promote high expectations for all students and personnel."

### Online Superintendent Profile Survey Results - continued

- Certificated staff and parents were significantly more likely than administrators and community leaders to select the Instructional Leadership item “Hold a deep understanding of the teaching/learning process and of the importance of educational leadership.”
- Parents of current district students and community members at large were significantly more likely than certificated staff to select the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students, including special needs populations.”
- Community leaders were significantly more likely than classified staff to select the Instructional Leadership item “Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.”
- Certificated staff was significantly more likely than classified staff to select the Instructional Leadership item “Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.”
- Administrators and community leaders were significantly more likely than certificated and classified staff to select the Instructional Leadership item “Utilize student achievement data to drive the District’s instructional decision-making.”
- Classified staff was significantly more likely than administrators and community leaders to select the Community Engagement item “Be visible throughout the District and actively engagement in community life.”
- Classified staff was significantly more likely than certificated staff to select the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Certificated staff and parents were significantly more likely than administrators to select the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.”
- Administrators were significantly more likely than certificated staff, classified staff, parents of current district students, and community members at large to select the Community Engagement item “Maintain positive and collaborative working relationships with the school board and its members.”
- Community leaders and community members at large were significantly more likely than parents of current district students to select the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Administrators were significantly more likely than parents of current district students to select the Communication and Collaboration item “Seek a high level of engagement with principals and other school site leaders.”
- Certificated staff, classified staff, and administrators were significantly more likely than community leaders, parents of current district students, and community members at large to select the Communication and Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”

### Online Superintendent Profile Survey Results - continued

- Certificated staff were significantly more likely than parents of current district students to select the Communication and Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Certificated staff was significantly more likely than parents of current district students to select the Communication and Collaboration item “Involve appropriate stakeholders in the decision-making process.”
- Classified staff was significantly more likely than certificated staff, administrators, community leaders, and parents of current district students to select the Management item “Be an effective manager of the District’s day-to-day operations.”
- Certificated and classified staff was significantly more likely than administrators to select the Management item “Effectively plan and manage the long-term financial health of the District.”
- Parents were significantly more likely than certificated staff to select the Management item “Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools”
- Classified staff was significantly more likely than administrators, community leaders, and parents of current district students to select the Management item “Guide the operations and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.”

Percentage of Respondents Who Selected Each Item (By Subgroups)								
Number indicates rank order by overall results		ALL (652)	Cert. Staff (250)	Class Staff (137)	Admin (77)	Comm Leader (38)	Parent (104)	Comm Mem (46)
1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	59%	76%	61%	58%	32%	32%	43%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	55%	60%	51%	40%	42%	65%	50%
3	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	45%	40%	39%	57%	47%	47%	61%
4	Be visible throughout the District and actively engaged in community life. (CE)	43%	45%	55%	32%	39%	30%	43%
5	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	36%	42%	36%	17%	16%	45%	30%
6	Lead in an encouraging, participatory, and team-focused manner. (CC)	36%	46%	31%	32%	24%	25%	30%
7	Promote high expectations for all students and personnel. (VV)	34%	26%	35%	27%	53%	46%	35%
8	Effectively plan and manage the long-term financial health of the District. (M)	33%	38%	37%	17%	37%	33%	24%
9	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	31%	23%	40%	23%	37%	38%	43%
10	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	31%	30%	34%	35%	47%	17%	41%
11	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	31%	30%	27%	40%	37%	24%	39%
12	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	31%	33%	23%	35%	47%	24%	35%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
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## Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		<b>ALL (652)</b>	<b>Cert. Staff (250)</b>	<b>Class Staff (137)</b>	<b>Admin (77)</b>	<b>Comm Leader (38)</b>	<b>Parent (104)</b>	<b>Comm Mem (46)</b>
<b>13</b>	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	29%	28%	35%	35%	29%	22%	28%
<b>14</b>	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	27%	26%	31%	30%	34%	19%	22%
<b>15</b>	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	27%	32%	18%	29%	39%	21%	26%
<b>16</b>	Involve appropriate stakeholders in the decision-making process. (CC)	27%	34%	22%	35%	18%	16%	20%
<b>17</b>	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	26%	19%	23%	29%	37%	38%	37%
<b>18</b>	Seek a high level of engagement with principals and other school-site leaders. (CC)	25%	23%	15%	51%	24%	28%	17%
<b>19</b>	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	24%	15%	23%	30%	34%	36%	37%
<b>20</b>	Strive for continuous improvement in all areas of the District. (VV)	21%	17%	27%	22%	21%	22%	17%
<b>21</b>	Be an effective manager of the District's day-to-day operations. (M)	18%	16%	32%	8%	8%	14%	22%
<b>22</b>	Maintain positive and collaborative working relationships with the school board and its members. (CE)	17%	14%	18%	35%	18%	12%	13%
<b>23</b>	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	15%	15%	26%	3%	3%	20%	9%
<b>24</b>	Act in accordance with the District's mission, vision, and core beliefs. (VV)	15%	10%	19%	22%	18%	11%	22%
<b>25</b>	Utilize student achievement data to drive the District's instructional decision-making. (IL)	14%	8%	11%	30%	26%	15%	15%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
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# Comments from Interviews and Focus Group Meetings

*January 31 to February 2, 2012*

Listed in alphabetical order

*"/" indicates multiple similar responses from group*

## BOARD

### **Strengths**

- Board involved and desiring excellence
- Cohesive “group think” exists between the buildings and district office
- District cares about students, schools, learning is the highest priority
- Excellent academic programs
- Healthy and productive organizational structure with aligned curriculum, staff collaboration, professional development and instructional leadership
- High quality education, recognized for AP Honor Roll, percentage of graduates going to college; success on State Achievement Index
- Intelligent, confident and caring individuals
- Middle school modernization
- Strong administrators, teachers and schools
- Strong financial and budgeting department and program for many years
- Strong history of community support for levies, over 30 years
- Support for gifted education
- Willingness to meet weekly to learn and make decisions
- Wonderful community to live in and place to raise a family

### **Challenges/Concerns/Issues**

- Academic performance of lower grades and need for implementation of interventions to improve that performance
- Balance between centralized direction and site based decision-making
- Board/superintendent/administrative team that will work to improve district and student performance
- Budget challenges
- Building support for future levy and bond campaigns
- Building trust between board and other stakeholders both internally and externally
- Concern for supporting students at middle school level with implementation of “grades for promotion” effort.
- Continue efforts to build partnerships in the higher education community and in community organizations that will promote educational opportunities
- Coordination of leadership between the cabinet level administration and those beyond that circle of decision-making; remove the competition between the higher level and other levels of administration and buildings/
- Data warehouse and consistent collection of assessment information that can be used to guide the decisions for programming and targeting improvement

### Challenges/Concerns/Issues - continued

- Develop programs, communications and initiatives that will attract new families to SPS.
- Create excitement and engagement that will appeal to current stakeholders and potential students, parents, partners/
- Development of District Level Goals and Learning Targets that are “student-focused” and that: allow building alignment; focuses professional development; is linked to the research, best practices and proven success; and are based on data and needs
- Development of Strategic Plan/Vision for the next 5 years
- Dialogue between board and administration needs to be honest, with reports stating pros and cons for issues; direct answers to questions
- Direct concerns from board level, staff or parent/community appropriately for open and honest resolution.
- Evaluate what we are trying to do and how we are trying to do it and make adjustments that improve possibilities for success
- Examine options for resolving concerns and needs; allow system to change using options, multiple initiatives
- Improvement of student performance for ALL students; increase graduation rate, reduce drop-out rates
- Increasing numbers of low income, free and reduced lunch students
- Internal benchmarks for departments, focus on goals and accountability for results
- Lack of clear, high level goals
- Lack of consistent focus; stay with programs longer before changing focus
- Leadership vacuum, resulting in lack of focus, lack of accountability, lack of alignment and ineffective communication
- Middle school organizational structure decision
- Move organization beyond personal interests that can slow change and improvement
- Offering programs and services that promote the performance of all students, particularly the low performing student, students in special programs and students in alternative programs
- Organization should be forthright in gathering and presenting information necessary for making a transparent decision
- Promote enrollment in Advanced Placement, honors and gifted programs.
- Re-structure district level “teaching & learning” division; reduce bureaucracy for improved alignment of purpose and decisions.
- Size contributes to time needed to react to changes and implementation strategies, actions
- Technology integration and use of technology tools for instruction and learning, management

### Desired Characteristics

- “No excuses” approach to implementation of reform agenda and strategic plan/
- Ability to implement non-traditional delivery systems that support improvement of student performance for all students
- Become part of community leadership
- Boardmanship and relationships/communication with individual board members; develop trust relationship with board; follow up with direct answers to questions
- Builds trust and understanding; someone who can heal organizational erosion of trust and confidence
- Can inspire others, gets others excited about success, mission and learning targets

### Desired Characteristics - continued

- Change agent
- Comfortable with de-centralized decision-making, knowing that decisions closer to the classroom are most effective
- Connect research and best practices with practical classroom implementation
- Connect with the community
- Displays commitment to “college and career readiness”, transparency and “social justice”
- Experience in larger system with skills in communication and in effecting change across departmental lines and multiple sites
- Experience in working with unions, interest-based and collaborative bargaining
- Flexible in working with situations, conflict, difference in ideas; adjusts to changes in board leadership, community leaders and competing organizations. Makes things “flow”!
- Focus organization on key goals, initiatives, priorities that will result in improvement and change in desired areas
- Holds others accountable for district goals and targets; positive results and positive relationships in the learning community and with stakeholders//
- Knowledgeable in research, trends, and best practices for increasing performance for all students
- Leader strong in community relations and building partnerships that support district initiatives and goals
- Leader who can integrate the board interests with future district direction and lead everyone forward; remove the “we-them” perception
- Leader who can make “their own mark”
- Leader who can resolve issues, move organizational concerns forward, make difficult decisions and move ahead
- Leader who can restore board/superintendent team and relationships within and external to SPS
- Leader who can utilize the strong talent in the district and change existing roles and staff for greater efficiency and effectiveness.
- Leader who can work collaboratively with the board to set the vision, goals and objectives for the district; works on implementation and results for stated goals; communicates same to the employees and community
- Listening skills, verbal communication skills and the ability to gather input and different opinions; conceptualizes ideas and agendas that build consensus and forward motion; willing to gather feedback from broad basis and interest groups
- Organizational management skills, someone who can re-align district office and organization
- Personally engaging; “tough, but warm”
- Strength to move things along, even before buy-in is determined
- Strong communication skills for internal and external communications; proactive in both arenas; and that promote the board/superintendent agenda for improvement
- Strong leader who will lead the district and board
- Strong manager, rolls up sleeves and gets involved with stakeholder groups
- Supports teachers and positive learning environments with safe and secure schools and classrooms
- Visible and accessible to stakeholders

## ADMINISTRATORS

### Strengths

- "Less is more" is driving initiatives; more deliberate, focused and reflective work is occurring
- \$50m in Gates Foundation work
- Aligned curriculum; comprehensive education, academic vision/
- Caring community
- Closing achievement gap
- Cutting edge research anchors our work.
- Developing a teacher evaluation tool. Currently piloting with 20%.
- Good relationship with Spokesman reporter
- Instructional leadership/
- Integrity around meeting the needs of all children; social justice is a deeply held, shared value.
- K-12 college and career readiness work by strong high school leaders
- Labor management relations
- Lean administration
- Mission for every student
- Norm for high performance
- Passion and dedication of leaders; more ideas that guide focused, disciplined work
- Professional development for principals/
- Quality capital management 25 year plan
- Singular focus on doing a few things well; on the cutting edge of initiatives
- Spokane supports education; excellent resources///
- Strong administrative team; wants to focus on individual strengths; function well as a group
- Strong work ethic, high quality employees//
- The development of teacher leadership; an outstanding coaching model
- The quality of instructional leadership at both the central and building levels
- Transparency of many business processes are good examples for others
- Universities and colleges provide many opportunities for staff and students

### Challenges/Concerns/Issues

- Alignment of central office and schools; need more trusting relationships.
- Appreciate hard work that is going on; maintain contact with staff, building leaders; recognize staff
- Articulated clear vision and need for partnership with other leaders.
- Board communications with staff erodes trust and progress on priorities; creates uncertainties, imbalance, divisive relationships, and unhealthy competition. "No surprises" principle between board/superintendent/administrators would support positive work environment/////
- Board/administrative relationship has deteriorated; use public meetings to restore team efforts; understanding roles, leadership, and relationships are important for moving forward////
- Build capacity of assistant principals and principals for learning issues; break down isolation of secondary schools//

### Challenges/Concerns/Issues - continued

- Cabinet level and superintendent connections to the buildings and building leadership
- Centralize learning targets; allow for building leadership to determine roadmap to achievement of targets//
- Changing demographics; social services needed at a time resources are being reduced
- Clear sense of direction, purpose that aligns efforts, sets targets and priorities for departments//
- Communicate results in programs that are expected by community
- Communication with staff should be timely; value staff with proactive communication
- Community engagement
- District should represent and support students and improving performance of all students
- Establish system wide goals as focus for system
- Expand superintendent's cabinet for informed conversations, decision-making
- How to maintain good reputation when staff are feeling overloaded
- Initiate data driven across system; system data warehouse is developing/
- Involvement at state level will support needed changes in Olympia
- Lack of a Strategic Plan for implementing the vision, goals/
- Leadership by goals, results, positive culture
- Need for learning targets, goals; reduce "departmental silos" such as T & L and other departments; improve district level coordination///
- Need more time for ideas to permeate into classrooms.
- Open information to the Superintendent; it is being filtered
- Partnership with "No Taxes" group to create understanding and alternative approaches
- Professional development needs to move to next level
- Re-align board/superintendent roles and leadership responsibilities
- Reduce isolation within system and between community and district
- Reduction of T & L department for effective implementation and support of programs
- Teacher evaluation system changes will create stress and concerns
- Using policy to drive the changes instead of dictating them through the budget process/
- Vision for the district is critical. New leader needs to work with the Board so that there is mutual acceptance by all and they stay focused on policy.
- We have a real division between the concept of central control vs. principal autonomy.

### Desired Characteristics

- Approachable, accessible and someone who can stay connected to the people in the organization
- Become "face" of the district, in good times and tough times; will build confidence
- Believes that all students can be successful
- Data driven, researched based leader who can establish focus on student achievement
- Experienced educator
- Forming partnerships with civic organizations; higher education; community organizations can support initiatives or special needs/

## Desired Characteristics

- Have a voice in Olympia
- Innovator with proven record of innovation; to change mind set of organization
- Integrity; take stand so other see values and leadership for important things
- Leader passionate about achievement gap; ethnicity issues; and learning for all students
- Leader who understands impact of poverty issues and moving performance within that context
- Leader who can maintain strong relationships with union, business leaders and other stakeholders
- Leader who sets direction, communicates expectations, aligns district office for effective implementation, communication/
- Leader with strength to define roles, hold people accountable; maintain an organizational focus; define values, beliefs, focus and goals for principals and district office/
- Model for staff and support them through strategic planning and continuous improvement plans
- New set of eyes that would bring new thoughts to system
- Person who can grow other leaders
- Preferred high school experience, for balance in organization, with college and career readiness understandings
- Strategic planning
- Strong in boardsmanship/
- Strong leader who has proven relationships with a strong board and dynamic system
- Superintendent experience
- Teaching and Learning background with knowledge of common core, 21<sup>st</sup> Century Skills; college and career ready for all students
- Understanding of centralization and de-centralization in a large district, with a student-focus and support for building efforts/
- Visibility and connections with the community
- Visionary, re-define priorities; moving professional development from stage 1 to stage 2; and results connected to professional development//

## COMMUNITY AT LARGE

### Strengths

- Administration acknowledges issues; is open to new ideas for change
- Alumni and community that cares about schools
- Board of Directors are concerned for and committed to the schools and the system
- Dissenting community members want district to succeed
- District has performed well with resources available
- Gifted programs are outstanding
- Great, dedicated staff
- Huge numbers of volunteers
- Middle schools have strong collaboration from teachers
- Music, arts and extra-curricular programs
- Professional development for all staff has been very strong
- Responsive administration who cares about the students and schools
- Spokane is a big-small town with great environment for raising family
- Virtual learning is very strong

### Challenges/Concerns/Issues

- "Whole child" vision is necessary to support student success
- Alternative school programs and services that work should be expanded, such as Montessori and Apple Schools
- Alumni connections can create additional resources
- Board agreement on issues would move projects forward
- Build parent partnership for alternative program and special education students
- Centralized decisions need to be balanced with more de-centralized practices
- Clarify and change "roles" of board/superintendent/administrative team Board has had to overstep "normal" role to fill void
- Community collaboration, using the community resources to improve services and programs for culture of care and safety
- Creating a culture of caring for students; safe and secure learning environment; responsiveness to parent, student or staff concerns/
- Disconnection exists between schools and district
- District compliance with state codes, statutes regarding student safety
- Dropout rate is very high; where are the supports to help students to stay in school/
- Fundamental changes in philosophy
- High salaries for too many administrators
- Increase number of students who can go to community college without remediation
- Innovations to implement district stated goals regarding student success, instructional excellence and engaging parents
- Lack of school funding, doing more with less
- Middle school music, art and extra-curricular programs are being threaten for elimination due to funding
- New ideas; bringing in new ideas from the outside; the system needs to change so that issues such as security and graduation rates will be addressed.
- Obtaining community, staff, and student input on conditions of the district, with responsiveness to the results of such surveys. A system approach to determine level of satisfaction, needs, critical areas for immediate responses

### Challenges/Concerns/Issues - continued

- Organizational systems need to be defined and communicated for direction; accountability, alignment, continuous improvement/
- P-3 early childhood alignment; challenges within state for these programs and funding
- Partnerships for middle schools to improve graduation rate at high school
- Poverty is hidden, creates complex challenges for staff and system/
- Producing students who can be on par with anyone in world; raise expectations to be competitive/
- Push Spokane and SPS out of comfort zone
- Rate of change is overwhelming for staff; change for change sake is not creating improvement of student success
- Relationships between stakeholders and district administration are important for future success
- Resolve math issue that has taken center stage
- Social Emotional Learning standards need to be emphasized and developed across the system.
- Special education and alternative students should be a focus
- Strong basic programs in math, cursive, grammar; improvement in instruction/curriculum
- Transparency that happens automatically, becomes part of the culture
- Trauma exists in schools, need more supports for students
- Welcoming parents to help students be successful

### Desired Characteristics

- Caring and child-centered leader who will bring those qualities to the entire system
- Change system to bring new ideas to existing and future problems
- Collaboration with stakeholders, particularly community
- Communication skills that encourages openness and responsiveness
- Consensus builder for meaningful change
- Ethical leader who will acknowledge issues, address needs and work for continuous improvement
- Focus on important initiatives, not just change for change sake
- Leader from private sector; non-educator
- Leader to use SPS position to influence regional and state agendas
- Leader who can empower frontline administrators and staff to take initiative and leadership for improvement
- Leader who can focus on student achievement and preparing students for post secondary
- Leader who can increase de-centralized approach for improved results
- Leader with strong relationship-building skills
- Leadership for continuous improvement for system
- Promote change, sell the needed changes, innovations, solutions for critical issues
- Set clear goals
- Special populations require attention to promote academic and emotional success
- Strong leader who can work with board and system to bring about organizational change
- Strong leader who possesses character and strength to do what is needs to be done; bold leader
- Support arts, music, extra-curricular programs at middle schools

### Desired Characteristics - continued

- System approach for implementation of learning and care standards across the system; hold staff accountable for responding to high level performance.
- Use different technology to reach community, parents
- Visibility, a leader who will be in schools and community organizations/events

## CERTIFIED STAFF

### Strengths

- Big-small city with second and third generation students
- Great housing and reasonable cost of living in Spokane
- Long history of providing strong basic education
- Long time community support for levies
- Medical center for the entire Northwest region
- Professional development
- Researched based programs and initiatives; curriculum is based on best practices
- Respect for teachers
- Responsible use of resources
- Schools that are community centers for neighborhoods
- SPS is a spotlight district for many outlining districts
- SPS wants to be cutting edge district; staff believe in that vision
- Staff will take on new challenges and will work with administration and superintendent, positive approach is part of the culture
- Strong budget and operations department
- Strong staff with longevity in the SPS
- Union/district relationships; open communication exists

### Challenges/Concerns/Issues

- "Vote No" opposition to the district's levy and budgets/salaries
- Bureaucracy hinders flow of communication, alignment of work, goals and expectations
- College and career readiness; focus on equity
- Connect professional development to curriculum implementation
- Coordination and internal coordination "downtown"
- Declining resources and state funding for schools, particularly special need students and other obligations
- District office coordination of programs, curriculum and initiatives; lack of clarity, communication, constant change before determining effectiveness
- Ensure curriculum alignment, rigor, implementation with fidelity, deliberate focus
- Increase use of technology as a learning tool
- Learning real issues and being accessible to understand concerns and sensitivities beyond what will be said by upper level administrators
- New teacher evaluation process; implementation and communication
- Organization has to focus on student achievement and success
- Over emphasis on testing
- Partnership with higher education; accept help and resources; bridge philosophical divide between higher education and SPS
- Poverty and traumatized students who need support services and programs for academic success; funding for these programs is not readily available at the local level
- Re-building union/administration relationships
- Special education issues continue to increase with possible legal implications
- Staff morale, stress and burnout are increasingly issues as reductions have been made, class sizes and classroom challenges increase//

### Challenges/Concerns/Issues - continued

- Utilization of libraries in each elementary schools

### **Desired Characteristics**

- Alignment between district and schools; cohesiveness
- Allow ownership of programs, more creativity will be displayed
- Balance of testing requirements with need for classroom focus and teaching beyond testing
- Builds trust; integrity; vision; clear goals; unifying skills
- Celebrate success; recognize good work of staff and buildings
- Community relations strength
- Courageous leadership to make things happen for students
- Create alignment
- Embrace the union/administrative collaboration
- Innovative leader who will propose best education for our student population
- Leader from outside of district to ensure improved structures, direction and focus
- Leader who values reform; supports neighborhood schools
- Leader who will do the "right things for kids"
- Public school valued; test scores should not create competition between departments or schools
- Re-structure "downtown" to streamline initiatives, goals, clarity and mandates
- Strong leader who can work with difficult issues; who will embrace staff and community as partners in resolving concerns
- Team-builder; manager to pull stakeholders together
- Visible in the schools; interact with staff
- Visionary who will interact with stakeholders across learning community

# PARENTS

## Strengths

- Extra-curricular programs and opportunities
- Members from the Gifted Committee also work hard at volunteering for community activities like Bloomfest, Hoopsfest, Musicfest
- Odyssey is a one of a kind program in the state and maybe even in the nation.
- Once in the district we had more ALE options.
- Outstanding quality and number of volunteers
- Parent involvement has been strong/
- Professional development for teaching gifted students strengthens instructional strategies for all students.
- Several of the Board members have had experience with the Gifted Committee or have children in the program.
- Size of district and resources available
- SPS tests all students for giftedness. Parents are a critical part of this effort.
- Staff training for students in trauma
- Student safety
- Variety programs for gifted, alternative programming, virtual learning, Montessori
- We have demonstrated success to Superintendent and Board.

## Challenges/Concerns/Issues

- Budget and the need to work with the legislature
- Build a community of learners; reduce over testing
- Bullying and student issues need consistent approach; each school handles issue as they believe
- Clearly define success beyond NCLB measures.
- Curriculum challenge, to meet needs of diverse learning styles
- Dropout prevention and increasing graduation rate
- Include parents in the curriculum work
- Include social emotional measures of success with students  
Include what happens with education beyond K-12 measures of success
- Keeping class size small
- Little momentum for all instruction around a shared vision
- Managing budget and reduced funds
- Many curricular initiatives; practices that require more integration with existing programs for success
- Math program changes; address required remediation of graduates at community college
- Need to break down the silos.
- Process for district approval of volunteer and other grants
- Superintendent needs more time in the schools so they have direct contact with staff and know what is going on.
- Technology integration and support as instructional tool
- Want better understanding of ALE with central office
- Would like professional development specific to ALE students.

## **Desired Characteristics**

- Accessibility
- Advocate for changes in laws; change local mandates to open system to change
- Advocate for Spokane community; someone who has governmental relations experience and success
- An educator
- CEO experience, qualities; not a professional educator, administrator; run SPS as a corporation, students and teachers are customers
- Create connections between low income, minority families and the district
- Define educational services that will prepare students for future opportunities
- Establish community partnerships/
- Innovative; change system
- Leader from outside; think outside of the box; create new approach
- Leader who will build on the strengths and successful programs
- Relationships with union and stakeholders
- Someone with experience working in gifted education
- Strong communication skills; proactive on messages of greatness
- Student-focused, articulate vision that will take District 81 through rough times
- Take input from all stakeholders and build action
- Want better understanding of ALE with central office.

# STUDENTS

## **Strengths**

- Different opportunities to follow interests
- Diversity in students and in courses offered
- Faculty care – always open to students. Want everyone to succeed. Go the extra mile. Track us down so we can succeed.
- Faculty care about your opinions. They go out into the community to help you find your interests
- Good clubs and activities
- Teachers are involved in sports and clubs. 95% of them are great and maybe the other 5% are great for others

## **Challenges/Concerns/Issues**

- How teachers teach should not be the administrators business; should focus on the results.
- Layoffs that means we lost some of our very best teachers.
- Make learning more like life – not like a book.
- Need to work on not micromanaging; teachers are told to teach a certain way
- We should grow at our own pace and not be so focused on test scores.

## **Desired Characteristics**

- Good at managing people
- Optimist
- Someone who cares – keep our programs
- Someone who cares about kids
- Someone who has been a teacher and principal
- Someone who is instinctive regarding student needs
- Someone who takes the opinions of others – doesn't have to use them – but respectfully gathers them
- Someone who will form a student advisory group and be sure that it truly represents all students
- Strong – not afraid to make a change

## SUPPORT STAFF

### Strengths

- D81 is unique in having a variety of programs (compared to neighboring districts)
- Data collection is emerging
- Goal to have all students graduate and go beyond high school
- Great place to raise a family; very appealing to new community members
- Large district and city with small town feel
- Maintaining arts, alternative programming, facilities in tough budget times
- Neighborhood schools, ownership at local level
- Strong staff development
- The arts

### Challenges/Concerns/Issues

- Add staff so we can do our jobs.
- Build support for good work that is on-going; stronger communication with staff; accessibility
- Common core changes; comprehensive education; high levels of rigor
- Communication with parents and the community as changes are made
- Don't mandate from the top.
- Focus on initiatives that will make a difference; reduce constant changing of initiatives
- Increase standards-based grading; STEM, 21<sup>st</sup> Century skills
- Need to understand the purpose of the potential changes to middle schools.
- Open technology access and innovation; improve how colleagues interact and share teaching and learning
- People who don't carry their share of the work. Use contract so that staff get appropriate feedback
- Pockets of low income; continue to raise expectations for student performance in these areas of district
- Realign departments as funds are shifted, to reduce competition and silos
- Re-define middle schools
- Sensitivity to the balance needed when budget cuts are made
- Silos in central office. Need to see the Superintendent more
- State legislature and reduced resources; dependence on levy
- Support for neighborhood schools
- Support for support staff to acquire work skills and to advance

### Desired Characteristics

- Ability to make tough decisions; empowers staff to do their work
- Ability to react to issues of the day
- Accessibility; get news from staff first hand
- Always puts kids first/
- Appreciates family values
- Collaborative with stakeholders/
- Communication skills on the important issues
- Displays consistency, equal opportunity and stability of administrative structure
- Ethical
- Experienced person with knowledge and understanding of 21<sup>st</sup> Century learning standards

### Desired Characteristics – continued - continued

- Forward thinking, embracing technology; life-long learner/
- Goal driven; move organization to next level
- Honest
- Leader who embraces diversity and equity challenges so all are welcome and encouraged
- Partnership and involvement in community, with business leaders, legislature
- Skills in legislative agenda and lobbying
- Strategic plan, vision, mission, goals that is cohesive, guides and is aligns the work in the district
- Strong
- Strong with the Board; Boardsmanship
- Transparent, visible, approachable/
- Works with media and is convincing in that effort

## COMMUNITY LEADERS

### **Strengths**

- 30 years of support for levies; community pulls together
- Community has pride in the buildings; 25 Year Plan has supported excellent facilities
- District does amazing work in spite of budget reductions; done more with less
- District has grown, tried new programs and increased competency of students and staff
- District is stable, strong with long history of excellence
- District responded to dropout problem
- Diversity Advisory Council
- Extremely supportive of K-12 education
- Focus in schools has been on student achievement, teaching and learning/
- Goals of working with community leaders
- Ministers met with the Superintendent
- Project Lead The Way and other STEM related programs; higher education partnerships
- SMART – Spokane minority advisory team. Totally focused on student achievement. Collaborate and partner with different agencies
- Spokane and SPS are “gems”
- Spokane is a community of strong management and citizen leadership
- Strong leadership at district level
- Thousands of volunteers

### **Challenges/Concerns/Issues**

- Access to the Superintendents so that counselors and principals know to meet with us about schooling and post secondary
- Add minority issues to the curriculum
- Administration and superintendent need to be accessible to parents
- Alignment of system to advocate for students and schools that will lift people up
- Analyze the data to see how minority children are being treated
- Be tolerant (genuine) regarding faith based community – this is a part of our culture.
- Board members have challenge of being out in the community; involved; and gracious with those involved
- Board/superintendent have unique opportunity for change; opportunity for leader to lead
- Bridge gaps between school levels
- Communicate with community on successes and progress on high priorities
- Concerns about how our students are treated
- Counselors with low expectations for minorities
- Disconnect between the activities of Dept. of Children and Family Services and the District.
- District leadership has to be forward thinking and in front of levy program
- Diversity Advisory Council and Citizen's Advisory Council are not always in sync
- Diversity in population, cultures and languages; increasing low income, poverty
- Ensure that there are high expectations for kids of color and poverty students
- Establish leadership group of stakeholders for discussion of needs; future direction; restore/continue annual retreat

### Challenges/Concerns/Issues - continued

- Establish meetings with parents and solicit how they can be engaged in their children's work
- High expectations for future leader—more expectations that any one person could probably accomplish
- Hiring needs to match student population
- Interface with colleges, technical programs, union to develop systems thinking
- Need a leader who is community minded and will show up at faith based meetings.
- Need cultural competency training
- Need more alternative learning choices and slots for those that exist; incorporate vocational work into these programs
- Need to be more inclusive in using the minority leaders in solving minority students' problems
- Need training for the Board on the Diversity Advisory Council and engage with them annually (minimally) to hear what they know and do/
- Open system for partnerships with community organizations; develop district vision for partnerships
- Other districts are enrolling our students because we don't have room for them in the district programs
- Partnership with union to establish high priority goals, vision for future; new leadership on all sides means there is a need to meet and talk
- Plan for advocacy work with minorities; Build community engagement schedules beyond work day
- Reduce bureaucracy
- Reform is needed in Olympia and federal level; limitations are created by these levels/
- Regain momentum of previous years in moving district ahead; system has to work together
- Re-organize district office for effective planning and implementation
- Retirements creating void in top management and union
- Special needs require resources, need attention
- SPS may not display flexibility in changing directions; seems to be set in "the way things are done"
- SPS needs to be at the table for discussions with state leaders on reform and funding
- State financing for public schools
- Strong "no vote" group
- Students and families that don't feel safe
- Technology systems and supports ; initiating technology change to be up with some of the surrounding districts

### Desired Characteristics

- Ability to work with media, be transparent
- Builds systems with powerful goals that hold students and staff accountable/
- Classroom experience; an educator
- Collaborative leader who will advocate for students/
- Collaborative leader with strong communication skills
- Cultural competency training experience/
- Dedicated their life to education and youth
- Establishes relationships with business community
- Fighter with charisma

### Desired Characteristics - continued

- Good communicator
- Hire diversity
- Leader who can bridge gaps in district and community relations/
- Leader who can bring large groups of people together, determine needs and ideas for resolving needs and move ahead with plan/
- Leader who can take conflict and confrontations and turn those into opportunities
- Leader who is a catalyst for change and who can demonstrate changes
- Leader who is aware of trends and organizational accountability
- Leader who understands the board/union/administration collaborative model/
- Leader who will help kids be able to compete in world market place/
- Listen to staff and others for important ideas, challenges and successes
- Listening skills with understanding that conversations are important part of developing relationships/
- Loyal
- Organizational expertise, ability to build community relationships; has political savvy/
- Possesses technology skills and will support expanding technology
- Prior superintendent experience with strong relationship skills
- Proactive and a risk taker
- Relationship builder – both inside and outside the district/
- Shared vision for district leadership and student performance
- Silo de-structor
- Someone who knows how to lead
- Strategic in working well with the community
- Strong leader, someone who can say “no” at the right times
- Utilizes data results to evaluate progress and improvement in student achievement; set high expectations for all students/
- Visionary – for ALL students/

## **Superintendent of Schools Desired Characteristics**

### **Spokane District 81 Superintendent of Schools Desired Characteristics**

The Spokane Public School Board of Directors has received and reviewed feedback from Board members, staff, parents, community leaders, community at large, and students through focus groups, interviews, and an online survey offered to the Spokane Public Schools community. Based on the input from the Board and important stakeholders, the SPS Board of Directors seeks a strong educational leader as its next Superintendent of Schools, able to assume the position July 1, 2012. The Board seeks a leader who possesses the following desired characteristics:

- Able to lead organizational re-structuring for the district office that results in aligned efforts in operations, teaching and learning, implementation and measurement of programs and initiatives. Appropriately balances centralized and de-centralized approaches in meeting system goals and expectations; and leads change as needed.
- Advocates for District 81 at the local, regional and state level for policy changes and resources that will support the mission and goals for SPS and the Spokane community.
- Builds on existing program strengths, embraces diversity and success of all students through programs connected to the college and career readiness.
- Contributes to the development of new Board/Superintendent team that provides a clear and focused direction, support and encouragement for the staff and attainment of system goals.
- Creates a culture of high expectations, safe and caring environment, planning for opportunities beyond high school.
- Demonstrates success with educational agendas and moving systems forward. Is flexible and innovative in approaching scenarios and proposals for improvement.
- Fosters a positive professional climate of mutual trust, respect and continuous improvement. Develops relationships across the school and community that encourage partnerships; provides support for students, staff and schools; demonstrates action planning, high expectations and increased student achievement.
- Is visible, accessible and decisive while respecting diverse views and perspectives; displays strong listening and communication skills.
- Manages financial, human and physical resources and plans, including for future levy and bond initiatives to support district priorities and needs.
- Possesses strong personal traits: integrity, sense of humor, honesty, and ability to lead others through a period of change and commitment to personal goals.
- Provides leadership for effective boardmanship and the district by establishing a clear vision, learning targets, systems approach and high expectations for student performance and system accountability.
- Works with local community leaders, members of higher education and existing and future partners who will support the improved success of students. Actively participates in community life.

**APPENDIX  
ONLINE-COMMENTS**

<b>Stakeholder Group</b>	<b>Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.</b>	
Administrators	A belief in the fact that next to the student, the teacher is the most important and influential person in the educational process. It is important that teachers not be viewed as 2nd class citizens or against administration.	
Administrators	A leader with vision who is able to garner support from a variety of constituents. A person who investigates and learns about the current culture and then is courageous enough to change it.	
Administrators	A visible, encouraging, inspiring, strong, able to confront critical issues but through a process that participants feel they have been heard, leader. One who has had previous superintendent experience and can pull a district through some difficult times.	
Administrators	Ability to challenge the internal status quo. Ability to manage a diversely interested Board to a cohesive entity. Ability to recognize both effective and ineffective administration and staff and make changes. Ability to set clear goals and courage to be measured by performance toward said goals.	
Administrators	able to clearly guide our district mission and vision with all groups on the same page and holding the same interest in the activities and new learning	
Administrators	Able to stand up to "push-back" from the few when most are ready to move forward. Committed to listening to his/her leadership team, which extends beyond the Cabinet. To have a vision for the future of the district and to align a path to reach that vision. To hold student learning as the key. To view with new eyes the work of the district. To work with the Board in an effective manner.	
Administrators	Be aware and responsive to the real individual needs of each school, not just interested each school's data. Service for the entire continuum of students in SPS: students with severe needs all the way to gifted students.	
Administrators	Being visible and building on community partnerships is very important. In three years a bond/levy will need to be passed.. so this person needs to build trust in spokane at large.	
Administrators	Bringing someone from outside the district, and possibly outside of the State of Washington, someone with a new perspective, will benefit our district. We need a superintendent who is ready to make informed decisions about curriculum that align with the new state and federal core standards.	
Administrators	Clear messaging that teachers and those in the trenches are honored, respected and supported-- and that relationships are key.	
Administrators	Deep understanding of Multi level instructional differentiation across the curriculum and an understanding of the importance of on grade level reading by third grade. Understanding of the needs of struggling learners and teaching as a brain changing interaction. No "throw away" kids!	
Administrators	Delegate responsibilities to appropriate staff who have the qualities to lead the school system. Continue open communication. Hold all parties to accountability and to make decisions based on data and facts	
Administrators	Foster strong community support for Levies and Bond measures	
Administrators	Good listener	
Administrators	Help build and maintain a collaborative mission and vision. Bring various district divisions (HR, T&L, Management services) together for greater collaboration.	
Administrators	I believe it important for the new superintendent to be able to break down barriers that exist within the system as these barriers prevent growth. The promotion of fluid communication and trust between staff and the school board is critical. In addition,	

	collaboration within and out of district (community) is imperative in order to promote improvement for our students and the superintendent must support the whole child opposed to just academic achievement in order for many students to reach their full potential.
Administrators	I believe it is necessary for a superintendent to be an inspiring leader. Spokane Public Schools needs a visionary leader who is articulate and passionate about providing high levels of achievement for all students. We need someone who is personable, relatable, approachable, and most of all: motivating. One who is a great orator who can lift us up and inspire us to be our greatest selves, both in our careers and in life.
Administrators	I believe that the focus of the school curriculum should reflect the preparation of all graduates to be college and career ready. This means having the knowledge and skills necessary to enter seamlessly into a post high school educational setting. The knowledge and skills need to be backward designed from grades 12-k. The Superintendent would need this vision as a clear focus of their work.
Administrators	I strongly believe the relationship between the School Board and new Superintendent is vital to our work that lies ahead as a district. We must develop a collaborative, trusting, honoring and respecting relationship with all stakeholders from the School Board down to the instructional assistant and ever where in between. Spokane is a great school system and needs to engage, honor and value all members including employees, parents, staff, students and community members.
Administrators	I think the options to indicate the importance of community / industry stakeholders is important but may not get to the level of understanding an effective superintendent will need in a 21st century, globally competitive region that equally values college and career ready graduates.
Administrators	I would like a superintendent who can define a vision and then lead the district to that vision's end goal. If we have a mission for all students, then all students should be represented in the moves of the district and the school board. When have a long road ahead of us to truly make college and career ready a reality for all of our students. I truly believe that we can do it with the right mixture of leadership.
Administrators	I would like to see the superintendent be able to facilitate communication with the Board that effectively supports our, mission.
Administrators	It will be very important that the new sup has successful experiences other than (outside of) the Spokane way... this may be the most important qualification... we need to update the way we approach our work.
Administrators	It's not just about listening to staff, but taking action in response to what they are hearing.
Administrators	Not afraid to make tough decisions. Willing to be in schools to listen to staff interests and check how new initiatives are going.
Administrators	Our central office is overwhelmed with elementary based leadership and section making. I would like to see a pool of candidates with secondary leadership experience.
Administrators	Our next superintendent needs to have the courage to speak about what they believe is best for all students, not just some populations, such as gifted, AP, etc. They also need to have the courage to work with the school board and to clearly define the roles of the superintendent and the roles of the school board. They must have a very clear vision about a long range plan for our curriculum and instruction in each classroom and then direct resources and time to implement this plan fully, without veering off course because of "flavor of the week" or special interests groups needs. Teachers and principals need clear direction, necessary resources and sufficient time to make changes at the classroom level, without the fear that everything will change in a year or two, or the fear that more will continually be added each year to an already overflowing plate. The new super needs to hold each of us accountable, but must also balance this with getting in to the trenches with us (be in schools, visit classrooms, learn from teachers, kids and parents about what is happening in our

	schools) and letting us know what we are doing well, and how we can reasonably make changes when we are less than great.
Administrators	Run the district a little more like a business and do what is best for the overall picture and future of the district. Don't let the unions make the calls to run or change things within the district. Don't be afraid to make changes, sometimes the apple cart needs to be upset.
Administrators	S/he must have the full confidence of the board so that s/he can efficiently manage the day-to-day operations of the district without board micro-management.
Administrators	Seek information and advice from beyond the central office personnel. Gain schoolhouse perspective and work with the reality of the work.
Administrators	Someone with a clear vision and educational background, including working knowledge of standards based grading and reporting, promoting a socially just educational frame, and attending to the affective domain (social-emotional context for students) all while helping the district forge data-driven decision making with a focus on increasing academic achievement for all students.
Administrators	Spokane Public Schools needs a visionary--someone with experience in leading innovative school change and reform. There needs to be a streamlined, strong central staff that is collaborative and focused on improvement. Clear, open communication between departments and a willingness to change to benefit student learning is essential.
Administrators	Spokane Schools are great.
Administrators	SPS has very high expectations for staff and the professional development and build of the work is lead by the Instructional Programs department. I hope this superintendent sees the value of the work that is done and appreciates those leading the work, and to not make any more cuts in an already under-represented group. It seems easy in downward fiscal times to make cuts in Teaching and Learning. I would like to see a leader who is visionary, appreciative and hold high expectations for all personnel and HONORS their work.
Administrators	Successful experience as superintendent of a large school district.
Administrators	Supt must have vision and ability to engage stakeholders in that vision...must give support to administrators to carry out their work aligned to vision and mission...must work with board, community, internal community, not do the actual work but lead around the big ideas.
Administrators	The ability to make difficult decision that are best for ALL students and the District. The belief in a socially just system.
Administrators	The courage to support the mission of educating all students. This courage includes supporting the staff that is hired and talented to do their job.
Administrators	It is imperative that the superintendent have a deep, understanding of education, the issues at hand, and an appreciation of what teachers and administrators do to educate our youth at all levels. Only with this understanding can an effective superintendent help all stakeholders uphold our educational values and improvement in our schools.
Administrators	The new superintendent must be willing to take action regarding the many, concerns.. I love Spokane schools, and I want nothing but the best for its future. While I would be the last person to advocate for the Board to direct a new superintendent which current staff members need to "go", on this I regretfully believe it has to happen for the district to blossom.
Administrators	The new superintendent will need to be very strong in their beliefs, vision, and committed to the actions steps that he or she feels will take Spokane Public Schools to that vision.
Administrators	The school district can be very bureaucratic and difficult to work with if you are an outside agency. I'd like to see more open collaboration with other agencies that are working with children.
Administrators	The superintendent needs to be a visionary leader with an unrelenting focus on the

	classroom. This focus should be on all students at all achievement levels. This focus needs to be "focused" so principals, teachers and system leaders can work together to make difficult, and incredibly important work doable. A leader filters information about various initiatives so our leaders and teachers do not have to pull their eyes away from ensuring students learn. We need proactive, face-to-face communication to occur at every level of the organization, so no one loses sight of our work as educators (certificated and classified alike).
Administrators	This person needs to be open and responsive to the community at large. This involves community partnerships and initiatives that support all students and families beyond the classroom. In three years another bond/levy will need to be passed so community relations and partnerships will be so important.
Administrators	This person needs to support choice options (alternative programs and or choice schools) for children. They need to understand that "one size does not fit all" students needs. We need innovative programs that support children whose needs are not met in a traditional school model.
Administrators	This superintendent must have the knowledge/leadership base to effectively grow and build the capacity of the school board so they can collectively achieve their potential to make the very best educational decisions for all stakeholders.
Administrators	This superintendent needs to be able to evaluate his/her own staff and ensure that all leaders in the district are effective. He/she needs to confront poor-performers.
Administrators	Understand the importance of recognizing and serving the changing demographics of our students and families. Look for, implement, and support innovative approaches that will better serve our changing (or more recently recognized) populations.
Administrators	Vision of College and Career Readiness for each student, clear, effective communication, commitment to involve the community and create partnerships with other significant community entities (i.e. City of Spokane, GSI), recognition of technology as a tool to enhance instruction
Administrators	Vision. Limit district initiatives to very few, and do them very well. Presence/Charisma- We need someone folks want to follow. Teachers are struggling and feeling beat down by all that is happening in education. We need someone who will inspire and motivate all stakeholders to make Spokane Schools a better place to learn and to work.
Administrators	We need a progressive, innovative, and strong leader. We also need a superintendent that will continue to let the school board help but not take over.
Administrators	We need a Superintendent that understands the role of the board and the role of the Superintendent. A need exists to be able to make agreements and establish protocols for leading the district. It is confusing to administrators when the roles of the board and the role of the Superintendent are blurred. Principals need to be accountable to the Superintendent who is then in turn accountable to the board. If this is not clear, we spend time attending to 6 different leaders with different ideas and vision for the district. This leads to a level of insecurity that negatively impacts the critical work we do in our schools with students.
Administrators	We need someone from outside our district. It's time for some fresh ideas, new approaches, and different perspectives. We need to be invigorated!
Administrators	While I feel the 'business' end of such a position is very important as a district cannot function without a functioning business model; keeping sight of who you are here to serve and ultimately why is of utmost importance.
Administrators	While our Superintendent must have deep knowledge about the technical aspects of school district management and the operation of schools, the most important characteristics are positive vision for the future and an authentic concern for the well-being of all our students and staff.
Administrators	Wow such a big job- this requires a visionary with a clear sense of direction for Spokane and our children. Given that we are now going to enter into some of the toughest fiscal times in our history a good sense of trust will be critical!

Administrators	You need someone to connect the dots of college and career readiness with a K-16 perspective.
Certificated Staff	.Successful teacher .Great organizer .Business sense .Community aware/involved, if possible .Belief in age appropriate education .Belief in balance between testing time/everything else (we have too much testing now) .Belief that we serve the community as a business does .Belief in striving for excellence but with some down time too
Certificated Staff	1. Effective leadership 2. Not interested in the status quo 3. Knows how to ask hard questions and demand progress from students and staff - 4. Understands the unique challenges and difficulties of our SPS population and works within that reality - not what we wish it would be 5. Works with administrative staff to have a more effective relationship with the school board 6. values the role of ESA certified counselors K-12
Certificated Staff	A leader who has the capacity to identify then alleviates ineffective practices through decisive leadership.
Certificated Staff	A strong leader who listens well but also has vision and can plan and follow through to make things happen. Also, someone who understands the challenges and needs of parents, children and educators.
Certificated Staff	A superintendent for SPS must have the experience to manage a large district and all that goes with the job. Additionally, the candidate must be able to rebuild a level of trust between staff, Central Administration and the School Board.
Certificated Staff	A superintendent for SPS should have the ability to surround him/herself with competent and effective sub-administrators who also value the hard work and success of educational professionals and who work to support and understand the needs in classrooms. Our superintendent is the voice and face of SPS to the community. An administrator who is capable of building a trust relationship with the community and the staff of SPS, communicating and developing a shared goal, and relating effectively with staff and board and citizens is crucial for steering the district through uncertain fiscal times.
Certificated Staff	A superintendent should have been an effective teacher and understand the day to day goings-on of the classroom. It all begins in the classroom. Hiring effective administrators who are passionate about their work is crucial.
Certificated Staff	Ability to be honest with community about shortcomings of SPS while also communicating what we WILL be doing better/differently. Not manipulating data and showing only what you want others to see.
Certificated Staff	An educator, a great communicator, someone who believes in the collective bargaining rights of their employees, NOT someone from our current employee list that works with curriculum currently...so No Thank you to special program directors, curriculum directors, area directors, we have them already, let's get someone with "business, politics, budget, communication" skills.
Certificated Staff	Any candidate for Superintendent should have a minimum of two years teaching experience. We don't need a business leader; We need an educational leader. Furthermore, any candidate we consider must actively and openly support collective bargaining rights. Finally, any potential candidate must be an excellent communicator. Someone who can actively explain and support the critical mission of providing the best possible education for all of Spokane's children. These are the three most critical characteristics we should look for in selecting our future superintendent.
Certificated Staff	As a teacher and a parent, I would like to see a more diverse workforce. As of right now, I do not see this in the District 81 School District. This is a concern in all of the Spokane school districts. As the diversity increases in the student population, the diversity in the teachers decreases. The teaching workforce is not as diverse as the student population.
Certificated Staff	As a teacher in a special program, I would hope the new superintendent would value educational diversity; allowing for flexibility in instructional delivery; and

	honoring each special program's uniqueness and traditions.
Certificated Staff	As a teacher it is important to me that the next superintendent spends a more significant % of her or his time during the week or month visiting schools and connecting with the staff throughout the district. It is also imperative that the next superintendent has worked in the classroom, and that he or she comes from a background where unions and collective bargaining is held in high regard.
Certificated Staff	As teachers we have not felt heard and connected to administration. We were honored and felt valued and respected in our work with kids. Dr. Livingston was out in buildings, making eye contact, shaking hands and connecting with staff often. During trying financial times I believe the staff would be on board with struggles more if they felt valued.
Certificated Staff	Be authentic/genuine/trustworthy - don't say people will have input in decision making when they really don't. Have a true understanding of how students learn. Have an understanding of the research based curriculums that actually teach young children how to read & write. Our schools are not consistent on how they teach these elementary/foundational skills - and we rarely use "best practice" curriculums or approaches!
Certificated Staff	Be in the buildings and stay connected with students/teachers/parents as much as possible
Certificated Staff	Be visible which will help promote an understanding of the unique needs of the students and staff at all the schools -
Certificated Staff	Being aware and understanding realistic and unrealistic goals for students and teachers. Often it seems what the district office sees as attainable isn't necessarily what the teachers see as attainable. We have come down to teaching to a test. It also seems that is all we do lately is give test after test, rather than have the time to teach for mastery.
Certificated Staff	Career bound students get as much attention, help, and support as College bound students.
Certificated Staff	Child-centered approach. Realize that the school and classroom play only one role in the development of education children and that what is going on in the home plays as much (or even a greater role) than what occurs in the classroom. Realize that education is a human centered pursuit and becoming an educated adult (and a functioning member of society) often is seen through years rather than tests or even just one year. The seeds planted today often don't blossom until well into the future. Also realize that students play a role in their own education. As the old adage goes, you can lead a horse to water but you can't make him drink.
Certificated Staff	Decisions made regarding educational reform and professional development in our district should be soundly based on research and follow proven national initiatives. A new candidate should be current on research regarding best practices and educational initiatives and be willing and able to provide professional development from qualified providers outside our district personnel.
Certificated Staff	Demonstrate commitment to strong core of traditional educational curriculum and student expectations. Be a futurist and understand that trendy articles and limited research are not the way to the future (social promotion, constructivist learning are not working in our classrooms. Demonstrate a commitment to promote learning, reaching high expectations and strong traditional learning values at all levels of education. Be willing to teach in our classrooms not just walk through the buildings and make stop at a classroom. Be visible to students, teachers, administrators, community members.
Certificated Staff	Due to the amount of in-fighting and "who you know" that occurs within the district, I think it is vital that we find an exemplary candidate from OUTSIDE the district and outside the state. We need someone who does not "owe" or favor anyone- a fresh non-biased approach is desperately needed.
Certificated Staff	Experience and/or degree concentration in special education would be helpful.

Certificated Staff	For the superintendent to be present in the schools more not just in staff meetings, but in the classroom so that she/he can see what teachers are confronted with each and every day. She/he should also have collaboration time with staff members to hear the concerns of the work load being added and additional hour's teachers put in for no additional pay. I think the superintendent needs to be in touch with the workers!
Certificated Staff	Forward thinking and innovative. Knows that "one size doesn't fit all" and who will strive to provide options for all students. Knowledge of Alternative Learning Experience and gifted education.
Certificated Staff	Having a super who comes from within the school system we have going here in Spokane helps.
Certificated Staff	He/she needs to be the face of the school district. His/her staff can run the day to day operations and many of the bigger decisions too can rest with his/her staff. He/she needs to be aware of ALL that is happening, yet leave it to his/her staff to do much of the work. Relationships, relationships, relationships should be his/her mantra. Get out, be visible, and be in the know - not necessarily the expert, but in the know.
Certificated Staff	Honest, leadership skills, Experience in the class teaching, and understanding the roles of different staff and financial knowledge.
Certificated Staff	I am concerned about the high percentage of women at the district office. The new superintendent needs to address this so that men are represented in equal amounts. Also, whoever is chosen needs to encourage others contribute input that is negative as well as positive in an effort to bring our district to world class status
Certificated Staff	I am interested in a candidate outside of the district. The new superintendent needs to have a deep commitment and understanding of the unique challenges in working with a large district in which over 50% of students are living in poverty. The new superintendent must be willing to be visible at the building level and have a deep respect and appreciation for the commitment of staff at the building level. Finally, the new superintendent should have deep content knowledge of the new evaluation standards and the common core standards, along with a clear vision of how to positively and supportively share with staff.
Certificated Staff	I believe a superintendent must have a vision for the district and must first and foremost care about providing our students with the best possible education, but I also believe that a superintendent should take some direction from the teachers and building administrators concerning what really is best for kids and not just lead in a top down manner.
Certificated Staff	I believe it is incredibly important for our new leader to focus on leading the school board. A strong leader with a strong vision is essential if we are to find success as a system.
Certificated Staff	I believe it's imperative that we find a new superintendent from outside our district. As a teacher and parent, I'm not interested in someone who will perpetuate the "company line" or status quo. I'm hoping that the school board can find a proven and effective leader who can lead our district through difficult economic times, and an era of educational reform.
Certificated Staff	I believe our schools need active, visible, participatory leadership at all levels. It's time to come down from the "Ivory Tower" and see what's happening. How can we make things better when leaders don't know or understand the daily challenges employees at all levels face?
Certificated Staff	I believe our superintendent needs to have the ability to connect with community and state leaders all the while building relationships with professionals in the field. In addition, I believe fostering collaboration between disciplines (math and literacy in particular) would be beneficial to coordinate assessments and integrate curriculum effectively.
Certificated Staff	I believe that a superintendent needs to have spent time as a teacher in the classroom for several years, and not just represent the fast-track up an administrative

	ladder. In addition, I believe that a superintendent needs to make time to make extended visits into classrooms--not just getting "snapshots" of the work, but watching teachers deal with students' educational, physical, and emotional needs throughout a day.
Certificated Staff	I believe that the leader of our school district needs to be someone who was successful in a number of educational roles including teacher, coach, curriculum leader, principal, etc. He/she also needs to understand how to interpret data and implement changes accordingly that will benefit student learning and college readiness. The new superintendent must direct this vision effectively and build consensus particularly with other members of the district leadership.
Certificated Staff	I believe that the next superintendent for SPS should be familiar with best practices in instruction, have the ability and talent to communicate effectively and honestly with SPS staff and community, be visible in school and community settings, be prepared to support staff in maintaining things that are working and improving areas that are struggling, and be from OUTSIDE our current district administrative staff. I believe that current SPS administration has been bred within district mindsets and that we would benefit as a community from a fresh perspective that supports our district goals and visions.
Certificated Staff	I believe the preferred candidate should have a strong teaching background as well as a financial management background. I do not want simply a business manager.
Certificated Staff	I believe we need new leadership, not someone from within this district. We need new ideas and approaches. We did not conduct a search last time but rather promoted from within. We need to use our search this time to find and hire new leadership. Someone who will not just maintain the status quo.
Certificated Staff	I cannot state strongly enough how important it is for a superintendent to have deep knowledge of and experience in K-12 education. I believe it has been a mistake in school districts across the country when superintendents have been hired for their "business" experience. Public schools are not businesses and school districts should not be administered as if they are businesses. Children are not "products," they are people with needs and life circumstances that are diverse and require more than the one-size-fits-all approach that is so common in the business world. The next superintendent needs to understand this and the true complexities of teaching and learning.
Certificated Staff	I do not want to see a data driven guru that thinks performance on state tests causes to success in life post high school. There is some correlation, but even that is small. I am tired of hearing about numbers, and I am a math teacher.
Certificated Staff	I feel it is vital for the superintendent to have an understanding of the curriculum that the teachers are teaching and also the time that the teaching staff has to put into educating the students of today. It is important that the superintendent gets out into the schools and classrooms and sees what is going in our daily lives. I also think that our new superintendent should have an understanding of the business world and knows how to handle the financial issues that our district is facing. They need to be able to work with the community and businesses in partnership to get more resources into the schools.
Certificated Staff	I feel our superintendent needs to come from outside of the district. We need a fresh, open-minded person that is willing to take a look at our weak curriculum, our weak curriculum directors and remedy the problem. I feel this person needs to listen to the teachers and work with the school board in educating them on what actually happens daily in our classrooms!
Certificated Staff	I feel we need to hire someone from outside the pool of employees that are in our district. We need someone that will have fresh ideas, and to be able to evaluate the present situations with a new perspective.
Certificated Staff	I have worked in the district for 20 years under a variety of superintendants, special education directors, area coordinators, principals. The field of teaching is female. It

	is important for any administrator to realize that most women want to be involved in decisions, at least through discourse. Collaboration is a model in our district. No matter how good the intentions are, when an administrator uses a top-down, hierarchical, centralized decision-making method, staff feel micro-managed, controlled. Morale is damaged and staff are less willing to do the extras that make good teachers into excellent teachers.
Certificated Staff	I hope that our new superintendent will be able to listen to all staff, board and citizens and then make decisions that will lead us forward without taking us all on too many side trips. We need to direct funds and energy toward a united and focused effort on behalf of student achievement without forgetting that students, families and staff are human. There is only so much that we can do but we are all willing to try. Strong leadership is of the utmost importance.
Certificated Staff	I hope the person chosen will have a strong belief in options for students. In a large district it is easy to try and force all students into one mold, but there are many programs in the district that allow options for kids.
Certificated Staff	I really hope that the committee reaches outside current district employees for candidates. There is currently some negative energy down there...in fighting and competition for job justification. I would like the new superintendent to be visionary, to bring in new ideas (innovative), to consider downsizing administrative staff (the "go-to-meeting" people). Our leader needs to be more than a PR spokesperson, someone who lays the problems on the table so that we can work to fix them. The new superintendent should have a proven track record of leadership and bold ideas and improvements in providing equitable opportunities for all students. S/he should be accessible (have a desire and plan to be out in the schools, talking with teachers, students and parents).
Certificated Staff	I require a candidate with a willingness to do his/her OWN research, as well as collaborative research on what's worked in other states/districts on closing the achievement gap for students of poverty, trauma and refugees/ELLs from disadvantaged educational situations. The ideal candidate would use this research to collaborate on a vision for turning District 81 schools into "turnaround schools" for struggling students.
Certificated Staff	I think it is crucial that we hire from OUTSIDE the district. Downtown administrators have all been there TOO LONG; new blood is sorely needed. The current downtown admin has fostered a culture of disrespect towards those it supervises, and it will take fresh eyes to see and undo this damage. Currently, the admin building is often jokingly referred to as the "ovary tower", with all its mean girl gang atmosphere. There is an attitude of disrespect towards teaching staff which I think a MALE superintendent from outside the district would be able to get a handle on, and reverse. This attitude of respect from the top, will trick down from the top, and restore morale to the teaching/building/support staff which will then trickle down to the students. I may be the only voice you have heard say this so directly, but trust me, I have run this idea by many, and met no opposition. Incidentally, I am a female.
Certificated Staff	I think it is important for our new superintendent to develop a relationship and protocols for them and the School Board that promote sound decision making that is based in research to promote student achievement.
Certificated Staff	I think it would be very important to hire someone outside the school district. Fresh eyes and perspective are critical for change and improvement.
Certificated Staff	I think that although there are many dedicated professionals working in the central administration building our district has been hampered by a resistance to looking outside our immediate system for leadership in key curriculum areas.
Certificated Staff	I want to see elementary curriculum be more focused. We have not had an elementary reading adoption in over 20 years. Our literacy program is made up by people in our district. We need basic core curriculum in all academic areas.
Certificated Staff	I would like a superintendent who is first an educator, not a business person, but one

	who is so passionate and convincing that the entire community would follow. A leader who walks the talk.
Certificated Staff	I would like to have a superintendent who recognizes the vastly different needs of students today as compared to those of students 30-50 years ago. We are stuck in an old model and we need someone willing to understand, embrace, "sell" and implement the paradigm shift that is needed. Particularly at the high school level, the one-size-fits-all assembly line that simply attempts to fill young minds with "facts" is not serving the requirements for post-secondary success; in college or a job.
Certificated Staff	I would like to see our new super in the school in more informal situations. I would also like the new super to encourage the principals to praise their staffs and acknowledge our efforts.
Certificated Staff	I would like to see the district strongly consider looking outside the district for their next superintendent so as to bring new ideas and energy to the district.
Certificated Staff	I would like to see us have a superintendent that encourages diversity in teaching styles and curriculum. I would like to see this person model and expect that their administrators are receptive of different viewpoints and questions. I do not want to be told that I need to show "fidelity" to the district or that I cannot question something we are doing. I would like to have a superintendent who encourages dialogue and has a high value for the teaching staff. I would like someone who includes the teaching staff and parents when referring to "our district" or "we". Parents and teachers are an integral part of our schools and should be a strong voice in decision making process.
Certificated Staff	I would not like to see anyone with a TFA or Broad background.
Certificated Staff	Encourages a community of professionals who trusted each other and collaboratively worked together because all of the stakeholders felt valued, respected and listened to. While I completely understand that a district be unified and standardized in its approach, I also believe it is important to give buildings the latitude to serve their communities using the proven methods with the specific target populations of each school. I believe there is very poor morale right now with teachers who feel as though their opinions and experience are not considered in decision making, especially when change occurs without consulting teachers. I do give credit for the process that has been used with budget decisions and some of the discussion related to SBGR but there are other things done with curriculum, schedules, paperwork etc that it doesn't seem like anyone considers how that will impact those of us who deliver the direct services.
Certificated Staff	In this highly charged political times, we NEED a leader who is politically connected and savvy. Leave curriculum decisions to curr. Folks etc....We have ENOUGH educators making so many changes to curriculum, etc...We do not need to add another person to the mix. We need someone who leads our very diverse organization forward, and gets rid of the negative feelings staff have towards "downtown" administrators.
Certificated Staff	It is essential that the next superintendent have a background in teaching, or at least in the education field having direct contact with students. I don't feel that a person could effectively lead a school district and meet the needs of students and employees without knowing what it is like in a classroom.
Certificated Staff	It is extremely important for the new person to visit schools and bring a positive public view of what we do. It is imperative that we remain a school system and not a representative of the Citizen's United decision that is divesting our country. We are all people.
Certificated Staff	It is imperative that the new superintendent have recent classroom experience. The needs of the students and the requirements of the teachers to meet these needs must be supported.
Certificated Staff	It is so very important that we maintain the good reputation this district has established in its drive to accommodate such a huge variety of learning needs within

	our district. But this is to be balanced with managing our budget in such a way that does not sacrifice the job we are trying to do in the classroom. When we have continued responsibilities placed on us each year, we need a leader who can see the budget and the required educational goal at the same time and make them both work for each other and not against.
Certificated Staff	It is vital strive to keep class size as low as possible in the regular classroom. This issue has been ongoing and is a fundamental requirement for student achievement. Its importance is backed by reliable and valid data time and time again over the years. Also, look to bring more community support systems to schools that fall just out of Title School service range. These schools/families really need support in this economy!
Certificated Staff	It will be hard to replace, however, as long as the appointment is based on educational experience and not politics it should work our well.
Certificated Staff	It would be helpful if the Superintendent were in the schools occasionally in a positive manner. It does not build morale within our school district when the only time the Superintendent visits/communicates with staff is to let us know about layoffs or ask for levy support. A candidate who is at least somewhat motivational when working with others would be a drastic improvement!
Certificated Staff	It's important for the superintendent to be easily accessible, we should be able to make an appointment with the superintendent to share concerns, interests, etc. and not be pushed off to a deputy superintendent.
Certificated Staff	Knows and values the teachers and the work that goes into each classroom. Our students are children not small adults, they need time to be children. We often worry about who or what they will be we need to remember they are someone today.
Certificated Staff	Leadership skills are number one. The new superintendent should communicate with everyone honestly. A superintendent who involves all stakeholders so that they feel they are a part of Spokane Public schools--not so that they feel they just receive services from, pay takes to, or work for the district. Many people in our district do not feel they are stakeholders at all. The current leadership model makes me feel like I am an insignificant spec. Stakeholders need to really feel that they have a stake in the district.
Certificated Staff	Listens to all personnel regarding issues that involve students/staff and take all points of view when rendering decisions. Places student needs above that of the administration regarding staffing. When making decisions, puts student needs at the top of the list and makes budget cuts evenly, starting with administration level staff.
Certificated Staff	With a vision and a strong belief in the employees of Dist. 81. Someone who will visit classrooms and schools. Make it clear to staff that he/she would do the job and trusts us to do our job for the parents, and students of dist. 81.
Certificated Staff	Make sure that all of the decisions on curriculum, staff evaluations, and staff support are not top heavy in the Ad building.
Certificated Staff	Many of the items in the previous section fall under the auspices of the district's vision and mission so my prioritization was approached with that in mind. What is missing from the survey is the qualification of the superintendent's expertise in managing and communicating within the various levels of leadership in the district to ensure success throughout the organization.
Certificated Staff	Most importantly, I believe we need to have a superintendent who has an education background. S/he should have effective communication skills and be willing and able to engage and listen to all stakeholders. S/he should be highly engaged with the day-to-day workings of the schools and be highly visible in those schools.
Certificated Staff	My ideal superintendent would be someone who is a LEADER. This person would be able to articulate and make decisions that reflect the districts goals and objectives. They would not be a puppet to the school board but would be a working, knowledgeable professional that is secure in his/her role as the LEADER of our district. This person would work with community leaders as well as have a pulse on the day to day workings of the district. This person would have the foresight to know that

	decisions, implementations of new curriculum, programs or other systemic changes must be thought out and work within the framework of the district's mission. Decisions must be mindful of the impact on day to day service providers and avoid being a "flash in the pan". I would also like to see the superintendent establish a more supportive environment for the districts principals. It would be important that this person be able to mentor, guide, support and challenge our frontline people.
Certificated Staff	Need some new vision from outside our District.
Certificated Staff	One thing that makes SPS great is our academic diversity: each middle and high school seems to have its own personality, strengths, and weaknesses. But this can also create discrepancies that are difficult to explain to parents, students, and even teachers. Simply assigning a common curriculum will not fix these issues. They are operational and environmental issues. I think it is important that the new superintendent understand that these cannot be entirely solved at the building level. 1) Many people feel like expectations have not been equally enforced, and opportunities have not been equally granted, across the district. Some schools have a reputation for "getting away with" bypassing various rules and protocols and I have seen this creating a sense of bitterness among other staff. These staff members are often frustrated with the inconsistencies of the district administrators as much as at the other schools. 2) It also seems that there are discrepancies in procedures regarding curriculum and student management; this is especially problematic when teachers at one school feel that teachers at another school are better supported by their counselors or administration. There should be some expectation at the district level of how teachers and administrators are expected to work together so that parents do not receive different messages about the value of their voice, their student's voice, the teacher's voice, or the counselor's voice in any given situation. Thank you for inviting us to share our concerns.
Certificated Staff	Our district needs to use more research-based strategies and data to improve graduation rates, etc. and improve the quality of learning for students.
Certificated Staff	Our new superintendent must know and understand good teaching, and recognize this at all levels. He or she must have the integrity to stand up for this, regardless of politics, what the school board thinks, new trends, community misconceptions, etc.
Certificated Staff	Our new superintendent needs to be a people person with an education background and some classroom teaching experience. He/she also needs to realize this is a job with people helping people not just numbers advancing numbers. We need to be data informed NOT data driven.
Certificated Staff	Our new superintendent needs to have an understanding of the daily demands of a classroom. He or She needs to have had recent practical classroom experience working with high need students to understand the challenges faced by a majority of our staff on a daily basis.
Certificated Staff	Our new superintendent should have experience as a classroom teacher and building administrator.
Certificated Staff	Our next superintendent should come from outside of the district. We need someone with a fresh objective perspective. She/he should listen and value teachers. She/he should have a clear vision (based on sound research) and courage to make changes and follow through. She/he should have a strong work ethic, demonstrate professional behavior, be an effective money manager (or have the ability to surround themselves with people who can balance their weak areas.) They should have the ability to work with (and effectively communicate to) employees, the SEA, the school board, and community- always framing solutions by asking, "Is this what's best for our children?"
Certificated Staff	Our superintendent must align our current position with where we should be going and what we should be doing in order to provide each student with postsecondary options and opportunities. This person must be a visible presence in buildings with a clear, articulate, unrelenting focus. Our district has so much potential, but is in need

	of this transformative leadership.
Certificated Staff	Our superintendent needs to view all stake holders as important and valuable resources and voices in the education of our students.
Certificated Staff	Our superintendent should be a positive, trustworthy leader who can communicate clearly, eloquently and accurately with employees as well the community. He or she must be visible, outspoken and a dynamic leader.
Certificated Staff	Our superintendent should be able to support and advocate for equitable education for ALL students. This means having the hard conversation with Olympia about doing what is right for all students and how student achievement impacts future teacher evaluation. The right person for the job will reflect on what the WASL/MSP proven over these past 10+ years except to cause unhealthy competition, anxiety, narrowing of the curriculum, inequity, etc., and take a stand to changing these practices to reflect student learning instead of focusing heavily on student achievement. To do this, we must find the right person to establish a student-centered approach where best practices are about student learning not teaching to a test. The right person will find a way to boost teacher morale and develop a school culture where teachers feel valued for the work that they do and to give them the proper support needed to succeed. The value-added model does not benefit anyone. The top-down approach is impeding a positive school culture for teachers and students and we need someone to take a stance on a new approach. The necessary characteristics for a superintendent are someone willing to take bold action in redefining the meaning of "doing what is right for all students."
Certificated Staff	Passion for individualized learning, alternative education, and innovative schools.
Certificated Staff	people person, clear vision, knows the district and Spokane, excellent at budgeting, strong leader, result oriented, able to prioritize, hold people accountable, researched based, know there are many others but these come to mind
Certificated Staff	Please hire someone that has had classroom experience or an educational background.
Certificated Staff	Please pull from outside our district. The upper administrative positions (potential candidate pool) have way too much posturing going on. It becomes toxic to deal effectively with them.
Certificated Staff	Please remember that students, teachers and all of the school personnel are much more than the numbers attained on a test score. Everyone is more than what can be represented on a piece of paper. The superintendent needs to have good people skills as well as business skills. The new superintendent should a person with a strong background in special education as well as a great familiarity of classrooms throughout the city and have a willingness to come out and be in the schools and visit classrooms.
Certificated Staff	Please search for our next superintendent from outside Spokane Schools. Also, the candidate should have prior teaching experience. It would be refreshing if the next superintendent was visible in the schools that she/he is responsible for.
Certificated Staff	Powerfully effective Alternative Schools -- for each generation's needs -- were invented right here in River City during the Depression.
Certificated Staff	Primary necessary characteristics for a superintendent are MANAGE finances effectively; be VISIBLE in schools; COMMUNICATE timely and effectively; build positive RELATIONSHIPS with all employees; TREAT and RESPECT employees as PROFESSIONALS in their areas of work; TRUST employees to do their jobs; build TRUST back into our district
Certificated Staff	Re instate roundtable conversations with district personnel modeled after Gary Livingston. True authentic input, not guided questioning.
Certificated Staff	Restore the ability of teachers to make curriculum and assessment decisions based on the needs of their students rather than the dictates of the district administrators.
Certificated Staff	S/he must have an understanding of the actual job that classroom teachers have these days. There is too much on every teacher's plate. The expectations should

	remain high, but reasonable. In order to really get it, the super should be in classrooms, really witnessing what we do in our schools that is effective and supportive of our student populations.
Certificated Staff	See the benefit of having alternative programs to meet needs of students who can't find what they need in the traditional classrooms.
Certificated Staff	Since our health care continues to cost more each year because of our culture's unawareness of how to stay healthy. I would like to see someone who places the students health and fitness as high on the education scale as their ability to read and write.
Certificated Staff	Somebody who has classroom experience because he/she was a teacher once upon a time
Certificated Staff	Someone new to the district with clear ideas about good education and not just the politics. A public figure who expresses interest in the community that he/she serves. One who is not afraid to make tough decisions about curriculum. One who understands the unreasonable demands being placed upon teachers and minimizes those demands for maximum efficiency.
Certificated Staff	Someone who also sees the importance of school employees for decision making, not just those folks "downtown" in admin building... some of us feel those "downtown people" don't really listen to us as they have their own agendas they want to push through...(example: adding or dropping programs/classes) we are the ones in the trenches.. we know what is working and what isn't.. Listen to US too.....
Certificated Staff	Someone who has a deep understanding of the District Initiatives.
Certificated Staff	Someone who has a long history in TEACHING, not just administration. A REAL educator, who understands the needs of our students, teachers and parents/community. This person should also value the role PUBLIC SCHOOLS play in fostering a strong Democracy. (as opposed to just having students career and work place ready, which is also important) Our students need to develop critical thinking skills/creativity/problem solving/divergent thinking. Too much emphasis is currently on standardized teaching, which has narrowed our curriculums and in many ways reduced our standards. High stakes testing has already failed. "Value-added" scoring of teachers is based on a house of cards. I want someone who is intelligent enough to understand the lack of basic scientific principles behind the so-called research driving this agenda. I want someone who is going to work for the kids, not a test company or a billionaire who believes class size doesn't matter. Merit pay will further destroy the system. Competition does not belong inside our schools dividing and conquering. COLLABORATION and the utilization of the TALENTS and innovation of the teachers is so important. This is how we do our best work: bottom up, not top-down. Also, it would be nice to have someone who understands societal systems enough to know that poverty matters. Therefore, I want a superintendent who will support not only all teachers, but especially those in our low-income schools, who are on the front lines of economic crisis. The relationship between a zip-code and a test score, cannot be blamed on our teachers if we are to truly succeed as a district in meeting our student's needs. This must come from courageous leadership; someone who can speak truth to power. Our parents want strong vibrant community public schools, where their children are valued, listened to, and accepted for who they are, not how they can be made to fit into a standardized box that limits their thinking. We need someone who understands learning is a process, not a race or a destination. Someone who understands the value of a strong arts/music program would be greatly appreciated. Helps us put an emphasis on "connections" between subjects. We need more "Systems Theory" in our schools. In closing, we need a superintendent that understands the Union takes care of the teachers, so teachers can take care of the kids. While there have to be differences in the roles we play, ultimately, we are ALL in the business of caring for the kids, so the relationship with the union must be respected.

Certificated Staff	Someone who has a vision for this district and has the ability to lead all the stakeholders (students, parents/community, all employees, school board and the association) to achieve this vision. This district's curricula and specifically assessments are not in line with the Power Standards the district and school board have adopted. The new superintendent must be made aware of this and make changes to align the curricula and assessments to improve student learning. Expect the new superintendent to have the ability to have a world view of the whole system and build relationship with all employees to facilitate changes.
Certificated Staff	Someone who knows how to respect and listen to, those educated, experienced and knowledgeable in their field, regardless of their status in the system. Someone who knows and is willing to implement research PROVEN methods for teaching children to read. Someone who will implement a true, data-based (using modern computer applications), response to intervention system at ALL grade levels.
Certificated Staff	Someone who understands that all students can succeed; uses research and data to drive decisions; is focused on supporting teachers in the central mission of helping kids learn.
Certificated Staff	Someone who values the voice of classroom teachers.
Certificated Staff	Superintendent has to have the experience of being a teacher. He/she has to know what it is like to be in a classroom with 25+ students. Superintendent must be visible and easily accessible. Superintendent must know collective bargaining rights and be willing to maintain them. Thanks for letting me have my input.
Certificated Staff	Superintendent must be open-minded, a lifelong learner, experienced leader, flexible, able to see the big picture as well as project into the future, and understand finances.
Certificated Staff	teaching experience
Certificated Staff	The ability to initiate and maintain open, transparent communication with all stakeholders.
Certificated Staff	The following is a tall order, but I believe it is the single most pivotal characteristic a superintendent can have to inspire people to be great. This huge school district could be made to feel much, much smaller if we hire a superintendent who makes every person, from the smallest preschool student to the President of the School Board, regardless of their position or status, feel valued and known. This means being in classrooms for meaningful stretches of time, dressed in "teacher clothes," sitting with students and really listening to them, and listening to teachers' concerns and ideas. It means trying like crazy to remember peoples' names and stories. It means working to be accessible through open-door policies that create approachability. It is true: we need an intelligent, quick thinking leader who understands the layers of systems within systems and can run a huge business, but given the fragility of so many of our learners and the fatigue of so many of our teachers, what we need most is someone who will inspire everyone to be great.
Certificated Staff	The individual hired should be someone who will create, foster, and promote a positive and collegial approach on all levels in the district. As the head of the second largest school district in the state, the superintendent should have superlative management/people skills, an exceedingly positive outlook and the deep-seated belief in our mission to provide the best possible education for our students through a district-wide collaborative effort.
Certificated Staff	The new superintendent must have been or is in the education "business" -- hopefully a teacher -- so, he/she understands the world of education. Also, the new superintendent has to be visible and easily accessible to staff, parents & the community. The search needs to go out of our school district. We need new ideas and vision from someone other than a district employee who just does what has always been done because that is the way we do it in our district. Please don't hire from within.
Certificated Staff	The next superintendent needs to be an outsider. We are currently bogged down in

	a group think environment in our administration. The central administration thinks they know best therefore decision making is top down. It seems when their directed curriculum does not work they make 180 degree changes and make teachers feel like it is their fault.
Certificated Staff	The school board should not be making decisions that should be entrusted to the professional educators that are employed by this school system, so we need a strong superintendent. A superintendent who will assure that the school board is setting policy, not choosing curriculum or overreaching with its scope of duties.
Certificated Staff	The superintendent and his/her downtown staff must respect teachers. We are in the trenches every day. We give our energy, concern, time, and best efforts to meet the needs of all our students. We have felt unseen, unappreciated, and unheard over the last 11 years. Do not treat us like the enemy; instead, respect the fact that we became teachers because we love our subjects, cherish our students, and believe in the pleasure and value of teaching and learning. Please make sure the new superintendent can develop respectful collegiality and truly listen to us as we all work to improve our schools.
Certificated Staff	The superintendent must be a leader, and that includes being able to come to the public with bad information like budget cuts early in the process. If the public is asked to decide at public forums which programs to cut and which to save, it is too late in the process. I know that a superintendent can't foresee the future, but to have new teachers getting pink slips every year indicates bad planning, and to cut the new teacher mentor program wasn't a good idea. The superintendent must be able to relate to all the parents and students in the district in a positive manner, there are huge differences in resources and opportunities presented to the wealthy and the poor in this district, i.e. some elementary schools might go without a working heating system all winter, while a very prosperous middle school on the South Hill has a gym like a country club. The new superintendent should be something of a whistle-blower and must be an honest person above all else and have a social conscience.
Certificated Staff	The superintendent must have an educational background, preferably as a teacher, as well as be from a collective bargaining state.
Certificated Staff	The superintendent must recognize the diverse needs of the many schools in our district and promote learning and advancement for ALL students which has clearly not been effective with a one-size-fits-all approach. The solutions for increased learning for our schools must meet the needs and resources of each school.
Certificated Staff	The superintendent needs to be a strong leader to many audiences. They need to have a modern understanding of education and current, research-based teaching and learning methods. They need to have a vision, based on current research, and act in accordance with that vision, unafraid of conflicts that arise as change come along. We need to always do what is right for students and their future, despite a minority of vocal parents, school board members or educators. Our new superintendent needs to be strong and committed to holding the course they set, despite challenges that will inevitably step in the way.
Certificated Staff	The superintendent needs to be an educator, having spent time teaching his/herself, so they have a clear understanding of the pressures on the student, and the teacher, in the classroom. The superintendent should understand that each school cannot be all things to all people. The superintendent should entrust the teachers as professionals, to set timelines and expectations for their students. The superintendent should focus more on the student, than on the student's test scores.
Certificated Staff	The superintendent needs to have an educational background, i.e., teacher at elementary, junior high, and high school.
Certificated Staff	The superintendent should be in constant contact with classroom teachers and support staff. This individual should make it a priority to be present in each school at least once a year for an extended visit which includes input/feedback from faculty and staff.

Certificated Staff	The superintendent should be interested in moving back to more sight based control over decision making and less centralized mandating from down town. She/He would also be interested in downsizing the central administration and streamlining operations at the central office.
Certificated Staff	The Superintendent should be visible in the schools and community. I know it is not possible for him/her to know everyone, but it is just as important for them to be out in the buildings and classrooms as it is a principal. They should also remember what it is like to be in the classroom teaching 20-28 kids with varying skill levels, each and every day. The classroom is where our most important work is done and therefore is where our focus needs to be.
Certificated Staff	They must have been a teacher or have worked in the classroom in some manner as a coach, IA, instructor. Otherwise there is no way to be connected to our real mission in our schools.
Certificated Staff	They should be seen in our schools more often. They should have a more casual relationship with district personnel.
Certificated Staff	This person must be approachable and willing to listen to all sides before making a decision. This may mean that he/she may need to seek out professionals for information.
Certificated Staff	This person must have a background in education.
Certificated Staff	This person needs to be someone who has actually taught in the classroom for a decent period of time. They need to understand the poor morale we have in the district. They need to have the skills to work seriously and improve it.
Certificated Staff	To value alternative methods and programs.
Certificated Staff	Value all. The current trend in education is to focus on STEM. Our students are interested in coursework and careers outside of STEM. When one area of study has more value than others; you are devaluing the student. I wonder how much this affects the graduation rate. Also education has focused on what a student doesn't do well and force feeding them to get better. A student with low math scores are taken out of a favorite class (materials processing, painting) to take more of the class they "need". Maybe we should nurture student's interests and talents.
Certificated Staff	Very strong leadership skills, come to Spokane with a broad range of experiences in education, willing to question the school board and other current administrative staff, willing to reach out frequently to front line staff to hear their views and value their input for making decisions.
Certificated Staff	Visibility, shared responsibility for student's success (not just teacher's responsibility, understand the climate of the clientele we serve throughout the district not just Spokane
Certificated Staff	We have more than enough accountability on the part of the teachers! Just raising more expectations isn't going to change anything We need to streamline our curriculums, provide necessary materials, and continue to provide and remove obstacles from teachers. We need a superintendent with a vision who can translate some of the practices being done in Finland to make that country competitive. We need to educate the next generation by doing things differently. Make foreign language a requirement in the elementary level. Allow more out of the classroom experiences, cross school projects, reexamine so current practices in the elementary level so students can learn best not simply by grade level or pull out to Gifted program. We should allow students to move freely throughout the grades so a fourth grader with skills can take classes in fifth grade, etc. We need a superintendent who is courageous enough to try new approaches.
Certificated Staff	We hired from within and look what we got. Someone that was completely incompetent and unable to lead. We need someone with actual leadership skills that can shake up the administration in this district. The administrators are running wild without anyone to hold them accountable or guide their efforts. This chaos must be brought to a halt. The constant misleading of the school board and public must

	also be stopped. It's time to put an end to personal agenda and self-promotion and put our students first. The focus has been on what looks good or sounds good and it has been at the expense of our student's education. It's time to put a stop to none education related pursuits such as "... social justice as the district's #1 priority..." and focus on educating our students. We need a leader not someone that blows this way and then a different way from day to day. In other words, we need the opposite of what we have currently. As an educator I've learned that our input is never considered but maybe this time it will be.
Certificated Staff	We need a fresh set of well-educated eyes to lead our district. We currently have no curriculum in reading or math k-6. I do believe that the inception was well intentioned but has taken on "a life of its own.". Those involved in making the decisions have become too close to the issues. Requiring a workshop model in reading a math was started to keep teachers from teaching straight from a text book. I understand this thinking... But having no curriculum (other than some suggested materials) is akin to "throwing the baby out with the bath water." Good teaching is a combination of having access to excellent materials and professional judgment on how to best utilize them to meet each students' needs. I believe someone may very well come in (and should) and ask what have you been thinking here and how did it go so far off the rails? It is up to you as a School Board to take the steps to do this.
Certificated Staff	We need a superintendant that really understands what is going on in our schools; a superintendent who will come to each building and talk with staff and administrators on a regular basis. Now we get walk throughs by area directors. We also need a superintendant who believes in staff collaboration. Our collaboration time has increasingly become a time where we receive the latest district mandate. It has become top down management. We need someone who will bring all stakeholders to the table.
Certificated Staff	We need a superintendent with a strong enough personality to reign in the personality's downtown. I have worked for two principals in the past few years and both of them have been afraid to provide leadership within the building. They are too busy trying to avoid doing something contrary to the vision of the upper management which operates detached from everyday building and classroom issues. It is becoming progressively more difficult to teach because of their ill-considered attempts at reform. Upper administration needs to get into the classroom.
Certificated Staff	We need someone outside of the District to be our new superintendent. The current set of administrators definitely need a leader who will encourage them to manage personnel, parents and students in a positive, open and forward-thinking manner. Hiring from within would be a very big mistake. If we could hire a clone of Gary Livingston, we'd be heading in the right direction. He knew what it takes to be a leader: positive involvement without a threatening approach.
Certificated Staff	We need stronger curriculum at the elementary level. Our superintendent needs to be have expertise in curriculum as well as administration. I think our next superintendent will need to be someone from outside our district.
Certificated Staff	We need to make sure relationships with students is emphasized. I think that has been lacking in recent years.
Certificated Staff	While there are many, as the previous question suggested, the one characteristic that has been missing for nearly 10 years now is the mutual respect for teachers and school communities. We work for a large corporation rather than a school district. We have lost trust and faith in our downtown people and are made to feel unvalued. Without trust and respect, our district will not accomplish the goals we need to reach.
Classified Staff	Always remember we are all human beings.
Classified Staff	Transparency and being realistic with the challenges that education is facing and is not afraid to fight for students and their future educational attainment. - Ability to

	break the barriers of education politics by not only keeping a calm, but to defuse the "power" effect of district administration leaders (and in some cases principals). - To make the district's mission and vision more real than just another statement written on a documented paper or posted on a website, but follow through. - Ability to "think and look outside of the box" with a keen understanding and awareness of student population, while fostering creative avenues for student achievement. - Ensure the trust of students, parents, teachers, community leaders, and district as whole. - Have clear plans and visions to retain effective staff at all levels (e.g. district and schools) that are conducive toward student learning. - Ability to smile through it all when times get rough :-)
Classified Staff	A new superintendent needs to know education and be able communicate with all walks of people in the community. It would be ideal if the person had prior knowledge of Spokane and the surrounding area.
Classified Staff	A person that I can talk to about issues, concerns, joys that I have regarding the program I run within the district. Not someone who has so many layers of people in front of them that I don't get an opportunity to share.
Classified Staff	A strong MALE personality from out of the area. Someone that has had successful superintendent experience and has been respected by their community.
Classified Staff	A superintendent that spends time at the school sites, building relationships with the staff.
Classified Staff	Able represent the district to the community at large. Encourage the parents of students to support the students' education. Those students without such support need extra help. Finding ways to bring all to the highest sense of having a safety net is very necessary.
Classified Staff	Approachable and welcoming to all.
Classified Staff	As a library clerk, it is extremely important to me that any superintendent be supportive of school libraries and seeks to promote them any way he or she can.
Classified Staff	Budget cuts are in our future again and it is my belief they must start and end at the administrative level. Certificated staff, classified staff and custodial staff have all felt the strain and stress of budget cuts. We must now take a hard look at the people not involved with students on a daily basis.
Classified Staff	Create and maintain a fair and equitable work environment.
Classified Staff	Don't close schools for snow days!! We live in Spokane---our community should know how to handle snow.
Classified Staff	Experience in the classroom, business world, communications. Positive "face" for SPS in the community. It's a huge job. It needs a huge commitment of skills and energy and intelligence.
Classified Staff	Foster a sense of being open and accessible to staff, parents, and community members.
Classified Staff	Have an accurate vision of how to create an effective, caring, safe learning environment. Value those you hire and equip them with the tools to collaborate within their peers to create that vision. Communicate clearly with staff, school board and public needs, plans, accomplishments, a joint vision of the district.
Classified Staff	Having a superintendent that has taught in the classroom. Also to recognize the importance of having a library for students that is opened daily and has either a librarian or library clerk available to help with the needs of staff and students. Also recognizing that technology in libraries and in classrooms is very important.
Classified Staff	He or she need to be visible and open to all employees.
Classified Staff	He/she should be available to attend school functions when asked and spend time on site. An interest in each school would be nice.
Classified Staff	I am part of the Nutrition Services Team. I believe it is highly necessary for a Superintendent to understand the importance of Nutrition all day long for all children to do their best learning.
Classified Staff	I believe that the Superintendent should be a highly visible leader that is engaged

	actively with community members, classified and certified staff, students, local and state elected officials, and business leaders. They should seek counsel of those with expertise in specific areas of educational and operational departments, and focus on continuing community support and communicating the mission of the district to the public at large.
Classified Staff	I believe the individual chosen needs to be able to look at things from all angles. Not just that of the school but looking at items from a parent's view and more. The individual needs to have a strong communication skill and the want to communicate across the board with everyone as well as listen to what others have to add.
Classified Staff	I feel it is important that the next superintendent have classroom as well as building administrator experience.
Classified Staff	I feel that we need to keep our diverse educational schools going because every child doesn't learn in the same way. Our special needs children need to be held to a different academic standard than our non-special needs children.
Classified Staff	I know that we probably will not have another Dr Livingston but as an employee of over 20 years with the district we have not had a superintendant like him. Dr Livingston treated people with respect and kindness there has not been one like him since. I would hope our board of directors will look at his traits when selecting a new one.
Classified Staff	I see the Superintendent not as a hardcore numbers and management type (that is more the School Boards duty), but as a PR person that knows the day-to-day operation of the district and can effectively communicate it to the citizens. They must manage, yes, but daily duties are delegated to the myriad of managers & directors beneath them.
Classified Staff	I support a superintendent who believes in ALE programs and alternative education. A strong, compassionate leader who would uphold administrators, staff, parents and students by believing in and promoting the value of these programs. A person who thinks outside the box – who fights for his beliefs and meets a challenge head on. A person who values all children's needs – whether they are traditional or non-traditional learners.
Classified Staff	I think it is important that whoever fills the position is an active supporter and advocate for EVERY position held in the district. Truly, it is all of us working together that will elicit the greatest outcome for all students in the district.
Classified Staff	I think it will be imperative to ensure that the trends in the country towards bashing teachers and support staff needs to be addressed positively with a clear understanding that we are working towards a common goal. The goal will provide a better functioning community. The labor practices of some governors have been counterproductive to this process.
Classified Staff	I think it would be nice to bring in some new ideas from outside our area.
Classified Staff	I think that the Superintendent should be able to relate to all school employees. It is important that they have an understanding of how the classroom works from day to day, not just how it's supposed to work on paper. They need to listen to the ideas of employees who use common sense to problem solve and are successful in what they do.
Classified Staff	I would hope that the new superintendent will look at the many assistant superintendents and perhaps combine jobs of those individuals. A comment from one of the assistant superintendents regarding what the difference was between the superintendent and the assistant superintendent the answer was \$8,000. So it seems to me we could use that money for better purposes within the schools. I think Administration is top heavy and I would like to see the superintendent take a long hard look at where our dollars are going. To administration or students. I also believe that the superintendent should have taught for a number of years so that he/she can relate to the many difficulties we face each day to make each dollar go as far as possible for the best results with students.

Classified Staff	I would like our Superintendent to look at the top heavy downtown administrators and what contributions they have in the student success rate that we are looking for.
Classified Staff	I would like to see a Superintendent who is willing to look at areas with less impact to students when it comes to budget cuts such as maintenance, electrical & plumbing contractors. I have heard of other government facilities who have had great success with private contractors doing a better job at a lower price.
Classified Staff	In addition to the characteristics and emphasis areas mentioned in the questionnaire and also the comments from the area leaders as stated in the Spokesman Review, I have a special interest in the School Library Programs. In my opinion and it is my wish that the next Superintendent of Spokane Schools be a strong advocate of our existing School Library Programs and Teacher Librarians as an essential part of Basic Education. I have worked as a Library Clerk for over 20 years in this district, have advocated for strong libraries and full time librarians in all of our schools. This is an essential part of a 21st Century School in my opinion.
Classified Staff	In addition to the characteristics noted in this questionnaire and also those cited by the area leaders as stated in the Spokesman Review, I have a special interest. As an employee for over 20 years in the library program here in Spokane Schools, I would like and fervently hope we will have a Superintendent of Schools who values, honors and encourages our school Library Programs and Teacher Librarians. Our libraries are an essential part of Basic Education and add greatly to a successful 21st Century school.
Classified Staff	It would be nice if the new superintendent were technology savvy and willing to utilize multi-media communication avenues.
Classified Staff	Listens to all staff not just cabinet members. Listens and hears all of the story not just the administrator(s) story. Leads in fair hiring practices and stops behind the scenes promotions without posting to all qualified applicants
Classified Staff	make sure we have a budget to give raises to all
Classified Staff	Must be visible to all staff and community. A team player. Open minded to new ideas.
Classified Staff	Needs to be able to help the board see its role with high-level, visionary planning rather than operational or programmatic decision-making. Needs to be able to move the district away from some of our past practices in isolating certain employee groups from the effects of current economic conditions.
Classified Staff	Needs to be open and honest with students, staff, community.
Classified Staff	Needs to have worked in a school/classroom setting. Have the ability to think outside of the box. Our world has changed and the "old ways" are no longer the "best ways." The school day is only a portion of students' lives yet the expectation is for schools to prepare them for success. Therefore, we need to find more ways to work with the community (parents & businesses) to fulfill this expectation.
Classified Staff	Our district has spent a considerable number of years improving our facilities with bonds made possible by our voting community. I would like to see someone come in that shares the continued vision of updating the rest of our facilities and then keeping them that way. I think this "kept promise" to our citizens will go a long way to ensuring they continue to support our levies and bonds
Classified Staff	Please go outside the district to find a new superintendent. We need some new views and ideas brought into our schools.
Classified Staff	Should be seen and become involved with the custodial department as to the operation and maintenance of the sites.
Classified Staff	Someone who has been an administrator in a large school district similar to our size, and willing to look into what is best for the school district and the students, even if that may mean significant change to long held practices. This person should be a leader and visibility is key.
Classified Staff	Strong business background and ability to be a leader.
Classified Staff	Strong leadership skills and educational background a must. Someone from outside

	the district for a fresh outlook and leadership.
Classified Staff	The candidate should come from outside the district. We could use a fresh set of eyes and ideas for solving our problems and establishing a positive and effective environment.
Classified Staff	The district is large and ran inefficiently, partly due to government regulations. I don't always believe that Doctor's of Education or former teachers are necessarily what the position needs, although I think they should be represented equally by the board. I'd like to see it operate like the rest of the business world does or more similarly. Let the teachers and education majors worry about teaching and curriculum, but the superintendent should be more well rounded. You don't see a teacher as the CEO of any major successful business...
Classified Staff	The District needs a strong consistent leader in these troubled times. Someone that understands the need to be visible and approachable.
Classified Staff	The last two superintendents we have had were very good in all areas listed on the survey. H/R needs to follow the same guidelines as before.
Classified Staff	The superintendent must have the ability to speak well and care about all audiences; must not cower to the school board - has to be strong; be a leader for all; and involve colleagues (even those working in the schools) when making decisions that affect all the staff, students, and parents.
Classified Staff	The Superintendent needs to have an open mind towards "Alternative Education". Not all students learn in the same manner. I hope that this new leader will have good "alternative" answers.
Classified Staff	The Superintendent needs to be a strong, proven leader who is visible to staff, students and community. Leadership and vision are the key words.
Classified Staff	The superintendent needs to be able to balance a vision of the big picture of our educational lives in the district with the details that accompany individual needs of people, schools and district administration.
Classified Staff	The team approach is what I feel works best for the district - and everyone is part of the team, not just administrators. If you hire qualified people, you should step back and let them do their jobs - with some guidance. Micro-managing is not an effective use of time.
Classified Staff	To be able to increase salaries especially for Classified workers, protect them from layoffs, ensure work hours are not reduced and lower out-of-pocket health-care costs!
Classified Staff	Want them to understand the struggle of military children deal with every day. Because the sacrifice their parent are making for this country are effecting their children. And how it makes it tough for their kids to deal with everyday life.
Classified Staff	We need a candidate who has a clear and concise vision of what is needed to provide a safe and secure educational environment for students and staff.
Classified Staff	We need someone to do something about the morale of the people in the district!!!
Classified Staff	We need someone who can come in get a handle on all aspects of the budget so that staff are not being laid off every year and waiting to be re-hired. Someone to address the Special Education needs within the district and plan for the future needs of these students.
Classified Staff	Our superintendent, he was highly visible at the school, he had an incredible knack of remembering your name and what you did at your school. He seemed always caring and outgoing. That is the type of person I would love to see in our Spokane Public Schools.
Classified Staff	Will listen is willing to make decisions and change what is necessary for students to excel. Include the worker bees i.e. teachers, staff not just downtown administrators. People who actually are working with the students and community.
Classified Staff	Willingness to support non-administrative staff
Community at Large Member	A fundamentalist Christian luddite who wishes to not teach appropriate science is to be considered totally unacceptable. More importantly a superintendent committed

	to fighting this nonsense is important. Any element of religion, Creationism, or Intelligent Design so-call Theory is totally unacceptable. Any candidate considered should be totally committed to keeping this ignorant nonsense out of public schools in Spokane. Any candidate not committed to this is unacceptable.
Community at Large Member	A leader whose career began in the classroom and worked their way up the ladder. This person must a have an excellent grasp of programs delivery and budgets. Excellent communication skills are paramount to work with all stakeholders and represent the district. I would also like someone who holds the students just as accountable as the teachers - as a member of this community, I have become fatigue with the constant hammering of teachers while students are not held accountable for their lack of effort in the classroom. Please do not hire a person with only business experience - education and business operate differently. A business person lacks insight in the daily operation of a classroom and dealing with students.
Community at Large Member	Fearless leadership: vision and courage to lead by example, setting high standards for all in the district, evaluating staff based on substance, not the several page checklist used when I worked for the district. It was meaningless. Observations of one's work, including strengths, weaknesses and recommendations...with timely follow-up and intervention when employees, on all levels aren't meeting high standards. Shift the focus of us vs. them on all levels...administration/union, building staff/downtown as just two examples. WORK TOGETHER, COOPERATE AND COLLABORATE.
Community at Large Member	Foster an entrepreneurial concept in students as a goal. Assist students in knowing that the acquisition of an education is not just to prepare them to work for someone else but it is for them to work for themselves. Whether they are employed by someone else they are still working for themselves. Create an environment that fosters critical thinking, problem solving and instills the understanding that learning is a life-long process; learning does not end with getting a diploma or degree.
Community at Large Member	Having a good sense of humor would be a good quality for the Superintendent to have.
Community at Large Member	Honesty. Integrity. Respect for parents, students and teachers. A desire to know the truth, rather than to simply put forth a self-promoting picture of the district. An understanding of what real academics looks like. Someone who is driven by what is actually good for the students, rather than someone who is driven by what's good for herself and her administrators. All of this is what we need. The opposite of this is what we have now.
Community at Large Member	I believe it is of utmost importance to choose a leader from outside the district. I want someone who is willing to challenge some of the current practices such as continually "raising the rigor" (level of difficulty) by demanding we churn out only one type of "high achieving student". Individuals are gifted in a variety of ways and there should be multiple avenues to success. Right now we seem willing to write off those who don't fit the current parameters' I hope to see someone visionary enough to trim administrative staff....the "go-to-meeting" folks who lose touch with the daily realities at the school level. We need fresh thinking and someone who has made a proven difference.
Community at Large Member	I believe that they need to understand the value of early learning. They need to be a leader and an advocate for early learning in our community. In the long run any and all investments made to early learning and quality childcare reaps huge benefits for the District
Community at Large Member	I believe you need to change your salary criteria to a salary of approximately \$100,000 for the leader of this district and change the salary expectations for interviewees. The current salary is extremely high and more than the governor of the state makes. I do not really believe that the district has managed its money well judging by administrator salaries and salary increases that have been allowed. We need to put available moneys into teacher pay and classroom materials and less into

	administrator pay.
Community at Large Member	I think the new Superintendent needs to be able to balance the day-to-day challenges of running the district with the opportunities presented by the use of technology to aid the learning process. In addition, this person should be open to all ideas from all segments of the community to ensure all constituent groups feel a part of the educational process.
Community at Large Member	I would like to have a superintendent who is open to diversity of thought and is comfortable with healthy discussion among staff rather than one who needs staff to totally agree with the superintendent's philosophy and is uncomfortable with diversity of thought.
Community at Large Member	It would be very helpful for the district to hire someone not already working and (indoctrinated) in the current culture. District 81 needs some "shaking up" and a superintendent with no internal ties would go a long way in establishing a new leadership direction. Leadership has been dominated by insiders for a long while and an "outsider" is probably necessary to encourage change and renewed community support.
Community at Large Member	Must be able to share the vision of the community not just their own vision for education.
Community at Large Member	My thoughts for the new superintendent are as follows: This person should: <ul style="list-style-type: none"> <li>o Have extensive CEO qualities/experience from a major corporation</li> <li>o Not a professional Administrator.</li> <li>o Someone that is not ingrained into the school system or government system</li> <li>o If we want something new we need to do something different</li> <li>o Think outside the box, run the second largest School District in Washington as a Corporation with the students and teachers as their customers.</li> <li>o Someone that is not afraid to go to Olympia, sit in front of the Governor or legislator and ask the hard questions about unfounded mandates.</li> <li>o Not afraid to cut wasted programs.</li> <li>o Someone that has their children in the public school system.</li> <li>o An individual that will embrace and be an advocate of Spokane and everything it has to offer, not just the schools.</li> </ul>
Community at Large Member	Pay attention to multiculturalism and keep in mind that we live in a global community. Teach students about the world outside of Spokane
Community at Large Member	Sense of humor and a compassionate personality. Someone who is able to be a good leader and a good human being.
Community at Large Member	Someone who understands teaching, who understands the differences between running a business and running a school district, who is not afraid to get his/her ideas for solving problems from those who think about the issues every day--and have probably given a great deal of thought to what might actually work.
Community at Large Member	Someone who will listen to teachers - the front line of education for our students. Someone who will visit classrooms and knows the challenges. Someone NOT from the current Spokane Public Schools Administration office.
Community at Large Member	Someone with vision beyond a cookie cutter system where families and students are truly valued, and included in decision-making. Someone who will think out of the box, balance fiscal responsibility with where the community, especially families and students, see needs.
Community at Large Member	-style of leadership that develops teamwork, motivation, accountability -visionary -ability to deal decisively, confidently & in a collaborative manner with staff, students, parents and community members -open, honest communication style
Community at Large Member	The board should begin by asking whether they would be comfortable with a non-traditionally trained candidate. That is, someone with "superintendent" skills from some other background than elementary/secondary education. Such a move would take courage on the part of the board, but might produce surprisingly superior results.
Community at Large Member	The district's motto is "Excellence for everyone." However, the district is not focused on excellence. I've heard a school board member say the district teaches to the lowest common denominator, and that's exactly what the district does, despite all

	the talk "around" the subject. The next superintendent needs to break that barrier, and create and maintain an atmosphere where teachers teach all students to their highest levels, not hold students back once they meet standard so the teacher can focus on the lowest common denominator. That has to change.
Community at Large Member	The new superintendent should be a proven superintendent that won't shy away from financial, personnel, or achievement challenges. He/she should be an excellent communicator with a desire to be part of the community and not just an administrator sitting in an office. Preferably, the superintendent will have roots in the area and family attending the schools so they are very invested in the District. It would be nice to have a younger superintendent interested in making a long-term commitment to the District, not just collect a good salary for a few years prior to retirement.
Community at Large Member	The person in this position must be able to connect students with alternative forms of education i.e. on-line, that can help the student achieve his/her goals. This does not mean maintaining 3-4 principals/assistants in each high school plus coaches in math and reading that are spending the majority of their time analyzing test data. A consultant from outside of the district could be utilized to identify appropriate programs.
Community at Large Member	The Superintendent doesn't necessarily have to go along with what the Board wants. He/She should be able to communicate with the Board what the needs of the District are and keep them focused on the mission and goals of the District.
Community at Large Member	There is a need for more diversity in the School District.
Community at Large Member	This superintendent must be a people person and has the ability to build relationships with employees, community and school board.
Community at Large Member	We need (as a former teacher in district I have some knowledge) a superintendent who is committed to site based management and not one who insists on top-down decision making. In addition, he/she should be acutely aware of the overworked and under-appreciated district staff. As a current sub I hear constant complaints about downtown determining what is best for students when they might not know a current student's needs if he/she bit them! Trust me, it happens! In addition, and equally important to the district and the community, we desperately need a person of color as a leader!
Community at Large Member	We need a Superintendent who is personable and able to relate to all District and Community members-who knows the schools and their staff and parents. This is how you get a community to financially support a school district. SO, must be a person who is socially adept and able to communicate by listening.
Community at Large Member	We need a superintendent who is not previously associated with Spokane Public Schools, one who understands the need for direct instruction, and one who will not only hear the people, but listen to them and take their concerns to heart.
Community Leader	1. Awareness of the importance of early learning to student success in K-12; willingness to support and enhance the District's current efforts to engage with local early learning and community leaders to support student achievement. 2. Awareness of social-emotional competency as a key factor in student academic success; willingness to support and build on the District's current efforts to work compassionately and effectively with students exposed to complex trauma. 3. Ability to support and improve upon the District's current efforts to engage more effectively with community partners (social service agencies, Priority Spokane, etc.) to support the success of students, especially those who are at risk of dropping out of school.
Community Leader	A leader that puts education of the students first! Along with academic instruction, teaching them ethics and accountability is foremost in preparing students to be a worthwhile member of our society. Also someone who can operate within the available revenue of the district is important.
Community	A strong leader who effectively communicates with various stakeholders is a must. A

Leader	new superintendent must be able to navigate the tough budget waters ahead. How will he/she advocate for changes that allow for excellence while budgets continue to be strained? How do you turn detractors into advocates for that kind of change? These are tricky issues.	
Community Leader	An effective superintendent should have a strong teaching/Learning background, be a great communicator, be willing to engage his/her community, and be willing to make tough decisions within the spirit of serving the needs of all students, even at the risk challenging the board's thinking.	
Community Leader	As Martin Luther stated many, many years ago: "I am much afraid that schools will prove to be great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."	
Community Leader	Be an effective spokesperson for quality schools. Help the board execute its policy making role without excessive micro-management. Advocate for equitable conditions for all students. Possess the centering capacity to whether the critical comments from the negative elements in the community with dignity and grace.	
Community Leader	Be mindful of the diversity within our district and realize that children not only learn the necessary skills to pass their grades in school but also social skills, self/peer mediation/regulation, respect, boundaries, and trust. Teachers seem to busy jumping through hoops to mold children in positive and effective ways.	
Community Leader	Budgetary issues will be a dominant theme for the foreseeable future. Need a superintendent capable of leading an effort to determine priorities of SPS, parents, and students. "Education reform" is a likely issue as well. I suspect we need an experienced educator with an understanding of how to do business in new ways.	
Community Leader	don't close the door to BLACKS	
Community Leader	Education is one critical component of community for our youth and there are other factors that also must be assured. The environment in which our children are raised, the economic impact on families, the status of health are also critical and need to be interwoven into a fabric of success.	
Community Leader	Good luck! Recruiting, selecting and hiring a supt. is the most important job that a school board does.	
Community Leader	I do not want the Superintendent to function as the 6th member of the Board, but as the true CEO of the District, with all the authority and accountability that goes with it. Not do I want the Superintendent to allow the District to "vote the Board," craft the narratives of the major decisions to be made or limit the range of options to be decided. In other words, the new Superintendent and the Board need MUCH greater differentiation from each other than we now have. A Superintendent who secures the Board's agreement for the District to operate on the Policy Governance model would greatly serve our district. Contrary to the arguments of our Teacher's Union President, it is not necessary for the Superintendent to have classroom experience, and it would be a disadvantage for our superintendent search to be restricted to candidates from collective bargaining states.	
Community Leader	I think it is very important for this person to recognize how much diversity and, as much as we don't want to hear about it, prejudice there is in our schools. It is important so that they can approach the issue and deal with incidents as they happen on an individual basis. It is also important to engage the various groups in the schools (i.e. Native American, Hispanic, African American groups, etc.) in the issues that are going on within their schools. Let them help give you ideas on solutions/approaches to the issues.	
Community Leader	In addition to qualities identified on the previous list, I believe the next superintendent of SPS needs to be a "team player," a person who has demonstrated the ability to lead and collaborate.	

Community Leader	It's important for the superintendent to understand and to be familiar with all cultures.
Community Leader	My son recently graduated from Lewis and Clark High School. While attending LC, my son was fortunate to be taught by some very excellent educators. However, I came to understand that the current failing graduation rate with 1 in 4 students dropping out of high school is due partly to a very unhealthy environment in our public high schools. LC is struggling with a very bad drug problem. Local law enforcement and our school administrators appear to be blind to the severity of this problem. When, I speak to parents of students in other high schools and junior highs, they too share similar concerns about their child's school. A bold leadership is required in our next superintendent. In order to resolve the problems in our area high schools and junior highs, our district needs a superintendent who is unafraid to make difficult decisions, has a willingness to identify the nature and extent of the issues facing our kids today, has the qualities of visionary in finding a solutions to these issues and will seek both support and accountability from other bodies of people such as law enforcement, parents of current students, local business leaders and area universities to implement solutions.
Community Leader	Operate in a clear and transparent manner. Do not combine different schools to improve the performance of an under achieving school. Get cell phones and calculators out of the schools. If you are asking for a levy put some numbers by each category so people can know where their money is being spent. Cut upper staff, PHD's are not required for most positions to operate effectively.
Community Leader	Someone with a deep understanding of at risk children and a plan to improve the environment for them to thrive. A passion for improving our world by helping kids improve their lives.
Community Leader	The drop-out rate of our high schools is too high for kids that are not considered "at risk". There needs to be serious and comprehensive examination of our system (not just curriculum) to determine why so many kids give up prior to graduation.
Community Leader	The next superintendent must have a vision for providing opportunities for students to achieve and be well prepared for their future goals. The next superintendent must have the courage to lead and, when necessary, implement change rather than defend the status quo.
Community Leader	The relationship with the school board is critical as a team. There is no place for partial communication, favoritism, or manipulation. A positive relationship with the Ed. Assoc. can only be good for students when all are working in the same direction. Diplomacy skills are a must!
Community Leader	Using student data to identify individuals struggling academically is vital to then intervening early to keep those kids on track. Students need the message that school is important and that they can be successful.
Community Leader	We need an engaging leader who will inspire and hold our staff, students and parents to the highest of standards and who will rally the community behind our schools.
Community Leader	We need someone who has made an innovative and monumental difference in another state. We need a fresh vision, someone not afraid to lay the problems on the table, not just a PR front. All is not always well in "Pleasantville". Our new superintendent must be accessible and committed to being in the schools on a frequent and regular basis. We also want someone who will have time to listen to those "in the trenches". Confident enough to cut administrative that squabble among one another , trying to justify their job in a time when we have national standards and do not need so many central staff to interpret everything for the schools.
Community Leader	Willing to confront the status quo of the district and engage community as partners to address issues in and out of the classroom.
Community	Working effectively with other education leaders - K.12 and higher education, and

Leader	with business and local government leaders on the vision for the region.
Parents of Current District Student	We need someone who understands the importance of funding ALE schools. Not all children learn and thrive in the same environment. ALE programs such as TEC at Bryant provide for those children that don't fit the traditional learning mold.
Parents of Current District Student	A superintendent needs the courage to make difficult, unpopular decisions without being undermined by special interests.
Parents of Current District Student	A superintendent needs to effectively handle the pressure from a portion of the public that, while the minority, has a very loud opinion that is anti-tax, anti-arts, anti-sex education, anti-science, and anti-diversity.
Parents of Current District Student	A superintendent needs to have the best interests of the students, not the teacher's unions. I have seen too many teachers who are non-effective and burnt out stay in their jobs simply because of seniority status. We need the best possible teachers for our students, not the oldest. And please make the arts a priority! Our students need to be able to experience music, art and PE. Also, cutting school counselors is not an effective option for balancing budgets. Please make sure that our student's emotional needs are being met. Thank you!
Parents of Current District Student	As a Homeschooling parent involved with TEC I would ask that the Superintendent not have any biases against Homeschooling. And I would include biases against other alternative programs as well. I think one of Washington's strengths is that we offer so many different programs to fit a variety of students.
Parents of Current District Student	As a parent of a highly capable child, I would hope the new superintendant would seriously consider the impact of losing funding for these programs. It seems that when budget cuts are mentioned, the highly capable program is ALWAYS on the list. I would expect the new person to meet with local PAC groups or parents with students enrolled in the Odyssey program to better understand the needs.
Parents of Current District Student	Having now had three children go through elementary, middle and high school for a total of 20 years so far and having one more, after this year, to go. I think it is important to have a working knowledge of how the school is actually run and what is actually going on in the schools rather than an "idealized report" from the schools. A wealth of knowledge is obtained through volunteering in a class and the office - seeing firsthand how parents parent their children or not, how behavioral issues are dragging down teachers and learners, how a good majority of parents, students and community members view education as a right rather than a privilege - and the consequences of that kind of thinking. Having standards are a great thing but punishing teachers and schools for not reaching them is only looking at half the picture - parents and students need to be a part of the equation. Letting individual schools do what is right for their population might be a start. I would like to see this district run less as a corporation and more like a community where each group is dealt with according to its strengths and weaknesses rather than on the party line as it has for the previous 20 plus years.
Parents of Current District Student	I believe a successful superintendent will have the ability to see both the forest and the trees, and will have the experience to understand that micro-managing is not beneficial, but overall guidance is what will ensure success.
Parents of Current District Student	I believe that it is important that the new superintendent be chosen from outside our community. There are deep rooted systemic issues related academic excellence for all students of District 81 not just the college bound but middle of the road students, and those most vulnerable who without proper support will financially burdened the social services systems of Financial Public Assistance, Food Banks, Unemployment, and Non-taxpaying citizens. This situation which will continue to cripple our school systems budget by lower property taxes, no money for levy's, and a continued belief that the public education system is not good enough to get into University or College to obtain higher education and increased earning potential. We need a new superintendent who is willing to take a stand and make change instead of trying to

	appease everyone to put all children first not just those who will make the district shine in their athletic, musical, or artistic talents. What about the kids in the Designed Instruction Self Contained Classroom how are they going to support themselves without relationships with the other students, and when there is no money or family available to financially support them.....
Parents of Current District Student	I believe that the superintendent needs to be a strong leader that is well-respected in both the educational community and the Spokane community in order to be effective.
Parents of Current District Student	I believe that the superintendent should have a good working knowledge of the alternative learning schools that are in our district. He/she should believe in those programs and actively work to protect and grow these programs as they are such a valuable resource for our children and families. We are constantly under the threat of extinction and we need someone who will fight for us and with us.
Parents of Current District Student	I feel that the superintendent needs to value and promote the many different learning campuses that this district has that help so many students be successful. (ex: Bryant Campus)
Parents of Current District Student	I have appreciated by part of the public affairs advisory council and have learned a lot about the district. This group has increased my opinion of Spokane Public Schools.
Parents of Current District Student	I have become so disillusioned with District 81 after the legal bond I voted on asked me whether I wanted Jefferson Elementary renovated. The district has run forward on building a new school when that was on their bond. I want my district to be honest and have integrity and yet in this matter the blatant deception has made it so I will not support another bond. How could I? I don't have any more trust that what the bond says will take place.
Parents of Current District Student	I just moved to Spokane this past year and find that Spokane schools are running in the "dark ages". We need to get on board to RTI and we need to NOW. Core curriculum is key. Classroom wide research based benchmark testing to identify struggling learners, research based interventions provided to the struggling learners paired with ongoing data collection is a must!
Parents of Current District Student	I think as a parent and an employee of Spokane public schools we need a superintendant that is informative and open. Someone with a very diverse background that clearly understands that just because this is an educational institute there are many other challenges that keeps Spokane Public Schools listed as one of the top school districts in the nation!
Parents of Current District Student	I think it's important that the superintendent give attention to all the schools, not just the ones that are doing poorly or really well. Each school deserves improvements.
Parents of Current District Student	I think it's necessary that the new superintendent to be prepared for the radical change that education is taking. In order to be competitive in the world market, Americans are going to have to evaluate our public school system. I see foreign language being a requirement at the stage when the human brain can LEARN a new language like K-3rd grade. I see the history, math and science curriculum being completely overhauled. I think teachers are going to be expected to PERFORM at the level we expect our students to. I think the "WASL" will go by the wayside. The intelligence and learning of our children will go hand in hand of how well our teachers perform and if they can't then they should be fired. Another point is that the monotone selection of curriculum will be changed. Children of all backgrounds will hear about the history of where their family hails from. Native Children, Black Children and Hispanic children are performing at astronomically low rates compared to White ones. Not only that but they are also punished harsher for the same crime or behavior problem as white ones. They are suspended more often and for longer. These numbers are dismal. I expect the new superintendent to be NON WHITE. I expect him/her to be able to get a handle on these numbers, work with community

	organizations, parents, churches and other systems to make sure that our children graduate. I want a proven track record.
Parents of Current District Student	I think keeping the communication going through parent organizations like the CAC is very important. I think we contribute a lot to the district and if nothing else we feel we're being listened to. Also, as an Odyssey parent I believe in the philosophy of gently pushing our children in positive ways only makes the district and the community better. I'm happy with the current direction the district is going and it would be very disappointing to lose the momentum. Thanks.
Parents of Current District Student	I democratically voted to remodel Jefferson Elementary and found out later that a new school is being built instead. What?! I will no longer vote for this district to receive more money until it makes a public apology about how our funds were not rightfully used by way of the bond wording that asked us for a remodel and then launched a "move the school" campaign. I do not like my democracy to be a mockery because a school district thinks it knows what is best. How can not telling the truth be good for all district 81 students.
Parents of Current District Student	I want a person that has their priorities in order, that won't flip flop just to please people and is easy to contact if the need arises. This person should not think that they are so high above other people that they think they are untouchable. If a parent needs to contact this person, the parent should not be treated like a nobody. He/She needs to be caring, easy to talk to and professional. That's all I have for now. :o) Thank you.
Parents of Current District Student	I WANT THE NEW SUPERINTENDENT TO BE ACCESSIBLE, TO BE INNOVATIVE, TO HAVE A VISION OF TRUE SUCCESS FOR ALL---REALIZING THAT INDIVIDUALS ARE GIFTED IN DIVERSE WAYS AND SUCCESS SHOULD BE MEASURED IN A VARIETY OF WAYS. PASSING ONE STATE TEST PROVIDES A VERY NARROW DOOR TO GRADUATION. EACH INDIVIDUAL IS WORTHY AND SHOULDN'T BE WRITTEN OFF. I THINK THAT WE SHOULD LOOK OUTSIDE THE DISTRICT FOR CANDIDATES OF PROVEN SUCCESS AND A VISIONARY, INSPIRATIONAL LEADERSHIP STYLE.
Parents of Current District Student	I want to see strong leadership and active involvement, no "ivory tower" superintendent. Also, I'd like to see a more realistic assessment of weather-related school closure decisions and prompter notification to the public. Since there are built-in Snow Days, why is District 81 so reluctant to cancel school when the weather is severe? This endangers not only the students, but their parents, teachers, administrators, etc. This is unnecessary. A prime example of this was the recent school closure on Friday January 20, however, Thursday's weather and road conditions were worse. Both days should've been cancelled. How about a bit of common sense being put into play here. The scheduling of the makeup day is rather near-sighted also. February 17 can easily have severe winter weather, as well. Not much intelligence apparently went into this decision either. Another issue I'd like to have addressed and remedied is the unacceptable amount of time the teachers are spending OUTSIDE the classroom and sending in substitutes. My daughter tells me that practically every day she has a substitute in one class or another. What gives with this? If teachers are spending class time attending union meetings or some other unnecessary waste of time, this needs to be stopped. My tax dollars are going toward paying teachers to be in the classroom, not gone to a "meeting." When I went to high school here in Spokane, teachers scheduled their meetings either before or after school. A substitute was a rarity, not an everyday occurrence. This, to me as a parent, is unacceptable and unfair to the students. District 81 students should never take the backseat to the union, although, that apparently is what is happening. My overall assessment of School District 81 is not favorable. I grew up here in Spokane, attending a District 81 school and am quite frankly dismayed at how dismal this school system has become. I'm well aware that this is a nationwide problem, however, it has to start somewhere. I'd like to see the Superintendent "trim the fat" and get this district back to the business of educating our kids.

Parents of Current District Student	I would appreciate a superintendent who knows how to effectively listen and communicate with parents.
Parents of Current District Student	I would like a superintendent who listens to the parents needs and is not just a puppet for the teachers union. End "pot luck" Thursday mornings and have the teachers handle this "activity" before regular school hours. Thank you.
Parents of Current District Student	I would like to see a superintendent that does not give herself a raise when teachers are being laid off. I would like to see a superintendent who, when she claims to love her community, can also identify her neighbors and who tales to them. Someone who can make difficult budgeting decisions in favor of librarians and janitors and not for more office workers downtown.
Parents of Current District Student	Identify waste and redundancies. Push to get up to speed with the current times and technology for ALL schools. Search and identify things that are not necessary or need to be streamlined at every level from district offices down to every school and classroom. With the times that way they are and our budgets getting slashed every time we turn around, something needs to change. Everything needs to be looked at in a different way, how could be do this different, how can we streamline, how can we easily duplicate across the district/school/classroom. Tired of seeing no improvement with all that is available in these times and the district just keeps taking away from the kids rather than getting creative and thinking outside the box.
Parents of Current District Student	Innovator (experience with innovation/experience transforming programs/staff/ launching magnet programs/ Progressive policy thinker (e.g. implementing 1:1/PD nontraditional) Tech-savvy (proof) Outside candidate (superstar looking to move up/not traditional candidate such as last 3 superintendents) Lobbying success (proof) Experience with 21st C skill-building: foreign languages, IB diplomas, project learning, global relationships, ed technology leveraging, rigorous curriculum (what math curriculum do they favor? Ideally Singapore math or Saxon, ideally NOT springboard) STEM, computer engineering, magnet experience, bilingual education Teacher quality visionary: experience retaining& recruiting best most inspiring & effective teachers//experience with killer professional dvlp More teacher independence: D81 has stifled creativity/freedom feels scripted
Parents of Current District Student	It is important that our superintendent have background in education, preferably one that began his/her career as a classroom teacher. It is important that our superintendent be visible in our schools as well as in our community, promoting a shared responsibility by all stakeholders (students, parents, teachers and administrators, and community) in our children's success. It would be good to have a superintendent who believes in and promotes innovative programs within our public schools. Programs that meet the needs of a diverse student population (i.e. magnet schools for math, arts, tech, etc.) and reflect an acknowledgement that one size does not fit all.
Parents of Current District Student	It is so important that the superintendent him or herself be smart, be convinced that students can meet academic challenges, and believe that competence and intelligence from teachers are more important than teaching to the test. In the past few years my children have had the following experiences, among many: a low grade in an AP class because he did not color his reports colorfully enough with crayons (he received a 5 on the AP test, by the way, so the content of the report was excellent but he chose not to decorate it with crayon); in elementary school my daughter has been discouraged from working "ahead" on sight words because the other students are so much further behind (that child, who adores her teacher and is trying to follow directions, is reading less well now, in January, than she was in August); in middle school my daughter was told this year that there is no such thing as a perfect score, and we can see from the teacher's math in the margins of the rubric that he re-added several times to be sure the final grade was one tenth of a point below an "A." These things are reprehensible on their own, but happening district

	<p>wide (and I have many more examples, large and small), they are indicative of a culture that values something other than excellence in academics. The superintendent cannot fix this alone, but the superintendent must be a vocal and visible and COMPETENT piece of the solution. Without leadership that believes very strongly in the importance of keeping every child - from the very bright to the really struggling - working at his or her capacity and potential - not just at the level to pass the test, but truly as far as he or she can go - there is no way to make the improvements that are needed. I am reminded of the magnitude of the problem when I see dozens of coaches on the sidelines of some sports, vs. one sleepy adult in a room full of passionate would-be robot builders who have no idea how to begin building or programming a robot and get no direction whatsoever from the "coach." Don't get me wrong - I think high school sports are a crucial way to build community, keep students engaged, and provide incentive for students of all academic abilities to be held accountable for attending class and working hard. I myself was a very serious high school athlete, and the discipline required to achieve in my sport AND reach the academic levels that allowed me to attend a selective college has served me well ever since. But that discipline and direction should not be reserved only for high level athletes; any student who wants to participate should be able to - no cuts for freshmen, certainly, and even a robust intramural level of sports, especially at the elementary and middle school levels - and academically focused extracurriculars (robotics, debate, music, etc.) should receive at least the level of support as sports. Spokane has a lot to offer a potential superintendent. The city and school district are a nice size; the area is lovely; there are a lot of really bright, interesting students and enough underserved students that a good leader could really make a difference and feel good about doing so. I would be extremely discouraged to see the search limited to local candidates. Good luck.</p>
Parents of Current District Student	Long-term vision and planning; kids' first attitude; encourage involvement of as many community members as possible; be accountable to tax payers; be willing to ask and answer hard questions about priorities
Parents of Current District Student	Must be more interested in individual student welfare/success than in standardized test scores.
Parents of Current District Student	Open minded & able to understand who Spokane is.
Parents of Current District Student	Open to and supportive of alternative learning models.
Parents of Current District Student	Open-minded, thinks outside the box, academic, good listener, and team oriented. What vision he/she have for our schools finances in the long term? and higher academics in school?
Parents of Current District Student	Our district is in desperate need of change, from the top down in the administrative staff. Find us a new superintendent that has the intestinal fortitude to remove pedagogical ideologues (specifically - anyone so married to a constructivist approach that they deny the value of direct instruction) from positions, trim the administrative staff, eliminate wasteful positions such as area coordinators, and willing to put the districts check register online. The public has lost trust and faith in the administration. It loves its teachers but loathes their bosses. The new superintendant must restore that trust by action.
Parents of Current District Student	Our new Super. should be from outside of Eastern WA. We need someone with a cutting edge perspective, someone who does not have to play the same small town games that have been the status quo for this kind of position. I also hope that we hire someone who understands that ultimately good/excellent education is not about test scores or other numbers--it is about relationship, deeper thinking, and depth of

	understanding not breadth.
Parents of Current District Student	Our superintendent must continue to increase the on-time graduation rate and the percentage of students who attend college directly after high school. They must be the type of person that deserves respect from staff and the community at large.
Parents of Current District Student	Realizing that they are the leaders, not the parents. Making decisions based on what is best for the student, not based on what fits best for the parent's work schedule. School is not, and should not be treated like a daycare where parents do not have to maintain responsibility for their child. The new Superintendent needs to hold parents responsible for students' actions and act accordingly. In my opinion, the responsibility of parents has been decreased significantly and most parents seem to enjoy this. I am a parent who thinks this is completely unacceptable, absurd, and am sure this is why children are allowed to behave so poorly and perform poorly in school and few people care or can do anything about it. Thanks!
Parents of Current District Student	Recognize the disproportionate number of retirement age (or approaching age) teachers that have checked out and are just sailing through at the expense of our kids. Come up with something creative - a program/incentive to move them along - give them a package if necessary just to move them along, learn from this ridiculous situation and prevent it from happening again. I am appalled at the lack of professionalism, dedication, accuracy and enthusiasm these teachers have in the classrooms - it's dangerous and damaging to any future programs/administrators the district spends time and money implementing. Engage them or find a way to get them out. This education is NOT about them or their lavish retirement - it's about my daughter. We need someone who recognizes that education needs to STOP being about the Administration and start being about the kiddos in this district. Only when we put the kids first (over unions, checked out/tenured administration, etc.) will we be able to really make a positive impact on our kids' education.
Parents of Current District Student	Someone who is willing and interested in hearing parent/teacher concerns regarding curriculum and is open to MAKING CHANGES in curriculum where needed.
Parents of Current District Student	Someone with experience in the public school system, as well as experience managing a large number of people. Someone dynamic with confidence to get things done, but also humble enough to listen to others' opinions and make informed decisions.
Parents of Current District Student	Spokane Public Schools has become a top-heavy, beaucratically micromanaged system that is not fulfilling it's purpose of successfully preparing our children for post-secondary life in college or otherwise. SPS may be on par with rest of the nation, but when the rest of the nation is performing poorly as it is, that is not a standard to which we should aspire. Our next Superintendent must understand the importance of allowing teachers the freedom to teach their students in whatever way they recognize that individual students must be taught. They must be allowed to meet the child where the child's needs require. Teachers must be allowed to run their classrooms and their lessons the way they see fit. Success happens in the classroom, not in the administrative building. Our Superintendent must understand the social and political agendas driving decisions in the education establishment today, and have the courage to make the decisions, however unpopular within that establishment, that will allow teachers' freedom of innovation and creativity to drive student success. Key to that end is rejecting the federal Common Core Curriculum which threatens to greatly inflate our already top-heavy system. A parent's first recourse is to talk to their child's teacher, yet teachers' hands are currently tied by heavy District, state, and federal regulations. The CCSS will increase these regulations, further decreasing teachers' effectiveness and parents' voice in their own children's education. On the top of the list of "Desirable Characteristics" should be "Shows independence from the greater education establishment" and "Expresses a desire to return Spokane Public Schools to greater control by the stakeholders - parents,

	teachers, and citizens".
Parents of Current District Student	Spokane Public Schools has consistently chosen to utilize instructional materials that lack good scientific validation and inefficient processes to assess student learning. I hope that a Superintendent will be hired from OUTSIDE the district. Spokane Public Schools does not utilize many of the educational best practices that you will find well established in schools across the nation. My hope is that by hiring someone from outside the district, a fresh perspective will be brought to the district. When I attend national educational conferences, I am horrified by how "far behind" this district is. I hope the next Superintendent is data-driven in the sense that he or she utilizes data to make good decisions about what is needed in the district.
Parents of Current District Student	Support and foster alternative learning programs.
Parents of Current District Student	The district desperately needs a more business-minded leader who can install effective processes, drive continuous improvement, improve parent relations and involvement, as well as maximize parent/community involvement and minimize expenses by installing structured volunteer programs (such as Partners for Reading/literacy) and an effective dispute management process for resolving parent concerns/grievances at their source. The current model of conflict avoidance generates discord, expenses, conflict escalation and families exiting the public schools; whereas an effective district conflict resolution model would provide opportunities for continuous improvement and relationship-building between the district and parents. In this respect, we recommend a customer satisfaction approach - a superintendent who will generate buy-in and participation by parents, teachers and the community by identifying, meeting and exceeding their expectations.
Parents of Current District Student	The importance that ALL students -- from gifted and highly capable to special needs to social or economically challenged situations -- have the right to a basic education that challenge their abilities, to foster an atmosphere of growth, successes, and perseverance.
Parents of Current District Student	The need to more for all of the children being left behind. EX. A 10th grader that cannot read.
Parents of Current District Student	The new superintendent should be familiar with Washington and have the ability to make changes to the status quo. The superintendent should not be afraid of reviewing the current structure and making the necessary changes to the structure, the staff and the curriculum to fix the current struggles within the district.
Parents of Current District Student	The next superintendent should be very active in recruiting, promoting, and training new leaders within SPS so that the clear choice for the next superintendent can come from within. Great organizations do not need to continually recruit leaders from far away.
Parents of Current District Student	The person needs to be innovative, flexible, and open. Creative new approaches to education should be encouraged. The person needs to be an advocate for the students and the education process and be willing to tell the legislature and OSPI when something is not in the best interest of our students and their education. This involvement may lead to speaking to representatives at the national level as changes need to be made to "No Child Left Behind" legislation. The person needs to reach out to the community as a resource for mentors, volunteers, and funding. The education process is more successful when teachers, students and parents are involved in the process. Alternative programs need to be encouraged and supported.
Parents of Current District Student	The superintendent should recognize when administration staff changes need to be made and make them as needed - administrators need to be doing their job of correctly, effectively and efficiently overseeing district programs. For example as a

	<p>parent I have seen several instances of rude behavior/poor customer service towards myself or students, mostly at middle and high schools. It is not the job of the superintendent to manage this type of problem but it is the job of some administrator, who the superintendent does oversee. If that administrator is not doing their job then they need to be replaced. I would like a superintendent who is willing to "think outside the box" and create different educational program options such as a traditional teaching program option, especially in math. There are several parents who would like to see math taught in a traditional method, starting at the beginning of the book and working through that book in order. Same with history. It is disappointing that my middle school all "A" student doesn't know who won World War II. I would like to see a principal with fresh, new ideas. I would also hope potential candidates have a strong record of improvement in the district they are currently serving. Good luck with the search!</p>
Parents of Current District Student	<p>The superintendent needs to have the ability to make hard decisions, and cuts where necessary. It needs to be someone with the courage to admit that the district is top-heavy, and has solutions to the problem. Hiring from within and maintaining the status quo is not acceptable.</p>
Parents of Current District Student	<p>The superintendent should be an instructional leader with a deep understanding of curriculum and Response to Intervention. Ideally, this should be someone who is not currently hired by the Spokane Public Schools. Rather, this should be a person who comes to Spokane with a fresh perspective and who is not mired in the "District 81isms" that surrounds such issues as curriculum and Response to Intervention.</p>
Parents of Current District Student	<p>The superintendent should be visible and accessible at the schools throughout the year. Just as there are different kinds of learners and teachers, the superintendent should be open to different kinds of programs (APPLE, Montessori, etc) The superintendent should have some teaching experience to be able to relate to and support the teachers who are on the front line</p>
Parents of Current District Student	<p>The superintendent should be someone who does not currently work in district 81. I believe we need new ideas and a bold leader who is not invested in the status quo. The current potential candidates from the district are either not well-respected or have been groomed and trained by other district employees, so we will continue to recycle the same, often ineffective ideas, that we have already employed. I am the parent of two district students and I am also a certificated employee. From both standpoints I would like to see a nationwide search for an out-of-district candidate</p>
Parents of Current District Student	<p>This Superintendent candidate must have a recent record of accomplishment as a principal or administrator that has made significant improvements in academic excellence, attendance, and school morale. This candidate must have history of working well with others in the team and not being the sole proprietor. Humility and high ethical standards are necessary, yet effective leadership skills go hand in hand. This person must be an excellent goal setter and is visionary; take the district to levels it has never yet achieved. The candidate must learn from previous errors, work with the team to come up with solutions that reverse patterns of inefficiency understanding that the process will repeat itself if the new solution fails. This person will not tolerate arrogance or a self-righteous attitude in Administration employees, but maintain a positive team environment. This candidate will look at "best school districts" to gain insight into improving District 81. This Superintendent establishes standards; selects only effective staff to work in the Spokane Schools and constantly evaluates those who are ineffective. This person will establish an instructional and curricular focus; ensuring consistency in curriculum and instruction; and monitoring curriculum and instruction. The Spokane District 81 Superintendent will place safety in technology as an important issue including the protection of students by predators that have gotten through the interview process to prey on students. This candidate will never allow the trends in education to overshadow what are proven effective methods and curriculum for educating the students in Spokane. Most of all, this</p>

	candidate must always make decisions in the best interest of the students rather than cater to any subgroup's agendas.
Parents of Current District Student	To be able to fight for the education of our students. With budget cuts we must find a way to increase the value of education. We want someone who is willing to do it different to get different results. No passive profiles!
Parents of Current District Student	Trustworthy... Really pays attention to students/teachers in the field and their needs and NOT the needs of non-students/not teaching teachers with hidden agendas!!! I am frustrated by the lack of understanding of what our "everyday teachers" must endure. Teachers are your most important asset, treat them with respect!
Parents of Current District Student	Understand that the school is paid for by taxes, and therefore you are an employee of the citizens. Your actions should ultimately benefit the citizens, which pay your paycheck. Currently, the organization seems to be acting on the behalf of administration for the benefit of the union. This is detrimental to the overall health of the community. If you purchased a car that had a high failure rate, you would expect to see it recalled, yet we accept a failing school system, and make excuses rather than fixing it. We pay mandatory taxes to support a failing system, FIX IT. Otherwise I recommend the citizens file a class action lawsuit against District 81 for forcing us to buy a faulty product.
Parents of Current District Student	Understand the District and not be afraid to change current policies.
Parents of Current District Student	Understand the importance of Social Justice and ensure ALL students are successful and not limited to high achievers only.
Parents of Current District Student	We have many talented children in our community, I would like to see someone be more of an advocate for the kids who have hidden talent and need someone who can recognize that in them and foster a way to bring that out. Someone who is not afraid to speak up and not cater to the privileged. This is about the KIDS, this is only about them. This superintendent MUST have a clear vision a burning desire to be the advocate for the kids. I am a middle to upper class parent of a 13 yr old, I have worked with children in the past as a Recreational Therapist, the parents are not always going to be there for the kid and sometimes as in my case when the parent is there the teachers are ineffective or unwilling or unaware of how much more they could do. We have to have very high expectations of the teachers we hire. The superintendent must start putting into action accountability, we need to know what is being taught is effective and that the teachers are productive and positive leaders.
Parents of Current District Student	We need a superintendent that will effectively resolve the math crisis in our district demanding an outstanding proven curriculum that provides consistent results for the next 20 years. We need a superintendent that elevates the focus and emphasis on students who achieve excellence objectively in all areas of learning and encourages all schools to proudly award students who achieve academically in the same way that the district currently honors outstanding athletes. We need a superintendent that promotes family involvement in student learning at the school and home level welcoming volunteers as essential to achieve excellence in this economic time welcoming parents in a professional but effective manner into the classroom, schools and athletic fields.
Parents of Current District Student	We need a superintendent who is an effective communicator. One who will work to promote diversity within the district's staff and curriculum. One who will support alternative and special needs programs as basic education which students have a right to. A leader who will align themselves with the needs of our changing times.
Parents of Current District Student	We need a superintendent who will judge academic programs based on the needs of the children and not on their own ideology or political agenda. Math text in k thru 6 must be changed immediately to one of the three texts recommended by Washington's OSPI - preferably Math Connects. I understand there are review cycles

	and funding issues. This is a destructive situation in the lives of our students. As long as I have to pay for outside tutoring and Kumon, I will vote no on any levy and give little in time or talent to our school. I don't have the money or time when I am educating my child outside the school day. Change the math texts now or give a clear outline of when the change will occur.
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