

**SCHOOL EXEC CONNECT
EASTERN CARVER COUNTY PUBLIC SCHOOLS
NEW SUPERINTENDENT PROFILE
January 26, 2010**

The Board of Education of the Eastern Carver County Public Schools requested that School Exec Connect consultants Dr. Ken Dragseth, Dr. David Clough, and Mr. Robert Ostlund gather data from members of the Board, staff, students, and community regarding the pending superintendent search. To gather this data, Board members and the current superintendent were interviewed individually; and eight focus groups were held with staff members, the administration, students, community leaders, retired teachers, and parents/community members. Two community forums were held on the evenings of January 12 and 13, 2010. A survey form was available to staff, students, and residents through the District website, and 88 individuals completed the survey. The *New Superintendent Profile* presents a brief summary of key findings, and details the responses of the different constituent groups regarding the strengths and challenges of the District; the goals to be accomplished over the next three years; and the attributes, skills, and characteristics desired in the new superintendent.

This report summarizes the common threads as well as areas of difference among constituent groups and defines the skills and attributes collectively desired in the new superintendent. In addition, this report details each constituent group's responses. Due to the sampling methodology, this report should not be construed as scientifically accurate. The opinions set forth in the report may not reflect the opinion of the majority of staff and District residents, but do represent the opinions of those individuals who chose to participate. The judgments of what should be included in this report are those of the consultants based on the frequency of statements heard throughout the data gathering process.

The report may be used in several ways. First, after reviewing the input from members of the District, the Board should note the attributes that will serve as criteria to be used as candidates are screened, recruited, and interviewed. Second, the Board should review this report to become informed about the thinking of different constituent groups. Third, the consultants recommend this report be given to the newly appointed superintendent for a better understanding of the District and its issues.

**ATTRIBUTES DESIRED IN THE NEW SUPERINTENDENT
EASTERN CARVER COUNTY PUBLIC SCHOOLS**

The new superintendent should be a person who:

- Has excellent interpersonal skills and is approachable, accessible, personable, trustworthy, compassionate, and exhibits a willingness to listen and work collaboratively with the Board, administration, staff, students, and community.
- Is an outstanding leader who has a strong educational background and expertise in curriculum and instruction and is focused on improving the educational programs and achievement for all students.
- Is visible in the schools and community and can reach out and make strong connections with the community at large, the business community, community groups and organizations, city governments, and legislators in order to better serve the multiple needs of the district while building district and community unity.
- Has a strong understanding of school finance and district budgeting and is capable of charting a course of financial stability.

- Is an excellent communicator who can influence and represent the district as its spokesperson and can convey the excellent qualities of the Eastern Carver County school district to constituents and other entities.
- Is able to work creatively and innovatively with the Board, staff, students, and community to implement the re-design plan and other current district initiatives, along with developing, articulating and implementing a 21st century vision designed to continually improve student success.
- Is focused on working with staff and community to continuously improve the rigor and relevance of the district's academic program.
- Appreciates the value of economic, ethnic, and cultural diversity in our changing world and works collaboratively to engage all stakeholders to create a positive and caring environment for all students and families.

INDIVIDUAL CONSTITUENT GROUPS

Eastern Carver County Public Schools

Where there were multiple similar responses from a focus group and individuals via the website, the number after the response indicates the number of times that response was given.

BOARD OF EDUCATION

The Board of Education identified the following **goals** for the District in the next three years.

1. Fully implement and complete the curriculum design.
2. Regain the confidence of the teachers and the community.
3. Maintain the current financial stability and maintain and/or increase reserves.
4. Increase the accountability for teaching in the District.
5. Complete the integration of Chanhassen High School into the District and the community.
6. Increase the diversity of the staff.

The Board of Education identified the following **strengths/attributes** for the district.

1. A very supportive and involved community.
2. A well documented plan for improvement exists.
3. Outstanding teachers and administrators.
4. The current make-up and demographics of the District's communities.
5. Excellent leadership by the administration.
6. The excellent curriculum team of administrators, teachers, parents, and community members who are leading the re-design efforts.
7. Financial stability and a commitment to maintain and/or increase reserves.
8. The majority of growth issues have been resolved for the next several years.

The Board of Education identified the following **challenges/barriers** for the district.

1. State funding restraints will lead to financial pressures that will make maintaining reserves and programs more difficult and may impact retaining and hiring exceptional staff, maintaining the plans and aspirations for the two high schools, and maintaining class size.
2. Potential turnover on the Board with so many terms up for re-election.

3. Ongoing negotiations with employee groups in a time of fiscal restraint.
4. The lack of diversity in the teaching staff.
5. Determining how to eliminate ineffective teaching.
6. The continuing need to market the District's strengths.
7. The occasional bickering between District Communities.

The Board of Education identified the following **characteristics/skills** needed by the next superintendent in order to be successful.

1. Strong communication skills including being an excellent writer.
2. The ability to delegate.
3. Can bring people and groups together — a healer who will involve staff and community.
4. An excellent educator who can lead academic improvement.
5. Strong financial management skills with experience in negotiations.
6. The ability to lead the vision for the District and to build capacity in others to achieve that vision.
7. Previously demonstrated success in leading and achieving organizational goals.
8. Highly visible in the community and the schools.
9. An understanding of diversity.
10. A person of character and integrity.
11. Ability to lead and work with the Board.

The Board of Education identified the following **questions** that they would like to ask the candidate as they select the superintendent.

SUPERINTENDENT AND DISTRICT CABINET

Superintendent and District Cabinet identified the following **goals** for the school district in the next three years.

1. Stay the course with secondary re-design.
2. Maintain financial stability in order to sustain what is here.
3. Become the District of choice for the area.

The Superintendent and District Cabinet identified the following **strengths/attributes** for the district.

1. The community support of its schools.
2. The growing reputation of a place where good things are happening.
3. A large commitment to diversity and the integration of special education into regular education.
4. A cohesive administration at the District and building level.

The Superintendent and District Cabinet identified the following **challenges/barriers** for the district.

1. Finances.
2. The lack of teamwork amongst buildings and employee groups — especially teachers.
3. The lack of resources and support for technology.
4. Trust is lacking in several quarters.

The Superintendent and District Cabinet identified the following **characteristics/skills** the next superintendent needs to be successful.

1. Knowledge and understanding of budgets and finance.
2. Someone who can tell the District's story.

3. Visibility within the District and, especially, within the four communities.
4. Someone who understands where we are in the change process and can continue moving us forward.
5. A team builder who recognizes that everyone brings different strengths to the table.
6. Ability to make tough decisions, yet keep the team together.
7. Someone who can accept the work of the design team.
8. Able to face the referendum challenge for the next new school needed in 2014.
9. A traditional candidate with Curriculum and Instruction background.
10. Understands the importance of the political context of the District.
11. Understands and supports Community Education.
12. Can develop trust with the Board and help them understand their role.
13. A high relationship individual.
14. Someone who can think out of the box.

The Superintendent and District Cabinet identified the following **questions** they would like the Board to ask the candidate as they select the superintendent.

PRINCIPALS

The Principals identified the following **goals** for the school district in the next three years.

1. Managing financial resources.
2. Maintenance of the K-12 re-design effort.
3. Improving relationships with staff.
4. Improving student achievement.
5. Managing the growth of the district.
6. Increase the value placed upon staff input.
7. Working through the change process, especially secondary re-design.
8. Improve the strained relationship between the teaching staff and the Board. It's especially strained with the high school staff.
9. The need to navigate the different city politics.
10. Manage a potential major change in School Board make-up.

The Principals identified the following **strengths/attributes** for the district.

1. Supportive communities.
2. Stable and increasing enrollment.
3. Good administrative staff, very collaborative.
4. Strong staff over-all. Very hard working.
5. Strong support staff.
6. Strong K-5 program.

The Principals identified the following **challenges/barriers** for the district.

1. The relationship between the staff and the District Office needs to improve. Trust needs to improve.
2. Financial issues must be addressed.
3. Handling the transition from one high school to two.
4. Addressing the "have" and "have nots" perceptions with the high school boundary.

5. Meeting the needs of an increasingly diverse district population.

The Principals identified the following **characteristics/skills** the next superintendent needs to be successful.

1. Strong communication skills.
2. Good listener.
3. Ability to relate to a wide range of populations.
4. Visible in the schools and the community.
5. Ability to be a visionary and also manage the current situation.
6. We need an educator. Someone who has been in the classroom and also worked with other educational administrators.
7. Someone who understands numbers (finances).
8. Instructional leader.
9. Collaborator.
10. Someone who can bring people together and put plans into action.
11. Open and honest.
12. Someone you can disagree with and it's ok.
13. A visionary. Someone who sees the needs of the future.

The Principals identified the following **questions** they would like the Board to ask the candidate as they select the superintendent.

1. Questions that get at collaboration skills.
2. Questions that bring out a focus on kids.
3. What is their decision-making process?
4. What is their leadership style?
5. What is their approach to managing the budget process?
6. What do they see "out there" that we must deal with?
7. What are their basic values?
8. How would they spend their first 100 days?

CERTIFIED STAFF

The Certified staff identified the following **goals** for the school district in the next three years.

1. Provide the highest level of education possible for the students in District 112. (11)
2. Attracting and retaining high quality professional educators. (8)
3. Develop strong positive relationships. (10)
4. Communicate effectively with all stakeholders. (3)
5. Continue to provide a variety of educational options. (4)
6. Instructional leadership. (2)
7. Be an instructional and educational leader.
8. Have respect for all employees. (2)
9. Rebuild trust. (7)
10. Build strong and positive relationships among board, staff and community. (2)
11. Need new school board.
12. The need to have people feel that they are meaningfully included — sense now of not being valued. (7)

13. Get rid of "directive management."
14. Normalize the improvements that have been made.
15. Need to ensure secondary redesign program is successfully implemented. (4)
16. Positive marketing to the community.
17. Develop a collaborative approach, not us vs. them. (2)
18. Need to be fiscally responsible. (8)
19. Address the changing population of our district. (2)
20. Develop strong leaders in administrative positions in all buildings who collaborate with each other. (3)
21. Strive for excellence and rigor in academics. (7)
22. Reduce class sizes. (16)
23. Opportunities for students to do real world problem solving and become community leaders. (3)
24. Comparable salaries for all staff in relation to neighboring districts. (3)
25. Build positive relationships and raise level of respect with students. (2)
26. Understand the complexities of student's lives in and out of school.
27. Promote early childhood programs.
28. Develop a level of trust with the Board and administration. (2)
29. Improve quality of staff development. (3)
30. Maintain programs.
31. Increased use of student data and response to interventions to increase success.
32. Prepare students for life after high school, college or work force. (2)
33. Maintain our integrity and rigor toward education.
34. Raising the level of student respect and responsibility.
35. Put back middle school sports run by the school.
36. Settle the teacher contract.
37. Return to the block schedule.
38. Change the high school boundaries.
39. A renewed sense of pride.

The Certified staff identified the following **strengths/attributes** for the district.

1. Committed teachers and administration. (27)
2. Staff is committed to change for the right reasons and willing to help each other. (3)
3. Have visionary leaders in the Directors, Principals, Curriculum staff, and Professional Development. (4)
4. A supportive community. (19)
5. Great facilities. (4)
6. Strong academics.
7. Many new changes in place.
8. Use of data in decisions.
9. Excellent place to live.
10. A planned vision in place.
11. Good students, highly capable. (5)
12. Fiscal management. (3)
13. Growth. (3)
14. Effective curriculum alignment and review process. (5)

15. Providing extra help for students.
16. Variety of classes for students. (2)
17. Providing students opportunities for credit recovery.
18. Teacher collaboration and prep time.
19. Involved teachers.
20. Diverse student body.
21. Desire for a better climate.
22. Good vision.
23. Addressing elementary student needs.
24. Instructional technology.
25. The redesign document is a good plan.
26. Strong partnerships through community education.
27. Getting a new leader.

The Certified staff identified the following **challenges/barriers** for the district.

1. Finances — need sustainable funding from the state and the community. (11)
2. Competing in open enrollment.
3. Address demographic changes. (3)
4. Perception by employees of top down management.
5. Increased diversity.
6. Higher expectations for all our students must be met. (2)
7. Large amount of change in the district. (3)
8. Building trust and buy in. (6)
9. Need for different priorities in budget.
10. Growth is slowing. (2)
11. Current Board will prevent us from hiring the right superintendent.
12. NCLB and testing.
13. Challenge of doing more with less.
14. Lack of collaboration.
15. Politics within.
16. Disjointed mission, vision, goals (2)
17. Lack of a teacher contract.
18. Lack of professional development.
19. Lack of communication between teacher and higher administration. (8)
20. Lack of support from supervisors for high quality programming.
21. Poor problem solving ability of supervisors.
22. Poor communication. (2)
23. Money minded instead of educational minded people.
24. Need for a stronger strategic plan.
25. Poor teacher morale. (4)
26. Large class size. (3)
27. Inflexible administration.
28. Multiple cities.
29. Current superintendent. (3)
30. Current school board. (4)

31. Sub-par building administrators in many buildings. (2)

The Certified staff identified the following **characteristics/skills** the next superintendent needs to be successful.

1. A collaborative leader. (12)
2. Someone who has been a teacher — a traditional educational leader. (20)
3. Strong public relationship skills. (4)
4. Strong communicator. (9)
5. Transparent about agenda. (6)
6. Someone who develops strong relationships and a positive tone. (5)
7. Experience with determining appropriate teacher workloads.
8. Visible in the community and schools. (10)
9. Someone who cares about people.
10. Approachable. (8)
11. Someone who will not bully us.
12. Someone who invites and welcomes dissent and creates a safe environment to disagree.
13. Team player.
14. Trustworthy. (5)
15. Someone who gets the pulse before moving forward.
16. Passion for education and students. (4)
17. Visionary. (6)
18. Truthful and upfront. (3)
19. Change agent.
20. Good listener. (7)
21. Creative problem solving skills. (2)
22. Realistic.
23. Demonstrates respect towards everyone. (3)
24. Sense of humor.
25. Strategic planner.
26. Open to feedback from all stakeholders. (3)
27. Flexible. (2)
28. Humble, but confident.
29. Research-based decision maker.
30. Strong managerial skills.
31. Working knowledge of community education.

The Certified staff identified the following **questions** they would like the Board to ask the candidate as they select the superintendent.

1. Do you support the arts?
2. How will you run this business but still keep education in the forefront? (4)
3. How will you work with the Board?
4. Talk about your first day of teaching and how it impacted your work today?
5. What is your problem solving approach?
6. How has your educational background prepared you for this new challenge of repairing this district?
7. How do you plan on implementing your goals?

8. How will you advocate in support of the needs of all students?
9. What is your experience and philosophy toward supporting diversity in the schools?
10. Do you support teachers?
11. Do you believe in communication with teachers?
12. Are you going to be visible? (2)
13. How do you repair relationships with district employees? (2)
14. Describe your communication style and techniques.
15. How do you build positive relationships?
16. How do you motivate others to continually improve?
17. How do you support our gifted population?
18. What do you do when you don't get your way?
19. Why do you want to lead us, and what is the first change you would make?
20. What are your goals for the next 2-4 years?
21. Describe instances in which you have encouraged conversation directly between those with conflicting perspectives.
22. Describe your best and worst days as a teacher.
23. What will you do to make the two high schools more equal?
24. How do you assure that all voices are heard?

NON-CERTIFIED STAFF

The non-certified staff identified the following **goals** for the school district in the next three years.

1. Balancing revenue and budget. (4)
2. Secondary redesign needs to get done.
3. Attract people to our district.
4. More community involvement.
5. Maintenance of facilities.
6. Keep the academic bar raised for all students. (3)
7. Maintain community education relationship and its power for community support.
8. Comparable salaries for staff in relation to neighboring districts.
9. Lower class size. (2)
10. Involving staff in critical decisions.
11. Fix terrible elementary school boundaries.
12. Better staff development.
13. Better relationships between staff and superintendent/school board. (2)
14. Better budget allocation.

The non-certified staff identified the following **strengths/attributes** for achieving these goals.

1. Staff and community want what is best for students and support schools.
2. Employees dedicated and supportive. (4)
3. Good finances and audit in tough times.
4. Model cities – fiscally sound, well run, aesthetically pleasing.
5. Strong schools.
6. Great facilities.

7. Commitment to technology.
8. Growing district.
9. Strong superintendent able to make difficult decisions.
10. Strong school board focused on children and their education.
11. Community support. (4)
12. Willingness to work together.
13. Getting a new superintendent. (2)

The non-certified staff identified the following **challenges/barriers** for achieving these goals.

1. Growth within the district.
2. Limited financial resources. (6)
3. Understanding finances and budget short falls.
4. Contract negotiations.
5. Making overall systems work efficiently.
6. Changing demographics.
7. Discontent of staff.
8. Two high schools — have and have not perception.
9. Border determinations.
10. Resistance of staff to change.
11. Lack of long-term focus and thinking.
12. The district is too large.
13. NCLB.
14. Special programs in neighboring districts.

The non-certified staff identified the following **characteristics/skills** the next superintendent needs to be successful.

1. Able to finish what we have started.
2. Strong person who can get things done. (2)
3. Realize the strength and challenges of different buildings and keep them equal.
4. Been in the trenches, educational background. (2)
5. Strong financial background and budgeting expertise. (2)
6. Understands the big picture of the district.
7. Understand politics of four communities and builds relationships.
8. Wants to work as part of a team.
9. Understands how systems work.
10. Can deal with discontent of staff.
11. Build relationships and trust.
12. Leader not a micromanager.
13. Personable and approachable (2)
14. Supports all employees.
15. Honest and upfront.
16. Ability to make tough decisions.
17. Sense of humor.
18. Passion for the job and kids.
19. Priority of maintaining support staff.

20. Value and respect staff's opinions.
21. Collaborative style. (2)
22. Listen to all. (4)
23. Open minded.
24. Visible. (3)
25. Strong communication skills.
26. Visionary.

The non-certified staff identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

1. Why do you want to be here? (2)
2. Why would we hire you?
3. What are the top 3 priorities for our district?
4. How do you keep positive in light of continued cuts?
5. How will you make sure our schools are funded properly?
6. Who is the most important — students, staff, or parents, and why?

COMMUNITY LEADERS

The Community Leaders identified the following **goals** for the school district in the next three years.

1. Manage budget and finances.
2. Create community buy in.
3. More stability in boundaries, programs.
4. Educating students to be responsible, adaptable adults.
5. Get district to embrace each community and two high schools.
6. Create wholeness of district.
7. Understand and appreciate growing diversity.
8. Expand community education.
9. Increase PK-12 academic achievement.
10. Increase district role in ongoing education in the community.

The Community Leaders identified the following **strengths/attributes** for the district.

1. Parents are engaged and want their children to succeed.
2. Support of referendums.
3. Community support.
4. Good reputation of the district for the long term.
5. Strong draw for companies.
6. Highest educational level of all counties in the state.
7. Value education.
8. Excellent facilities.
9. Tolerant school district.
10. Growth in community.
11. Opportunity to make changes.

The Community Leaders identified the following **challenges/barriers** for the district.

1. Lack of funding from the state.
2. Relationship challenges among communities.
3. Growth has slowed, look at and revise assumptions.
4. Staff relationships.

The Community Leaders identified the following **characteristics/skills** the next superintendent needs to be successful.

1. Able to pull different communities together.
2. Able to establish high standards.
3. Able to promote positive morale among staff.
4. Able to deal with different groups.
5. Understand community education possibilities.
6. Is about serving kids.
7. Courage to do the right thing.
8. Caring.
9. Innovator and able to lead and create better results with less money.
10. Understands leadership and is a strong leader.
11. Cheerleader and champion for the district.

The Community Leaders identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

1. Define leadership.
2. What do you bring to the district?
3. What achievements have you produced?
4. Give us examples of collaborative efforts and successes.
5. How do you deal with growing diversity?
6. What is your vision for education?
7. Define the roles and relationships of the superintendent to elected officials.

PARENTS/COMMUNITY MEMBERS

The parents and community members identified the following **goals** for the school district in the next three years.

1. Improve community unity. (3)
2. Lower class sizes for student. (16)
3. Retain current curriculum and teach it well.
4. Deal with the current budget situation. (10)
5. More communication is needed on how and why decisions were made, especially an explanation of the "why".
6. District has to market itself better. Have a good product but nobody knows.
7. Advanced Placement program becoming excellent. (2)
8. Rigorous programs. (5)
9. Longevity in superintendent position.
10. Difference in test scores in the 2 high schools, deal with have and have not perception. (2)
11. Address contract negotiations issues and underlying relationships. (3)

12. Improve strength of leadership in the district. (2)
13. Look at redesign initiative and improve it. (2)
14. Build relationships with students, staff and the community. (8)
15. Community members input must not be disregarded.
16. Support the performing arts.
17. Hire and retain strong staff. (8)
18. Increase awareness of mainstream teachers for special education students.
19. Balance demographics in each building. (4)
20. Stronger community connections with the district.
21. Continue to realistically plan for the future.
22. Increased graduation rate.
23. Increased academic success. (19)
24. Increase number of students going on to higher education.
25. Move back to the Lake Conference.
26. Development of a positive atmosphere in each school.
27. Increased student time in the arts and physical education.
28. Keep schools clean and a safe place to learn. (2)
29. Reward successful teachers and administrators in meaningful ways.
30. Embrace diversity among teachers, administrators and in the curriculum.
31. Stop loss of students through open enrollment.
32. Create a vision with input from stakeholders.
33. Have a district that values each child.

The parents and community members identified the following **strengths/attributes** for the district.

1. Excellent teachers and staff. (19)
2. Great community support. (20)
3. Great opportunity to build a positive reputation.
4. Issues that need to be addressed are an excellent opportunity/challenge for the next superintendent.
5. Lot of difficult work has already been done. (3)
6. High expectations for students here.
7. Growing district but slower pace is good. (2)
8. Large district.
9. Dedicated students. (4)
10. Education level of community is high. (2)
11. Schools of choices like charter schools.
12. Reputation of collaborative support among communities. (3)
13. Great facilities and infrastructure for technology. (9)
14. Data driven planning.
15. Strong family values in community.
16. Excellent programs in place.
17. Diversity. (3)
18. Small town character.
19. Completed secondary re-design. (2)
20. Curriculum. (2)

21. Appropriate financial planning.
22. Community education program.
23. Involved and committed school board. (2)
24. A community that survived the dictator.
25. Student centered approach. (2)
26. Willingness to change and adapt.
27. Good leadership. (2)
28. Good communication.
29. History of good relationships.
30. Good school environments.
31. Music program.
32. History of good schools.
33. Tax base (but no new taxes)

The parents and community members identified the following **challenges/barriers** for the district.

1. Too much on our plates so nothing gets done well. (3)
2. Growing pains that hurt opportunity.
3. The economy and finances. (20)
4. Divisive nature of a new high school — have and have nots. (4)
5. Community unity among four communities. (4)
6. Lack of support for rigor in programs and advanced placement. (4)
7. Perception we are the best.
8. Large class sizes. (2)
9. Concern for success for all.
10. Getting our students back.
11. Election issue with the Board. (2)
12. Lack of leadership and trust in the buildings and district. (10)
13. Turmoil in relationship and morale issues with staff. (3)
14. Teacher negotiations. (3)
15. Boundary issues still there. (2)
16. Lack of respect for each other.
17. Growth issues and not making enrollment projections. (2)
18. Diversity issues and engaging diverse families. (2)
19. NCLB and AYP.
20. Prioritizing what issues to address.
21. Communication of goals. (2)
22. Negative outside influences.
23. Current superintendent. (4)
24. Uncertain leadership skills in HS administration. (2)
25. District does not value teachers enough.
26. Bussing students between buildings.
27. Lack of staff “buy-in.”
28. Powerless attitude by many administrators.
29. Lack of cultural diversity.
30. Lack of openness to all members of the community.

31. Current “top-down” management style.
32. Current climate of fear.
33. Excess student activity fees.
34. Resistance to change.
35. Current school board.
36. Lack of vision from superintendent and board.

The parents and community members identified the following **characteristics/skills** that the next superintendent needs to be successful.

1. Have an education background. (14)
2. Excellent listener. (8)
3. Be a collaborator and problem solver with all groups. (10)
4. Strong financial background. (7)
5. People and students first. (6)
6. Love of teaching and education. (2)
7. Positive.
8. Interpersonal skills and communicator. (15)
9. Honest and straightforward. (5)
10. Treat others with respect. (3)
11. Personable, open-minded. (5)
12. Consistency.
13. Visible in the community and schools. (9)
14. A community leader, taps the resources of the community. (3)
15. Visionary leader. (5)
16. Decisive and able to make decisions.
17. Interest and experience in charter schools.
18. Longevity.
19. Someone who appreciates and supports a variety of instructional options for students.
20. Innovative, creative problem solver. (3)
21. One who seeks new learning approaches and understands that some kids are falling through the cracks and need a different approach.
22. Successful experience as a superintendent.
23. Ability to address many issues at once.
24. Ability to unite all people to produce best results. (2)
25. Ability to build trust.
26. Committed to academic excellence. (2)
27. Team player. (2)
28. Community builder.
29. Inclusive.
30. Good listener. (4)
31. Conservative values.
32. Corporate background.

The parents and community members identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

1. Why do you want to come to District 112? (2)

2. What is your vision for education in general and for PK-12 education?
3. How much do you know about District 112 and its issues?
4. How do you problem solve?
5. How do you blend the role of educator and business leader? (2)
6. What is your philosophy of elementary school language immersion programs?
7. What is your idea of rigor and give some specific examples where you have encouraged rigor?
8. How do you inspire students and staff to achieve excellence?
9. With autism on the rise, how will you support these students and the special education program?
10. How do you intend to improve the relationship between teachers and district administration?
11. What are your long-range goals?
12. How do you build community? (3)
13. What does visible mean to them?
14. How will you address the many challenges you face?
15. What issue do you feel needs to be addressed first?
16. Feeling about class size.
17. What does an optimum learning environment look like?
18. How do they welcome diverse community members?
19. What discipline model do you adopt?
20. How do you plan to fall in love with Chaska and Chanhassen like former superintendents?
21. Give examples of your successful collaborative efforts.
22. How will you get parents to move their children back into our district?
23. How will you keep the two high schools equal? (2)
24. What changes would you implement in your first four months that would “make a difference?”
25. Share a time when you had a disagreement with the community and how you managed it.

STUDENTS

The students identified the following **goals** for the school district in the next three years.

1. Making a good transition from the block schedule to the 7 period day.
2. Reducing class size. In some cases laboratory activities must be spread over two days because of class size.
3. Reduce or eliminate the need to go from one high school to the other to take a class.
4. Need for more resources to hire more teachers.
5. Address the textbook shortage (i.e., there are not enough chemistry textbooks).

The students identified the following **strengths/attributes** for the district.

1. There is a lot of opportunity for change and growth. It's a great place for fresh ideas.
2. It's exciting to be building new traditions.
3. The elementary schools have great clubs that get students interested in activities.
4. The teachers at the Middle School are very strong.
5. The desire and plan to keep the schools “community based”.
6. Wonderful music program.
7. The community cares about the quality of education...very supportive.

8. The way departments are structured helps prepare students for college.

The students identified the following **challenges/barriers** for the district.

1. Activities are so important to students, but the high fees keep some students from participating.
2. Student attitudes toward the District need to be refocused from negative to positive. The School Board has a very negative image. Students feel the Board does not care about them or about what students think. This situation feeds a negative feeling in the community. Negative comments also come from the teachers. The high school teachers are especially negative.
3. Foreign language choices should be expanded and started much earlier (not in 8th grade).
4. Teachers traveling back and forth between the two high schools are a problem.
5. Growing diversity.
6. Staff distrust of leadership.

The students identified the following **characteristics/skills** that the next superintendent needs to be successful.

1. A superintendent who can balance the budget without high activity fees.
2. Responsive.
3. Visible in the schools and at student activities. It shows he/she cares.
4. Someone who develops a connection with the greater community. It helps to know what is going on.
5. Someone who is happy and excited to be here.
6. Important to have an educational background as opposed to a politician's background.
7. Enthusiastic and positive.
8. Someone who lives in and is involved in the community.
9. Someone who, when he/she asks for input from students, really wants it. As opposed to a "box" that is checked off.

The students identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

1. What experience do they have as a teacher?
2. What is their decision making process?
3. What do they see as the role of the superintendent in meeting the needs of students and teachers?
4. How do they deal with change? Examples of how they have handled change.
5. How do they plan to be visible in the schools and community?
6. What is the role of the superintendent in helping all students be their best?

RETIRED TEACHERS

The retired teachers identified the following **goals** for the school district in the next three years.

1. Setting educational goals and following through on them.
2. The educational plan should involve staff in a collaborative manner.

The retired teachers identified the following **strengths/attributes** for the district.

1. Quality staff.
2. Community support. High value on education.

The retired teachers identified the following **challenges/barriers** for the district.

The retired teachers identified the following **characteristics/skills** that the next superintendent needs to be successful.

1. Very positive leadership.
2. Focus has to be on the students.
3. Focus on academic improvement, in part to combat the loss of students to open enrollment.
4. A strong feel for the classroom. An educator.
5. Someone who can develop a spirit of trust.
6. Someone who is strong in relationship development.
7. Able to build mutual respect between staff and administration.
8. Someone staff feels that they are working together with.
9. Listener.
10. Collaborator.
11. Someone who will be very visible in the schools and community.

The retired teachers identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

SITE COUNCIL REPRESENTATIVES

The site council representatives identified the following **goals** for the school district in the next three years.

1. Maintaining academic standards.
2. Lower class size.
3. Programs for academic challenge.
4. Make our schools the schools of choice.
5. Plan for 21st Century Schools.
6. Measurable results.
7. Ensure academic programs and staff for equity among buildings.
8. Deal with perception of haves and have-nots.
9. Support teachers with professional development.
10. Help graduates to go to top colleges.

The site council representatives identified the following **strengths/attributes** for the district.

1. Supportive community and strong parental involvement.
2. High education level of the community.
3. Referendum passed.
4. Strong value system.
5. Growing diversity.
6. Strong educational history and community.
7. Excellent teachers and administration.

The site council representatives identified the following **challenges/barriers** for the district.

1. Perception of sub-par academic record.
2. Finances.
3. Lack of awareness for loss of students and competition from other districts.
4. Engaging a wider range of families.

The site council representatives identified the following **characteristics/skills** that the new superintendent needs to be successful.

1. Strong involvement in schools and the community.
2. Strong financial background.
3. Blend of educational and business skills.
4. Demonstrated success in high quality education.
5. Communication skills.
6. Approachable.
7. Passion for teaching and education.
8. Focus on success for all.
9. Continual Improvement mindset.

The site council representatives identified the following **questions** that they would like the Board to ask the candidate as they select the superintendent.

1. How do you inspire and attract great staff and get community involvement?