

South Orange – Maplewood School District Superintendent Search Update

Presented by:

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ECRA Group
Educational Consultants & Research Associates

ECRA HYA Search Process

- Community Engagements: June 23 – October 9
- Online Survey: June to September 26
- Leadership Profile: Presented on October 13
 - Combines input from all types of engagements
- Application Process:
 - Indications of interest on HYA AppliTrack: **33** to date
 - Potential candidates submit background information/profiles/certifications
 - Outreach by HYA to potential candidates based on experience and possible fit

ECRA HYA Search Process

- **Recruitment Phase/Pre-Screen:** (Ongoing)
 - HYA prescreens candidates and develops initial slate from candidates who “best fit” the Leadership Profile criteria
 - HYA presents prescreened candidates to Board (Nov. 10)
 - “Blind” candidate profile briefs to Board (backgrounds only, numerically ordered)
- **First Round:** (December)
 - BOE interviews initial slate candidates and selects who will proceed to Second Round
- **Second Round:** (December)
 - Intensive interviews with current Board
 - Semi-finalists selected
 - Background and reference checks conducted
- **Third Round:** (January - February)
 - Finalist(s) selected by new BOE
 - BOE may conduct site visits
- **Final Round:**
 - Preferred candidate announced

Community Engagement

<u>Group</u>	<u>Personal interviews or focus groups</u>	<u>Date</u>
SOMSD Board Members (Individual interviews)	8	Various
Building level administrators/Principals/ASCA	30	July 1
Senior Leadership	6	July 1
Faculty/Teachers	2 6 SOMEA members 4 CHS teachers	June 23 Sept. 9 Oct.9 Note: Several teachers attended other focus group discussions
Presidents' Council Focus Group	16	July 10
Presidents' Council Meeting	12	Sept. 9
SEPAC, SP PTO	16 7	July 10 Sept. 13

Faith-Based Leaders	2	Sept. 9
Achieve Foundation Forum	4	Sept. 13
Forum: CCR, SOMA, NAACP, MASOMA	27	Sept. 13
Open Forums	23	Sept. 9, Oct. 6, Oct. 9
Elementary School Parents Forum	9 9	Sept. 13 Oct. 6
Middle School Parents Forum	11	Sept. 13
High School Parents Forum	20	Sept. 13
Middle and High School Parents Forum	4	Oct. 9
Columbia HS Students	87	Oct. 9
Online Survey Results	744	Closed Sept. 26
Total Interactions	1,041	

Community Engagement Process

HYA interviewed and interacted with several stakeholders to gather answers to the following questions:

- 1. What are the strengths of the SOMSD?**
- 2. What are the challenges and issues that the district faces now and in the future?**
- 3. What are the characteristics you think are necessary for the next Superintendent?**

Online Survey

Stakeholder Group

	Frequency	Percent
Building-Level Administrator	4	0.5
Community Member	37	5.0
Parent	645	86.7
Specialized Community Group (Clergy, Government Leadership, Business Leadership)	13	1.7
Support Staff	6	0.8
Teacher	34	4.6
District Administrator	5	0.7
Total	744	100.0

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		National HYA Benchmark	ALL (744)	Building Admin (4)	Comm Member (37)	Parent (645)	Special Comm Member (13)	Support (6)	Teacher (34)	District Admin (5)
1	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	36%	53%	25%	43%	55%	69%	50%	15%	40%
2	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	36%	52%	0%	38%	54%	69%	50%	38%	0%
3	Promote high expectations for all students and personnel.	38%	50%	25%	46%	53%	46%	17%	21%	40%
4	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	30%	45%	0%	41%	46%	62%	17%	26%	40%
5	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	38%	42%	25%	30%	42%	31%	83%	56%	60%



Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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6	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	23%	40%	50%	41%	39%	69%	17%	50%	60%
7	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	39%	75%	62%	35%	31%	67%	71%	40%
8	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	37%	50%	16%	38%	8%	33%	44%	20%
9	Identify, confront, and resolve issues and concerns in a timely manner.	35%	37%	50%	22%	36%	38%	33%	56%	40%

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10	Effectively plan and manage the long-term financial health of the District.	34%	37%	0%	43%	38%	31%	33%	21%	0%
11	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	23%	34%	25%	32%	35%	38%	33%	24%	20%
12	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	28%	28%	0%	16%	30%	38%	0%	15%	40%

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Common Themes – Strengths (Sample)

- Diversity: Race, gender, ethnic, religious, income, profession, etc.
- Arts and Music
- People choose to live here
- Columbia HS graduates compete successfully for most/very selective college placements
- Many course offerings: 23 AP classes, TV studio, etc.
- **Strong elementary schools**

Common Themes – Strengths (Sample)

- Experienced, dedicated teachers
- High parental participation, passionate parents
- High expectations, demanding community
- Proximity to New York City, with plenty of learning options, sophistication
- Wealth of resources available, e.g., libraries and technology

Common Themes – Challenges (Sample)

- Achievement gap is “huge”
- Pockets of excellence: Not enough oversight on quality
- Inconsistencies and imbalances in the quality of instruction, within a school, across grades, etc.
- Curriculum: Needs to be overhauled, need options for building competencies, “lack of rigor”
- Middle level achieving students need more attention
- Gifted and Talented programs cut
- Special Education services are well below expectations and needs

Common Themes – Challenges (Sample)

- Budget pressures: 2% cap, rising healthcare costs, etc.
- Communications lacking: “Need to know basis” feeling
- Facilities: Deferred maintenance, need substantial investment (e.g., technology)
- Cultural competency needs to be enhanced
- “Initiative-itis”: Too many initiatives underway, lacking coherence and performance metrics

Observations and Insights: A District of Contrasts

1. Good/Great teachers
2. Demanding communities who deeply appreciate public education
3. Diversity extolled and celebrated - a welcoming, "integrated" community
4. Historic track record of success and excellence
5. Facilities are historic, accessible, and located well
6. High taxes, high property values
7. Wide, rich portfolio of professional backgrounds and experiences

1. Teacher quality varies in instruction and rigor
2. Communications are dysfunctional and uneven
3. Diversity is an untapped asset
4. We're not pushing students to their highest potential
5. Facilities need upgrading and updating to meet the educational needs of the next generations
6. Not enough funding to accommodate every need
7. Relationships not fully tapped to infuse the instructional core through immersion, exposure, or experiences

Common Themes - Characteristics

- Seasoned educator with a keen understanding of teaching, learning and what works for ALL students
- Has a clear vision of what is required to provide exemplary educational services and implement effective change
- Promotes high expectations for all students and personnel
- Communicates frequently with all levels of the district
- Desires to be an active part of the SO-M communities
- Experience in a diverse, multi-cultural, multi-faceted educational environment

• Experience in closing achievement gaps

• Expertise in efficiently managing the central office

Common Themes - Characteristics

- Knows how to identify, recruit, and develop talent
- Increases academic performance and accountability at all levels and for all its students, including special needs populations and students of color
- Listens to and effectively represent the interests and concerns of students, staff, parents, and community members

Selection Criteria - Academic

- Subscribes to SOMSD's mission to educate the whole child
- Demonstrated successful educational leadership in multi-cultural, multi-dimensional district with a comprehensive high school
- Deep experience in curriculum, instruction, and assessment
- Promotes high expectations for all students and personnel
- A proven track record in increasing academic performance and accountability for all students, including special needs populations
- Passionate about closing achievement gaps
- Understands and embraces cultural competence, diversity, and the role of the district in promoting those values
- Has the capacity to innovate, implement and evaluate academic solutions that respond to long-standing or emerging needs

• Teaching experience



Selection Criteria - Operational

- Demonstrated ability to recruit, employ, evaluate, and retain talented and effective personnel throughout the District
- Demonstrated experience in dealing with school district finances and long range facilities planning
- Technology-oriented, with the ability to map out how to maximize the use of existing and future technologies
- Looks forward to grasp what developments or trends could positively or adversely affect SOMSD
- Has senior managerial and/or leadership experience in operating and executing plans in a complex organization
- Able to creatively use resources to maintain continued support for, and confidence in, the school district
- Has the capacity to plan strategically, implement effectively, and be adaptable when necessary

Selection Criteria – Communication

- Superb internal and external communications skills
- Demonstrated ability to set and communicate goals and priorities
- Advocates for SOMSD at the local, state, and national levels for resources, support, policy formation, etc.
- Visible and understands role as an integral part of the community
- Listens to and effectively represents the interests and concerns of students, staff, parents, and community members

Selection Criteria – Professional Skills

- A team and capacity builder with and for the board of education, school district, and community
- Proven ability to build consensus through effective conflict resolution
- Well connected professionally
- Creates professional and productive working environments
- Understands how to motivate, inspire, and challenge employees

Selection Criteria – Personal Characteristics

- Listens deeply to concerns and issues, then acts pragmatically
- Approachable, personable
- Has humility and is willing to admit mistakes
- Has the courage to make difficult decisions, especially in light of increasingly limited resources
- Collaborative, decisive, and transparent in action
- Demonstrated commitment to professional learning throughout one's career (e.g., Ed.D.)

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