



SUPERINTENDENT QUALITIES AND QUALIFICATIONS

Hazard, Young, Attea & Associates have been retained to conduct the search for the new Superintendent of Beaverton School District. The attached report presents their findings of the Leadership Profile Assessment conducted in April and May of 2016 through focus group settings, one-on-one interviews and results of the online survey completed by stakeholders.

- (16-658)** After discussion it is recommended that the School Board approve the qualities and qualifications for the next Superintendent.

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.



BEAVERTON SCHOOL DISTRICT
BEAVERTON, OREGON
LEADERSHIP PROFILE REPORT
MAY 16, 2016

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in April and May 2016 for the new superintendent in the Beaverton School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

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

Group	Personal interviews or focus groups	Online Survey
Administrators	62	26
Board	7	NA
Community	26	30
Parents	16	936
Students	13	18
Support Staff	43	54
Teachers	12	169
Total	179	1233

The responses provided by the individuals and focus groups during the interviews are listed in the Comments section beginning on page 12 of the report. 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, a first draft of the desired characteristics for the new superintendent can be found on page 43 and will be discussed with the entire Board on May 16, 2016.

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. The following few pages summarize the major themes the consultants heard from constituents.

Strengths

History, Reputation, and Culture of the District

Beaverton School District has had a long history of success and a reputation for being a well-run organization focused primarily on the needs of students and the interests of the community. The respect for the District has made it a leader in the State of Oregon and a nationally recognized school district. The culture in the school district is one of inclusion, commitment and student focus. The leadership, district staff at all levels, and community continue to put forth their best efforts to ensure they are meeting the needs of the youth in the community.

Diversity of the Community

Beaverton as a community continues to develop and grow in its diversity and both the community and the school district see it as an asset in its ability to prepare students for global citizenship. The business community, particularly Intel and Nike, draws employees from an international workforce. These residents add to the breath and depth of the diversity that already exists in Beaverton and are one the reasons it is seen as a “global magnet.” The community also values the economic diversity of its citizens and the immigrant population that thrives there. While struggles always exist with changing demographics, the community leadership seems to embrace the suburban/urban transformation that is occurring.

Moving Towards a Systems Approach and Greater Consistency Among Schools

During the past five years, the current leadership in the District is credited with helping the system instill greater consistency among schools and programs. While believing that schools should maintain an individual identity, community and staff members felt a strong need to ensure that all students had equal access and opportunity to programs and services regardless of the school they attended. While not complete, stakeholders acknowledge that significant progress has been made in this area.

Expectations for Excellence, Innovation, Technology, and Culture of Continuous Improvement

Beaverton School District is often characterized as being highly focused on innovation, best practice, and excellence. It operates on a philosophy of continuous improvement. It has created specialized schools to create options for students and parents. It works to maintaining thriving comprehensive high schools and strong elementary and middle schools. Staff members are reflective regarding their practice and are highly engaged in professional development opportunities provided through the district. Technology, while needs still remain, is deeply valued and constantly expanding through initiatives such as the FutureReady classrooms.

Community Support

The Beaverton School District benefits greatly from strong community support that is evident in numerous ways. The passage of the Local Option Levy and the School Construction Bond exemplify the community’s financial commitment to high quality education. Equally as important is the level of volunteerism and parent engagement that exists throughout the District and its schools.

College and Career Readiness Options

While there has been a strong history of college readiness programming and preparation in the Beaverton School District, there is also a growing awareness for robust CTE programming. While additional resources are still needed to expand these options, parents and students deeply appreciate programs such as Early College and career tech preparation programs that do exist.

Strategic Plan and Direction

Numerous constituents, including staff members, parents, community members, and leaders, expressed the view that the Beaverton strategic plan, the “We” goal, the four pillars, and the seven strategies are highly valued and that they provide the right direction for the system in the future. Numerous stakeholders reported that it would be a huge mistake for the new superintendent to come and try to change or reinvent that direction. In fact, many said that such a move would alienate a very supportive and engaged community and staff.

Personnel – Quality and Commitment

Parents and community constituents often cited the exceptional quality and commitment of support staff, certified staff and administrators in their recognition of the significant strengths in the organization. The belief that teachers and support staff go out of their way to help students is widespread. The understanding that administrators work diligently at being responsive problem solvers is also widespread. Comments were frequently made that it is the people that make the Beaverton Schools special places where students can thrive. Parents and community members frequently said that the Beaverton Schools provide outstanding educational experiences for the wide spectrum of children being served. They deeply believe that the teachers and support staff provide excellence service to their children.

Partnerships – Business, Community, and Labor Relations

The Beaverton School District has had a long history of strong partnerships with businesses, community leaders, civic organizations, and labor groups. Stakeholders describe numerous examples where these relationships have been expanded and enhanced in recent years. The focus on partnerships at each school and the quarterly meetings of the Community Partnership Committee were often referenced by community organizations. Strong labor-management relationships were also described as highly valued by the Beaverton Education Association.

Challenges/Complexities

Boundary Change Process

The Bond Program has provided the resources for the Beaverton School District to add and renovate facilities. While extremely beneficial in providing needed additional space the construction of a new school has, and will, necessitate boundary changes. The high school boundaries have been addressed during this current school year and elementary boundaries are scheduled to be addressed next with middle school boundaries to follow in the coming years. As with any boundary changes, concerns have arisen with some changes that are not popular with

some neighborhoods. Leadership to implement the high school changes and to manage the decision making processes for the other levels will be essential. It will also be important for the school district to find ways to rebuild trust with constituents who do not agree with the decisions being made.

Impact of Future Financial Changes – Bond Costs, PERS, Expiration of Local Option Levy

Several significant financial issues are on the horizon for the Beaverton School District. Three factors are coming together during the 2017-18 school year that will require leadership on the part of the superintendent and Board to plan for and address these challenges. They include rising construction costs, a new PERS (the Oregon teacher retirement system) payment imposed by the State, and the expiration of the Local Option Levy. While the District has been aware of these issues and planning for the financial impact, key decisions will need to be made this coming school year as the 2017-18 budget is being developed.

Deploying and Embedding the Strategic Plan

The Strategic Plan is widely accepted by administration, staff, and community as the right direction for the school and stakeholders to buy into the philosophical direction and focus. The critical issue facing the District in the next few years will be the successful widespread deployment of the plan in all schools and departments. Senior and building level leadership feel the plan has narrowed the focus and is driving improvement efforts. It is not clear that the teachers and support staff feel the same way. Numerous teachers commented on the fact that they feel there are still too many initiatives and adoptions on their plates. They also fail to see the alignment between new initiatives and the strategic plan at times. Deeply embedding the strategic plan focus in the day-to-day work of the District will be an essential leadership need in the next few years, if the District hopes to get the full potential out of the strategic plan on student learning.

Bond Money and Construction Management

While the Bond Program is a great benefit for the school district and was widely supported in its passage, careful construction and bond oversight will be critical in the coming years. There is already concern over the first project (the new high school) being significantly over budget. While all of the reasons for the additional costs may be outside of the District's control, a question has arisen regarding what oversight, support and expertise is needed in the future to ensure that the dollars that have been provided by the community are being used as effectively and efficiently as possible and to maximize the benefits of the construction projects.

Supporting Equity Work Financially and Organizationally

While there is widespread acknowledgement that diversity is a significant strength in the Beaverton community and its schools, there is also a recognition the changing demographic profile of the community will require the community and the school district to learn how to function well in a new economic profile. Financial disparity and inequities in the neighborhoods and the associated schools mean that some schools can raise significantly more funds to support programs and activities than other schools. Some stakeholders also expressed concerns over the inequities in the school facilities themselves. Differences in the learning profiles of schools' student populations also mean that some schools may need more funds to address the learning needs of

their student populations in order for all students to reach their potential. Recruiting a workforce that better reflects the student population is also a significant challenge. Lastly, cultural awareness and competency training for all staff will be essential as the student body continues to grow its racial, religious, economic and cultural differences. Addressing all of these issues will require the new superintendent to set the stage for stakeholders throughout the system to have some deep and critical conversations about their path forward together.

Need for Greater Consistency and Communication

The administrators expressed the belief that the District is moving in the direction of greater consistencies across schools and programs, but this view is not yet widely held by parents and staff members. Finding the means to provide guaranteed and viable curricula, equal access to programs and services, and equity in learning opportunities for all students will become a growing component of the strategic plan and operational decisions within the system. At the same time, parents and staff feel that is important for schools to maintain their individuality and flexibility to meet the needs of their communities. Finding the right balance between these two approaches will need to be carefully guided by the superintendent.

Communication will play a major role in these efforts. While many stakeholders expressed the belief that the District works diligently at its communication efforts, others expressed the perception that the District's efforts to hold forums and engage community members are often for show and decisions are made long before input is sought. The new superintendent will need to work tirelessly at helping to change this perception. Some staff expressed the view that stakeholders saying the District does really want feedback was due more to the frustration of the decisions not being made the way the individual wanted them made rather than the District truly not seeking and listening to feedback and input. However, it is responsibility of leadership to carefully assess its communication efforts and decision-making process to be sure that the decision was made after considering and evaluating all of the input and feedback sought in the process

Characteristics

The characteristics sought in the new leader of the Beaverton Schools has been influenced by what stakeholders have valued in their past leaders, who have been highly respected by teachers, support staff members, administrators, parents, and community leaders. The general impression is that the Beaverton School District has had great leadership over the past decade because that leadership has deeply respected the value of community and staff input in the decision making process and has deeply valued the work done on the behalf of students by staff, parents and the larger community. Given this strong level of support for past leadership, the key characteristic sought in the next leader is that of "Balance." Constituents often referenced the need for the new superintendent to provide the necessary leadership to balance many of the competing interests and needs in the system in some critical areas, which include:

Collaboration versus Decision Maker

Constituents certainly seek a leader who has deep roots in collaboration and relationship building among stakeholder groups. They want to have their voices heard and be involved in the decision-making process. They want to have access to the superintendent to seek problem-solving help

when needed, and they want know that their voices are truly being heard. Yet these same constituents recognized the importance of the leader being able to make and stand by a decision once it is made. They fully realize that no decision ever completely pleases everyone. At the same time, they want to fully understand how and why the leader made the decisions so that they feel respected in the process and can find ways to accept the decisions once made. Finding this balance requires the superintendent to be a deep listener, an engaged, problem-solver, a talented consensus-builder, and a true communicator in a very transparent way. The first and the fourth priorities on the online survey represent the same perspective:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Identify, confront, and resolve issues and concerns in a timely manner. (CE)

The ability to work well with stakeholders to make decisions and resolve problems is a critical skill set needed in the next superintendent of Beaverton School District. This certainly has been a strength of the previous superintendent in Beaverton and all indications are that it will need to continue to be a strength of the new superintendent.

Visionary versus Manager

Some stakeholders said we need a visionary leader while others placed more emphasis on an effective manager of district operations. In sorting through these interests, stakeholders agreed that the new superintendent should be a future-focused, tech-savvy, global thinker. They want the superintendent to help the organization to continue to push the envelope, however not at the expense of what is truly working well in the school district. They hope the new superintendent comes into the district to listen and learn first and then to help prod and challenge the organization to continue to grow, with the strong sentiment that those efforts should be focused within the current strategic directions and plan of the District, not on creating new strategic initiatives.

They also want the new superintendent to be a highly effective manager to ensure the system operates in a way that provides equity in opportunity, while challenging all students to achieve their potential. They want the superintendent to possess the financial acumen to carefully and thoughtfully manage the construction program for maximum benefit, to plan for the long term financial health of the system and to ensure that daily operations protect the safety and well being of the student body.

National and State Leadership with a Local Focus

The second and third priorities reflect the same sentiment for balance between vision and management that was expressed by constituents at input sessions.

- Effectively plan and manage the long-term financial health of the District. (M)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)

While there is deep appreciation for the role that the Beaverton superintendent has in providing state-level leadership and sharing a national perspective, there is strong desire that the superintendent be highly engaged at all schools and throughout the Beaverton community. While they want the superintendent to be the eyes and ears in regards to national educational issue and be the voice of Beaverton in Salem, they also want the personal touch of knowing the superintendent visits schools, understands the communities within Beaverton and is engaged with local civic and governmental leaders in Beaverton. This desire also translates into a need for the superintendent to be regularly visible in schools, accessible to parents and staff, and meaningfully engaged with students.

Communicator – Traditional versus Tech Savvy

Communication is one of the essential building blocks of any successful leader. Sharing information about what is happening, why it is happening and what hopes to be accomplished is an ongoing need in any organization. Having expertise in traditional avenues of sharing this information is an essential skill set for the new superintendent. Equally as important is to be a listener with the ability to define the decision-making process to be used, to truly listen to stakeholders and seek input before decisions are made, to explain the rationales for decisions once made, and to be as transparent in the process, as possible. While the traditional means of sharing information and engaging people in the process are still valid, Beaverton is a very forward thinking tech savvy community. They want a superintendent who is personally capable of using current technology and social media tools to engage a new generation of parents and students in ways not traditionally utilized by public education.

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 Beaverton School District 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 group meetings or completed the online survey. Also, the consultants would like to thank all of the Beaverton School District staff members who assisted with our meetings and to particularly thank Mary Hawkins and Maureen Wheeler for their efforts in facilitating our time in the District.

Respectfully submitted,

Hank Harris and Hank Gmitro

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 1,233 stakeholders. Over half of respondents were parents (76 percent) and 14 percent were teachers. The rest were non-licensed staff, community members, administrative staff, and students.

Stakeholder Group		
	Frequency	Percent
Administrative Staff	26	2.1
Community Member	30	2.4
Non-licensed Staff	54	4.4
Parents of Students in the District	936	75.9
Student	18	1.5
Teacher	169	13.7
Total	1233	100.0

Percentages may not add to one hundred percent due to rounding.

The top-rated characteristics respondents selected for a superintendent were:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Effectively plan and manage the long-term financial health of the District. (M)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Identify, confront, and resolve issues and concerns in a timely manner. (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. Benchmark results from over one hundred and twenty comparable districts, incorporating the ranking of over sixty thousand stakeholders, are also provided in the table to allow for a comparison of results to national norms.

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.

- Administrative staff were significantly more likely than parents and teachers to choose the Vision & Values item “Act in accordance with the District’s mission, vision, and core beliefs.”
- Teachers were significantly more likely than non-licensed staff to choose the Instructional Leadership item “Hold a deep understanding of the teaching/learning process and of the importance of educational technology.”

- Parents were significantly more likely than teachers to choose the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students, including special needs populations.”
- Students were significantly more likely than community members and teachers to choose the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Parents and students were significantly more likely than community members to choose the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.”
- Community members were significantly more likely than parents and teachers to choose the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Administrative staff, community members, non-licensed staff, and teachers were significantly more likely than parents and students to choose the Communication & Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Teachers were significantly more likely than parents to choose the Communication & Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Community members and parents were significantly more likely than administrative staff to choose the Management item “Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		National HYA Benchmark	ALL (1,233)	Admin (26)	Comm (30)	Non-licensed Staff (54)	Parent (936)	Student (18)	Teacher (169)
1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	61%	46%	33%	61%	63%	78%	54%
2	Effectively plan and manage the long-term financial health of the District.	30%	44%	46%	50%	54%	44%	17%	46%
3	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	38%	27%	33%	37%	40%	17%	33%
4	Identify, confront, and resolve issues and concerns in a timely manner.	31%	37%	27%	20%	39%	38%	67%	31%
5	Promote high expectations for all students and personnel.	34%	36%	35%	27%	26%	38%	39%	31%
6	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	36%	54%	47%	52%	30%	6%	64%
7	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	36%	0%	40%	30%	39%	28%	28%
8	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	36%	38%	50%	39%	33%	28%	44%
9	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	34%	23%	20%	19%	34%	39%	44%
10	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	34%	27%	23%	20%	39%	44%	14%
11	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	33%	46%	37%	35%	33%	28%	29%
12	Be visible throughout the District and actively engaged in community life.	33%	31%	12%	23%	41%	29%	44%	38%
13	Lead in an encouraging, participatory, and team-focused manner.	31%	28%	31%	30%	35%	26%	22%	38%

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

Number indicates rank order by overall results		National HYA Benchmark	ALL (1,233)	Admin (26)	Comm (30)	Non-licensed Staff (54)	Parent (936)	Student (18)	Teacher (169)
14	Strive for continuous improvement in all areas of the District.	31%	26%	27%	30%	19%	28%	22%	19%
15	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	26%	12%	27%	30%	27%	11%	20%
16	Seek a high level of engagement with principals and other school-site leaders.	21%	24%	19%	23%	15%	24%	28%	24%
17	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	23%	31%	20%	28%	23%	6%	25%
18	Communicate effectively with a variety of audiences and in a variety of ways.	27%	23%	27%	23%	33%	21%	22%	27%
19	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	22%	8%	17%	22%	23%	17%	24%
20	Involve appropriate stakeholders in the decision-making process.	23%	22%	42%	13%	28%	20%	6%	29%
21	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	19%	19%	43%	24%	18%	22%	20%
22	Maintain positive and collaborative working relationships with the school board and its members.	25%	18%	38%	23%	22%	18%	17%	15%
23	Be an effective manager of the District's day-to-day operations.	21%	17%	15%	10%	22%	16%	28%	17%
24	Act in accordance with the District's mission, vision, and core beliefs.	27%	16%	38%	33%	20%	14%	28%	14%
25	Utilize student achievement data to drive the District's instructional decision-making.	17%	11%	19%	10%	4%	11%	6%	8%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Comments from Interviews and Focus Group Meetings

April and May 2016

Board

Strengths

- 90% of district residents send their kids to schools in our district. (This, despite having affluence and outstanding private school options in our area.)
- Achievement is moving in the right direction... maybe.
- Advocacy at the state level
- Board – unified in purpose
- Capital Construction bond approved
- Community has resources to share with us
- Developed a 5% fund balance and rainy day fund
- Diversity in community
- Engaging our students and communities
- Expectations for Excellence
- Good vision for the system is in place
- Great board that’s very engaged
- Great teachers
- Growing district
- Having established a strategic plan which identifies the top 5-10 priorities
- High-end scholarship talent
- History of BSD is very powerful –reputation for decades of high quality education
- Incredible community
- Invested community. (Passage of the levy and the bond.)
- Known for innovation
- Leadership
- Life and work-ready talent
- Local option levy approved
- Lots of pride in the system
- Many options for kids with needs
- Many options for kids with special interests
- Our budgeting process is very smooth
- Professional Development opportunities
- Proud of but not satisfied with where we are – room for growth
- Retirees support our schools too!
- Savvy and sophisticated community
- Senior staff is very gracious with us [the Board]
- “Small district with lots of students!”
- Strategic Plan – developed and recommitment
- Strong commitment to mission of the school district
- Teachers love working here
- Volunteerism
- We do a good job educating our kids
- We talk about WE
- We’ve narrowed our leadership focus

Challenges and Complexities

- Belief among staff that we have too many initiatives and need to focus more
- Bond Program – need for greater oversight and management to maximize what can be accomplished with funds available
- Bond Program expenses have increased significantly on the first project
- Boundary changes
- Budgetary issue needs to be addressed in the future
- Central office administrators making decision when they are too far removed from the classroom
- Class size -- Voters are expecting class size will be reduced because there is now more capacity at schools. This is not the reality but it is a perception.
- Clear vision and communication regarding the next phase of the bonds, and what we can actually afford - Does an effective learning environment have to be state-of-the-art?
- Communication: managing the balance between giving too much info
- Completing our bond projects as we said we would.
- Construction industry is a hot market in Portland area and is increasing our construction costs and negatively impacting the Bond Program
- Credibility with community is fragile due to difficult decisions that need to be made
- Diversity and cultural competency needed for the entire staff
- Expanding the Early College program
- Expectation of omnipresent superintendent visibility
- Funding, especially with regard to the demands of growth
- Getting info in a timely manner for district administration
- Grades are somewhat willy-nilly according to teachers –we need to go back to time when grades meant something
- Growing immigrant population
- Keeping up with growth
- Need for Board member to get direct feedback from staff
- Need for teacher to have collaboration time
- Need to continue to enhance and expand consistency among schools particularly in the opportunities available at each school
- New school board
- Our savvy community keeps us on our toes
- Outside consulting groups does annual assessment of operations that we do not see as a Board
- Over runs on the bond project
- Refining and deploying the strategic plan
- Student achievement -- kids being left behind.
- Teachers don't like change and we need to be sensitive to that
- Training and support for new principals
- Understanding the changes that are occurring in the Beaverton community
- We are quick to implement programming but not as dutiful in ensuring that they will give us the returns we desire.
- We are still clawing our way back up from the years of the recession
- What options exist for high school graduates who are interested or prepared for college – CTE programming needs to be expanded

Characteristics

- 10+ years of teaching experience
- Ability to forecast future needs
- Able to have difficult conversation when needed
- Able to identify where superintendent involvement is necessary in operational issues
- Active listener
- Believes that board members should have direct access to staff
- Broad experience needed – not necessarily at the Superintendent level but nonetheless with a strong leadership background.
- Builds credibility quickly
- Business background
- Capable and comfortable with advocacy at state level
- Clear vision
- Collaborative
- Communication - someone who can develop a strong communication plan.
- Conflict resolution skills
- Continues BSD partnerships with PCC
- Cooperative, easy to work with
- Educator - someone who has served as an educator and understands the educational model
- Effective communicator
- Empathic – takes a stance
- Engages in direct communication and interaction with principals
- Equity – someone who deeply understands equity, and can drill down.
- Excellent interpersonal skills (great with students, teachers, staff, community, and the board)
- Experience in the issues we are facing – construction, boundary changes, budget, closing the achievement gap
- Experience managing bonds
- Experience managing large construction projects
- Experience managing large staffs
- Experience with an active and engaged board
- Experience with creative solutions around class size
- Experience with growth
- Financial expertise
- Flexible
- Focus - Able to be singularly focused and strategic while standing in front of the open fire hydrant
- Focuses on alignment and consistency
- Goal and action oriented
- Good manager
- Great under pressure - Crisis Manager - Quick thinker
- Has experience with a building program and bond management
- High level of emotional intelligence
- History of strong leadership
- Instructional leader (teaching experience and having worked in central office)
- Integrity
- Interest in state and national level issues

- Interested in and knowledgeable about the bond program and high level construction management
- Know that life is gray and willing to live within the gray area
- Knowledgeable about district finances/budgets and legal matters of management
- Knows how to create and set up a cabinet team for success
- Knows how to fully implement and deploy a strategic plan
- Not afraid to take calculated risks
- Not someone who is going to redo our strategic work
- Open to board member support on critical issues
- Open to recommendations
- Operations and detail oriented – do we need someone to help us operationalize the vision we have and deeply deploy the systems needed to fully realize it?
- Out-of-the-box thinker
- Political sensibility
- Pragmatic visionary who is fiduciary responsible
- Quick study
- Relational
- Seasoned
- Situational leadership
- Someone to take us to the next level
- Someone who can enjoy and engage with the community
- Truly wants to partner with the Board
- Understands the impact at the classroom level
- Visionary
- Willing to engage the community
- Willing to make a long-term commitment to Beaverton
- Willing to work on state and federal legislative issues

Community

Strengths

- An open door district that is collaborative and open to problem solving
- As a parent, I am so amazed at the incredible education that my kids got and that launched them into their adult lives.
- AVID
- Beaverton is both a relatively affluent community and at the same time a relatively diverse area.
- Beaverton is doing a better job communicating (and there's still work to be done.)
- Better relationship between County Government and School District than ever before
- Boundary process – despite the fact that some are unhappy after the fact – was an outstanding process and handled appropriately and respectfully.
- Bridging digital divide
- Building program
- Centralization - We are more centralized then we used to be, and there is strong buy in that this is a good thing.
- Clarity of vision, mission, and strategy
- Collaborative - for instance, on the public safety front, they reach out to the partners in the district and host gatherings with those partners on the public safety front – that is absolutely who they are.
- Communication
- Community involvement is high
- Community is historically financially supportive of the district
- Community Partners - meetings quarterly throughout the year
- Culture of collaboration
- Diversity
- Diversity in the student body and the community
- Dual Credit Program
- Education is the top priority at the local and state level
- Emphasis on continuing professional development
- Existing partnerships
- Extraordinarily intelligent community
- Friendly and welcoming environment
- Funding new schools and renovations
- Future Ready
- Good relationships with their unions
- Great businesses
- Growing economic health of the region
- Handled the financial downturn better than most districts
- Highly educated community, where education is valued
- Importance of high quality school district to its community
- Improving reputation across the Metro area
- Kids from all over the world
- Most advanced and respected district OR
- National reputation
- Nike and Intel are key community supporters – both financially and talent-wise

- Opportunities for understanding culture issues
- Options Schools
- Oregon and Beaverton are a great place to live
- Our people
- Parent volunteering
- Parks & Recreation Department enjoys a better relationship with the district than we did 5 years ago
- Partnership with city leaders
- Relationships with local developers in Beaverton
- Reputation of Quality, which attracts strong teachers – this is a destination district for teachers.
- School District, rather than a District of Schools – there is a strong district identity of cohesiveness.
- Social media presence
- Some great schools within the system
- Sound financial footing
- State level leadership role
- STEM Grants
- Strong advocacy around Music as an ingredient of neurological growth → and hence academic achievement
- Strong leadership and buy-in
- Supportive community
- The “WE” efforts on collaboration
- The County and School District are truly a collaborative set of public entities - more than in any other part of the state
- The district supports and values the SRO program and that helps the collaborative work.
- Viewed as a very successful district
- We are on our way to being a district of choice
- WE campaign.
- We have some real pockets of innovation across the district
- We’re in a more “restored” position than we have been
- We’re starting from a good place.
- Youthful population in the community

Challenges and Complexities

- Academic achievement for some student subgroups
- Addressing the challenges at the classroom level
- Balancing the need for consistency with the individualism at the school level
- Beaverton has gone from a fancy-richer area to a much more diverse community than they were several years ago. The challenge there is making sure that the workforce reflects the students.
- Boundaries
- Central office is too lean
- Changing demographics in the community
- Class size
- Communication
- Computer science training for students
- Continued population growth

- COSA needs to take a more active role at the state level
- Cynicism about state government
- Disparity in wealth
- Diversity in the student body and the community
- Do we have culturally relevant teaching and district practices for our increasingly diverse student body?
- Economic issues on the horizon
- ESL needs
- Foster Youth population
- Frustration over the implementation of the Bond Program
- Getting the new high school up and running.
- Grading system needs to be implemented with fidelity
- Having the workforce reflect the demographic make up of the student population
- Highest level of homeless population in the state
- Homeless Youth
- How do we meet the needs of vastly diverse populations with numerous spoken languages?
- How do you elicit public opinion? How do you engage people? How do you get people to come to forums? Communication needs to be stronger.
- How to respond to online learning options?
- If you're a TOSA who aspires to be the principal, you are a yes-person.
- Implementation of Technology - We have started down our path – there have been starts and stops - and it's not fully baked yet. What is the district-wide technology plan and what should we look for?
- Increasing diversity of student population
- It's harder to be "Real" with your clientele, as you grow larger. This is a challenge for Beaverton leadership right now.
- Keeping central administration lean
- Lack of transparency on the part of senior staff
- Less instructional time than other states
- Lobbying for new legislation to increase funding
- Maintaining general community support in spite of the boundary changes, and those who feel adversely impacted by them.
- Managing growth - It's a rapidly growing city, and they're wrestling with lots of students, student-teacher challenge, and so it's finding ways to continue
- Math approach at the elementary level – parents do not understand it
- Middle level education needs to be significantly improved and difference between schools need to be address
- Middle Schools need to expand, not restrain, the elective offerings. This is very much a need at the middle school level where kids should be exploring.
- More foreign languages spoken in BSD than anywhere else in the region
- Music/Fine Arts is not what it used to be. We need a K-12 Music pathway.
- Need for better project management of construction projects
- Need for some disruption in the system to change the culture
- Need to expand and improve partnerships with Nike and Intel
- Need to protect Beaverton from state level decision
- Nourishing our teachers so that they stay and continue to do the vital work. As the district gets larger, it is starting to feel a bit more top-down, and teachers are feeling less empowered than they used to.

- Operating in more fiscally constrained environment
- Oregon is a challenge - Financial, Leadership, and Economics – Oregon doesn't value education as much as some other states
- Oregon's record with public education
- Parents have concerns over instructional approaches
- People responding to the boundaries – feeling resettled.
- Perception that public input is not truly desired, even though it's asked for - *“Why would you not want the client in the room when you're designing the product you're trying to sell them?”*
- Preparing for the next economic downturn
- Procedural maintenance - While it's not high, there is significant institutional memory loss when key leaders leave, and there's not a strong plan to memorialize agreements or processes they made.
- Public perception that the size of the district office administrative staff is growing
- Public safety – Do we have enough SROs on the ground in the schools to adequately mitigate risk?
- Rate of growth
- Really being FutureReady, across all our schools, led centrally
- Rebuilding trust with parents over boundary decision
- Salary
- School funding
- Serious underfunding by Salem
- Shorter year than the national average
- TAG kids need support too
- Taping into outsider resources for funding
- The state budget process and the state-funding climate
- There is a disconnect between what the central office is expecting and what is actually happening in the classroom – and decisions are not made with deep insight into what is happening in the classroom.
- This district needs to share SRO funding with police and sheriff's department.
- Tough budget cycle
- Unpredictable funding - In 2012, it was a disaster. The pendulum has swung away from that, but it will swing back. How will we pre-emptively solve this?
- Urbanization of downtown
- We could be better – graduation rates, and other achievement rates.
- “Who our community is” is changing rapidly

Characteristics

- 8-10 years of teaching experience
- Able to interact well with the business community
- Able to make a decision
- Accountable
- Advocate for needs of children
- Asker of open questions
- Authentic engager
- Authentically transparent
- Someone with a commitment to AVID, and to other strong initiatives
- Balance easy going/comfortable with disruption

- Balance vision and management
- Balances experience and innovation through tech
- Balances relationships with decision-making and action
- Believes in dual credit
- Best-practices leader
- Bilingual/bicultural
- Business acumen
- Buys into the District's strategic plan
- Clear strategy - Four pillars - Someone who can continue the district identity
- Collaboration is a highly necessary part of this job
- Collaborative versus strong accountability
- Comfortable in Salem
- Comfortable in the political arena
- Committed to staying 10 years or more.
- Communication: someone who can communicate openly and honestly
- Connector – connecting with the business community, the faculty, the educators, the parent community.
- Consensus Builder
- Continue the great leadership, building upon the success without feeling the need to restart
- Courage
- Credible
- Develops personal relationship with leaders of Nike and Intel
- Develops strong relationships
- Diversity would be nice
- Diversity
- Does not feel the need to change direction for BSD
- Embrace equity and diversity
- Encourages others
- Energetic
- Engages public
- Ensure senior level staff demonstrates openness to partnering in the community
- Enterprising
- Entrepreneurial spirit
- Experience in a district that is growing rapidly
- Experience raising number of college-ready kids - Experience raising rigor in the schools
- Experience with college prep and CTE
- Unafraid to make unpopular decisions
- Experience with community partnerships
- Experience with diverse student body
- Experience with families of color
- Experience working in a district with high expectations
- Experience working in a multicultural environment would be helpful
- Financial skills
- Focus on equity
- Fresh set of eyes
- Future focused
- Honest
- In touch, consistently, with all levels of the organization, and community as well.

- Innovative and future-oriented leader
- Inspiring
- Intellectually Curious
- Keeps ego in check
- Leadership acumen
- Listener
- Lives in the school district
- Long-term commitment
- Motivates direct reports
- Motivates rank and file
- Must value public opinion - Capable of receiving and valuing public opinion; also capable of leading
- NOT someone who needs to start the strategic work all over
- Open Door
- Organizing his/her leadership team to continue to have standards that are enforced and hold people accountable
- Original ideas
- People person
- Personal commitment and discipline
- Personal technology skills
- Political skills
- Prefer someone with Superintendent experience
- Principal (great principal) experience
- Proactive leadership
- Public leader
- Reaches out for consultation and guidance
- Reaches out to seek input
- Relational
- Relationship builder with business partners
- Relationship builder with families, especially disenfranchised families
- Resourceful
- Social, open-book, managing relationships, staying in touch
- Some who can both *lead* and *listen to* the public
- Someone not overly zealous about standardized testing
- Someone who doesn't need to "start over" in order to feed their own ego and make their own mark - Rather, someone who will take us from good to great.
- Someone who has been a Superintendent before
- Someone who knows how to navigate Salem
- Someone who understands Oregon land-use laws
- State and national leader in changing education
- State leader - Someone who is very interested in state policy – maybe someone who comes from a more functional state?
- Steeped in the realities of being an educator
- Strategic player, strategic thinker
- Strong management skills
- Strong work ethic
- Superintendent experience or really strong Assistant Superintendent experience
- Supports STEAM Focus

- Tech savvy
- Transparency
- Transparency in all operations and decisions
- Trustworthy
- Understands community development
- Understands diversity
- Understands poverty
- Values good relationships with unions
- Very active and engaged in the community
- Visibility in community
- Visibility in the District
- Visible
- Willing to evaluate senior staff
- Willing to listen
- Willing to make a commitment for at least 5 years
- Works with Board to develop strong leadership team
- Works with development partners
- Works with public

District Administrators

Strengths

- Ability for the Board and the Supt to work together
- Amazing talented and committed people
- Beaverton's role in Oregon
- Belief in continuous growth and improvement
- BSD is about the community – engagement and relationships
- Cabinet is high functioning team
- Collaborative culture
- Committed to excellence
- Committed, passionate, determined
- Community involvement
- Community with large businesses that have invested in the District
- Culture of innovation and collaboration
- District is positioned very well to address the future
- Focus has narrowed every year – one goal, four pillars and seven strategies
- Focus on state-level leadership
- Four pillars
- Having come through the recession
- Incredibly supportive community
- Movement made in technology
- Much greater alignment in the system
- Organization has become more transparent
- Providing Board support and guidance
- Stellar people
- Strategic focus
- Strategic Plan
- Strong student growth
- Supportive, engaged community
- Trust in leadership
- “We” concept

Challenges and Complexities

- Bond program – 680 million and escalating costs
- Boundaries
- Boundary changes at the elementary and middle school levels
- District tends to be somewhat parochial
- Need to become a learning organization
- Need to define metrics for monitoring the strategic plan
- Need to recruit and retain talent
- Replacing Ron (Deputy Supt Role)
- Senior leaders need to learn how to coach department heads and other leaders in the system
- Working on defining and refining equity and equality
- Works needs to be done to have classified staff feel more included and part of the District

Characteristics

- Accessible
- Acts as a partner in the work
- Approaches decision by setting clear expectations for who makes the decision and how decision will be made
- Be able to ask questions and learn
- Broad based understanding of the operations in the school district
- Builds trust
- Builds trust with staff
- Character to stand firm when a decision is made
- Commands the respect of the Board
- Communicator
- Creates relationships with students
- Decisive but explains the decision making process
- Decisiveness
- Engages in state leadership
- Excellent communicator – verbal and written
- Experienced superintendent
- Focuses on the culture
- Fresh eyes on what we do
- Gets the big picture
- Has a keen political sense
- High integrity
- High tech/high touch
- Inclusive of naysayers
- Knowledgeable about teaching and learning
- Knows how and when to support staff
- Knows instruction
- Knows instruction – but doesn't "do" instruction
- Let's departments do their work
- Management by walking around
- Natural
- Not afraid of the unknown
- Not someone who comes in and tries to touch everything.
- Passionate about public education
- Provides direction and guidance to the Board
- Run interference between the staff and the community
- Sense of humor
- Someone who can look beyond Oregon, who follows national trends
- Strong understanding of curriculum
- Tech savvy
- Transparent
- Trust leaders in the system
- Turned into messaging
- Understand systems
- Understanding systems are really important
- Understands that it is not just about the schools but also about the community
- Values the current direction and alignment in the system

Parents

Strengths

- After-school programming
- An interchange of what our values are
- Better and improving conversations with the community
- Collaboration with community
- Community Involvement
- Community service by students
- Counseling services provided
- Diversity in our community – and awareness of the diversity of our community - And a conscious effort to try and make the place more inclusive
- Extracurricular activity – there’s so much going on
- Good academics Music program is in recovery
- Great teachers
- Parents who advocate can be successful
- People are involved
- Principal out in the front of the school greeting students in the morning
- Principals send out written communications in Spanish
- Really smart people in this community
- Science fair at out school – so much involvement
- Sports opportunities at high school level – keeps students engaged
- Sunset HS supports its students
- Taking accidents and tragedies very seriously and keeping parents informed
- Texts and Emails to keep everyone informed
- There is a level of leadership that speaks to our commonalities
- Volunteerism
- We are a global melting place

Challenges and Complexities

- All communications should go out in English and Spanish
- All students should be prepared to go to college, if they so choose
- An environmental science class should be created that has students maintaining the school grounds
- Better communication needed in regards school day schedule changes, e.g. late starts, closings, etc.
- Bus transportation problems
- Disenfranchisement of parents whose primary language is not English
- Disingenuousness of asking the public for comments when decisions were already made beforehand. Parents don’t feel like they are heard.
- Expand the sports programming options
- Extracurricular activity is a huge part of educating the whole child, so we need to foster it
- Fear-based decision-making
- High-achieving kids are not having their needs met
- Keeping on track with the Strategic Plan even when the financial picture changes for the worse - also keeping the Strategic Plan alive as we move into the next version of the Strategic Plan

- Letting parents know when grades are starting to slip
- Library and Technology run by classified staff - so there are now no standards in those areas
- Losing time to snow days
- Need to make up snow days
- Open enrollment creates a brain drain
- Periods of time when HS students do not have classes
- Preparation for work after graduation
- Programmatic inconsistency - Principals have too much autonomy (fiefdoms). Schools make their own staffing decisions independent of each other, although this seems to happen less now. We hope the new superintendent keeps the momentum moving forward.
- Quality and variety of food being offered for breakfast and lunch program
- Security cameras not working
- State funding issue
- The amount of diversity we have in this district makes communication and transparency absolutely critical
- There are many opportunities that are not available to students of lower SES, and this divergence is growing
- There is a socioeconomic divide and kids living in deep poverty. Do we actively have our ear to the ground trying to solve this?
- There's a "tighter grip" on my kid's teachers than ever before. Teachers here have much less autonomy than they should. Let's treat them like professionals.
- Turbulent financial situation
- We are the most demographically disparate community in Oregon – high affluence and high poverty

Characteristics

- Able to manage the fiscal challenges without alienating the community
- An influence on the state level
- Believes in strong punishment when students misbehave
- Communicator
- Educator
- Engager of the community, and will listen
- Engaging with the community early – rather than too late in the process.
- Has read the book, "Turning High Poverty Schools into High-Performing Schools"
- Knows the cultures of Beaverton
- Listener to the community
- Makes efforts to recognize the great work of principals
- More cohesiveness among schools
- Music - Someone who deeply values music education
- Reaches out to parents when students are doing well, not just problem
- Really good communicator
- Selling the idea of a "quality education" to Salem and to the taxpayers of the state
- Someone who can hear and listen to both the voice of the advocates and the voice of those who are unable to advocate
- Someone who has innovated in terms of reaching out to and communicating with underserved communities

- Someone who is able to accelerate the communication into the district, not just focus on the communication out. But focusing on the *active listening*
- Someone who is concerned with Equity
- Someone who will be able to honor the arts even during the next downturn
- Transparent
- Very education focused, and has a pulse on what are the best educational practices
- Wants to engage the Latino community

Principals and Assistant Principals

Strengths

- 4 pillars
- 6-12 articulation has improved significantly
- A sense of empathy – it's important to have a good perspective
- Able to have hard conversations in the organization
- Administrators meet as a whole team three times per year
- AVID Program
- Board is providing good leadership
- Can predict what is expected of me
- Central office personnel and superintendent are accessible and helpful when needed
- Cohesiveness
- College and Career Focus
- Community partnership focus
- Conversations are grounded in strong relationships
- Current direction for the district is on target and needs to be maintained
- Development of standards
- District Goal is focused in one sentence
- District is more focused on priorities
- ELA - 2-year implementation
- Equity – we understand it
- Equity Focus
- Ethics and integrity
- Exceptionally strong teachers
- Focus on career readiness as well as college readiness
- “Global magnet” for all sorts of things.
- Good superintendent/board team and relationships
- Great people, great diversity
- Greater emphasis in instruction
- High expectations of us
- Incredible people in the organization People WANT to work in Beaverton. There's a lot of respect and trust.
- Intentionality around professional development
- Leadership reaches out to kids
- Looking at each student to see what he or she needs to be successful
- Metrics are higher: Graduation rate, metrics –we outperform other districts.
- Middle School principals form a strong collaborative team
- Open door policy
- Operations were very decentralized but have become much more consistent and predictable
- Organization is not afraid to take a risk on innovation
- Our board operates at the policy level, does not get into the weeds
- People are known to each other
- People are smart
- People in BSD are supportive – top to bottom
- Permission to take things slow to do things well

- Priorities have been narrowed and focused
- Productive relationship with the teacher association
- Professional development for ELA adoption
- Progressive - We are progressive.
- Relationships in the organization are strong – You can pick up the phone and talk to anyone at the central office
- Safe and trusting environment
- School safety partnerships with police
- Size of district allows us to be great – bigger enough for efficiencies and capacity – smaller enough to maintain a feeling of family
- Some improvement in the financial health of the school district over the past few years
- Strategic plan is helpful to keep focus
- Superintendent is excellent at interacting with children
- Support of parents and community is huge strength
- Support provided to teachers
- Systems in place for many processes
- Teachers are seen as professionals. Teachers can grow in their craft and it has always been supported.
- Technology – we are doing some phenomenal stuff
- The richness of our diversity
- Things are less arbitrary and more focused
- Trust and support that we are as a district doing what we need to be doing
- Very personable place
- We are about innovation and continuous improvement
- We are challenged to be reflective
- We are far less competitive with each other than we used to be
- We are more disciplined and aligned
- We engage lots of stakeholders in the community – there are more resources and support pouring into schools because of partnerships
- We have a lot of expertise in the community. We have a great team that can solve problems and find solutions.
- Work of principals is part of the larger system

Challenges and Complexities

- 2017-18 Financial challenges on the horizon due to Local Option Levy expiring and increases in PERS payments
- Addressing Equity issues while also maintaining relationships with all components of the community.
- Balancing the feedback from various parts of the district – the vocal north, and the high poverty.
- Boundaries next year at elementary and middle schools
- Boundary Changes
- Communication
- Developing ways to hear the voices of the underrepresented
- Effective oversight of the bond, and effective renewal of the levy
- Equity – loudest voices often get their way
- Equity was not high on the list of the priorities governing boundaries
- Fallout from boundary decisions

- How do we actualize the difference between Equality and Equity, and help our community to understand it.
- Incorporating a lens of equity while valuing all schools.
- Local Option Levy expiring
- Managing the Bond Program to maximize the resources – the first projects are already over budget
- Need for meaningful formative assessment rather than depending on end of schooling summative measure
- Need for more building level staff, not increasing DO staff
- Need to devote more resources to address equity needs
- Not enough human infrastructure in schools and central office to get the job done.
- Our current board is not representative of the diversity of the kids in our schools.
- Political arena
- Political climate where there is marginalization.
- Preparation for budget issues in the future
- PYP Track for Elementary Schools
- School Construction
- Second wave reaction to implementing the high boundary decisions once made
- Some parts of the community are used to getting their way. And have been for generations.
- Teaching has become exceedingly complex and can be stressful
- The diversity of our schools – they’re all different.
- The growth in our community - We can’t build schools fast enough. We need to strategically work with our state and municipalities to provide educational settings for our students – brick and mortar, as well as virtual.
- The Superintendent will need to be able to solicit feedback from those who do not always have a voice.
- There are really high expectations of us as a district.
- There is a male dominated culture in BSD
- We do not need major changes
- We’re growing, and we’re still building schools and we’re still overcrowded

Characteristics

- A leader who can create a culture of inclusion
- A leader who has a shared value with the community
- A moral compass
- Ability to stand behind a decision once made
- Able to build alliances across differences
- Able to provide guidance to the Board
- An educator not a politician
- Authentic
- Aware of branding and marketing
- Be able to take input from all directions
- Being able to leverage our size in the state – and be a state leader
- Broad perspective
- Builds on relationships and knows his/her administrators
- Builds relationships with new administrators – year one
- Challenger of the status quo – it’s not about what’s comfortable for the grownups; it’s about transforming the context for our kids, especially the kids who been marginalized.

- Challenges the thinking of leaders and pushes/supports them be better
- Charismatic
- Cheerleader – celebrator – inspirer
- Collaborative
- Communication, communication, communication
- Confident
- Creates a strong sense of team
- Develops capacity in others
- Develops metrics to measure the strategic plan
- Does not get bogged down in the nonsense
- Doesn't have all the answers. Understands the power of our organization is the collective pieces. Humble enough to know that they don't have all the answers and they will need to rely on the collective wisdom.
- Educator
- Emphasizes process
- Establishes trust
- Experience with a board of Trustees
- External to BSD
- Financial leadership expertise
- Focuses on the stakeholders who do not traditionally have a voice
- Good public speaker
- Has been a principal for many years.
- Has been successful in another system
- Has superintendent experience
- Humility - Understanding that we are learning in this together.
- Inspires people to work harder and smarter than they thought they could
- Instructional leadership
- It needs to be one of the elite leaders in the state or the country
- K-12 perspective
- Knows how to create a strong leadership team at the District Office but is not shielded by them
- Knows systems and how to operate them on a large scale
- Knows teaching and learning
- Learning what is working in BSD first
- Listen and learns first
- Needs to have an open door policy
- Not a "change agent"
- Not only knows the people on the administrative team but gives a darn about them.
- People person
- Personable
- Proven record of integrity – walks the talk
- Reaches out – collaborative leader – relies on the expertise of others
- Respectful
- Simplifies the message
- Smart
- Someone who can fight the big fight on the state level and not back down.
- Someone who can focus on Beaverton
- Someone who can spend time with the leaders in our schools

- Someone who can take a hard look at what is working and what is effective and what is not working and not effective
- Someone who has been involved with a school board (Someone who's been a superintendent.)
- Stability
- Strength to stand behind a decision once made
- Strong character – deciding ahead of time what “do we allow” and what do we not allow in terms of behavior
- Strong instructional leader
- Student centered
- Supportive of principals
- System thinker – avoiding silos
- Teaching experience
- Thoughtful about change
- To understand the difference in the roles and the complexity of the organization so that she/he can support everyone in our large organizations – someone who can understand the difference in levels and employee groups.
- Visible in schools at all levels EL/MS/HS
- Visionary - Forward thinking
- We want someone who will listen, and we also need someone who can be decisive and make a decision.
- Willing to engage with others

Students

Strengths

- Amazing students
- Career readiness classes
- Committed staff
- Comprehensive high schools do a good job of having students find their place
- Connections with businesses
- Diversity
- High Schools work together and support each other
- Numerous options for advanced classes
- Option School students can participate in activities at their comprehensive high school
- Options schools
- Puts a priority on finding quality teachers
- Range of life experiences of the student body
- Sense of Community
- Students have a voice in decision-making
- Supporting students who have economic need
- Teachers at every level
- Values education from preschool through high school
- Variety of Electives

Challenges and Complexities

- Asking to students to forecast their schedules before they know all of their outside responsibilities – It is not easy to drop a class when you need to
- Boundaries changes
- Dealing with loss when a student commits suicide
- Homeless problems in Beaverton – need to find funding to address all of the needs
- Integrating technology into the classroom
- Lots of haters in social media
- Lots of teachers had to change roles or were released a few years ago
- New high school will require lots of teacher movement
- Shortest school year
- Staff does not always realize what life is like for high schoolers – the responsibilities they have outside of school
- Time to visit all of the schools
- Too much homework
- Unstable or mentally ill students getting the help they need

Characteristics

- 5-10 years of experience as a teacher
- 5-10 years working in a disadvantaged community
- Accepts and embraces differences
- Active on the political scene
- Background in education
- Balances a professional side with friendly, down to earth side
- Becomes part of the community

- Believes in community outreach particularly with communities of color
- Communicates well with children and young adults
- Demonstrates state-level leadership
- Empathic
- Engaging
- Experience as a superintendent
- Family oriented
- Genuinely passionate and cares about people
- Has been a teacher
- Innovative
- Intelligent
- Liberal arts background
- Public speaking skills
- Receptive the student voice
- Relatable to children and young adults
- Relates to kids
- Speaks another language
- Tech savvy
- Twitter Expertise
- Understands the diversity of the school district
- Visits every schools

Support Staff

Strengths

- Alignment to four pillars
- Are talking and working to address access and opportunities gaps
- Belief in and commitment to professional development
- Board works well together
- Bond measure passing
- BSD is a well-respected, high functioning school district
- BSD values employees
- Business partnerships
- Commitment to working with the community
- Community has a history of supporting bond issues
- Community Involvement Team – does an excellent job of getting information out to everyone
- Community partnerships and relationships
- Community support
- District communication has improved
- District has focused on reducing initiative overload
- District promotes innovation
- Excellent variety of courses offered to kids
- Four pillars form a foundation and have great potential
- Future ready technology focus and need for guidance
- Grow your approach
- High standards for excellence
- Incredible community of families
- Incredible community of retired people who sent their kids to Beaverton schools and still have faith in us.
- Incredible relationship with community and city
- It has been a great 5 years under Jeff's leadership
- Keeping the focus on moving the strategic plan forward
- Leadership Team (8 cabinet members work well together)
- Local legislators have a progressive agenda
- Looking at issue through a equity lens
- Looking at kids who need the most support
- Nationally competitive students
- Operational departments really see their work as supporting students and learning
- Options Schools
- Our ability to honor expertise within but looking to outside to see what is happening in regards to best practices other places
- People know the goal and things are focused through that lens
- Politically active environment
- Progressive Community
- Recruiting from outside of the state
- Reputation is strong
- Safety and security is a priority with standard responsive protocols and training
- Schools moving away from site based management

- Secondary science is strong and is being adopted by other district
- See a broader national perspective
- Streamlining our work
- Strong community support
- Students in Beaverton need to learn a second language
- Teachers are conscientious, dedicated, caring people
- Teachers care and are very talented – they adapt to student needs
- Teachers want to work here because are they supported and respected
- Transparency
- Values a well rounded education – Academics and PE, Art and Music
- We are totally student focused
- We hire great people
- “We” incorporates support services
- Won’t be satisfied until the gaps are closed

Challenges and Complexities

- Achievement gap is there – limited funds to address them
- Bond measure costs rising, PERS payment and Local Option levy expiring will cause significant financial challenges
- Boundary changes
- Budget
- Clarity around communication priority
- Class sizes are too big
- Communication – pulling everyone together – everyone working together
- Core opportunities at all schools that children should have access to
- Determining and funding our priorities – such as primary literacy
- District needs to do a better job of taking care of the classified staff
- Funding for new facilities
- Funding in the state of Oregon is fluid
- Growing tension within the Board
- Haves and have-not schools
- Homeless issues
- Keeping up with growth
- Lack of diversity on Leadership Team
- Let employees do their job – don’t introduce new things
- Maintenance needs in older facilities and lack of resources to keep up
- Minimum wage increases
- Need to maintain support from businesses and support
- Our staffs are tired - there are too many programs and initiatives being thrown at our teachers
- Physical abuse of staff members by students in special education rooms
- Priority in the District is the relationship between the teacher and students, but sometimes this forgotten – e.g. Not having needed textbooks – no way to communicate the needs
- Rapid growth
- Safety and security work with Police – capacity and cost issues
- Some incidents of silo behavior
- Still have significant differences among schools in terms of approach and needs – need a clear defined pathway for all schools to close the gaps

- Strategic measures are too focused on end of school measures – need to focus on early measures
- Support services are very lean
- Support staff has been cut to the bone
- Taking input and feedback to hear
- Too many initiatives
- Urgency around the needs of the diverse student populations
- Vocal privileged population in the community and balancing those voices with marginalized population – Haves and have-nots issues
- We’ve seen a lot of changes going on, a lot of people running around with a lot of responsibilities, because there are so many things that are open and ongoing
- Will there be adequate staff added to support the new facilities?

Characteristics

- Able to take advantage of the political environment
- Analyzes data to understand and address achievement gaps
- Approach the job as if you don’t need to job
- Authentic
- Being held accountable
- Brings a global perspective
- Business acumen
- Can speak and relate to the masses
- Charismatic
- Charismatic speaker
- Clone Jeff
- Collaborative in the district and the community
- Commitment to transparency
- Common sense
- Communication with central office and provides access to the staff for input
- Decision maker
- Decisive
- Develop working relationships with marginalized group
- Does not micro-manage
- Does not take themselves too seriously and can acknowledge when they make a mistake
- Educator savvy
- Engaged with the community
- Excited and support the work of public safety – pays attention to this group and makes this a priority
- Experience with working with diverse population
- Experienced with closing the achievement gap
- Familiar with the Status Quo
- Fiscally conservative
- Good listener
- Has an open mind is always willing to listen to input for all staff members
- Has children in schools in our District
- Have a support base and work as a team
- Hear all voices not just the squeaky wheel
- Hearing needs of classified staff well

- Honors, enhances, and expands partnerships
- Humor
- Lives in the District
- Make necessary basic changes that are needed
- Makes the staff feel valued in regards to their contribution
- Might be beneficial if they do not come from education
- Not a linear thinker
- Personable
- Progressive
- Provides state level leadership
- Recognizes the role of support staff
- Respects and honors the work of staff
- Respects staff and community satisfaction with the way things are
- Seeks input from the people doing the work
- Sensitive to the diversity of the community
- Should not make any immediate changes – listen and learn
- Someone who already knows Beaverton, or at least the outlying areas
- Student focus
- System thinker
- Takes time to implement changes
- Thinks globally
- Trusts department leaders that are in place and their ability to do their job
- Understands and values diversity and multi-lingualism
- Understands how to work in a state with organized unions and collective bargaining
- Understands the impact of early literacy
- Values a well rounded education for all students
- Visibility
- Visionary, but recognizes the work that has been and embraces the strategic goal and pillars that have been established

Teachers

Strengths

- Additional social workers being hired
- Auto Tech Program at Aloha HS
- AVID at MS and HS levels
- Bilingual Ed: growing promoting it, and protecting it.
- Bilingual education (albeit minimally and we're trying to increase it.)
- Collaboratively built administrator and teacher evaluation systems
- Commitment educating the whole child
- Cutting edge of education
- Diversity - Ethnic and cultural and socioeconomic diversity of the students within the district
- Early College
- ESL/Bilingual has great new leadership.
- Four pillars
- Four pillars of learning - Innovation, Equity, Excellence, and Collaboration - It's great that we have it (but there's so much more that we need to do.)
- Front of every "bus," every initiative. This is good, but not necessary always good.
- FutureReady Schools pilot (15 schools) rolling out to the rest of the district next year
- Good support for humanities instruction
- Great teachers
- Great things that are happening in classrooms all over this district
- Hiring strategy is purposeful; the district pays really well and invests in talent.
- Hiring teachers back after releases several years ago
- IB programming at the EL, MS, and HS levels
- Labor has open communication with district leadership: Superintendent, HR, and others
- Labor-Management Collaboration and high level of trust
- Labor-Management relations - BSD works collaboratively with BEA
- Outstanding professional development
- Passages Program
- Philosophy around the "Whole Child"
- Resource-rich community
- Sense of community among the teachers
- Sincere and dedicated people who are dedicated to making outcomes good for every kid.
- Staff retention rate is extraordinarily high. (97% for certs and for administrators)
- Standards-based system
- Strong community that deeply values education
- Teachers do lots of great things (such as home visits) but are not supported with time or resources
- Teachers reaching out to help students
- Technology, and future-ready practices
- Tradition of excellent education
- Very few grievances filed
- We are *far ahead* of other districts with respect to innovation
- WE
- Weathered a really big storm through 2012.

- Work on equity issues
- Wrap-around services are valued and we are not test-crazy

Challenges and Complexities

- “Initiative Overload” – we’re still building the plane while we’re flying it
- A general systematic organization is absent.
- Addressing equity issues
- At risk student population at HS level
- Boundaries
- Budget has become less transparent and needs to be more accountable
- Career programming options need to be increased
- Central Office does not support teachers
- Class size (A middle-class kid can survive in a 30-student class, but a kid who doesn’t have those advantages will fail.)
- Class sizes are too big
- Communication – we need to know what’s happening.
- Communication needs to help make the organization more user-friendly. I don’t even know how to find someone’s phone number in the district.
- Decision-Making sometimes appears to only tacitly invite input when the actual perception is that the decision has already been made (This is particularly true in the budgeting process.)
- Demographic changes: from almost all white to a lot of diversity (families, that is – not necessarily staff.)
- Diversity - Our student diversity is not reflected in our staff
- Economic downturn several years is still impacting services in BSD
- Equity is not happening enough, and there is not the funding that it requires.
- Equity - We have a lot of work to do.
- Facilities are inequitable, and the FutureReady movement started with the schools that already have good resources.
- Frustration and impact of staff reductions several years ago
- Growing pains associated with FutureReady and technology
- How do we keep our teachers healthy and happy so that they can continue to do the great work of teaching kids?
- I’ve heard the word “burnout” more this year than ever before
- Implementation. How do we implement the four pillars?
- Increasing number of students with significant mental illness problems
- Kids who enter high school 2 or 3 or 4 years behind in reading and writing do not catch up
- Need for additional psychologists
- Need for emotional intervention teachers
- Need for increasing mental health staffing support at the schools
- North and South divide
- Our teacher evaluation systems is a bit too “managed,” too “corporate.”
- Poor kids, ESL kids, and kids of color are being “pushed” out of school. We need a weighed formula; so that schools of high needs are not staffed identically (or quasi-identically) to more affluent schools.
- Principals have less autonomy - Centralization has its strengths but sometimes it doesn’t work in the best interests of all kids - This dilemma of Equity vs. the need for uniqueness
- So many new programs and not enough consistency across schools

- So many new programs - Too many
- Space needs
- Students self-medicating
- Superintendent needs to be more visible in the schools.
- Teachers are totally overloaded
- The challenges and complexities will be different depending on whether the new Superintendent is coming from a dominant cultural background or not.
- The creation of the Option Schools has been a brain drain
- Underfunding in Oregon schools
- We are a district of “haves” and “have-nots”
- We have not arrived yet. The outcomes do not yet reflect our desire (among students and staff) to achieve what we want
- We need a better system of enrollment forecasting because our numbers are often inaccurate.
- We need a research department
- We need a stronger implementation of Equity. It feels very “talk” and not very “action”
- We need some visioning about our programming, and how they align. A plan!
- We need to move beyond “The Beaverton Way”
- We were a district of schools, not a school district 5 years ago - We still are.
- White-male-centric central office

Characteristics

- A superintendent who understands how much heart goes into this work, both from teachers and students.
- Ability to manage high-level leaders who need managing
- Ability to navigate “Beaverton nice”
- Advocate for families
- Approachability.
- Believes in restorative justice
- Bilingual Ed. Someone who understands Bilingual Education and what it can provide.
- Continues our innovative thinking
- Enactor of change
- Learns what is going on before making changes
- Listens
- Listens to the ground troops
- Lobbies at the state level to increase funding and support for addressing student mental health issues
- Long-term commitment by a well-established superintendent who will stay for a while
- Moral compass.
- Open
- Outsider perspective
- Outwardly faced and able to lead our *community* rather than facing our teachers and telling us what to do
- Persuasive leader who can be decisive but collaborative and not top-down
- Pillars - Someone who can take the Pillars to the next level
- Prioritizes reducing class size
- Public engagement skills
- Relational and collaborative

- Site based autonomy needs to be balanced with need for consistency and alignment in expectations, opportunity and support
- Social Justice.
- Someone who can bring everyone in the community into the conversation and empower them to become active advocates for all students.
- Someone who can impose some organization on this organization
- Someone who cannot only be present in schools, but who can lead the Board to also be visible in schools.
- Someone who can walk the talk about research and equity - Not just talk it, but walk it.
- Someone who deeply understands and respects great teaching
- Someone who is willing to testify in front of the state
- Someone who knows research and is all about what's best for our students
- Someone who supports the ESL/Bilingual department and willing to fund it in an appropriate way
- Someone who trusts teachers, not *programs*.
- Someone who understands how to create and sustain systems that will outlive the superintendent's tenure
- Someone who understands that we are no longer suburban – we are urban
- Someone who will go places in the district that will challenge him or her, and not stay in his or her comfort zone
- Someone who will surround his/herself with people who might challenge them, and with people who are not always included.
- Transparent
- Understands the social/emotional health issues of students
- Unafraid
- Understanding of our relationship with government structures and our votership
- Understands current best practice
- Values comprehensive high schools as opposed to Options Schools
- View teaching staff as an ally
- What's best for kids. Someone who is truly about what's best for kids as opposed to what looks best for our district

Beaverton School District

2016 Superintendent Search

Desired Characteristics

After reviewing staff and community input from the following sources:

- 2011 Leadership Profile Report and Desired Characteristics
- 2016 Survey Responses
- 2016 Interviews, Focus Groups, and Community Forums Feedback

The Board of Education of the Beaverton School District seeks a **visionary, future-focused educational leader** who also fully understands and demonstrates **system-thinking skills to successfully manage and monitor the daily operations** of a high-performing, student-centered, suburban/urban school district that strives for excellence in a highly diverse and engaged community. The successful candidate will likely:

Believe in:

- Collaborative relationships with a highly talented staff, deeply engaged parents, and a supportive and resourceful community in order to make decisions in the best interests of students and stakeholders
- Community and Civic partnerships for the mutual benefit of all involved
- A systems approach to align and guide the work of the District and address equity among the schools
- The Beaverton School District Strategic Plan as the path forward in providing high-quality educational experiences for a diverse student population

Have knowledge of and experience with:

- Instructional leadership to close achievement gaps, to challenge all students to their fullest potential, and to ensure the education of the whole child
- Financial leadership to provide fiscal stewardship for the community's investment in public education during volatile economic times for public education in Oregon
- Facility construction management to carefully monitor and supervise the largest school construction bond passed in the state of Oregon (\$680 million)
- State and national leadership to understand and influence state and national educational policies impacting the Beaverton Schools

Demonstrate:

- Exceptional communication skills to engage the staff and community in discussion and decisions imparting the students being served
- Sophisticated technology skills in order to lead and communicate the efforts of the school district in preparing all students to be college and career ready
- An uncompromising commitment to excellence for all and service to children