

HIGHLINE SCHOOL DISTRICT NO. 401  
Burien, Washington 98166

---

**Subject: HYA PROFILE REPORT AND STATEMENT OF "DESIRED SUPERINTENDENT CHARACTERISTICS" FOR CANDIDATE RECRUITMENT**

---

Briefing [ ]      Action [ X ]

---

Presented by: Angelica Alvarez, Superintendent Search Chair

**Date:** October 26, 2011

Page(s): Report - 29 pages  
Appendix - 25 pages

---

**Background Information**

The attached Leadership Profile Report from HYA Associates Janet Barry and Brian Benzel represents input from 20 individual and focus group meetings they conducted with Board, staff, community and parents throughout the District; online survey data gathered from 1,033 District stakeholders, and input from high school students who met in school advisory groups. The information from all sources address strengths and challenges of the Highline School District and characteristics desired in the District's next superintendent.

The report includes a discussion draft of "Desired Superintendent Characteristics" for Board consideration and action.

Following a work study session with Drs. Barry and Benzel on Monday, October 24, 2011, to review and discuss this report, the Board is asked to accept the report and approve a statement of desired characteristics in order to begin the recruitment phase of the superintendent search process.

**Recommendation:** That the Board accept the Leadership Profile Report prepared by Hazard, Young, Attea & Associates and approve the statement of "Desired Superintendent Characteristics" as presented / modified.

Highline School District No. 401  
Burien, WA  
**LEADERSHIP PROFILE REPORT**  
October 24, 2011

**Introduction**

This report presents the findings of the Leadership Profile Assessment process conducted as part of the superintendent search for the Highline School District. Associates Janet Barry and Brian Benzel, along with President Hank Gmitro of Hazard, Young, Attea & Associates (HYA) led this process in late September and early October, 2011.

HYA consultants obtained the data for this report from individual interviews and focus group meetings they conducted with various stakeholders and from results of an online survey of six categories of stakeholders. The surveys and meetings were structured to gather input to help the Board determine the primary characteristics desired in the new Highline superintendent. Additionally, the stakeholder meetings provided information about the strengths of the District and some of the challenges it will face in the coming years.

**Participation**

In the two methods of data collection we used, the numbers of participants are listed below by stakeholder group. Because the online survey results are reported by just six groups, board members and business leaders are included under "Community," and survey results from principals and central office administrators are reported in the single group, "Administrators." Focus group summaries report Board views independently and report as a single "Community" category the responses of parents and non-parents, but separate administrators into building-level and central office groups.

<b>ONLINE SURVEY PARTICIPATION</b>	
Administrators	73
Community (non-parent, business, local government)	30
Faculty	244
Parent	64
Support Staff	159
Students	433
<b>TOTAL</b>	<b>1,003</b>

<b>INTERVIEW / FOCUS GROUP PARTICIPATION</b>	
Board	5
Building level administrators	20
Central office administrators	19
Community member (parent and non-parent)	22 (+ 30 staff)*
Faculty	22
Support staff	4
Students	(in school groups w/ teachers)**
<b>TOTAL</b>	<b>122</b>

\* Some participants were both parents and employees of the district. Translators who attended to assist community members also offered input.

\*\* Students did not meet directly with HYA consultants; however, many met in advisory groups in their own schools in addition to taking the online survey.

The community stakeholder meetings included representatives of non-profit organizations and local and state government officials. School board members provided individual interviews and may have also completed the on-line survey as parents or community members.

The responses gleaned from focus groups and individual interviews are listed in two places: 1) "Consistent Themes," beginning on page 5 of the report, and 2) "Comments from Interviews and Focus Group Meetings," which begins on page 14. Comments are listed alphabetically with no attempt to establish a priority order. A separate appendix lists all comments made by online survey respondents, sorted by stakeholder group, but presented in no particular order. (Among hundreds of open-ended comments, a small number detracted from the serious intent of the survey. These comments were deleted with a placeholder indicating "N/A." )

Finally, based on the information gathered in this profiling process, we developed a proposed listing of desired superintendent characteristics, which is presented at the end of this report. That listing is intended to serve as a discussion draft with the hope that the Board will approve a final listing of characteristics at its next regular meeting, Wednesday, October 26. The Board's approved listing of desired characteristics will provide the basis for candidate recruitment and screening, including board interviews and community-based interaction with up to three finalists.

We want to emphasize that the data contained in this report are not a scientific sampling, nor should they necessarily be viewed as fully representing the majority opinion of the respective groups to which they are attributed. Items reflect the input received during our work with District-identified groups. The results and comments reflect a fair presentation of the input provided during these meetings.

### **Primary Strengths of the District**

Located just south of Seattle in the Puget Sound region, the Highline School District is a vibrant and creative school system serving a diverse population of more than 17,000 students from pre-K through grade 12. The District serves the communities of Burien, Des Moines, Normandy Park, SeaTac, Boulevard Park and White Center. The Port of Seattle operates SeaTac International Airport at the center of the District

**A mission for all.** The District Board and staff are deeply committed to caring for and educating every student and to welcoming Highline parents into the schools. The District relies upon and works diligently to ensure the participation of its diverse community as a core strength for building excellent educational programs to meet the needs of all. The District's mission, which is widely understood and embraced, aims at the preparation of each student for success in continuing study after high school. Secondary school options provide access to comprehensive schools, but also rely on various specialty and small school alternatives to personalize the high school experience and support student achievement. While still in high school, students enjoy considerable access to post-secondary programs at area community colleges.

**Strength and commitment of community and staff.** Despite significant community poverty, Highline levies and bonds pass with high voter approval rates. At the same time, staff members note that a high percentage of HSD employees (several estimated over 70%) reside within the District, and many are longtime residents with a deep understanding of the area. These indicators underscore a pervasive belief in the school community that the District's people -- both staff and residents -- are its essential strength. Bond passage has supported elementary school remodels that provide excellent learning environments and serve as tangible centers of community pride. Board and staff members share a deep passion for working to support students and their families in ways that enrich and multiply educational opportunities.

**Business and community partnerships.** The District has developed and seeks to enhance meaningful business and community partnerships, including the sustained support of Boeing and Alaska Airlines for the District's new Aviation High School facility, scheduled to open in 2013. Numerous strategies are in place to engage parents, work with community agencies and support students and their families as students work toward the knowledge and skills necessary for post-secondary success and effective citizenship.

**Culture of hard work.** The teachers, support staff and administrators dedicate their considerable talents and skills, just as they demonstrate deep commitment, to the mission of the Highline School District. Both employees and community members commented on the strength of staff and how passionately they serve and support students. (One support staff member humbly acknowledged a workload most would consider huge. "Huge?" she questioned. "We all do *huge!* That's just what we do here!") This commitment to service is demonstrated through tenacity, creativity, and an openness to one who will lead with purpose, commitment, integrity and intelligence.

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

**Financial limits.** As the District strives to achieve ambitious goals for student success, it acknowledges the challenges of the economy for its residents and the impact these challenges have upon students. The District is perceived as well managed financially, but must work through continued economic challenges that will require additional program revisions and may result in further choices about which programs can be sustained within the revenue limits of the District.

**Equity through various lenses.** A passion for equity is a clear, strong, widely held value within the Highline School District, buttressed by a school board policy many stakeholders praise -- yet the lenses of various stakeholders show that equity is a complex and sometimes elusive goal. Often, one positive effort creates new challenges that are only compounded in times of scarce resources. For example, as some students in smaller settings receive more intensive programs in language and mathematics, their curriculum narrows to offer significantly less in science, social studies and electives -- a condition viewed by some as understandable, by others as requiring new solutions. Staff in some schools do not have access to professional development essential to their assignments, while those at other schools do. These and other challenges will call for ongoing collaborative analysis, systems planning and thoughtful changes as the District continues to translate vision and values into classroom practices that improve student achievement.

**Instructional systems, structures, tools, and alignment.** The Highline School District serves a complex demographic with high rates of poverty and second-language learners, offers a mixed system of choice and neighborhood schools and wide variance in secondary program focus, size and resources. Thus, the Highline District faces more complex questions related to effective and equitable teaching and learning than many other similar-sized systems. Addressing these questions in the next few years will mean further development of instructional systems, structures and tools for classrooms teachers. In summary, a key challenge for the District is to further translate vision and values into aligned, well implemented systems that reach directly and effectively into all classrooms. Developing and using supportive new means of communication and collaboration with principals and teachers will be an important part of this ongoing effort.

To more effectively reach and impact students, many stakeholders also identify a need for greater diversity in District hiring, with the goal of more nearly reflecting in a quality staff the cultural and life experiences of Highline students and families.

**Facilities.** Another challenge will be the development of long-range plans to finance and upgrade school facilities that still need to be modernized. A strong renovation program has begun and its successes are

evident. A challenge will be to extend this work to schools and other facilities, especially at the secondary level, that have not yet been renovated or rebuilt.

### **Desired Characteristics**

The following characteristics were generally selected by stakeholders in the public survey and were also identified in interviews and focus groups. Respondents want their new superintendent to demonstrate the following characteristics:

1. Listen to and effectively represent the interests and concerns of the whole community, with a special focus on the needs of students.
  - a. Be able to effectively implement a vision for sound educational strategies focused on improved student performance.
  - b. Lead through ethical, open and engaged decision-making processes.
2. Possess a deep appreciation for diversity and equity strategies.
3. Value the importance of a safe, caring school environment for all students.
4. Foster a positive professional climate of mutual trust and respect among faculty, staff and administrators that focuses on engaging the community and closing the achievement gap.
5. Consistently demonstrate visibility in schools at all grade levels and participate in community events.
6. Act to implement a clear vision for exemplary educational services based on a deep understanding of teaching and learning processes, including the role of technology.
7. Demonstrate personal integrity, positive regard for students, staff, faculty and community members.
8. Possess an ability to work effectively with state and local officials and community-based partnerships; mobilize supports to help students succeed in post-secondary education, work and society.
9. Identify, confront and resolve issues and concerns in a timely manner.
10. Know how to manage financial, human resources and facility planning functions in order to sustain the long-term financial health of the District and attract and retain effective personnel.

HYA will use these strengths, challenges and the Board's final listing of desired characteristics to recruit a candidate pool for Board consideration. HYA and its associates cannot promise to find a candidate who possesses all of the characteristics desired by District respondents; however, with the School Board, we intend to meet the challenge of finding an individual with most of the skills and character traits needed to address the aspirations and concerns of Highline School District stakeholders.

We sincerely thank all the participants who attended focus groups meetings or completed the online survey. We found Highline staff and community to be exceptionally thoughtful and caring, and we extend special thanks to those who assisted with our meetings -- in particular, Carla Jackson, Jan May, Catherine Carbone Rogers and Bernadette Reed, all of whom helped us to see that "*Huge* is just what you do!" in the Highline School District.

Respectfully submitted,

Janet Barry, Ed.D  
Brian Benzel, Ph.D

## Consistent Themes

Following are the District strengths, challenges and desired Superintendent characteristics most commonly cited in our interview and focus group experiences September 26, 27, 28, 30 and October 3, 2011. While other perceptions were important in certain stakeholder views, these are the perceptions that most often occurred across groups. To some extent, the items listed here further specify or provide examples of the major ideas presented on pages 2, 3 and 4. All items are listed in alphabetical order by key word -- not in priority order.

### ***Commonly Cited Strengths***

- Accessible, approachable leadership
- Community engagement and communications
- Culture of innovation; willingness to think “outside the box”
- District does not give up on students; people care and go the extra mile
- Diverse portfolio of school types, especially secondary schools
- Environment of openness and honesty; people have a voice
- Equity and cultural competency are strong values
- Focus on preparing students for college, careers and citizenship
- Highline Schools Foundation provides excellent support
- Labor relations are good
- Partnerships with the community strengthen schools
- Stakeholders share passion for eliminating the achievement gap in student performance
- Strong teachers and teacher leadership
- Talented and dedicated faculty, staff and leadership, especially principals
- Voters support Highline schools; levies and bonds pass at high levels

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

- Align curriculum and curriculum support to provide greater clarity for all: district administrators, principals, teachers, parents and students
- Bridge gaps in understanding and collaboration between senior leadership team and building leaders
- Clarify focus; make the District's vision and values operational in sound, practical systems
- Develop a strategic plan that will guide the work of the district
- Examine equity of school choices and ensure that students have appropriate access
- Hire well-qualified faculty, staff and administrators to reflect diversity of student population
- In facilities: develop the case for and sell another bond issue to correct disparities
- In science and social studies: improve curricular support
- Parental involvement should be enriched and further developed
- Increase student success; reduce student dropout rates
- Resource limitations: More support is needed for current program offerings and staffing levels, facilities and support services

### ***Commonly Cited Characteristics Desired in Highline's New Superintendent***

- A clear vision and sense of purpose for educating all children to high standards
- Ability to innovate
- Accessibility; openness to ideas and input from stakeholders
- Decisiveness; respect for opinions of others without fearing to take action
- Educational background (classroom experience, building experience, a proven and relevant track record in educational leadership preferred)
- Excellent communication skills with all members of the District community, especially with diverse communities
- Intelligent risk-taker
- Listening skills
- Political know-how
- Proven financial management skills
- Student-centered leadership
- Systems thinking
- Team-building skills; ability to motivate diverse constituencies to support education; build trust within the District and community
- Transparency in decision-making
- Vision and ability to form and maintain effective partnerships; ability to work with patrons, agencies, local government and others to advocate for educational excellence
- Visionary leadership

# Highline School District

## Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 1,003 stakeholders. More than 40 percent of the respondents were students, about 25 percent were teachers, another 16 percent were support staff, 7 percent were administrators, and the rest were parents and community members. Nineteen of the respondents completed the survey in Spanish and the rest completed the survey in English. Frequencies of response by stakeholder group are shown in the table below.

Stakeholder		
	Frequency	Percent
Administrator	73	7.3
Community Member	30	3.0
Parent	64	6.4
Student	433	43.2
Support Staff	159	15.9
Teacher	244	24.3
Total	1003	100.0

Because the number of respondents varies widely from one stakeholder group to another -- from 433 students (or 43.2 percent of total participants) to 64 parents (6.4% of total) to 30 community members (3% of total respondents) -- we have presented the data in several ways in the tables that follow, offering three different lenses for interpretation:

1. Rank ordering of desired characteristics by all respondents
2. Rank ordering of desired characteristics by non-student respondents to correct for the masking effect that occurs with dramatic variance in group size.
3. Rank ordering by weighted groups to retain all data and correct in another way for the masking effects. By weighting each stakeholder group as equal, this method ensures that stakeholder views (and the similarities and differences among groups) can be noted despite significant differences in group size.

In an effort to make the data most useful to the Board, we have focused on the top 8 of 25 characteristics. While this choice is somewhat arbitrary, it represents the maximum number of characteristics an individual respondent could select.

The eight top-rated characteristics of the District's combined respondents are:

- 1. Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)**
- 2. Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)**
- 3. Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)**
- 4. Be visible throughout the District and actively engaged in community life. (CE)**
- 5. Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)**
- 6. Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)**
- 7. Lead in an encouraging, participatory and team-focused manner. (CC)**
- 8. 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 shown in the tables on pages 10 and 11.

When only adult respondents are considered (page 12), it is interesting to note that seven of the eight top-ranked characteristics remain the same, suggesting important congruence between adult and student views. Non-student respondents included the characteristic "Effectively plan and manage the long-term financial health of the District" in their top rankings, and they ranked slightly lower the characteristic "Identify, confront and resolve issues and concerns in a timely manner."

Two characteristics were cited among the top eight in both presentations, but moved up in rank order when considered by adult respondents only:

- "Foster a positive professional climate of mutual trust and respect among faculty, staff and administrators" moved from third to first position.
- "Have a clear vision of what is required to provide exemplary educational services and implement effective change" moved from sixth to fifth in rank order.

In the weighted presentation on page 13, in which all stakeholder groups are assigned equal weight regardless of size, the characteristic "Effectively plan and manage the long-term financial health of the District" reappears among the top eight. "Identify, confront and resolve issues in a timely manner" drops to #12.

Several key points about staff priorities can be noted:

- Administrators, support staff and teachers share a strong view that their superintendent must foster a positive professional climate of mutual trust and respect within the school community.
- All employee groups agree that their superintendent should possess a clear vision of exemplary educational services and how to implement effective change.

Overall, the distribution of percentages in the Highline survey is approximately the same as in four other school districts for which HYA teams are currently using the same instrument. That is to say, while priorities themselves will vary from district to district, we see in Highline's responses a fairly typical range of agreement and disagreement when respondents are asked to select 8 of 25 possible characteristics.

## Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		<b>Total (1003)</b>	<b>Admin (73)</b>	<b>Comm (30)</b>	<b>Parent (64)</b>	<b>Studnt (433)</b>	<b>SS (159)</b>	<b>Tchr (244)</b>
<b>1</b>	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	<b>46%</b>	27%	50%	55%	48%	45%	46%
<b>2</b>	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	<b>37%</b>	41%	23%	42%	34%	29%	48%
<b>3</b>	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	<b>35%</b>	51%	23%	28%	18%	50%	53%
<b>4</b>	Be visible throughout the District and actively engaged in community life. (CE)	<b>34%</b>	30%	30%	34%	30%	42%	39%
<b>5</b>	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	<b>33%</b>	25%	23%	33%	32%	21%	46%
<b>6</b>	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	<b>32%</b>	55%	27%	23%	26%	37%	34%
<b>7</b>	Lead in an encouraging, participatory, and team-focused manner. (CC)	<b>31%</b>	30%	27%	27%	31%	26%	34%
<b>8</b>	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	<b>30%</b>	26%	10%	23%	33%	35%	27%
<b>9</b>	Effectively plan and manage the long-term financial health of the District. (M)	<b>29%</b>	29%	20%	25%	24%	39%	34%
<b>10</b>	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	<b>26%</b>	25%	20%	23%	25%	32%	27%
<b>11</b>	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	<b>26%</b>	21%	27%	25%	27%	27%	27%
<b>12</b>	Promote high expectations for all students and personnel. (VV)	<b>26%</b>	30%	27%	27%	26%	30%	23%
<b>13</b>	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	<b>25%</b>	29%	47%	25%	31%	15%	18%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
------------	-------------------------------	------------------------------------	---------------------------------	--	----------------------

## Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		<b>Total (1003)</b>	<b>Admin (73)</b>	<b>Comm (30)</b>	<b>Parent (64)</b>	<b>Studnt (433)</b>	<b>SS (159)</b>	<b>Tchr (244)</b>
<b>14</b>	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	<b>25%</b>	30%	37%	20%	23%	21%	30%
<b>15</b>	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	<b>25%</b>	34%	10%	16%	30%	23%	20%
<b>16</b>	Seek a high level of engagement with principals and other school-site leaders. (CC)	<b>24%</b>	47%	10%	30%	26%	16%	19%
<b>17</b>	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	<b>24%</b>	22%	23%	23%	31%	23%	14%
<b>18</b>	Strive for continuous improvement in all areas of the District. (VV)	<b>24%</b>	19%	10%	16%	29%	31%	16%
<b>19</b>	Maintain positive and collaborative working relationships with the school board and its members. (CE)	<b>21%</b>	16%	0%	13%	32%	18%	11%
<b>20</b>	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	<b>21%</b>	14%	10%	20%	23%	26%	16%
<b>21</b>	Involve appropriate stakeholders in the decision-making process. (CC)	<b>19%</b>	33%	43%	19%	12%	23%	23%
<b>22</b>	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	<b>19%</b>	30%	13%	19%	15%	14%	25%
<b>23</b>	Be an effective manager of the District's day-to-day operations. (M)	<b>19%</b>	11%	10%	19%	23%	23%	12%
<b>24</b>	Act in accordance with the District's mission, vision, and core beliefs. (VV)	<b>16%</b>	18%	10%	13%	18%	23%	11%
<b>25</b>	Utilize student achievement data to drive the District's instructional decision-making. (IL)	<b>14%</b>	29%	3%	23%	13%	12%	12%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
------------	-------------------------------	------------------------------------	---------------------------------	--	----------------------

## Percentage of Non-Students Who Selected Each Item (N=570)

1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	48%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	44%
3	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	40%
4	Be visible throughout the District and actively engaged in community life. (CE)	38%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	36%
6	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	34%
7	Effectively plan and manage the long-term financial health of the District. (M)	33%
8	Lead in an encouraging, participatory, and team-focused manner. (CC)	30%
9	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	28%
10	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	27%
11	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	27%
12	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	26%
13	Promote high expectations for all students and personnel. (VV)	26%
14	Involve appropriate stakeholders in the decision-making process. (CC)	25%
15	Seek a high level of engagement with principals and other school-site leaders. (CC)	22%
16	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	22%
17	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	22%
18	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	21%
19	Strive for continuous improvement in all areas of the District. (VV)	20%
20	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	19%
21	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	19%
22	Be an effective manager of the District's day-to-day operations. (M)	16%
23	Act in accordance with the District's mission, vision, and core beliefs. (VV)	15%
24	Utilize student achievement data to drive the District's instructional decision-making. (IL)	15%
25	Maintain positive and collaborative working relationships with the school board and its members. (CE)	13%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M- Management</b>
------------	-------------------------------	------------------------------------	---------------------------------	--	----------------------

## Weighted Percentage of Respondents Who Selected Each Item (N=1003)

1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	45%
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	37%
3	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments. (VV)	36%
4	Be visible throughout the District and actively engaged in community life. (CE)	34%
5	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	34%
6	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	30%
7	Lead in an encouraging, participatory, and team-focused manner. (CC)	29%
8	Effectively plan and manage the long-term financial health of the District. (M)	28%
9	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	28%
10	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	27%
11	Promote high expectations for all students and personnel. (VV)	27%
12	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	26%
13	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	26%
14	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	26%
15	Involve appropriate stakeholders in the decision-making process. (CC)	26%
16	Seek a high level of engagement with principals and other school-site leaders. (CC)	24%
17	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	23%
18	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	22%
19	Strive for continuous improvement in all areas of the District. (VV)	20%
20	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	19%
21	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	18%
22	Be an effective manager of the District's day-to-day operations. (M)	16%
23	Utilize student achievement data to drive the District's instructional decision-making. (IL)	16%
24	Act in accordance with the District's mission, vision, and core beliefs. (VV)	15%
25	Maintain positive and collaborative working relationships with the school board and its members. (CE)	15%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
-----	--------------------	-----------------------------	--------------------------	-----------------------------------	---------------

# Comments from Interviews and Focus Group Meetings

September 26, 27, 30 and October 3, 2011

Listed in alphabetical order

Multiple comments noted with “/”

## BOARD OF DIRECTORS (5)

### *District Strengths*

- Aviation High School
- Capable board with a collective vision focused on all students ///
- Capable management during financial stress
- Communication with the community
- Community partnerships
- Comprehensive high schools
- District values community engagement
- Elementary math curriculum adoption
- Environment where people can be open and honest
- Great staff /
- International Baccalaureate program
- People are supportive of each other //
- Positive Behavior Intervention System
- Positive working relationship with employee organizations /
- Puget Sound Skills Center
- Slow but steady academic success to close achievement gap and reduce dropouts /
- Small schools to focus on students in a variety of ways
- Strong commitment to equity policy //
- Talented leadership
- Transparency in decision making

### *Challenges/Concerns/Issues*

- Academic achievement and instructional needs require attention /
- Building the partnership with the entire school district population //
- Community's rate of accepting change
- Courageous conversations are needed to face brutal facts /
- Create and sustain a clear course of action through a workable strategic plan/
- Curriculum review and update to align with student expectations
- Facility equity needs action
- Hiring diverse faculty and staff
- How do we sustain improved academic achievement on multiple fronts?//
- Increase risk taking and innovation
- Institutional racism still exists
- Low graduation rates for special education students
- Low math and science performance /
- Parental involvement and engagement //
- Refine work with small high schools

- Security within the schools needs attention
- Use the best ways to solve problems

### ***Desired Characteristics***

- Ability to make tough decisions
- Ability to say “no” when needed /
- Accessibility to stakeholders /
- Be “the leader” and make decisions that are necessary//
- Build on current strengths
- Caring and compassionate
- Commit to Highline for a reasonable length of time
- Communicator with integrity about strengths and weaknesses
- Diplomatic
- Educational background and experience/
- Financial management knowledge
- Follow-through on commitments
- Good negotiator
- High energy person
- Honesty
- Humble
- Innovator
- Listener
- Motivator of people
- One who has lived the experience of our minority populations; possibly one with second language and/or second culture experience
- Respectful in all relationships /
- Respectful of the district’s history
- Team builder
- Understand the equity agenda and committed to social justice//
- Visionary person related to the whole K-12 scene/
- Willing to take calculated risks

## **BUILDING ADMINISTRATORS (20 principals)**

### ***Strengths***

- Autonomy at the school level
- Challenge program for gifted students at the elementary level
- Coherence of elementary curriculum
- Community partnerships //
- Cultural competency and more – purposeful approach to diversity
- Desire for greater consistency in approach throughout the district
- Dynamic people who are strong leaders in buildings; some at ERAC //
- Good support for Career and Technical Education (CTE)
- Great respect and regard for the population of the district ///
- Highline Citizens for Schools ///

- Highline Schools Foundation ////
- Mission focused on teaching and learning: college, career and citizenship
- Positive labor relations //
- Significant effort and energy devoted to community-building and engagement /
- Teacher involvement in the development of curriculum
- Unified around the Five Values: Math K-12, Literacy K-12, PBIS, RTI, and Instructional Frameworks
- Voter support of bonds and levies ///
- We “do whatever it takes” because “all means all” ////
- Willingness to support innovation and risk-taking (e.g. small schools initiative) //

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

- Accountability scorecard is given to principals without input from them or their teaching staff – it often is not understood and little support is provided to implement what is needed to reach the goals
- Central administration lacks a vision of the whole which leads to confusing variance in senior leadership ////
- Curriculum lacks the rigor needed for students to really succeed
- Differing expectations among District level leaders about what should be covered by school-level budgets
- Disparity in facilities ///
- District office does not understand needs at the school level regarding the implementation of the program and services they create; principals not consulted ////
- Equity lens needs clarity; focus on real learning, not just a test score ///
- Human Resources department lax in communication and explanation of practices with principals ////
- Inconsistency of gifted program options at the Middle School and High School levels
- Information is not shared in a meaningful way to help the organization move forward ////
- Insufficient and inequitable deployment of technology //
- Lack of common set of expectations and operating procedures by Executive Directors who supervise principals ///
- Lack of consistency with instructional goals //
- Lack of broad-based professional development in critical areas /
- Concern for all, but too little actual focus on improving academic achievement throughout the District ///
- Lines of authority are often unclear ///
- Literacy curriculum includes no direct instruction component ///
- Need deliberate decisions, transparent process and follow-through to build trust ///
- Need for outside subject area experts to assist HSD teachers in curriculum development /
- Oversight of the budget needs to be improved; uncertainty about expenditure choices and rationale
- Poor maintenance of school grounds
- Power and territory issues among departments at the District Office result in mixed signals, conflicting directions and loss of trust ////
- Principals are not involved in curriculum development, instructional improvement efforts, and professional development because the Teaching and Learning Department bypasses them and works directly with teachers ////

- Some ERAC are not viewed as supportive to the schools ///
- Some senior leadership have little or no building management experience; they are disconnected from building level leadership //
- Standards for literacy program need to be aligned with practical approaches – current Literacy curriculum too difficult for new teachers to implement //
- Union leadership exercises authority in areas outside of their responsibility

### ***Desired Characteristics***

- A really smart person /
- Ability to work with union without giving up authority /
- Authentic
- Collaborative, inclusive leader
- Decisive leader who can move the district forward /
- Experienced K-12 educator and administrator ///
- Innovative
- Inspirational
- Knows instruction
- Listener///
- Possesses a sense of urgency
- Service orientation to the work of schools
- Student-centered courage
- Systems thinker ///
- Team builder – at the district office and between the district office and the building administrators //
- Values and engages principals //
- Visible in the schools and community
- Vision for the District and where it can go
- Visionary with knowledge of school-based impacts //
- Willing and able to make staff changes where needed
- Works shoulder-to-shoulder with us; values staff

## **CENTRAL ADMINISTRATORS (9)**

### ***District Strengths***

- Accountability measures (literacy, math, RTI)
- Community has vested interest in schools. Schools unify the community. This is part of culture.
- Coordinated school health and social services
- Culture of innovation (small high schools, technology, etc.)
- Employee accountability re: leaves of absence, evaluations, etc.
- Equity planning through new Board policy, adopted 2010-11 /
- Good leadership and real challenges
- Our leader has been approachable, accessible. Not a figurehead //
- Principals are superb
- Respect for diversity

- Social workers on staff are real assets
- Unique programs and services work well for students

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

- "Have" and "have not" schools. Some have strong structures in place to achieve equity; some don't /
- Enhance supervisory skills of managers and evaluation systems
- Facilities are not equitable /
- Lack of clarity about who speaks for the district leads to uncertainty about how problems will be addressed /
- Lack of real cohesiveness between instructional staff and support staff (certificated and classified) /
- Leadership needed from superintendent in order to bridge gap between certificated and classified; support staff often left out of "team"
- Need leadership to increase equity -- both belief and practice
- Need to understand cultural diversity in a deep way. Not mere "cultural competency." We need authentic leadership on this.
- Need well-qualified diverse staffing; students need to see this
- Pay attention to support systems, e.g. payroll issues
- Resources are a challenge; financial crisis //
- Senior leadership is reluctant to confront issues. Problems linger and retard progress. /
- Someone who can lead and teach for confronting and addressing problems. Develop metrics.
- Staff needs to become more confident in District "system" to develop the ability to put shared values into operation
- Staff wants genuineness; direct interaction with staff is needed

### ***Desired Characteristics***

- Ability to respond to the shifting landscape of external accountability without being reactive
- Able to negotiate processes
- Able to take vision deeper by being aware of details and their impacts; practical, aware of needs "on the ground" /
- Articulate (to a wide variety of audiences) /
- Attentive to the issue of reluctant community members and limited input
- Authentic leader with a real track record that will add value for Highline
- Build trust to get below surface conversations
- Charisma and people skills (must inspire and engender trust) /
- Comfortable with conflict and talented at conflict resolution /
- Connected to the content work //
- Educational background /
- Effective change agent
- Financial know-how
- Integrity; what the person says and does must be aligned /
- Interested in and knowledgeable about the technological needs of district
- Know how to dig and find things out
- Make hard decisions, even if they sometimes hurt /
- Recognize and address underlying problems (even at the highest levels)
- Someone really smart! Not threatened by other really smart people /

- Vision beyond where we are now /
- Well vetted
- Work effectively on union issues, contracts

## **COMMUNITY (5 business and community organization leaders)**

### ***District Strengths***

- A culturally rich and diverse school system. We have developed many ways to embrace this. We have so many success stories!
- A strength is the community itself, working with the district; also, its willingness to partner
- A creative district that knows how to use the community to support education
- Alignment of services with needs of community is excellent; focus on "cradle to career"
- Creative, out of the box thinking; the district has created many different paths to success
- Excellent communications with cities and the broader community; groups and agencies are very involved
- The District is doing a good job with labor issues

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

- Communication to the community must make clear the high expectations we hold for all kids
- District must be more culturally competent and responsive. Too many Somali children are placed in Special Education because of their cultural behaviors.
- Dropout prevention and recovery
- Elementary STEM needs attention; focusing only on high school STEM is too late
- Future bond issues will require thoughtful guidance because taxpayers are getting saturated; Port is tax exempt .
- Labor issues: the District needs to work with unions in new ways, especially in these difficult economic times.
- Not just college entrance as a goal -- but *true college readiness*. Our children should enter college without having to take remedial courses.
- Perception of uneven quality of HSD schools. Not all schools are great. The lower income areas don't get the same quality. We need someone brave enough to do something about it!
- The issue of poverty vs. affluent populations. We serve the whole gamut. The district needs to ensure that enriched programs show diversity -- that minorities have access to those programs.
- What does success look like for all kids -- i.e., the importance of attendance. Families need a clear understanding of what it takes to succeed in school.

### ***Desired Characteristics***

- Inclusiveness
- Someone smart! Able to manage complexity
- Effective communications with all stakeholders
- Ability to help others lead. This is a talented staff that should be truly empowered and developed
- Holistic vision. Educating the whole child. John had this. It means recognizing that children need dental care, meals, access to technology in addition to basic instruction

- We want to see a strong record of developing, attracting and keeping quality principals
- The ability to understand and preserve a positive culture.
- Entrepreneurial strengths. Someone unafraid to take risks
- Kids before politics. We do not want a "politician" who takes eyes off the needs of kids
- An authentic leader; someone who really cares
- Someone who relates to and encourages the next generation of leaders among staff
- A leader's instructional strengths may vary depending upon the District's current strengths, but Highline would not be well served if the Superintendent did not have reform in mind
- Priority on drawing people of color and young people into the school system to work
- Diversity in leadership and on front lines is needed beyond the white middle class experience.

## **FACULTY (22 certificated staff, including specialists, all grade levels)**

### ***District Strengths***

- Ability to work through natural tensions; dedicated and resilient staff
- Broad portfolio of schools (4 large comprehensive high schools, 2 include smaller campuses, 5 schools of choice, 2 inter-local agreements, skills center)
- Community partnerships are strong
- Elementary facilities updated
- Finances are well managed
- For the most part, teachers have good relationships with central administration /
- Highline Interim Placement (HIP) for suspended students
- Language arts and math -- strong curriculum., but science or social studies are weak /
- People have a voice here. Culture is open. District not too big. /
- Perceptual data from parents and kids
- Resources; smaller schools don't always have resources like larger ones /
- School board is open
- Shared philosophy
- Strong staff. Teachers seem very dedicated at every elementary level
- Student data available (Healthy Youth Survey)

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

- Collaboration is not yet a natural part of teacher culture; it is "hit or miss" //
- Development of new teacher evaluation process as required by law
- Facilities and Security Services should be more responsive; now seem inconsistent
- Family engagement is good, but we can do more/
- High school facility needs are significant
- IT people exercise rigid controls; dialog and flexibility would help
- Library programs have been drastically reduced; needs are only marginally met
- Maintenance and repair issues are a problem
- Post-secondary education goal should not mean "college" for all
- Some in leadership do not seem to value teacher voice
- Some see the union as "the problem"
- Special education access at all schools is an issue

### ***Desired Characteristics***

- A trust builder who assumes positive intention
- Able to make decisions; be decisive /
- Approachable demeanor /
- Availability
- Business experience is a plus (if it complements a foundation in education)
- Engaged in community
- Experience in education essential, including classroom experience/
- Honesty, integrity and a strong hand on the helm
- Lead by example
- Model and develop systems for collaboration /
- Must be visible in schools /
- One who actively seeks feedback
- Openness to new ideas
- Possess critical thinking skills
- Solid listener
- Strong vision for the schools; more focus and clarity

## **SENIOR LEADERSHIP TEAM (11)**

### ***Strengths***

- Accessible people
- Balance big picture and vision with accountability
- Collaboration with others in the community (e.g. White Center Promise, Community Schools Collaboration)
- Commitment to equity /
- Community engagement
- Diversity is our strength
- Family Center support for newcomers
- Focus on instructional leadership
- High percentage of staff who live in the district (70%+)
- Incorporation of technology into instructional strategies
- Innovative programs for secondary students
- Levy passage rate in tough financial times /
- Multiple pathways to success for students
- Preparation of students for post-secondary learning
- Quality school renovation experience (need more because equity is an issue)
- Quality teachers and principals
- Results in math performance by students, especially elementary schools
- Secondary school completion options
- Small high schools implementation work
- Strong relationship with HEA
- We never give up on our students!

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

- Achievement gap is more than test scores; struggle to reduce performance variance; progress is slow
- Bring people together around the schools to avoid resource wars; equity versus equality; help people see the system
- Deferred maintenance on school facilities (approaching \$150 million)
- How to sustain small school and enriched certificated staffing in the face of serious state level funding shortage
- Internal collaboration should be stronger
- Resources are scarce and declining
- Small school facilities are sometimes limiting; equity in facilities will be difficult to achieve
- Small schools model carries 50-70 more staff than regular model. How to sustain this with shrinking resources? What are "other" costs?
- Neighborhood school policy: small margin of choice for students
- Staff diversity does not reflect the community or the student demographics
- The national anti-union mood and how it will affect labor and community relations
- The next bond issue to address another round of school facility improvements in a challenging financial environment; need to focus on secondary schools and some elementary schools
- Working to address teacher evaluation system changes

### ***Desired Characteristics***

- Approachable leader
- Cheerleader; able to sell bonds and talk instructional strategies as needed
- Collaborative with all staff
- Communicates well; connects with people, especially in a diverse environment
- Connects people to the vision
- Decisive
- Demonstrated ability to lead learning
- Educator desirable
- Equity at the forefront of her/his awareness //
- Evidence based orientation
- Global view towards the educational program; educate all aspects of the person
- Hold people accountable for results; don't just give us "Northwest Nice"!
- Inspires others to follow; "gets it"
- Knowledge of diversity issues
- Politically astute
- Proper level of impatience in leading change
- Risk-taker to improve student outcomes
- Students at the center
- Transparent decision-maker

## **PARENTS (17 parents and 30 staff)**

### ***Strengths***

- After School programming //
- AYP requirements are being addressed
- Challenge Program /
- Communication approaches and community engagement
- Counselors
- Dual language program /
- Excellent job focusing resources for college-bound students
- Focus on ELL needs //
- Focus on college and careers
- Good curriculum planning
- Great teachers and staff ///
- Integrating families into community
- Looking ahead and staying ahead of the curve
- Measures of student progress
- Parental support services
- Partnerships with community organizations //
- Philosophy is to “lift everyone up”
- Principals
- Specialists are employed in key subject areas
- Student recognition efforts
- Schools are great
- Summer school program
- Support services for student
- Teachers really help students with special needs
- Valuing diversity ////
- Variety of high school programs ///

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

- Academic focus needs to be enhanced
- Access to superintendent by all stakeholders
- Addressing underperforming staff members
- Assistance with parents learning English
- Avenues for parental voice to be heard
- Bullying issues and behaviors ////
- CBO funding
- Challenging gifted and talented students
- Children are promoted without the needed skills to be successful in the next grade level
- Class sizes are too big /

- Dual language program causes divisions (Spanish v. others)
- Early intervention programs
- Increasing parental engagement through parent education //
- Increasing sport options
- Involve parents with students when they are being recognized
- LGBT bullying
- Loss of Home Economics and Shop programs
- Math curriculum
- More rigor needed for all students
- Need for dual language programs in more languages
- Need for greater consistency among the schools //
- Need to create more programs and choices for non-college bound students
- Need to explain Title I and II to parents
- Parental engagement ///
- Respect needs to be improved
- Screening process for parental volunteers takes too long and is too difficult //
- Services for students who are having difficulty
- Staff needs to be sensitive to cultural differences //
- Students should wear uniforms
- Summer school and after school programs should be expanded

***Desired Characteristics***

- Acceptance of differences
- Accessible to everyone
- Awareness that he/she is responsible for producing the future
- Balances support for students, staff, parents, and community
- Belief in equity /
- Believes in a bottom-up approach
- Builds relationships with each community
- Capable of passing a citizenship test
- Celebrates good teachers
- Critical thinker
- Culturally sensitive //
- Emotional intelligence
- Engaged in the community ///
- Gets to know staff
- Good listener //
- Helps teachers who need to improve
- Holds leaders and staff accountable
- Instructional leader
- Lives in community
- Moral clarity
- Open door policy

- Passion for Highline
- Sense of humor
- Strategic thinker
- Understanding of and experience in a multi-cultural community
- Visible in the schools//

## **STUDENTS (5 + 8 staff members)**

### ***Strengths***

- Everyone gives it their all!
- Football games
- Good teachers who provide explanations and extra help
- High School Running Start program
- School spirit and activities
- Wide range of experiences offered

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

- Budget
- Choice program is a good idea but does not work because most requests are denied
- Class sizes are too big
- Expense of buying books for Running Start Program
- Illogical consequences for some problems – having to wait in line at the office when you are tardy for class – this makes you miss more class time
- Inequity between the schools regarding facilities, programs, and rules
- Kindergarten should be full day at all schools
- Some schools lack school spirit
- Supply list of items needed for class is expensive and out of the reach of many families
- Teachers need to pay more attention to the needs of students

### ***Desired Characteristics***

- Able to get parents involved
- Able to take control and make decisions
- Caring
- Comfortable interacting with all stakeholders
- Does not waste resources
- Excited; like what they are doing
- Fair
- Firm
- Knowledgeable about the community
- Respectful
- Seeks out funding
- Supportive; nice

## **SUPPORT STAFF (4)**

### ***Strengths***

- Aviation High School
- Communication within the District is improving
- People really care and are willing to go the extra mile
- Quality of staff
- Skill Center programs /
- Special services; high quality program for deaf and hard of hearing
- Working to build a sense of team
- Hard working, dedicated staff who care about kids, learning and families
- Bonds and e-rate to support acquisition of technology /

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

- Budget and finances
- Clear lines of authority and responsibility are needed; the organization chart is a moving target
- Communication still needs to be improved greatly
- Competition among departments at district office for power and authority
- Diversity in the District
- Dysfunctional communication between buildings and district administrators
- Greater staff involvement in decision-making
- How to promote the levy and bond to the diverse community
- Need for long-range technology plan
- Political correctness sometimes gets in the way
- Professional development needed for instructional technology
- Seeking funding outside of state and local sources
- Staff diversity does not match the student population
- Workload for everyone is huge

### ***Desired Characteristics***

- Action-oriented
- Approachable and available
- Business savvy
- Clear vision and the know-how to get us there
- Communication skills; must move beyond the “don’t offend anyone” approach to tackle hard issues
- Compassion
- Consensus builder, but one who does not let the process bog down the decision
- Courageous, clear-minded and focused with staff
- Decisive; willing to take responsibility

- Experience with and support of “Small School Approach”
- Inclusive
- Interest in and commitment to technology
- Political skills
- Supportive of career/college/citizenship Focus
- Value the work and effort that has already been invested before change is implemented

## **DRAFT FOR BOARD DISCUSSION**

### **Highline School District 401**

### **Superintendent of Schools**

### **Desired Characteristics**

*The Highline School Board has received and interpreted input from Board members, staff, parents, community and students through focus groups, interviews, and an online survey offered to the full District community. Based on this input, the Highline School District Board of Directors seeks a strong educational leader as its next Superintendent of Schools, able to assume the superintendency July 1, 2012. The Board seeks a leader who:*

- Listens carefully and effectively represents the interests and concerns of the whole community with a special focus on student needs. Comes to this challenge with a deep appreciation for diversity and strategies to achieve equity for all students.
- Implements a clear vision for exemplary educational services based on a deep understanding of teaching and learning processes, including the role of technology.
- Acts collaboratively to lead the continued development of aligned systems, structures and educational strategies to achieve clear, positive impacts on teaching, learning and student success.
- Fosters a positive professional climate of mutual trust and respect among faculty, staff and administrators. Leads ethical, open, and inclusive decision-making processes toward this end.
- Values the importance of a safe, caring school environment for all students.
- Is consistently visible in schools at all grade levels and actively participates in community life.
- Works effectively with state and local officials and develops community and business partnerships to support student success in post-secondary education, work and society.
- Demonstrates personal integrity and positive regard for students, staff, faculty and community members.
- Is decisive, clear and action-oriented while respecting diverse views and perspectives; identifies, confronts and resolves issues and concerns in a timely manner.
- Takes intelligent risks that include innovative strategies to enhance student learning.
- Manages financial, human and physical resources to sustain the long-term financial health of the District and attract and retain effective personnel.

With regard to leadership experience and accomplishments, the successful candidate will:

- Demonstrate progressively responsible leadership roles in public schools. Experience as a classroom teacher and principal is highly desirable.
- Possess at least a Masters degree in one or more areas of relevant study. A Ph.D. or Ed.D. is desirable.
- Possess a valid Superintendent credential in the State of Washington or be eligible to obtain appropriate state certification.
- Bilingual skills, while not required, will be a valuable working asset.

HAZARD, YOUNG, ATTEA & ASSOCIATES

# APPENDIX

---

## Leadership Profile Report for the Highline School District

**Additional Comments from Participants in the Online Survey  
September 20 - October 9, 2011**

10/24/2011

**Stakeholder Group**      **Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.**

Administrator	1) The ability to evaluate and implement data driven decisions in a timely manner. 2) The ability to conduct "tough" conversations around individual accountability, goals and objectives. 3) Ethical, fair and consistent in the administration of pay practices for administrative staff. 4)
Administrator	a good superintendent
Administrator	A superintendent who acknowledges the work of the classified, support staff and is friendly to all would be my ideal candidate. Obviously, knowledge and experience in the educational leadership field is a must.
Administrator	A systems thinker and doer, someone not afraid to take on the organizational structure of the district which appears top heavy at ERAC, someone who understands the role of athletics, career and technical education - someone who has been a principal - preferably a high school principal with accurate empathy of building administrators - a good listener, will be out and about in schools- is charismatic, has a great sense of humor - open door practice - not so "layered" at the district office
Administrator	Acknowledge the good works from every deserving employee regardless of their position.
Administrator	An ability to be courageous to make decisions that may not always be favorable but always keeps our students' best interest in mind. A true understanding and perspective of what approaching the work with an equity stance means in day-to-day operations, instruction and staffing.
Administrator	Be a good listener and know his/ her strengths and weaknesses.
Administrator	focus on learning know what happens in school buildings have educational experience have a clearly articulated vision
Administrator	Have a strong vision for not only where we are going but also how to get there. This means strong financial and human management skills to focus resources on areas where the district needs to grow. For example, Tier 3 RTI strategies.
Administrator	Holding district people accountable to knowing what is happening in the schools. There is a leadership gap - schools are isolated - district leadership initiatives don't seem to be woven into the day to day work at schools.
Administrator	I believe the new supt needs to be a resident or nearby and have strong local history with the district to truly understand the students and families who live here.
Administrator	I believe a Superintendent needs to stay connected to the building leaders.
Administrator	I believe Highline is in a somewhat unique position to shift more leadership to building leaders and transition the district's role to one of convening and forwarding the work of schools rather than leading it. That said, I believe we need a superintendent who can make this transition while maintaining consistency of district core values and messaging so that we increase the sense of autonomy in building leadership while simultaneously increasing accountability to shared principles such as equity, high expectations for all, the importance of relevance in curriculum and instruction, and diverse participation in leadership.
Administrator	I believe our superintendent should be familiar with the Washington State 'Way'- our legislatures and support people in OSPI to hit the ground running so to say. I would like to continue the path HSD is on working our initiatives and continuing to look for ways to involve the community and all stakeholders.
Administrator	I believe that it is necessary to have a balance of credibility with decision making as well as being an approachable leader who takes others viewpoints into account when making decisions.
Administrator	I believe that principals are critical to the overall effectiveness of school outcomes and success. I would like to work with a superintendent that values principals; their knowledge, skills and voice.
Administrator	I would like to see a sup more connected to TLL interaction as well as be more visible to content specialist and supervisors
Administrator	I would like to see a superintendent that treats all departments with respect and makes them all feel like a part of the team. Visit all sites, not just schools and get to know employees.
Administrator	I would prefer that the superintendent come from an educational background vs. business. He or she should have respectful, positive relationships with each of our diverse community groups. He or she should have an awareness of special education students, staff and parent groups. I want someone with a healthy sense of humor.
Administrator	In addition to the qualifications listed on the previous page, I think the new superintendent needs to be committed to a system-level effort to make regular school and district operations accessible to non-

	English speakers. This includes allocating more resources to get more documents (ie: handbooks) translated, more interpreters available in buildings and for events, etc. The district has improved tremendously in this area but we still have a long way to go in order to best serve the families who are sending their students to Highline schools.
Administrator	It is important to remember that not all academic achievement is related to curriculum and teachers only. Our students with high needs in cultural, social and health needs will not succeed without adequate professionally proficient support staff in place. Support staff bring resources that make it happen or not happen if they are not at the table for decisions.
Administrator	It is vital that the new superintendent be a person who has a clear and concise management structure. One who does not defer issues but addresses them head on. Also, it is vital to move this district that the new leader be one who will bluntly question the traditions of Highline schools and compel staff to think anew.
Administrator	It's time for a superintendent that represents the ethnic and cultural diversity of the community and if he/she speaks Spanish, all the better.
Administrator	Knowledge and understanding of special education; ELL; and the other "downstairs" folks. Clearly communicate the decisions in SLT as appropriate to stakeholders.
Administrator	Needs to be able to teach a lesson in a classroom (walk the walk) Needs to communicate very clearly with principals, aligning priorities, and keeping deliverable goals to best-practice numbers (implement 3 broad initiatives maximum in one year, for example) Should have some HR background to truly understand the nuts and bolts of Highline HR issues and as a good lens for teacher-staff-admin relations Needs to refocus the district to be about the actual teaching and learning, not just about broad themes related to classrooms.
Administrator	Open door for communication, one who does not rely on a mouthpiece to speak for him/herself. Does not rely solely on SLT members for information related to direction, purchases or alignment of activities; rather, seeks to facilitate his/her own understanding and formulates a decision based on the collective knowledge.
Administrator	Our district needs dynamic leadership. We need a leader that inspires, recognizes the dedication of leaders and teachers, and a person that others want to follow.
Administrator	Our new Superintendent should be passionate about and unafraid of addressing the achievement gap in our district. It is one thing to "believe" we are about making sure each student has a path to success. It is quite another to perpetuate the constant inequality and lack of opportunities for achievement in our community. This person must be politically savvy and ready to lead with gusto. This person must have the skills and passion to be a visionary, challenge the status quo and make really tough decisions about what is (and what isn't) good enough. This person must be ready to ask the tough questions and truly hold people accountable for their responses (in words and actions).
Administrator	Previous experience as an educator- particularly as a teacher and administrator- incredibly important. Ability to address issues, ie, not afraid of conflict or conflict resolution. Also, clear vision for instructional improvement and experience with large change processes. Ability to set high expectations for central office department leaders to manage their people with service to schools as the driver AND to work well together. While this new person needs to focus on the classroom and community, there are layers of dysfunction at the district level that severely hinder leadership and progress in the schools. I would want them to focus on their ERAC staff as well as the schools- particularly HR and Technology. Experience working with teachers' unions. Finally, clear messaging that is aligned to all stake-holders and does not change mid-stream, particularly on instructional initiatives.
Administrator	Sees primary responsibility as academic improvement. Solid instructional leadership background and skills
Administrator	Selecting a superintendent with a clear focused vision- and who is visible in the buildings as much as possible are important.
Administrator	Someone who understand systems at all levels to ensure that support for buildings are top priority.
Administrator	Strong communicator who listens to all stakeholders and is responsive, Instructional sound and focus on student achievement with support to schools, promote central office to be in support of schools/principals, systems thinker who will change ineffective departments, K-12 experience as an educator, hire quality principals and administrators with experience as administrators in k-12 schools
Administrator	Strong knowledge of the district and our unique challenges. Good working relationship with all employees.
Administrator	The ability to put public education first before the politics of cities, other jurisdictions, interest groups and special interest advocates. The District's budget is for education first there are no discretionary funds.

Administrator	The list on the first page was comprehensive! Someone with good people skills and is down to earth, along with having the sharp skills and intelligence needed for the position - would be great.
Administrator	The superintendent must be able to engage with families and staff in an authentic way.
Administrator	The Superintendent MUST be an educator and understand what that means. To me this means having a background in curriculum and instruction and knowing what that is and how to implement it in to classrooms.
Administrator	The superintendent should be transparent, encouraging, focused on student achievement, and authentic (not afraid to show human emotions). The person will need to ensure the leadership team is cohesive, high-functioning, and respectful. No game-playing. Positive relationships with the staff, students, parents, board, and community are all important.
Administrator	This person does not have to have a deep understanding of instruction, but, does need to be skilled at surrounding self with experts and work closely with administrators as they are the ones implementing the work.
Administrator	Willing to let go of typical roles. We need to re-work how the district administrators collaborate with schools as it is often ineffective. While the district senior leaders seem to have strong visions of shared decision making with school leaders, those directly below the district senior leaders often do not. Human Resources, in particular needs to shift its priorities.
Administrator	Que tenga una vision del valor de bilinguismo
Community NonParent	Actually present @ community events. Ensures good relations with community partners
Community NonParent	An effective and successful superintendent will be connected with those people who make things happen on a daily basis. He/She will make decisions based on actual knowledge of what goes on in classrooms before, during and after classes, and be connected to the Staff, Students and Families in those communities. He/She will also insist that Principals do the same, and have everyone speak more "truth" and less "administrator", and LISTEN and take responsibility. And, He/She will make school a fun place again, with time for celebration, field trips and families.
Community NonParent	As a tax payer, I would like to see less emphasis on administrators and the bureaucracy and more attention paid to the real activity of schools. Please decrease the waste at the administrative level. Teachers are not bankrupting districts, administrative costs are.
Community NonParent	Good listener, smart, has a vision of how to serve the whole child.
Community NonParent	Highline needs a leader not a manager.
Community NonParent	I am an ex-25-year-employee of the district. I saw money spent on too many administrators who seemed to provide nothing or very little to the district. There should be a goal with this question for all administrators. How much do you provide to the district and how meaningful is it?
Community NonParent	I think the leader of any business/organization needs to have a specific vision for the future and not be deterred from that vision by the day-to-day operations of the company. Assume you have hired good employees and managers who will keep things moving along and report to you if something is amiss. And this may not be the right venue for this opinion, but I think someone in the district needs to take an assessment of all of the families in district boundaries who do not send their children to district schools. Why is that? Find out why and then try and assuage their concerns or fix whatever problem they see. The best thing, in my opinion, that this district has done is open Aviation High School. Why not more magnet schools? I'm pretty certain that the "small schools" are not having the wanted outcomes that were originally anticipated. If they were, then all the high schools would be small schools and we'd see lots of articles about their success. But, a performing arts school? A technology school? A community missions school? These schools would bring in community support and, I think, would be very successful. I'm tired of having to think about test scores and the lowest performing students. Let's spend a little time thinking of all the energy and ideas that the average high school student has and how we can capture that in a positive way.
Community NonParent	I would like to see this person visit all schools, not just middle and high schools
Community NonParent	It would benefit all of our communities if the Superintendent's philosophy embraced and welcomed community partners, especially those who want to support students and their families during out-of-school hours.
Community NonParent	Needs to come from outside of the district. New blood with a proven track record of supporting education without making wholesale changes.
Community NonParent	Open, honest and be willing to present a vision that will promote student success.

Community NonParent	Strong appreciation for the cultural diversity of the area and population served. Strong appreciation for providing a safe and secure physical environment - support of School Resource Officer agreements.
Community NonParent	Take a systems thinking approach to planning in all areas. Integrate health, art, and the sciences into core math/reading curriculum to ensure a well-rounded education. Be fiscally responsible, and approach business and community leaders as ally.
Community NonParent	The candidate should have an understanding of the important role of classified staff as well as certificated staff. The candidate should be aware that not all schools have made decisions about staff and students in the most ethical manner in the past. He/she should make plans to remedy that pattern that has been carried out in the district for many years.
Community NonParent	The school district has had 17 years of substantive leadership particularly from Supt. McGeehan and his protege Welch.
Community NonParent	The superintendent should put the children's educational needs first. She/he should be an effective leader and a persuasive communicator. She/he should hold all people in the system accountable for improving student success.
Community NonParent	Who understands that the district is top heavy, that without the students most of them would not be needed. To many hands in the pot so to speak. To many directors. Money could be save by elimating some of that waste. The help is needed in the schools. The students need teachers to be present and accountable for their teaching. In the real world they would do the job and want to exceed,if not to be let go. Groom people on expectations. The district has shown in the past that they let good administrators get away because of some of the bad teachers and bad ideas implimted that impact the school level in all areas. Not taking into account the actions of the "leaders" at the district that are lazy and making the big bucks. Living in your glass palace making the tax payers asking themselves why? Is the district (students) getting better scores? Maybe Aviation as it is allowed to choose its students, wearing apparel, and make decisions that other schools are not allowed to do. As a tax payer I see the waste of the district.
Parent	- Be inclusive: Systems change - make sure parents and community voice is always a part of the decision making process. We - families and communities - want our children to succeed in school and life - ensure funds are allocated to provide training and support for families to help their children at home and continue learning - keep the lights on for learning:)
Parent	A superintendent that is honest with the reason a choice is being made. One that keeps in mind we have several communities within the district and that each community's interest is left intact. One that addresses the needs of maintaining a quality learning environment at the older sites.
Parent	Does not run after the latest education fad but looks at what is working and what is best for students. Defines equity as equity of opportunity, not equity of outcome.
Parent	Effectively lead others. Someone who appropriately handles an amount of obstacles. Someone who has a great understanding about different types of people. Someone who people will respect. Someone with passion to serve people. Someone who is trust worthy. Someone who is loyal. Someone who is loving and caring. Someone who will commit to their words. Someone who is long term. Someone who doesn't lie and tells the truth. Someone who is compatible to the area.
Parent	Every school has needs that are specific to that school. Our superintendent should be willing to visit all the schools in the district, to see and get a feel of what they are working towards.
Parent	From my standpoint the new superintendent needs to be someone who has an understanding of what it takes to lead not just the administrators and teachers, but also the students. Know the types of students currently in schools from elementary to high school and understand that each has different needs and address those needs as best as possible.
Parent	Hire someone who is as student and family focused and as approachable as John Welch. Avoid someone who is likely to have an adversarial relationship with principals and teachers union.
Parent	I appreciated the acting superintendent's biking around to various schools and sharing his observations. It showed a greater connection to this community than I have seen in previous superintendents. I believe he will also have a greater awareness of health issues and fitness for our students. I don't know about his other qualifications, but he has made a positive impression.
Parent	I want someone who believes that every child has the potential to be great and the expectation that every family be involved. I'm tired of the defeatist attitude that says most parents won't show up and half of our kids are lucky if they get into a voc tech. Supportive is wonderful but I really towant a leader who holds feet to the fire. If kids don't turn in their homework, teachers
Parent	I would like a strong leader who keeps their focus on improving student academic performance, even if that means upsetting people who don't like change. My daughters should be encouraged to go to medical school, not voc tech. I'm tired of this defeatist attitude that poor kids can't learn and that our expectations should be lowered because of the socioeconomic reality of our district. I want a leader

	who holds people's feet to the fire when needed and expects every student, parent and teacher to work for an A+. If children aren't turning in their homework, the teacher should be expected to call home within a day or two. If parents are sending their kids to school unprepared, there should be a conference scheduled within a week or two. If parents aren't volunteering, principals should hold a special community meeting to address this directly with families and offer them ways to get involved that work with their schedules. Teachers shouldn't be wearing shorts and flip-flops to school when we have our kids in uniforms. Principals shouldn't roll their eyes and keep walking when they hear their office manager being rude to a family. In general, this school district needs to expect much much more from everyone involved. I want someone who is willing to do what it takes to fire (not transfer) bad teachers, demand high standards from staff, and speak honestly and clearly to families about what they need to do. This district seems to have no real sense of what to do with itself (e.g. spending money on a silly new logo) and appears to be floundering for strong leadership. I am hoping for a new superintendant that can not only set the bar high (anyone can do that) but hold it there and make sure that EVERYONE meets it, either by carrot or by stick.
Parent	I would like for all staff to be Aware and knowledgeable of all cultures such as Muslim. meals at school are still very questionable as to what is pork product not only that but what contains gelatin in the product is considered a pork product. if there is a way to list the ingredients of the product online,etc that the parents can read and insure that it is consumable for their child/children would be great.I find that parents are having to supervise what their kid/kids are eating at school during meal times. not only that but the teachers should also be more knowledgeable as to the snacks that they some time bring in as a treat for the students. ( a lot of fruit snacks and such have gelatin as a ingredient and people are not understanding that gelatin is a pork product) There is a alternative kosher gelatin that is okay to be consumed by muslim people.
Parent	Leader with strong interpersonal skills and high emotional intelligence. Individual needs to possess conflict resolution skills and ability to manage ambiguity. Individual must possess strong managerial skills and financial acumen. Individual must be able to recruit and retain high performing team members. Individual must hold a vision for the system that ensures all students can access post-secondary learning in an effort to obtain good paying jobs.
Parent	Live in the district
Parent	More education Be a good speaker Good communication
Parent	more time.
Parent	My experience has been that the Superintendents of past have caved to pressure from their leadership. I would like to see a leader, not a puppet.
Parent	Positive, creative, intelligent, not afraid to make bold decisions, respectful, fair and open-minded, knowledge of community, compassionate and caring.
Parent	Promote Arts education for all students at all levels.
Parent	that people a lockin the bath rooms
Parent	The diversity issue is key here. While the HSD student population is extremely diverse, this is not reflected in the administrative staff at ERAC. Surely there are people of color who can steer the ship. This also applies to hiring a diverse teaching staff, who are mainly white and female in this district. Secondly, it would be great for the superintendent to get out into the schools and spend time in crowded diverse classrooms, get his/her hands dirty in the work, instead of isolating in the administrative offices. Please hire an educator, not a PhD business person.
Parent	The superintendent must have a mind that help supports and would help fulfill the peoples thoughts and ideas. think of the peoples good and not money and profit.
Parent	The superintendent must have experience as a classroom teacher and as a parent of children in the public schools in order to have a deep understanding of curriculum, instruction, and community engagement of parents. The superintendent must also have keen understanding of budgetary decisions which place curriculum and instruction and children's learning first before any political group's interests. The superintendent must be a courageous leader.
Parent	They need to be able to stand up for children even if it means going against the grain or changing things drastically!!
Parent	To have a passion for the job and for students success.
Parent	Trust and care about all people even people from other countries. Hard work and love children
Parent	Understand diversity
Parent	We need a superintendent who is in touch with teachers to avoid a Tacoma SD repeat. Too many administrators are out of touch with what teachers go through as they seem to only care about test scores. My belief is that education is about making our children whole- this includes physically,

	mentally, and socially. I see too many cuts being made with electives as these are deemed by administration as unnecessary. I am looking for my children to have a well rounded education and I hope that the new Superintendent will value that as well.
Parent	Work in strong partnership with and support of school Principals.
Parent	Una de las buenas características son: Etica profesional, un amplio criterio de su gran responsabilidad a tomar, es lo que hace a un buen profesionalista la clave del éxito hacia su meta. También considero que una de las cualidades es realmente su gran empeño que se enfoque a lo que se considere sea lo más importante y desarrollo hacia la buena educación. La respuesta de un buen trabajo bien realizado se verá reflejado en la reputación, prestigio y éxito en la educación de nuestros hijos
Student	n/a
Student	The superintendent of the Highline School District should have a working knowledge of the history of the Highline region. Not only should this superintendent have knowledge in history, science, math, and business, but also in the arts and sports. What I am trying to say, is that the superintendent needs to be a Renaissance Man. I would just like to add one more thing. If student's input is actually necessary, all of these should be read and digested to produce a superintendent of high esteem. I believe that in order to work, once a list of possible superintendents is acquired, the list should be made available for people to comment on. If this process of public opinion continues, this is the only way for it to work, and for the people's voice to be heard.
Student	Hello
Student	1. smart 2. funny 3. cool
Student	6'10 and dark hair.
Student	A person who cares about students and can easily talk to them.
Student	A person who does hands on things and helps out teachers and students by being involved and make a change.
Student	a superintendent should be greatly involved in the community and be well aware of his/her communities perspectives and needs
Student	A superintendent should be positive, helpful, and is willing to make our school a better environment for students to learn. Also, the superintendent should give out ideas on how students and teachers should be challenged in their learning.
Student	n/a
Student	n/a
Student	as a new student in the highline district it seems to me that the money and budgets are not accurately divided,, i would also like to say that if we are given more of an opportunity to change the school we wouldnt have names like "foreverghetto" we wouldnt be known as the place where all the bad kids go because we are not bad and our principal treats us like we are in a jail facility. i thank you for letting us voice our opinion
Student	AT LEAST DO SOMETHING FOR STUDENTS!
Student	Be a nice leader
Student	Be fair
Student	be engaged in the students learning
Student	be involved with things that students want
Student	be kind to everyone and change some rules
Student	Be nice.
Student	be nice... fair... dont be racist... have a strong conection wit students.. help out students
Student	Be passionate about education in general. Enjoy and guide our power of diversity to their greatest benefits. Come up with curriculums that will make students strive for the best they can be and bring them success and fulfillment further on in their lives.
Student	be responsible, respectful, reasonable, resourceful, and represent the schools good points
Student	being visionary, believing that schools are for learning, valuing human resources, communicating and listening effectively, being proactive, and taking risks. You need to be reasonable. Place her/himself in the students shoes. you need common sense. And a leader starts as a follower. A superintendent is a follower who is guided by the students, teachers, parents and others in the community. Be real.
Student	Budget well and attend to our needs. Seek to better and improve lunches and education curriculum. Provide for repairing damages. Set high standards for us academically so that we may be more challenged.
Student	Chill, bro.

Student	Come visit schools
Student	Come visit the schools and find out who we are.
Student	Communication
Student	Communication
Student	Confident, positive, open-minded.
Student	courage confidence and a high education rating
Student	cut the unfunctioning staff and replace with people who can actually give results rather than try to "educate" them; if we're being educated by them why should we not expect them to know how to do thier job?
Student	determined to what there going to do. good communicator. good choice of words.
Student	determined
Student	do more than talk, bring the school to the higher level in knowledge and stronger in activity.
Student	dont be one of those greedy leaders and this is a diverse school district so they should also not be judgmental. also have high expectations for students and hold them accountable
Student	Don't know
Student	easy to talk to
Student	Fair, respectful of others, listens to ideas of other, great personality, and a good person overall.
Student	FREAKIN AWESOME!
Student	Fun, Sense of Humor, Responsible, Fair!!!!!!!!!!!!!!!
Student	Give equal amount of money throughout all of the Schools
Student	Give equal money throughout the district ex. schools
Student	Glve out money evenly to all the school; Schools shouldn't be richer than others ;
Student	give the rights for students to be who they are and wear what they want except gang related and alcohol or nudity related clothing
Student	gotta be good
Student	Habla espanol.
Student	Have more fun for students or make the students school-life better.
Student	Have previous experience being a Mr. Manager
Student	Have to be nice, think about what would be fun for us students.
Student	He has to care!
Student	he/she must be funny, nice he must like platypuses
Student	He/She needs to have an open mind, no prejudices, respect everything that is being said.
Student	hi
Student	hola >:{D
Student	how about being honest and to actually do a good job
Student	humor and out going.
Student	i believe a good leader must have the visionary state of mind to improve the quality of schools in any way possible.
Student	I believe he/or she should be good in the job and must care about the teachers and students.
Student	I believe that a superintendant should find the importance of education and what it means to a student who wants nothing but success in finding theirselves and who they want to be in life. I also think that a superintendant should take diversity and how the teachers treat their students very carefully due to racism and unfairness and unbiased opinions.
Student	I believe that a superintendent should be an active member in all schools, including the highschool because its important for us students to feel like we're a part of the school district and its important to know whats going on in our school. i think that a positive, respectful, FUN person would be best for this role. When i think of superintendents and the school board i feel like im so far below that, i dont have a real say in what goes on at my school. and i think that should change.
Student	I believe that our next superintendent should be a friendly person and whoever it is they should provide safe school environments for all who attend school in the highline school district.
Student	I believe that the most effective superintendent would be somebody that has a focus on technology, school wealth, and general life within the school. I see consistent struggling within my school community with learning and engagement, and I would like to see teachers and students being met on a personal level to voice their opinion and provide a clear wish to the superintendent that should be considered. I also believe that special education and those with learning problems are important, but

	the reality is that the working class and those with a superior future have needs that should be met and are more important.
Student	i believe that the new superintendent should know that we would like someone very honest and trust worthy , because we are citizens and we would like someone who treats us with dignity and respect we also hope that he/she reads this .. (:
Student	I believe that the Superintendent should have a stronger stand against illegal substances.
Student	i dont have any
Student	I dont know
Student	i don't know what will i regarding to do now
Student	I dont like school but i have to go to it anyway if i want to be successful.
Student	I feel that as a student I should have more of a voice to help in decision making, not the big decisions but i want a superintendent that will use the resources the students provide in their choices
Student	i feel that the superintendent should be more involved with the school district and in form everyone in the school district with information that he/she gets based on what is going on with either the schools or graduation requirements... also i think we should have a good superintendent who is really truthful and will not lie about where the money of our school is and where its spent..
Student	n/a
Student	I have had several concerns as to the state of Evergreen Campus's Black box theater and the state of the school in general. Requires serious immediate remodeling. ANd a better bullying program
Student	i hope we end up choosing a very good superintendent
Student	I just believe the president can do well in his desitions, helping the people who needs help, working hard doing what he supost to do , to the counrey or city be well etc.
Student	I just want someone who really thinks that striving for the best education possible is the most important thing.
Student	i really dont care if the superintendent is a woman or a man.
Student	I think a superintendent need affective, smart.
Student	I think a superintendent should be very reliable. I think they should be someone that a student could trust with their education. They should also be someone that the students could trust to talk to. I also think that this person would have to be very responsible.
Student	I think Arts and Academics Academy deserves a new principal because she doesn't communicate with the students very well and she's not really focused on our learning and education but more concerned about safety and security.
Student	I think He/she try to fix schools that are run down.
Student	i think that the future superintendent should really take a look at students wanting to go to a different school out of their area. Such as someone trying to come to a school in Burien to a school in Des Moines. I think this is important because if this is where the student feels he or she will do best then i think the district should support it, especially if they are willing to provide their own transportation. I think that if the student thinks he or she will be more successful in school they should be able to choose their place of success.
Student	I think that the new superintendent should remodel Evergreen High School because this school is litterally falling apart, there is disgusting mold growing in the walls, the bathrooms are extremely dirty, the cafeteria, hallways, and classrooms are way too small, and the gyms are even small.
Student	i think that the superintendent should split the money he has to give to the schools in the highline school district equally so that all the schools no matter where they are located have a equal chance at having a good high school experience.
Student	I think that they should know how to run a business and knows what its like to teach, be a principal, and understand the needs of the students, teachers, and parents, and any other important people in the school district.
Student	i think that we should have days were we tell you what we think you should do of some sort ; such as like have fun days off or a day of silence or something were all kids can appreciate you beinfg there
Student	I think the new superintendent should be nice and careing. I think they should also do whatever they can to help out with buget cuts. I also think that the superintenedant should be a good worker with kids and parents.
Student	I think the new superintendent should have charisma of Sili Savusa. She's already ready to better the school district and the people in it. She's funny and great with the board .
Student	I think the our new superintendent should have an idea of how he/she wants to move our district forward and know how to deal with the stress of our district being over budget. And find ways to save

	the district money without sacrificing a good education to me and my fellow classmates. Because our generation is the future working class!
Student	I think the Superintendent should be able to communicate w/ students or teachers to help the school become a better environment/learning environment.
Student	I think the superintendent should be nice and be very involved in the schools.
Student	I think the superintendent should not just decide things on their own, but discuss every little thing with the community, and have votes. I think the should get more involved in our education. And so many schools have drug problems, so the superintendent should go to every school and have an assembly about drugs and alcohol!
Student	i think they should actually care about students more and stop worrying about making money so much because money isnt everything. these days people are stingy and worried about money but in order to be a good leader you have to worry about other people to that your being an example to.
Student	I think they should be willing to care for the people here and help make the school a better place. Help kids get their grades up and stay on task. Help taechers keep their jobs. Help earn money for our school and do volunteer work as a school. Help the earth just be a better place. And also have responsibility and be willing to commit to this. And as long as their nice too. :)
Student	i want a young female superintendent that is smart and has experience
Student	I want all the students body to dress up neatly and unique...
Student	I want him to respect all kinds of people.
Student	I want someone who's similar to martin luther king Jr because he fought for civil rights and hopefully this new superintendent will also fights for student's right as to how money should be spended.
Student	i want superintendent to be nice and cool and maybe hot
Student	i want the superintendent to be a fair and reasonable person.
Student	I want to have a superintendent know what we students want at times. Such as vending machine with good and healthy snack just in case I'm in a rush in the morning and skipped breakfast.
Student	i will try my best an do all what you say.
Student	I will try my hardest to do good
Student	i would also love it if you were to be very respectful to families and teachers. i would love it if you were to be REALLLLLLLLLLLY nice to everybody. And MOST IMPORTANTLY.... Be a Real Great leader. for reals yo.
Student	I would like the superintendent to focus on the health of his school district, our school lunches are absolutely unexceptable. Just because a majority of our students are government funded does not mean that you feed us as though we are below a basic standard of health.
Student	I would like the superintendent to retain the following values/attributes: - Is a listener, has perspective - Does not dictate, leaving decisions to a democratic system or perhaps a consensus - Manages financial affairs in a way that benefits all
Student	i would like to have a new superintendent that cares about the student. no small achools
Student	I would like to see more sport and also more extra activity that would benefit all the students. I would like to see more things that would help out the students and also the parents. I would like to see more help to the foreign students.
Student	I would the superintendent to be themselves. I want to have a fun educating school year for everyone as well as myself. I would like the superintendent to be a positive , creative and spontaneous person to lead us students through our high school years.
Student	I'd like to see someone who I'll see outside of an office. I would want to see someone who encourages students to come to school board meetings and involve them if it's about the school. As a senior in High School, with younger siblings, I want to see the district only improve while my siblings are here.
Student	idc
Student	if you have a school what color did you were pinting
Student	im a new student at AAA evergreen high school ive noticed that some of the rules aren't necessary. for example the no hats rule...how is wearing hats "bad"??? because its "arts academy and academics we should be able to express ourselves by the way we dress and to not be able to wear hats kind of messes that up... and the no electronics to...
Student	In my perspectives, I want a person that could make a difference. He/She should be able to listen to our concerns like making our school better, create plans to help the student with their education and etc.
Student	Involved, caring, visionary
Student	It would also be nice if the superintendent could be of a different ethnicity and be very involved with

	kids of many different schools.
Student	just do his job umm id say alot more but i happen to have a question my self what does a superintendant do and what is he/shes purpose?
Student	Listen to students and teachers wishes
Student	Listen to what the students want for the school
Student	-Lower the cost of school activitys,Including sports and clubs - Give more money to the schools - better lunch (real food) not the fake crap the lunch ladys give us - give us teachers that actually know how to teach -free scholarships ( i mean like maken it easier for the students). - give the students that are behind on credits , a way to make them up (not just .5 credit but 1 credit ) that way your students will graduate on time and things will be alot esier and itsd hellping a lot of people become successful
Student	maintain or improve our school equipment rebuild school get high educated teachers
Student	Make our district better
Student	Make schools cleaner, and help improve testing.
Student	make sure that all incoming coaches or people who are going to be around the students and on the school campus, have their backgrounds checked completely.
Student	Making sure schools are up to code and that school activities follow strict procedure.
Student	more dances
Student	More friendly with students
Student	More money for sports and for our school!!!
Student	-motivating
Student	must accept people (students for who they are as a person) for example a student who is getting a sex change
Student	n/a
Student	must be understanding
Student	n/a
Student	n/a
Student	Necessary characteristics for a superintendent is that they have to be considerate of everyone that are involved in the school, students, staff and parents. They should consider how it is to learn in certain enviroments and they should also set up curriculum to meet University applications because most of the highline students do live in low income areas and don't have the money to attend community college to retrieve the correct credits for universities. Most students leave high school without knowledge how to get loans and scholarships, i think that the superintendent should make it a big thing to teach students about college related things more.
Student	Necessary characteristics for a superintendent should be that they consider themself equall to everyone else in the district. Whether it be a student, teacher, parent, or staff. I would like for our voices to actually get listened to instead of just making us take surveys if you will not change a single thing about our district.
Student	nice friendly let students do a lilttle bit more
Student	Nice Understanding
Student	no commen
Student	NO small schools, i want the special curriculums that HS3, tech, AAA only offer in their small schools to be available for all students on campus
Student	none
Student	none
Student	None
Student	none at this time.
Student	not a square
Student	Not favoriting another school. (The richer/nicer schools aren't the most important ones in this district)
Student	not obnoxiously worried about problems with the students...allow normal clothing wear,hats, gloves etc. not to be worrying about gang affiliation because there simply is no gangs. district is just over reacting.
Student	Not to sit in an office all day but to actually get out and see students and schools.
Student	not too strict
Student	nothing

Student	Nothing
Student	Nothing
Student	nothing
Student	open minded and understanding and good looking
Student	Please check the computers of schools and keep textbooks up to date.
Student	please take out the small schools at the evergreen campus and try to hurry up the process of rebuilding the schools in the hsd
Student	PLEASE TAKE OUT THE SMALL SCHOOLS, especially for Evergreen.
Student	PLease take students in consideration
Student	please take students into consideration.
Student	Providing equal attention to ALL schools in the district; promoting the arts, especially music education, as essential to forming a well-rounded student; truly concerned about the well-being of all students and teachers; not inclined to spend money on frivolous things; understanding the value of gifted programs to the students they serve; paying attention to the dynamics of situations; open to student input.
Student	Respectful and Caring
Student	respectful and help the communities with sources.
Student	schools need to get sponsored by nike adidas or some good brand in order to get some help from them when it comes to sports and budget wise because schools are poor
Student	n/a
Student	n/a
Student	n/a
Student	should be understanding and be willing to take new ideas.
Student	Smart funny cool
Student	n/a
Student	smart, generous, honest
Student	some one who is not cheap and pays a fair amount of money for lunch and hire the janitor for position.
Student	some one who not cheap. some one who will help the student and listen to them
Student	Someone that treats us equal, not favoring other school. Giving fund to school that need it more the other. All school should have equal supply. In our school we lack of everything, becuae the district, didn't funds us with money for clubs and more better classes.. I feel that if our school is treated like the others,there will be better in education for us students.
Student	someone who can focus on school in need then rather school that got good reputation and maintaining it.
Student	someone who can understand us kids these days Someone who will take risks someone who won't hide anything
Student	Someone who has been through what we, students, are going through and feel our life style. Clothing, language, how to act and such. Be able to relate to us.
Student	someone who is reliable and very encouraging like mrs brainard :)
Student	someone who looks at all of the aspects of everyone.
Student	Someone who students can talk to and trust
Student	someone who takes risk/stand up for what they think is right but yet cool with the students/ easy to get along with. someone who is honest and calm who is also confident and clever. :)
Student	someone who wants to increase academic learning that is somewhat similar to schooling either in japan or in france. someone who wouldnt mind increasing languages learned in our school, especaily ones that arent spanish and french
Student	somone who will put me back in school just in case i get expelled again.
Student	Students should not get a lot of homework and that students can wear hats in school.Because I don't know why they won't make us wear it in class and it dosen't offend people
Student	take out the small schools take out the small schools take out the small schools take out the small schools, rebuilt the school rebuilt the school rebuilt the school
Student	take the small schools and rebuilt the school
Student	take the time to answer questions and needs of the kids
Student	The new superintendant must have a passion for teaching students!
Student	The new superintendent must be nice and friendly! :D

Student	The new Superintendent should be fun and help out our school Arts And Academics Academy (Evergreen Campus:;) <3 Also Respective And Has to have a good experience and can have a good relationship with students and staff. Someone who can be a good leader to our community
Student	The new superintendent should keep in touch with the community constantly and try improve the community as much as possible
Student	the new superintendent should understand students very well. also he/she should have alot of experience in the role that they are in the position of getting. and also the person should be young, gifted, and nice. Feel me?
Student	The superintendent has to keep in touch with all the schools. Be very open to all the schools in the districts and visit them on a monthly bases.
Student	The superintendent needs to be very well associated with the members of the community, parents, students and staff. They need to be open to new ideas and the concern of the people. They need to understand that there are multiple ways of doing something and be open to new options. The rebuilding of schools needs to be discussed with the community.
Student	the superintendent needs to realize the need for the schools to be renovated. It is a prolonging issue that should be addressed quickly. Also the random hiring of principles needs to cease. A principle should be fit for the school. An example is barrano of Evergreen arts and academics school. she is trying to profesionalize something that is not meant to be that. A lot of the rules are understandable but the things that dont really cause a problem should be infinitively left alone. students are not a problems. unjust disipline and brute force are. WE are all people and should be treated as such.
Student	the superintendent should come to nthe schools more often and see what needs changing and what works they should also think more about what students want since we are the ones here at school that have to do the learning
Student	The superintendent be focused on extra curricular activities
Student	they have to know what 2+2 is.
Student	They have to value the Honors Program and understand the importance of separating those who care from those who don't.
Student	They must be a leader. I would put some effort into this survey if i thought anybody was going to read it...
Student	They must be understanding, caring, and have an appreciation of activities like art and sports.
Student	they need to be awesome and be nice
Student	they need to be fun
Student	They need to be well educated and never take advantage of the power they hold. They cant be bias on any decision they make, and they also need to take into consideration everyone with all of there decision making.
Student	they need to now how to communicate good
Student	They need to stop lowering expectations in schools. Kids are getting more stupid and stupid every year. We need to raise the expectations of students as a whole. I think more general knowledge should be taught.
Student	They person for this job should have a passion or drive for the job
Student	they should be social and visit there schools alot
Student	They should really have an exchange student program because the highline district really needs one. I Believe that the new person could asccomplish that.
Student	they should speak in Spanish which is the most language used in this state, he/she should want the best out of all the schools and make decisions that will help the school out.
Student	They should strive for excellence. They should also improve the school's campus and academics quickly and efficiently.
Student	they will be understand studend they will be good talker they will be smartch slove problem
Student	they'll have to be perfect for the job.
Student	To be aware of reconstructing school because EDUCATION is a big thing for our future, and we should have a good learning environment. Also, As a student there is many things that i think our school needs, one more classrooms because in my school there are at least 4 teachers that share classrooms and it is very uncomfortable to be in a classroom that belongs to another teacher and it makes it hard for a teacher to be moving from one class to another. Also trying to add statiums for our sports, Every other HS in the Highline District have a stadium Except for Evergreen High, & i feel that we should have a stadium, since our school is already old then instead of reconstructing it to make a stadium , Please :)

Student	To be fair Understand about the people Make the district become more successful
Student	to be fair, wiling to take advice from students and has to be nice
Student	to be fair. to make our district become more successful. good communication with people.
Student	To be helpful , Kind Caring.
Student	to be nice
Student	to care about the learning of students
Student	To help those who have trouble in school. Give good leadership and to create a great district.
Student	to listen to all parties the same
Student	To revolve problems at that certain moment when a student has a problem with any member of the school. Improve the atmosphere of Evergreen both in appearance and academically. EVERYONE has high expectations and important priorities at home so, therefore there should be less pressure on students on homework and school work. We ALL work at different paces.
Student	To show up in the schools,because i have never met John Welch nor have i heard that he was going to be in town (schools, White Center events relating the districts) etc.
Student	to understand the student's about their situation
Student	To visit the schools in the district and get to know the students and teachers personally to get an idea of what is working and what can be improved
Student	Understand the student's needs and interests but at the same time make it so they learn effectively.
Student	Use our small budget wisely. Leave schools that are already in great condition with good benefits to themselves. Give the schools with high need population and low income more money. Know your priorities.
Student	We can use our phones for necessary reasons like family call. Also you should give more money and help our sport teams new uniforms. Also we should have the same amount of money because we dont have enough money for you own paper and printer.
Student	we need toilet seat covers for sanitary reasons!!!!!!!!!!!!!!!!!!!!1
Student	n/a
Student	n/a
Student	n/a
Student	What i believe that a superintendent should be a strong and helpful for ALL schools. I feel that each school should be treated with equal respect as all the others. That is what a superintendant should to to help our school and learning enviroment. Remodel Evergreen High School.
Student	n/a
Student	Take out the small schools!!!
Student	n/a
Student	n/a
Student	Honestamente la característica mas importante para mi, es que deben de entender el estudiante y lo que tiene que ir el meastro. Los maestro's se esfuerzan cada dia para que el estudiante se ilumina de la realidad de nuestra economia.
Student	Como estudiante, yo pienso que el nuevo superintendente debiera de esforzarse lo mas posible para mejorar la educacion en todas las escuelas del distrito y hacer algo para mejorar la reputacion de otras escuelas por ejemplo Evergreen High School. Deberia de brindar el mismo apoyo economico en todas las escuelas para que asi todas las escuelas incluyendo Evergreen High School puedan mejorar su educacion y ofrecer mejores oportunidades para todos los estudiantes.
Student	que sea buen seperintendente k pueda logras las metas d las escuelas
Student	cominicacion con los estudiantes y maestros.
Student	tiene que tener buen cuerpo, que sea sexy.... no ya hablando encerio, que espa entender lasnecesidades de los imigrantes aqui en la omunidad, no importa sean latino, asitaticos, de donde sean...
Support Staff	That the person have previously worked in a high needs school district and understands the connection between a student's home life and their school performance.
Support Staff	1. A clear vision of the district and specific goals as to what the individual would like to accomplish in that role. 2. A visible presence that emphasizes supporting staff and administrators at all buildings, at all levels. 3. The strong skills to evaluate, confront, and at times release building administrators that are not effective leaders. The same with ineffective teachers.
Support Staff	Ability to understand the Highline "culture" and value the "traditions" and contributions of many long time staff members, but at the same time need to make tough decisions and changes when programs

	or practices are not cost effective or equitable. For instance, the concept of small high schools was promoted through the Gates Foundation and grant funding. Through their own research, the foundation has found that the small high school concept is not a critical factor in student achievement. Why do we continue to have 3 small high schools at the Evergreen and Tyee campuses? Three small high schools at the Tyee campus result in 3 different bell schedules, 3 main offices, 3 sets of office staff, 3 principals, 3 faculty rooms, 3..... Can we reorganize to have different tracts or academic focus within a single high school, especially in light of a tight budget and economic environment?
Support Staff	Approachable, down to earth
Support Staff	Be able to look at past practices or decisions and see if they still make sense going into the future--for example looking at the success/failure of small schools approach to high schools. Be committed to the job and able to make tough decisions that may not be popular but benefit students and their education.
Support Staff	be aware of needs and challenges to sub staff, work with district to have reporting policies for subs as well as class lists .... check on this be visible have faith work well with long term staff who may hold fear or stress treat all well give second chances
Support Staff	Be visible and involved in the community. Engage in conversations with students and parents.
Support Staff	Being approachable. Not only asking for input but actively USING the input given. Multilingual. Involving community. Understanding that computer technology is not in every household in our district...especially with high free and reduced lunch rates...and allowing for free access to libraries in schools to compensate.
Support Staff	Document and provide online policy, including simple instruction procedures to all district personnel (school and department).
Support Staff	Effective support and communication from the District to the schools. Especially between the District and the Special Needs Teaching staff. We also need effective curriculum and all necessary tools to implement the curriculum.
Support Staff	Experience in business, especially in regards to effective financial management and personell issues. Experience in education would be helpful, however I believe a business background is more important.
Support Staff	Fearlessness. An ability to move forward with innovative leadership. Maintaining the status quo out of fear of change does not create new learning. There are some exciting teaching programs on the horizon, and we need a leader willing to explore them so ALL students may succeed.
Support Staff	Get to know ALL staff members, not just principals and staff in his or her office. We should all have the same support throughout the HSD.
Support Staff	Going forward as the state budgets crumble even farther, we need to be PROAVTIVE is staying ahead of this. Trim the fat, meaning stop hiring the higher end people and get more workers in the classrooms and in the support. Really 3 assistant directors this year when we are laying people off, or not filling positions when people leave. The cost of one assistant director is nearly 3 support staff.
Support Staff	Have a heads up on all the programs in the schools so that no child would be left behind even the students in the ILC programs
Support Staff	High values - means what they say, say what they mean. Take responsibility for mistakes. Works well with staff, administrators, parents, students.
Support Staff	Highly encourage all employees to know, understand, comply with and enforce district rules and regulations at all levels. Just like the government, we have great policies, they just need to be used and enforced, which will help promote better student learning.
Support Staff	Hold staff accountable. If you steal your fired!
Support Staff	I believe a superintendent needs to be "hands on" not stuck in office somewhere, ivisible, except at events.
Support Staff	I believe a superintendent of public schools should possess a dynamic personality who possesses the power to lead via consultation and suggestion as opposed to power and control. One who has a strong sense of the educational system but has the capacity to think outside the box and realize a school district, though non-profit, needs to run like a for profit company.
Support Staff	I believe an effective Superintendent needs to be able to think outside the box. They need to get out of the office and "tour" the district on a monthly basis. Speak to staff, teachers and students alike.
Support Staff	I believe an effective superintendent should be an excellent speaker and communicator. He or she should have a clear vision of what they want to accomplish and ideas on how they want to accomplish them. They should have experience working with a team and possess financial knowledge to keep the district from failure because of money problems. They should be energetic and family orientated. They should be willing to go out into the community and rally for the schools, engaging businesses and individuals to be in partnership with the schools. I think they should be willing to find mentors (retirees,

	e.g.) to work with students who need extra encouragement (or form a committee to work on this). Someone who cares deeply about our student's and their futures.
Support Staff	I believe that the Principals need to be more involved in the discussion and direction. It appears that the district puts the responsibility on the Principal, if the school does well the district takes the kudos and if not points fingers at the Principal. That the district is top heavy. Decisions are made by "Board members", District Directors" but not the people that it affects. As a district we are severely fragmented. We talk against discrimination, yet it is so prevalent in the district.
Support Staff	I feel a superintendent needs to be visible, both in the district and district related activities in the community. Someone who is impartial and can make sound decisions for the good of all. All the budget cuts over the past few years have really impacted customer service the district provides to it's own staff and the community - while the number of administrators grew.
Support Staff	I feel the willingness to continue to learn about the district, students and ways to improve Highline Schools, honesty, and a willingness to be a hands on person are characteristics I would be looking for.
Support Staff	I have been impressed with the way John Welch ran the district. What I have appreciated the most is the communication around all the budget cuts that we have had the past 3 or 4 years. I thought that the district was pretty transparent with the intended cuts and really focused on limiting the cuts that most impacted kids (i.e. limiting cutting adults that come in contact with kids on a daily basis).
Support Staff	I hope that the new superintendent comes from an educational background, maybe had previously been a teacher, then principal. Know the struggles that the school sites really face and continue to visit all the different sites to keep grounded with what the schools are facing.
Support Staff	I know that there are only so many hours in the day and it is not possible for the superintendent to fulfill everyone's expectations; however, I feel it is most important to know what work is happening throughout the district and participate in that work rather than to mainly focus on public image.
Support Staff	I really liked the way John Welch communicated. Clear "normal" language. I would like to see that again. He admitted to mistakes too.
Support Staff	I think it is important that whomever is chosen to be the Highline Superintendent has a solid background as a successful teacher. In my opinion, the person should have a strong knowledge of Washington State rules, regulations, and compliances. Someone who pays attention to all employees to make sure that employees are happy and respected....and who is realistic and realizes that employee surveys are not always accurate.
Support Staff	I wish for continued transparency in the process of budget cuts. Also I would want our next Superintendent to see the value in Art, Music, and in Libraries as well as academic achievement in Reading, Writing, and Math.
Support Staff	I would like a superintendent that WANTS to know the staff at the school in the district, someone that doesn't stand hierarchy, but side-by-side, with the people who contribute hands-on to the district.
Support Staff	I would like to see a Superintendent who is willing to interact with me even though I don't work at the Central Office or as an Administrator. In the past, all attempts to communicate, share concerns, or ask questions were with met with either no response or a brief "company line" type of answer. I know that Superintendents are busy but hearing from school staff is a great way to actually know what is going on in a school. I don't feel that qualitative data has been valued by senior leadership in the past and I would love to see that taken into account just as quantitative data is.
Support Staff	I would like to see more Superintendent participation with the operations of the district, i.e., maintenance and the classified staff which works so diligently to keep the schools and sites presentable and kept in order to offer the positive student environment.
Support Staff	I would like to see someone in this position that is very aware of the diversity of the Highline schools and willing to work and strongly work to serve all.
Support Staff	i would love that he/she was sensitive to our communities straight across the board. for example Mt. Rainier vs Evergreen= new school vs old school= economically better neighborhood vs poverty neighborhood!!!! etc etc. all high schools should be rebuilt!!! why one not the others????
Support Staff	I would prefer to see a superintendent that would take a common sense approach to the administration of the district. I would also like to see a superintendent that would not place the benefit of special interest groups and political correctness above doing what is in the best interest of the students and staff as a whole.
Support Staff	I would really appreciate personal interest in the staff, no matter what your position, that you are worth smiling at or talking to. That kind of friendly attitude goes a long way.
Support Staff	In a school district of this size, I believe the Supt. should be the leader/community/school liaison and should be able to rely on his staff for curriculum development, financial activities, etc. and shouldn't need to be involved in the details of the week to week running of the school.
Support Staff	INTEGRITY.The Upper echelon of the District should be expected to sacrifice hours/pay just like the

	lower level staff. It seems like we, especially the support staff, are making the sacrifices. We need more workers, and less chiefs.
Support Staff	involvement with all sectors of the district not just the academic side
Support Staff	It is nice if he/she is approachable. Is able to listen to all staff. Has a understanding of the educational side of the district and business side of the district.
Support Staff	MAINTAIN AN ACTIVE ROLE IN THE SUPERVISION OF ALL DEPARTMENTS AND DEPARTMENT HEADS.
Support Staff	Many of the listed characteristics are necessary for an outstanding superintendent. Also, a superintendent should be visible at all schools to listen to concerns and issues and help improve any problems in a timely manner. A superintendent should be concerned of job security for all employees.
Support Staff	N/A
Support Staff	Never forget the reason we are in this profession, to educate kids. Technology Services is an example of a department who has gone rogue. Decisions made by this department, and the manner the decisions are implimented have seriously damaged our district. My preferred candidate for superintendant would systematically foster an environment that did not support poor decisions. Alan Spicciati is strong leader who understands the daily workings of schools. I firmly believe he be the best leader of our district.
Support Staff	Open minded, supports libraries. Also works in a positive way with all personnel - everyone has something to contribute. We all can use constructive criticism and suggestions of where to move to if we are not succeeding where we are.
Support Staff	personable and outgoing, comfortable in front of an audience of 1 or an audience of many. follow through is important - just being seen isn't enough, they will need to be able to follow through on what was heard as they were out and about and seen by the staff, students and community.
Support Staff	Personable, realistic, approachable, down to earth, sense of humor
Support Staff	Please...educational background is so important!!
Support Staff	Racial and ethnic identity is an important consideration. Our new superintendent should be a person of color.
Support Staff	That the superintendent really know what goes on at the school site so they can appreciate the work that is done at the sites and be realistic in what is asked of the schools population. Also there seems to be a wall between school sites and ERAC employees. They also have no idea what goes on so sometimes they need to listen when people request things and have problems with thier requests. With not knowing what actually goes on in the schools, sometimes unrealistic requests or changes are made and the reply of the school sites are not considered.
Support Staff	that they believe that all staff is important, certificated, support staff.... everyone from the kitchen to the grounds crew up to admin.
Support Staff	The district level is top heavy, not with the directors, but with the titles of the people under the directors. There used to be classified employees under the directors, now it seems that there are executive directors, and assistant directors, etc. The pay for these positions are high, and unless someone can clarify, it seems unnecessary. I would like to see someone in the Superintendents position that has business, plus education qualifications.
Support Staff	The next superintendent must demonstrate interpersonal skills and a willingness to solve problems in a way that supports the human dignity of all staff and students.
Support Staff	The superintendent, above everything else, should be ethical, credible, approachable, honest, and genuinely cares about others.
Support Staff	Though the operational side of a school district is secondary to the educational mission, understanding and appreciation for the millions of dollars spent on utilities and maintenance as well as for the staff who work in this area would go a long way to toward enhancing a cohesive, productive work environment and the identification of potential dollar savings.
Support Staff	To be an effective Superintendent, a person must be visible and connected to schools. An effective Superintendent visits classrooms and has a clear understanding of the classroom climate. A districts most valuable asset is it's students. Without a clear/current understanding of that asset, it is difficult to monitor/celebrate/adjust/change the outcome. To be an Effective Superintendent, one must keep the focus on the real customer.
Support Staff	to make him accessible to the staff
Support Staff	To promote customer service at ERAC to all people. Be fiscally responsible and look at all levels for reduction, not just schools and support staff.
Support Staff	We currently have "non-negotiable" directives - RTI and PBIS - without a deep understanding of the methods and analysis needed by general education. Schools are mandated to have these systems in

	place without guidance as to how to implement or resources for implementation. Consequently, implementation varies school to school in regard to curriculum, measurement, process and fidelity. These are worthwhile and needed systems, but it is essential more guidance be provided from the general education side to ensure consistency and effectiveness within the district.
Support Staff	We need a leader that is willing to take on the strong personalities of the senior leadership team - someone who will not cave to the pressure of administrators who think their way is the only way and that they are always right and know what is best. We need a leader who is willing to listen to the employees, maybe by having a "Lunch with the Superintendent" and 10 people drawn out of a hat get the opportunity to have lunch with the superintendent and to air issues without the fear of recourse or punishment. Someone who will change our leadership for the better!
Support Staff	We need a superintendent who is will take the time to identify with all the vary employee sectures in the district and make decisions which positively impact the majority. The superintendent should have good communication skills and have a overall pleasant demeanor.
Support Staff	We should hire someone who has business experience as well as educational.
Support Staff	Would like to have a superintendent who relates to staff members equally, not because of the position they hold. The superintendent needs to recognize all of the employees, and realize that support staff is the back bone of the district, without them students would not be registered, or supplies delivered, or food prepared and served. I know that it will be easy to say of course to the above statements.
Teacher	Ideas; Saving money by investing in hybrid electric buses. Investing in Community Centers attached to schools. Reinvent school lunches like on San Juan, Vashon, etc. -Real food, real cooking not just convection oven heat-up! Dedication to real sustainability for teachers/workload, recycling of resources.....
Teacher	*Values educating the whole child and exposing students to a wide range of subject experiences. *Values and respects the professional need for specialists to provide "highly qualified" programing for students in their respective fields. *Respects the need of all teachers to receive equitable opportunity for district provided professional development within their respective fields.
Teacher	a sound understanding of best instructional practices for diverse populations a commitment to high quality staff professional development and the effective use of team time ability to envision, and articulate mutual understanding among stakeholders and motivate them to make decisions in the students' best interests
Teacher	A strong open relationship with HEA as partners in education.
Teacher	A superintendent needs to see the big picture of a student's educational experience and not let outside pressures narrow that experience. To be well rounded members of our modern society students need a variety of experiences not just 3 hours of math and 3 hours of reading. I understand that budgets are tight but reducing specialists and placing more on the plates of classroom teachers is not going to help our students succeed. They need librarian to guide them through the mass of information now available, they need counselors to support their personal development as well as their academic development, they need PTs, OTs, SLPs, and psychologists with manageable case loads so they can receive the specific support services necessary to make success possible despite what barriers they might face. The phrase "it takes a village" comes to mind. I hope our next superintendent will understand that and show respect for the people who fill these necessary positions.
Teacher	Advocate for the Arts, that every student at every level shall have access to an arts education.
Teacher	An administrator who comes from a teaching background and understands the joys and challenges of working with our diverse population.
Teacher	As a teacher, my job is to support and help prepare my students to not need me. I believe that my principal's job is support me and to help remove obstacles that may interfere with my job and a superintendent's job is to support and help remove obstacles that may interfere with a principal doing his/her job.
Teacher	As our district is increasingly culturally diverse with a very high percentage of ELL students and bilingual families, it is time for us to prioritize cultural competency as a district. Our new Superintendent must prioritize the needs of our families and students. We must be increasingly responsive to these stakeholders. To do this, it is time to stress this area as a district priority. For example, professional development for administrators and staff should focus on language acquisition and cultural competency. We all need a theoretical foundation to help us understand the changing needs of this district and those we serve. It would be most helpful if the School Board sought out candidates who were bilingual, bicultural, or who can deeply connect with our families and students.
Teacher	Availability Visits to all schools

Teacher	Background in teaching and working with diverse populations.
Teacher	Balanced curriculum offered to all students throughout the district. Clear and defined expectations for administrators. Site based management needs to go!
Teacher	Be out in our Schools like Alan is doing.
Teacher	Being a new teacher, I have had several encounters with the past superintendent but have fail to actually engage in conversation, the position should give me the chance to communicate without the pressure of down grading my opinions or my thoughts,because this position is too busy or my issues are to minor.
Teacher	Communication and cooperation is key. This is true for all levels. Stand by the values we have a district.
Teacher	Communication is key! I often feel like I don't know what is really happening in the district.
Teacher	Continue and enhance the mutually respectful relationships and demonstrate good faith with our various bargaining units.
Teacher	Dr. Spicciati has been a teacher, principal and accountability and data administrator for the district. His vision for our district has been well documented and his desire to serve our community should be very seriously looked at when the decision is made about hiring a full time replacement for John Welch.
Teacher	Empower building administration and staff to make decisions and implement policies that are appropriate for their unique environments and needs.
Teacher	Ensure ALL schools in the district are treated equally and respected for what they do.
Teacher	Experience with immigrant, itinerant, low income and special needs populations and their educational needs K-12. Ability to communicate effectively with a wide range of people and trust site-based management and concerns. Understand the demands placed on personnel and facilities in over-crowded schools.
Teacher	Has been both a teacher and a principal, and has been successful at both (looking into this person's background, there has not been a pattern of unresolved issues.)
Teacher	He needs to be able to meet the needs of our diverse population.
Teacher	He or she needs to acknowledge the efforts and challenges of classroom teachers and hold a definition of success that goes beyond test scores. He or she also needs to have a strong understanding of the needs and challenges the students face in this district. The candidate should be an educator with recent meaningful experience in the classroom.
Teacher	Highline could use someone who will foster a greater sense of personal student responsibility through supporting reliable discipline practices and refrain from conforming to ineffective educational trends. Someone who will make more efficient use of the budget (more teachers, less support staff) would also be helpful.
Teacher	HSD has a history of innovation and cutting-edge experiments in education. A new superintendent that respects that tradition and moves it forward would be much appreciated.
Teacher	HSD would benefit greatly from a superintendent who had the skills and the commitment to drive change in the district – and to take direction from the people on the front lines who are passionate about serving our students and their communities. Too often our professional development time is wasted. We need a leader who can direct the professional growth of the district in a genuine and effective way. We also need a leader who understands and has a vision for educational technology. Right now the district's IT infrastructure and policies are in a shambles. We need to upgrade the way we think about and use technology so that it serves instruction and our students.
Teacher	I believe education is moving too far in the direction of approaching students as data points and not as children who need guidance. We need a superintendent who will lead us in teaching to the whole child, listening to our students and building our classrooms around their needs and interests. Data is an effective tool in teaching, but not the only thing that matters.
Teacher	I believe our superintendent should have a strong knowledge of our district. Someone that has teaching experience, Principal experience and administrative experience.
Teacher	I believe that Highline needs a principal with an extensive background in education.
Teacher	I believe that it is extremely important for our next superintendent to continue with the work that our district has already started and values. Specifically, I would like a superintendent that believes in small autonomous schools, Advisory, personalized education, trust in staff, flexibility for schools to be unique and have some freedom in structuring how to meet the needs of their specific populations, and a willingness to try, or at least seriously research and consider, new things to improve education (such as year round school, later start time for high schools, etc) even if they challenge our current system. Someone who is not afraid to make decisions and really look at reforming the education system,

	especially since our district is so diverse.
Teacher	I believe that the person should be a good listener to everyone, not just who he/she agrees with. It is important that this person make decisions based on what is best for the students and staff in the district, and not just have a personal agenda.
Teacher	I believe that the superintendent should value the child as a whole learner (with very real challenges and successes of their own), not just a test score. Also, the superintendent should have a long range view of learning, in that it is not acceptable to teach primarily (99% of the time) 2 subjects at the elementary level (literacy and math) as is occurring within this district presently. Having a superintendent who believes in all of the disciplines (science, social studies, reading, math, writing, art, music, performing arts, physical education, shop) and ensures resources to encourage and engage this academic diversity (libraries, varied specialists, tools, etc.) will once again move Highline to the forefront of academia through a much more comprehensive and long range view of a true education. Find someone who can relate to our population! Multilingual speaker that reflects our families would be even better.
Teacher	I believe they need to spend some time in the classrooms. Not just at well-performing schools, but at structured-support schools as well. They need to talk to the staff and students to find out what that school needs to be effective.
Teacher	I believe they should have teaching experience and respect for teachers. I believe they should support new teachers and all teacher presented with new curriculum with timely, thorough, meaningful PD to help them implement instruction to the best of their ability.
Teacher	I desire a strong leader for the superintendant who is able to get things done. I don't think a good leader does all that work by themselves but gets help. As a teacher I want clarity from my leadership so I know what my job is. A superintendent does not need to have an extensive teaching and curriculum background however that background is important. I desire a person who will see the long term and make changes that are based around those long term goals.
Teacher	I feel that the new leadership should be willing to look at the district as a whole and be willing to make changes where changes need to be made. No more of the "Good Old Boys/Girls Club" - but really look at what is happening in all schools from administrators to custodians. I would love to feel like we can approach the District Leadership team and they would have "true" time for us as well as have time for us in our classrooms. Come see what we do for more than a 5 minute walk through. Really spend time in a classroom to see what is going on and what the difficulties are and what amazing strengths our students and teachers exude on a daily basis!
Teacher	I have been honored to work with the past three superintendents of Highline Public Schools, and I trust the school board to make a great decision at the end of this process. Thanks for all you do!
Teacher	I hope the new Superintendent will value the Arts as an important part of graduating well-rounded world citizens. In our quest to guide ALL students toward achieving their highest potential (particularly in literacy), I hope our new Leader will understand the importance of our school Libraries. Fully-staffed(full-time with certificated, endorsed Teacher-Librarians and capable Assistants), financially-supported(funding has been suspended for 2 years in a row) Libraries will pay big dividends in student achievement both in test scores and fulfilling lives.
Teacher	I like the way Dr. Alan Spicciati (sp?) is visiting all the schools in Highline. His visibility has made the employees feel valuable and part of making Highline School District one of the best around.
Teacher	I strongly believe in and support the current priorities of providing strong core instruction through reading and math frameworks, creating and fostering a learning environment that supports learning (PBIS), providing supplemental supports and instruction through a multi-tiered intervention system(RTI), and acknowledges and works within an Equity Frameworks for our diverse students and their needs. Our superintendent needs to hold these same values and stay the course that is mapped out at this time.
Teacher	I think continued commitment to the job is important; we are in the middle of so much change that we need someone who is willing to stay at the helm and see the work through. I think we need to hire someone who is willing and able to continue the work that Dr. Welch put into place.
Teacher	I think it is important that the teachers and staff feel supported and valued. Instead we often feel like we give everything we have to give, just to be asked to give more. I see a high rate of burn out because there is not enough teachers and support staff to take care of our students. We all need to remember that education should be student centered and the kids should be put first. When we are overworked we stop taking care of ourselves in an effort to take care of our students. We cannot take good care of them if we are not taken care of by the district.
Teacher	I think it is important to have a superintendent who has had experience with special education and who understands the different needs of special education programs

Teacher	I think it's important for our new superintendent to come from a teaching background. Also, I would like someone who values the arts.
Teacher	I think it's very important to find a superintendent who supports the vision for instruction that Highline has worked to develop over the last several years, rather than someone who wants to change the course. Beyond just not changing the vision, it would be ideal if this person would provide leadership and support in expanding that vision and align it with other initiatives.
Teacher	I think that the superintendent needs to have some idea of what is going on in the special ed department because the decisions that go on there are not always fair to the people who have been in the district for longer periods of time. This is discouraging and it has made me start looking to other districts for a job for the next school year.
Teacher	I want a superintendent who understands how valuable specialists are. Libraries especially have been decimated in the last 5 years, but are so valuable to staff and students. Please spend some time and money making our libraries healthier.
Teacher	I want our next superintendent to have been a teacher. I don't want a Business Leader who does not understand what happens in the day to day life of a working school. I want a superintendent who truly believes in our district not someone recruited from out of state who only wants the "job" and doesn't know anything about Highline beyond what they researched to impress the interview team. I want a homegrown leader that I can respect.
Teacher	I want someone who has been in the classroom, as a teacher within the time frame of NCLB.
Teacher	I want the new superintendent to build trust and respect between all members of the Highline educational community.
Teacher	I wish the sup had a suggestion board for saving money.
Teacher	I would hope that support for the arts will continue to grow in our district. I would like to see our superintendent aware of the gaps in the this area.
Teacher	I would hope that the new superintendent values the role of the school libraries in achieving excellence for our students and funds them accordingly.
Teacher	I would hope the new superintendent would be particularly sensitive to the needs of schools and families who are linguistically or culturally diverse.
Teacher	I would like our new superintendent to have experience working with diverse populations, including special education and ELL students. An ideal candidate would have experience in a diverse district with similar demographics to Highline.
Teacher	I would like to have someone with Educational Administration background. Someone who has credibility with teachers because he has taught. No more business people who think they understand teaching because they once attended school as a student. I would like this person to be a life long learner who understands the value of 21st Century Information Literacy and Technology literacy to this generation of students.
Teacher	I would like to see a superintendent that has a strong ability to relate to all of our families, their struggles, and find ways to encourage them to participate in school community as a whole. I also find it very important that we find someone who is interested in teaching the whole child, not just the reading/math child. We need to be encouraged to find ways to integrate social studies, math, and the fine arts into our current curriculum.
Teacher	I would like to see a superintendent who not only values the diversity in our district, but also holds schools accountable for communicating with our diverse families in a way that is culturally sensitive and appropriate. In order to do so, there needs to be monetary support put towards this effort in terms of professional development, hiring diverse and multi-lingual staff, and communication materials-- district and school websites, for example. More of an effort needs to be made to include the learning needs of our ELL students in all district initiatives and coaching work, especially in the core content areas to provide better access to core content for students who currently qualify for ELL and have transitioned out of ELL to ensure high expectations are held for ALL students.
Teacher	I would like to see a superintendent who values 21st Century Informatino Literacy Skills and values teacher librarians as a key component in this work.
Teacher	I would like to see someone who actually takes charge and makes decisions that are in the best interests of the students. I think our students are often forgotten in the process of decision-making in our district.
Teacher	I would like to see someone who values educating the WHOLE child, including the performing arts, physical education, and extracurricular activities. While improving our reading and math test scores are important, we cannot solely focus on them and neglect other parts of the students' education.
Teacher	I would like to work for a superintendent who includes a variety of current classroom teachers in all discussions that impact teachers and their classrooms. I don't request this from a contractual

	viewpoint - but from a "how can I possibly fit one more thing into my planning and teaching" viewpoint. I believe anyone applying for this position surely wants what is best for students - but I would love to work for someone who is in classrooms frequently enough, and in school professional development meetings enough, that he/she sees the true impact of decisions and requests. I'd like it to become normal for a higher level administrator to be in my school to interact with us and our students - not a "walk through" once or twice a year.
Teacher	I would love to see the district pursue innovative and flexible strategies that honor school-sites and communities as centers of change. Utilizing the district resources around issues of equity and excellence to help frame and empower schools to take action and be in continuous inquiry around improvement.
Teacher	Integrate the Arts into the curriculum throughout all grade levels K-12...it increases academic achievement in K-12.
Teacher	It is important that a superintendent has been a teacher in some capacity. It is important that a superintendent understand the day-to-day workings of a classroom, not simply walking through occasionally. It is important that a superintendent promote not just using and understanding all the data, but understand how teachers need time to plan and use that data in effective instruction. Implementation, differentiation of instruction takes time--we have enough data. It is important that a superintendent truly understands how students learn, the effects of their environment, their brain development and that they do not all learn at the same pace. Standards should be guidelines, but rely on teachers to let you know what is really needed to support students.
Teacher	It is important that a superintendent have an extensive teaching background preferably in the science/math fields at high school level and beyond. Also a highly experienced administrator who is realistic rather than idealistic. Not one given to reading theory rather one who is a practical realist, maintains good order and will deal very honestly in all situations. Strong interpersonal skills and ability to win support. One who leads by example and integrity. (No youngsters please). This position requires respect, honorable background experience.
Teacher	It is important that our new Superintendent understand the diverse community that we serve. They need to be aware of specific needs that come from being an immigrant and/or of generational poverty.
Teacher	It is important to me that we remember to meet the needs of a well-rounded education and become a leader in providing students at all ages with a variety of learning experiences. While the educational basics, the 3R's are vital, we need to remember that broadening their experiences with the arts, sports, and skills like mechanics, construction, food, etc. is also vital and may VERY WELL be the reason why some kids stay the course through their High School.
Teacher	It would be nice to have an administrator at the higher levels that understands and supports school libraries. Information Literacy is the FOUNDATION for all learning, both within school and outside of school. Our students are NOT getting consistent Information Literacy instruction nor the opportunities to learn proper research skills because of underfunding and continuous threats to cut school libraries, especially at the secondary level, where they need it most. We need a superintendent who recognizes that value isn't always in the cosmetically "sexy," resume-building programs which waste precious resources and money only to be discontinued after 2 or 3 years. Rather, we need someone who "gets" that the value in a program is in its long-term effects on students--how it will help them lead better lives, not just pass a standardized test.
Teacher	LISTEN and respond to teacher needs and concerns. WE know what's best for our students and for our work environment.
Teacher	Look for someone who actually understands real education reform and does not place blame for low test scores on teachers.
Teacher	Must understand the principles of teaching and learning. We do not need a Business Manager.
Teacher	No inside promotions. We need to go outside the district for a fresh perspective
Teacher	Our district needs a leader who respects and values the rich diversity of our student population but also understands the challenges that high poverty, high ELL bring to the classroom. They should be visible within our community as many cultures need face to face interactions to build trust and buy-in. If families trust the intentions and abilities of the district they will be more apt to be involved and engaged both with the school and their student at home. A superintendent should be good at delegating work as well. Holding a passion and big picture will lead the district in a successful direction. They should also be firm in their beliefs and not fear changes within the district if they are necessary for student achievement and staff retention. Last, our new superintendent should be diverse and well educated, bringing lots of life experience that allows him or her to understand the challenges and success of all levels within the district. Parents, teachers, support staff, students, etc. should know the face of our superintendent and be able to name the big passions and goals that they

	hold.
Teacher	Our new superintendent needs to understand the population with whom we work, and deeply respect and celebrate diversity. He or she needs to understand the effects of poverty on learning and teaching, and needs to be prepared to lead the multidisciplinary, intensive teamwork it takes to combat these obstacles-- to clear the pathway to college, career and citizenship. The new superintendent needs to take bold leadership on Response to Intervention (RTI) at all levels.
Teacher	Our superintendent needs to have experience as a classroom teacher. He/she needs to have experience working with diverse populations. He/she needs to be creative in problem solving so that all students have the access and supports they need to succeed in our global economy.
Teacher	Please make sure that the background of all candidates is checked - even on social media and google! Over the past few years I have seen many districts in the area (Seattle and Yelm) hire Superintendents that have had less than stellar reputations from their previous districts. I do not want to end up in the same situation as those districts!
Teacher	Please understand the importance of special education within Highline and for ALL students to succeed.
Teacher	Reduce the number of district administrators employed at ERAC that continue to USE classroom teachers recruited from the classroom to work at ERAC to do the work that district administrators are paid to do. These many teachers currently working at ERAC should be back in the classroom doing what they are paid to do, teaching students. I know for a fact that ERAC continues to waste money by employing a high number of unneeded district administrators. The new Sup. should know how to deal with and reduce the high incidences of anti social classroom disruptions, disrespect towards teachers, violence towards others, and the continual stoppage of learning by the other students in classrooms during the school day. Experience with gangs, violence, drug/alcohol use.
Teacher	Representing family, student, and teacher voices is something that has been overlooked in the past few years. Allow their testimony to change the school board members' minds, rather than be recorded in the meeting's minutes.
Teacher	See the big picture. Is not easily swung by organizations that do not have public education's best interests in mind and have thier own agendas. Has a back ground in education... Is an educator not a business person. Thinks teachers are not the problem and see teachers and staff as competent partners
Teacher	Sincerity. Transparency. No jargon, talking head, or gestures meant to seem meaningful that in the real picture are not (had one superintendent in another district who sent everyone a birthday card every year; however the same person also subbed in a random classroom 1 day per month and said it was a great way to maintain that connection of the real challenges faced every day)
Teacher	Somebody who can inspire!
Teacher	Someone who has a clear understanding of the strong impact the Arts have on student achievement, and be willing to keep and support Arts curriculum at all grade levels, even in times of budget shortfalls.
Teacher	Someone who has taught before and understands how to teach effectively. Someone who understands WHAT is important to our students in a student's day at school to maximize their ability to learn, and someone who listens more than they talk.
Teacher	Someone who knows what it is like to be in education and can balance looking into the future, the present as well as looking at how far we have come. To place pressure on those that need it and to let others grow and learn as needed.
Teacher	Spend time at the schools
Teacher	Strong understanding of the practices and vision on how central office can/should be supporting the work in the schools. Strong understanding of best business practices, support strong district leadership and removing ineffective ones. Ability stay focused and not distracted by the numerous demands that outside organizations can place on the district.
Teacher	Students and parents need to put a name to his/her face. Being visible would be a good start!
Teacher	Teaching experience, a commitment to diversity that is reflected in his/her work history
Teacher	That the superintendent has taught students and willing to work with the families in our district.
Teacher	That the superintendent has taught students and willing to work with the families in our district.
Teacher	The ability to "clean house" at the district offices. There are a number of people not pulling their weight in the central office that should have their jobs consolidated or they should be replaced. There are too many administrative layers that currently exist and have very little to do with the success of our students and teachers. A strong superintendent should have a strong understanding of the classroom (worked as a teacher at some point). The ability to have a strong backbone to stand up to the school

	board when they focus on silly/meaningless things like web addresses and logos.
Teacher	The new super intendent must also supply more money for low budget schools like evergreen high school and cascade that's in desperate need of new material
Teacher	The new superintendent must understand the needs and responsibilities of all the stakeholders in the district. The new superintendent must understand that teaching all children is a group effort. All the stake holders have their part to play. Teachers alone are not the only ones responsible for student success in school. The system will not work well if only teachers are held accountable for student success.
Teacher	The new superintendent needs to respect collegial collaboration, listen to teachers in addition to principals, and tolerate no bullies in leadership.
Teacher	The new superintendent should know at least one content area well, and be able to transfer that knowledge to other content areas. S/he should have experience as a teacher and principal. Ideally, s/he will also have experience with both elementary and secondary. The candidate should have excellent communication and facilitation skills, and plenty of experience with budgets and financing.
Teacher	The person needs to be approachable for both staff and parents. I need a person who has strong leadership qualities. Someone who can be tough on parents.
Teacher	The superintendent 1. is an effective communicator 2. communicates positive messages about students and their families 3. is an advocate for the arts 4. works to build a well rounded education for all students
Teacher	The superintendent I would like to see guiding Highline Schools needs to be personable to ALL the staff and students they serve. The past few years with John ... we never saw him. He did send out his news letter with updates ~ which was good but ... more and more we need to see this person / feel free to approach them at school functions on a side by side basis. I want to be able to know more about them as a person ~ not a title.
Teacher	The superintendent must understand how to develop, support, and assess a educational SYSTEM. RTI training, or like experience, would help the superintendent be a student of our educational system, continually measuring about student learning, implementing system-wide strategies, and measuring for change. The superintendent must understand current research about learning, with a clear vision for pedagogy in math, reading, and science. The superintendent must value transparency. The superintendent must make research based, data driven decisions for the district, for OUR students, rather than following new or national trends.
Teacher	The superintendent often operates in a bubble, surrounded by 'yes' people sharing all but the reality of what's going on in the ranks, the sites, and front line operation. The next superintendent needs to be able to cut through the BS at the executive team level and really, truly listen to ideas and realities. Employees on the front lines are fearful of retribution if they share truths... please find someone willing to listen to the hard facts and do something to restore trust in leadership at the district level. P.S. It is sad that central office keeps getting bigger and bigger while cuts are being made at the school level ... hello, anybody home?!
Teacher	The superintendent should be positive and willing to make time to spend some time in the schools.
Teacher	The superintendent should be visible - "he" should take the time to visit the schools and interact with the students - at least attend school assemblies so that everyone can put the name to the person.
Teacher	The superintendent should have an understanding of the impact of ELL students and poverty on the district. The importance of differentiating instruction to meet the needs of all our students must be communicated at all times. Things like math and literacy frameworks should not be created or communicated to staff without guidance on how to work with all of the kids we teach. The superintendent should require all teachers in the district to have coursework in teaching ELLs. Working with our ELL population should be a priority in everything we do. The new superintendent must have experience working with a population like our.
Teacher	The superintendent should have been a classroom teacher for at least 10 years. Ideally the superintendent should have been an elementary and secondary teacher for at least 5 years each. The superintendent should commit to live in the district, and if s/he has school age children, to those children attending district schools. The multiple choice question previously should have had "a deep understanding of teaching and learning" as a SEPARATE criteria from the understanding of technology's use in education.
Teacher	They should be new to our district. It is time to have leadership from an outside source. His or salary needs to be reasonable and they need to have an education background willing to do whats best for students and staff even if it means looking beyond finances. Working with the community and collaborating with Highline Education Association is a must.
Teacher	To look at classroom needs.

Teacher	To value all levels of EDU. in the district, not just Sr. High.
Teacher	True instructional leadership and vision for teaching and learning; willingness to work with the existing strength in the system, but provide structure and direction. Prioritize teaching and learning.
Teacher	understanding and support of all forms of alternative education more equity of funding for alternative programs support of all teachers of all age ranges/seniority
Teacher	Understands what is going on in the classroom and what needs to go on in the classroom. I am tired of admin and their mandates, ideas, plans, etc. that are so worried about test scores when instead they should be focused on what is best for kids. Trusts the professionalism of teachers.
Teacher	We have come a long way in our district. We have done solid work with our kids in preparing them to be citizens in a global society. I would hate to see this work lost or forgotten.
Teacher	We need a superintendent who understands and supports the basics in education: reading, writing, arithmetic! WE need libraries, PE, music and art so our students can develop all their talents. We need plenty of aides for larger classes. We need a superintendent who listens to those of us doing the teaching. Support us with what we need and success (test scores) will follow. We need tech support--we don't have enough staff to keep our computers and programs running. We are asked to test but don't have the computers to do it.
Teacher	We need someone to get everyone on board and working together. Help teachers believe in the work necessary to make the changes that will actually work! I don't want to work harder just to work harder. We need clear direction on how to get students from 40% passing to 80% passing. How much experience does the individual have with the Center for Teaching and Learning. We want correct research in the hands of teachers and for them to buy into the change.
Teacher	Whether the new superintendent is white or non-white, I would like to see more diversity in the administrative and teaching staff in this district in order to effectively model and reflect, at the highest levels, the diversity that is this district's strength. I would like to see a superintendent that has taught in the public school system and worked his/her way up the administrative ladder, a person that holds a deep understanding of what the soldier-teachers on the front lines of education go through on a daily basis.
Teacher	Willingness to get to know the employees in the district, their wants and needs. Understanding that not all employees think \$\$ should be spent on athletics at the expense of academics. Realization that putting \$\$ into something like changing the district log in these tough financial times is NOT in the best interest of our STUDENTS--that \$\$ could've better been spent on sending teachers to conferences (the national science teachers' convention is here in Seattle next year and our teachers can't even afford to go!) or on books and online databases for the libraries or on hand sanitizer (my school is out and we've been told we won't get more until there is a viral outbreak -- seems backwards to me). Bottom line--look at what's good for STUDENTS AND STAFF, which might not correspond to what makes the district look good. Granted, the public votes yea or nay on bond issues and levies but how about keeping the focus on education? That also means ensuring effective principals are hired; we have too many ineffective principals who disrespect and bully their staff members. If there are bad apples in the district, and there are several, get rid of them; forget spending \$\$ on coaches for these principals. If a principal has proven not to work at one school and the same problems appear at the next school, time to cut his/her loose. A superintendent needs to have the resolve to do so, not just to keep patting the principal on the hand and saying, "Let's try this."