



Maryland State Board of Education

200 W. BALTIMORE STREET / BALTIMORE, MARYLAND 21201-2595 / (410) 767-0467

TO: Members of the State Board of Education

FROM: Guffrie M. Smith, Jr. *GMS/cls*

DATE: October 27, 2015

SUBJECT: Superintendent of Schools Vacancy

PURPOSE:

The purpose of this agenda item is to engage the Board in preliminary discussions about how the Board will proceed in permanently filling the Superintendent of Schools vacancy.

BACKGROUND:

On August 25th, Dr. Lillian Lowery announced her resignation as Superintendent of Schools, effective September 11, 2015. The Board agreed to appoint Dr. Jack R. Smith Interim Superintendent of Schools, effective September 12, 2015 through June 30, 2016. This decision was ratified on September 22, 2015. The Board will need to decide how to proceed in filling the position permanently.

SUMMARY:

The State Superintendent of Schools is appointed by the State Board, serves a 4-year term and is eligible for reappointment. With the resignation of Dr. Lowery and the interim appointment of Dr. Smith, the Board needs to discuss how to proceed in filling the position permanently, to include key considerations and decision points.

The sample materials included are for information purposes only and serve to provide historical information and perspective on the process implemented when this position was last filled in 2012, resulting in the hiring of Dr. Lillian M. Lowery.

ACTION:

For information only. However, depending on the Board's discussion, action may be needed about when and how to initiate the search process.

**MARYLAND STATE DEPARTMENT OF EDUCATION
EMERGENCY PROCUREMENT
RFQ #R00R120135
EXECUTIVE SEARCH FIRM TO ASSIST WITH SEARCH FOR MARYLAND STATE
SUPERINTENDENT OF SCHOOLS**

Issue Date: April 28, 2011

Title: Executive Search Firm to Advise and Assist the Maryland State Board of Education in the Recruitment and Selection of the State Superintendent of Schools

Purpose:

The Maryland State Board of Education is currently engaged in a nationwide recruitment for the position of Maryland State Superintendent of Schools. The selection of the next Maryland State Superintendent of Schools is integral to maintaining Maryland's position as the #1 Public School System in the nation. The next State Superintendent of Schools, working with the Maryland State Board of Education, the Governor of Maryland, the Maryland General Assembly, the education community, teachers, students and families, will be instrumental in accelerating Maryland's education reform initiatives and creating a world-class education system that prepares Maryland students for college and career success in the 21st century.

In addition to PreK-12 education, the Maryland State Superintendent of Schools is responsible for overseeing library development and services in Maryland; providing a comprehensive instructional program in the state's juvenile justice facilities; promoting employment and independent living through the administration of the state's rehabilitation services program; and the licensing, monitoring and enforcement of child care providers.

Due to the critical impact this position has on the lives of many children and adults in the State of Maryland, unique expertise is sought to advise and assist the State Board of Education in developing and implementing a recruitment process that assures the identification and selection of the most highly qualified candidate as the next Maryland State Superintendent of Schools.

Background:

Dr. Nancy S. Grasmick, Maryland State Superintendent of Schools announced her retirement, effective June 30, 2011, after nearly twenty years in office. Dr. Grasmick's extraordinary leadership raised the bar on education reform initiatives in Maryland and across the nation and molded Maryland into an education powerhouse.

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In 2009, Governor Martin O'Malley set out his vision for education reform. Building on the Governor's vision, the Maryland State Board of Education released its strategic plan to build a world class public education system to prepare students for college and career success in the 21st century.

In 2010, Maryland won one of the highly competitive Federal Race to the Top grants, bringing in \$250 million to accelerate education reform. As Dr. Grasmick departs, the Maryland State Board of Education and the Maryland State Department of Education must continue to focus on the work of improving teacher and principal effectiveness, supporting performance improvements among the State's lowest performing schools, implementing the Common Core standards and assessments to re-design the Maryland State Curriculum, putting in place a well-designed data systems and technology solution to support the work of principals and teachers in schools, strategically expanding science, technology, engineering, and mathematics (STEM) programs in schools statewide, and engaging key community stakeholders in reforms aimed at public schools statewide.

In January 2011, *Education Week* ranked Maryland as the #1 Public School System in the nation for the third straight year. Maryland's 2011 *Quality Counts* ranking is based on State education policies and student performance that reflect decades of work on preK-12 curriculum; state accountability and standards; teacher effectiveness; and work on early childhood and school readiness, high school reform, and preparation for college and the workplace. As Dr. Grasmick retires, this work must continue.

Nature of Work:

Conduct a successful nationwide search for qualified candidates for the position of Maryland State Superintendent of Schools.

A. Develop a list of the personal and professional attributes and qualifications that the next Maryland State Superintendent of Schools must possess in order to be successful.

- Describe the process that the firm will use to develop a list of attributes and qualifications for the position.
- Describe the role of the search firm in relation to the State Board of Education in the development of the list of attributes and qualifications for the position.
- Describe the role of other stakeholders in the development of the list of attributes and qualifications for the position.

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- Describe the mechanism the firm will use to allow the State Board to gather and record information relative to attributes and qualifications of the candidate.
- Describe the mechanism the firm will use to allow the State Board to share and/or discuss confidential information related to the attributes and qualifications of candidates, and the application process
- Describe the personnel and resources required to develop the list of attributes and qualifications.
- Provide a timeline for the development of the list of attributes and qualifications.

B. Develop and implement an advertising and recruitment plan to identify and recruit a diverse pool of highly qualified candidates for the position of Maryland State Superintendent of Schools.

- Describe the contents of the announcement packet that will be assembled to provide information to prospective candidates on the goals, expectations, and current status of the Maryland State Board of Education and the Maryland State Department of Education.
- Describe the process, including the various recruitment channels that the firm will use to identify and recruit a diverse pool of highly qualified candidates for the vacant position.
- Describe the process that the firm will use to identify and recruit non-traditional candidates, or candidates who are not in the current job market.
- Describe the types of advertisements that the firm will develop to be used to recruit highly qualified candidates for the vacant position.
- Describe the process and safeguards that the firm will use to assure the confidentiality of candidates identified, contacted and recruited for the position.
- Describe the personnel and resources required to implement the advertising and recruitment plan.
- Provide an implementation timeline.

C. Develop a method to capture and record information received from the applicant, and about the applicant, and to disseminate information to the Maryland State Board of Education.

- Describe the process that the firm will use to capture and record information received from the applicant.
- Describe the process the firm will use to capture and record information received about the applicant from various sources.
- Describe the process and mechanism that the firm will use to disseminate information to the Maryland State Board of Education.
- Describe the process and safeguards the firm will use to assure the confidentiality of the information received and recorded.

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- Describe the process and safeguards the firm will use to assure the confidentiality of the information transmitted to the Maryland State Board of Education.
- Describe the personnel and resources required to capture and record applicant information and to disseminate information to the Maryland State Board of Education.
- Provide a timeline for capturing and recording applicant information and for disseminating information to the Maryland State Board of Education.

D. Develop a method to screen applicants.

- Describe the method the firm will use to screen applicants to identify highly qualified candidates from the pool of all applicants.
- Describe the role of the search firm in relation to the State Board of Education in the screening of applicants.
- Describe the method the firm will use to assure the credentials of all highly qualified candidates.
- Describe the safeguards that the firm will use to assure the confidentiality of the applicants during the screening process.
- Describe the personnel and resources required to screen the applicants.
- Provide a timeline to complete the screening process.

E. Develop a matrix to rank highly qualified candidates.

- Describe the process that the firm will use to develop a matrix to rank highly qualified candidates.
- Describe the role of the search firm in relation to the Maryland State Board of Education and other constituent groups in the development of a matrix to rank highly qualified candidates.
- Describe the personnel and resources required to develop and apply the matrix to rank highly qualified candidates.
- Provide a timeline to develop the matrix to rank highly qualified candidates.
- Describe the personnel and resources required to rank the highly qualified candidates.
- Provide a timeline to rank the highly qualified candidates.

F. Develop interview questions based on the list of attributes and qualifications in paragraph A.

- Describe the process the firm will use to develop appropriate interview questions based on the list of attributes and qualifications in paragraph A.
- Describe the role of the search firm in relation to the Maryland State Board of Education in developing appropriate interview questions.
- Describe the safeguards the firm will use to assure the confidentiality of the interview questions.

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- Describe the personnel and resources required to develop the interview questions.
- Provide a timeline for the development of the interview questions.

G. Schedule interviews for the highly qualified candidates with the Maryland State Board of Education

- Describe the process the firm will use to schedule and facilitate interviews between the highly qualified candidates and the Maryland State Board of Education.
- Describe whether a one or two-tiered interview process will be used.
- Describe whether, and in what capacity, individuals or entities other than the Maryland State Board of Education should be involved in the interview process.
- Describe the safeguards the firm will use to assure the confidentiality of the interviews between the candidates and the Maryland State Board of Education.
- Describe the personnel and resources required to schedule and facilitate the conduct of the interviews between the highly qualified candidates and the Maryland State Board of Education.
- Provide a timeline to conduct interviews between the highly qualified candidates and the Maryland State Board of Education.

H. Develop a scoring matrix to assist the Maryland State Board of Education in evaluating those candidates interviewed for the position of State Superintendent of Schools.

- Describe the process the firm will use to develop a scoring matrix to assist the Maryland State Board of Education in evaluating those candidates interviewed.
- Describe the role of the Maryland State Board in the creation of the matrix.
- Describe the personnel and resources required to develop the scoring matrix to assist the Maryland State Board of Education in evaluating those candidates interviewed.
- Provide a timeline to develop the scoring matrix.

I. Develop a communications plan to introduce the successful candidate to Maryland.

- Describe the process the firm will use to develop and implement a communication plan to introduce the successful candidate to the citizens of Maryland.
- Describe the role of the Maryland State Board of Education in the development and implementation of the communications plan.

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- Describe the role of other Maryland constituents in the development and implementation of the communications plan.
- Describe the safeguards the search firm will use to assure the confidentiality of the successful candidate until the official announcement.
- Describe the personnel and resources required to develop and implement the communications plan.
- Provide a timeline to develop and implement the communications plan.

Offeror Qualifications:

A. Essential Requirements

1. Prior or current work experience recruiting executive level education or corporate positions.

- Offeror must document all experience, over the last seven years, in conducting national employment searches for Superintendents of Schools in districts of over 75,000 students, State Superintendents of Education/Chief State School Officers, or chief executive officers, chief operating officers and chief administrative officers of corporations, educational institutions, and non-profit organizations with operating budgets of over \$200 million, annually. (Experience in recruiting candidates for leadership at an institution of higher education is also deemed as qualifying experience.)
- Related to the above searches, Offeror must provide a brief analysis of each employment search, indicating the outcome of the search, challenges encountered during the search, challenges overcome during the search, and lessons learned and incorporated into subsequent employment searches.
- Offeror must provide evidence of successful placement of candidates as Superintendents of Schools in districts of over 75,000 students, State Superintendents of Education/Chief State School Officer, or chief executive officers, chief operating officers and chief administrative officers of corporations, educational institutions, and non-profit organizations with operating budgets of over \$200 million, annually. (Experience in recruiting candidates for leadership at an institution of higher education is also deemed as qualifying experience.)

2. Knowledge of Maryland's education organization and education reform initiatives.

- Offeror must provide evidence of a working knowledge of Maryland's education governance including the relationship of the Governor, State

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Board of Education, State Superintendent of Schools, local school boards, local school system superintendents, P-20 Council, the Maryland Higher Education Commission, and higher education.

- Offeror must provide evidence of a thorough understanding of the major reform initiatives underway in Maryland, including the Board's Strategic Plan and the Department's Race To The Top initiative.

3. Client References.

- Written recommendations from current or prior client-states and organizations are required as evidence to support the response to the RFQ.

B. Supplemental Requirements

- Offeror may describe other factors that distinguishes offeror's firm from other search entities.

C. Organizational Requirements

1. Capacity.

- The offeror must be able to assure the highest quality staff and highest quality work, and have the resources necessary to conduct an executive level recruitment for the position of Maryland State Superintendent of Schools.
- The offeror must be able to meet multiple deadlines over the duration of the contract. Offeror's staff must have appropriate education and experience in the field of human resources and must have engaged in the successful recruitment of executive level, highly qualified personnel.

2. Confidentiality.

- The offeror must assure that all of its work with Maryland is treated as highly confidential in nature and not shared with other entities without prior permission from the State Board of Education.

3. Flexibility.

- The offeror must demonstrate that it can shift directions quickly and adeptly if the Maryland State Board of Education determines that the direction of the recruitment must be modified.

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4. Business Viability.

- The offeror must demonstrate financial stability such that it will continue in operation through the duration of the contract and meet all contractual obligations within the stated timetable.
- The offeror must submit the current audited financial statement for the past 2 years or the corporate or organization tax return for the past 2 years as evidence of business viability.

Term of Contract:

The contract will commence with the award of the contract on or before June 30, 2011, and end with the selection of a candidate as the Maryland State Superintendent of Schools.

Format for Submission Offeror Proposal:

Offeror must submit proposal response(s) necessary to meet the stated requirements of this RFQ. The Offeror must submit an original, **which shall be identified as such**, and four (4) copies of both technical and price volumes **packaged separately** as specified below. A complete proposal requires:

1. A transmittal letter
2. Volume I - the Technical Proposal
3. Volume II - the Price Proposal

TRANSMITTAL LETTER

A transmittal letter prepared on the Offeror's business letterhead must accompany the technical proposal. The purpose of this letter is to transmit the proposal and acknowledge addenda; therefore, it should be brief. The letter must be signed by an individual who is authorized to bind the Offeror to all statements, including services and prices, contained in the proposal.

TWO VOLUME PROPOSAL

The selection procedure for this procurement requires that the Evaluation Committee shall complete the technical evaluation of the proposals before the price data is distributed to the Committee. Consequently, each proposal must be submitted as two separate enclosures as indicated below with the RFQ number, title and the due date conspicuously written on the container of each volume.

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VOLUME I - TECHNICAL PROPOSAL

This volume should be prepared in a clear and concise manner. It should address all appropriate points of this RFQ except the price information. Volume I consists of, and must contain, the following sections, in addition to items requested in Section 2.0.

1. Table of Contents
2. Executive Summary
3. Work and Technical Plans
4. Corporate Experience and Capability
5. References
6. Personnel
7. 2 Most Recent Year Audited Financial Statements or Tax Returns

1. TABLE OF CONTENTS

The "Table of Contents" should identify major points of discussion by page number and should clearly cross reference the technical discussion to any related tables in the proposal.

2. EXECUTIVE SUMMARY

- In the first section of this summary, the Offeror shall explain how they meet each requirement of the RFQ.
- In the second section, the Offeror shall identify any portion of the proposal that is proprietary information and the reasons.

3. WORK AND TECHNICAL PLANS

For this RFQ, the Offeror will propose a project management plan that will include an estimate of time to accomplish the required services and propose the number of staff to accomplish those services. The Contractor may also provide as discussion on specific methods that might be used to accomplish any given services, and outline any anticipated theoretical or practical problems associated with the completion of each requirement. Solutions, alternatives, or contingency plans related to these problems must also be proposed if appropriate. In addition, the Offeror shall list and identify subcontractors if any.

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4. CORPORATE EXPERIENCE AND CAPABILITY

The "Corporate Experience" must describe selected engagements for other clients involving services similar to those requested by this RFQ, that were successfully performed by the Vendor. Include the name, address, and telephone number of the clients referenced in this section and the dates of prior experience.

The "Capability" shall extend to both corporations and individuals with the background and experience required. In the "Capability" section of the proposal, the Offeror must clearly document the existence of adequate facilities or procedures for obtaining those facilities and competent personnel to successfully conduct the tasks called for in this RFQ within all specified timelines. Corporate competence may be substantiated by providing evidence of credibility. This should describe selected engagements for other clients involving services similar to those requested by this RFQ, which were successfully performed by the Offeror.

5. REFERENCE

The Offeror must supply three (3) references. The references must be current within 2 years, identify the name of each organization, point of contact and telephone number. The State shall have the right to contact any other references of its choosing as part of the evaluation and selection process.

6. PERSONNEL

The Offeror must include individual resumes in its proposal for the personnel that are to be assigned to the project. The Offeror must also include in the proposal the role or assignment that each individual is to have in this project. If the Offeror is awarded the contract, any changes to Contractor's personnel during the contract period must be notified in writing to MSDE within seven calendar days of the change with submissions of resumes of proposed new personnel. All assigned personnel must meet the required qualifications and MSDE must approve the substitute personnel before that person is authorized to work on the project.

7. CURRENT AUDITED FINANCIAL STATEMENT OR MOST RECENT TAX RETURN

Offerors must submit with their technical proposals current audited financial statements, or a copy of the most recently filed tax returns as specified.

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8. COMPLETED BID/PROPOSAL AFFIDAVIT

State law requires that each proposal submitted include a "Bid/Proposal Affidavit". The Bid/ Proposal Original Affidavit is included as Exhibit B. The Offeror must complete the form and submit it with the technical proposal.

VOLUME II - PRICE PROPOSAL EXHIBIT A

Offerors must use the form in Exhibit A to present the price proposal. This will be a firm, fixed price contract. The "Price Proposal" must detail the proposed price associated with the completion of each requirement in the RFQ and the proposed price with all requirements combined.

Offerors must attach a worksheet to Exhibit A which explains in detail the costs associated with each requirement.

Most Favorable Bid Price:

The State reserves the right to negotiate a best and final offer and to award the contract to the responsive and responsible bidder submitting the most favorable bid price for providing the goods and services, as specified in this RFQ.

Submission Due Date:

All components of the submission, as detailed above, must be received by 2:00 P.M., May 20, 2011 to:

Alan Delman
Maryland State Department of Education
200 West Baltimore Street, 2nd Fl. Rm. #219
Baltimore, Maryland 21201

➤ **Late bids shall not be accepted.**

Shipping Instructions:

1. When shipping the bids to MSDE by courier, please use the address as follows:

**ATTN: Receiving and Shipping Department
Mail Room – C/O Alan Delman
Maryland State Department of Education
200 West Baltimore Street, 2nd Fl. Rm. #219
Baltimore, MD 21201**

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2. When hand delivered, please use the 6 North Liberty Street entrance of the building with the packages marked as follows:

ATTN: Mail Room – C/O Alan Delman

Mail room hours are from 8:00 A.M. to 5:00 P.M.

- **Bids submitted shall be identified with the RFQ # R00R120135, Title, and Due Date inscribed on the left-hand corner of the mailed envelope under the return address. Bids shall not be accepted without this information including expressed packages.**
- **E-mailed or Faxed bids shall not be accepted**

Contact Person:

Questions should be addressed to Alan Delman by 2:00 P.M., May 5, 2011 at the following: adelman@msde.state.md.us

Note: Please refer to RFO #R00R120135 when contacting Alan Delman.

- **All communications pertaining to this RFQ shall be addressed to Alan Delman by e-mail only.**

Note: All responses to questions submitted, if any, shall only be posted on “emarylandmarketplace” as Addendum #1 after the due date of questions are received. It is suggested that you register with “emarylandmarketplace” at “no charge” to access the addendums. Just click register and follow the screens. There may be other opportunities from other State agencies out there. There shall be no mailing of the Addendums. The link to “emarylandmarketplace” to register is as follows:
<https://ebidmarketplace.com/>

KEY DATES TO REMEMBER

DEADLINE FOR QUESTIONS

By 2:00 P.M., May 5, 2011

DEADLINE FOR SUBMISSION

By 2:00 P.M., May 20, 2011

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**EXHIBIT A – BID FORM
(PRICE PROPOSAL FORM)**

DETAILED COST CATEGORY	Total Cost
Develop a list of the personal and professional attributes and qualifications and the process for receiving, recording and sharing candidate information	\$
Develop and implement an advertising and recruitment plan to identify and recruit highly qualified candidates	\$
Develop a method to capture and record candidate information and to disseminate information to the Maryland State Board of Education	
Develop a method to screen applicants	\$
Develop a matrix to rank highly qualified candidates	\$
Rank highly qualified candidates	\$
Develop interview questions	\$
Schedule interviews	\$
Develop a scoring matrix	\$
Develop a communications plan to introduce the successful candidate	\$
*TOTAL COST OF PROJECT	\$

Note: Exhibit A bid form shall not be altered.

- **Exhibit A: Cost per day or per hour is to include all costs incurred both direct and indirect in delivering a product or service, which includes, but not limited to travel, lodging, food, etc.**
- **Bid submitted shall be identified with the RFQ #120135, Title and Due Date inscribed on the left-hand corner of the mailed envelope under the return address. Bids shall not be accepted without this information including expressed packages.**
- **Late bids shall not be accepted**

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EXHIBIT A – BID FORM (CONTINUED)
(PRICE PROPOSAL FORM)

- E-mailed or Faxed bids shall not be accepted
- All services specified above are subject to review and acceptance by MSDE before payment.

VENDOR'S NAME: _____
PRINT

VENDOR'S ADDRESS: _____

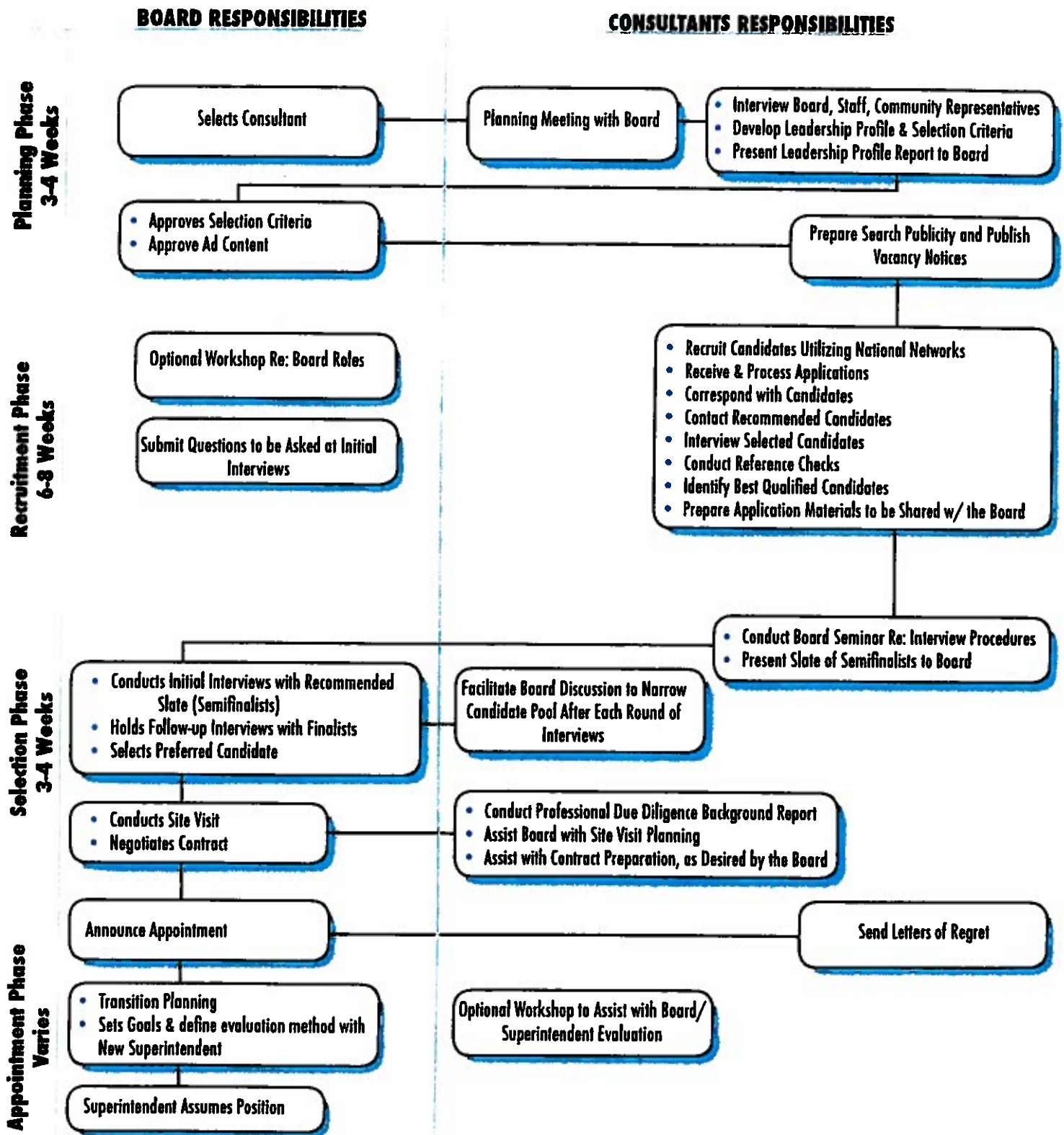
City State Zip

VENDOR'S FEDERAL ID or SS# _____

NAME OF AUTHORIZED: _____
PRINT

SIGNATURE: _____

Superintendent Search Flow Chart



MSDE State Superintendent Survey - DRAFT

The State Superintendent Profile Survey will be used to gather information regarding the characteristics, skills, and abilities that stakeholders view as important in the new state superintendent. The Board is able to identify up to six groups that can be used to disaggregate the data. This approach permits the Board to see how different groups feel (e.g. community members vs. teachers). The survey tool also aggregates the information into the three major areas represented below in the blue headers. This allows Board members to consider both categorical priorities as well as individual question (skills) priorities

When the survey is operational, respondents will first indicate the group they are represent (e.g. parents, staff, etc.) and then respond to the following items in a randomly generated order.

I. Vision and Values

1. Have a clear vision for a world-class educational system that prepares all students to college and career ready.
2. Ensure that all districts provide safe and caring school environments.
3. Strive for continuous improvement in all areas of education throughout the state.
4. Hold a deep appreciation for the diversity across the State of Maryland.
5. Promote high expectations for all students and personnel.
6. Align budgets, long-range plans, and operational procedures with the State's vision, mission, and goals.
7. Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.
8. Provide support for all students, teachers, and school-based personnel to achieve personal growth and fulfillment.

II. Instructional Leadership and MSDE Operations

9. Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.
10. Increase academic performance and accountability for all its students, especially for low-achieving schools.
11. Utilize technology that links all data with analytic and instructional tools to promote student learning.
12. Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.
13. Understand and support Science, Technology, Engineering, and Mathematics (STEM) education.
14. Be an effective manager of MSDE's day-to-day operations.
15. Be accountable by operating under objective measures of success determined by state and national standards with data-driven actions to enhance learning for every student.
16. Promote student physical and mental health and fitness to help students achieve academically and develop habits of healthy living.

III. Stakeholder Relationships, Communication and Collaboration

17. Be visible throughout the State and actively engaged with governmental leaders regarding educational policy.
18. Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.
19. Listen to and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.
20. Communicate effectively with a variety of audiences and in a variety of ways.
21. Promote meaningful engagement with parents, families and community members to support academic achievement and individual success.
22. Foster a positive professional climate of mutual trust and respect among educational groups and interests.
23. Lead in an encouraging, participatory, and team-focused manner.
24. Serve as an effective liaison with local, state, and federal educational agencies and organizations.
25. Maintain positive and collaborative working relationships with the Maryland State School Board members.
 26. Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.
 27. If you know of someone that you think would be a good candidate for this position, please share his or her name and contact information below.

Maryland State Department of Education

State Superintendent

LEADERSHIP PROFILE REPORT

December 6, 2011

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in October and November 2011 for the new State Superintendent in Maryland. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or regional forums and from the results of the online stakeholder survey. The surveys, interviews, and regional focus forums were structured to gather input to assist the Maryland State Board of Education in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths and challenges facing the Maryland State Department of Education and public education throughout the State of Maryland.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

Group	Online Survey	Regional Forums
Business Leaders	61	6
Administrators/Local Leader	122	45
Parent and/or Community	550	18
Political Leader	10	6
Students	64	0
Teacher or Support Staff	377	132
Total	1184	207

The responses provided by the individuals and focus groups during the interviews and the results of the online survey were used to identify the consistent themes heard across stakeholder groups. These themes are listed alphabetically with no attempt to prioritize them.

Two separate appendices list all comments made online by survey respondents and the individual comments and ideas shared during the regional community forums. Negative statements about a single individual or inappropriate language have been redacted in order to handle all input in a professional manner. The report also contains a draft of the "desired characteristics" sought in the next state superintendent. These characteristics will be finalized by the Board and used in their interviewing process.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths of the District

The State of Maryland, the Maryland State Department of Education (MSDE), and the twenty-four county school districts all have much to be proud of in regards to the success and quality of public education across the State. Almost universally recognized by stakeholders is the fact that Maryland ranked #1 for the third straight year in three national rankings - Education Week, the *College Board* for AP performance, and the *Washington Post's* Challenge Index. Additionally, stakeholders recognized that the State has made some progress in narrowing the achievement gap by working to improve the performance of all students. Parents and staff members often commented that they were pleased with the level of academic performance of students, but still greatly valued the education of the whole child. They wanted to insure that curriculum retain a robust commitment to the arts, career and technical education, as well as the social emotional health of students.

Many stakeholders credited two main reasons for the success of public education across the State, which were: 1) the quality and dedication of the teachers, support staff, and administrators in local school districts and 2) an aligned, articulated, and comprehensive program of services developed by MSDE and deployed across the 24 school systems. The opportunities for communication, input, and shared decision-making between state leaders and local educators were regularly recognized as a significant and somewhat unique strength in Maryland. There is a consistent belief that educators from the classroom to the State Superintendent are very child-centered and are committed to doing what is best for children.

Stakeholders also recognized that the State Superintendent, the Maryland State Board of Education (MSBE), and the Maryland State Department of Education have developed strong working relationships and partnerships with business and political interests. Business partnerships were consistently recognized as adding value to the quality of services provided in the State, and business leaders as well as staff members expressed a strong desire to see these partnerships continued and expanded. In regards to political leadership, MSBE and MSDE are generally viewed as maintaining a level of independence from politics, but with the recognition that they have been actively engaged in advocating for the needs of children and public education during the legislative process.

Regarding internal operations of MSDE, most, but not all educators, who shared their views, believe that MSDE is a highly responsive and customer focused state agency. The view was often expressed that MSDE works better than many other state departments of education and that other states often come to Maryland to learn what they are doing and how they have achieved such a high level of success. Many participants attributed MSDE's accomplishments to the commitment and quality of the staff working at the department. There was recognition that the downsizing of the department and the requirements of *No*

Children Left Behind and *Race to the Top* have placed additional demands on the department. Despite these challenges, most educators who attended the forums still felt that MSDE was doing an excellent job in meeting their needs and providing outstanding service. Attendees also commented that they believe MSBE was providing quality leadership for both the department and the State. In general, respondents believe that the State is on the right track and recognize that the key work that lies ahead will be challenging but extremely worthwhile.

Challenges/Concerns/Issues

While Maryland has much to be proud of in regards to its educational system, there are significant challenges that are facing the State that will need to be addressed by the new State Superintendent. First and foremost are challenges related to student achievement. Many stakeholders expressed the view that maintaining the #1 ranking on national comparisons may be more difficult than initially achieving them. Continuing to provide strong leadership in order to produce high levels of student achievement has now become the norm in the State, and anything less than #1 may be viewed as a step backwards. In addition to overall student performance levels, there is strong desire and widespread recognition regarding the importance of closing the achievement gap. Maryland's commitment to children and the growing diversity in the State make the closing achievement gap imperative for moving the system forward, and addressing the needs of all students.

A second area of widespread agreement in regard to challenges is that of fully implementing the Race-To-The-Top Grant. The creation of curricula tied to the Common Core Standards, new assessment instruments, a statewide data management system, and teacher/principal evaluation systems linked to student achievement would each be demanding tasks on their own. Having to create new systems in all four areas at the same time will require the new State Superintendent to think strategically, use resources widely, and engage all stakeholders in a coordinated and collaborative retooling effort.

Some of the other challenges facing Maryland include improving STEM education efforts, technology needs within MSDE and across the districts, teacher preparation and retention needs, facility requirements, professional development opportunities, safety and security needs at local schools, career education opportunities, and labor relations. The above-mentioned challenges all come at time when financial resources at the local and state levels are severely stressed. Most of the solutions for these challenges will require new and creative approaches or the reallocation of dollars from obsolete programs and services. The likelihood of significant levels of new funding to implement change seems remote, at least in the near future.

The internal operations of MSDE may be both a challenge and an opportunity for moving forward. The challenge comes from several concerns mentioned by stakeholders. While many felt that the department is service oriented and customer focused, others did not. The view was expressed that the department operates in silos and asks for duplicate efforts and information from local districts. In addition, some stakeholders felt that the department

has a “one size fits all mentality and does not recognize the capacity differences among the various school systems across the state. Another challenge expressed by many is that staffing the department has become increasingly difficult due to salary restrictions, loss of positions, and pending possible retirements. The opportunity that may arise out of this challenge is one of rebirth. This may well be the time for the new State Superintendent to look at how the department is organized and whether or not it adequately matches the critical challenges defined above.

Desired Characteristics

The array of characteristics desired in the next State Superintendent is extremely diverse, but that is to be expected in describing a role that is so multi-faceted and far-reaching. Even with the diversity of views on this matter some significant themes did emerge and may be the critical skills needed to bring stakeholders together and move the Maryland public education system forward.

Instructional leadership appears to be top priority for all stakeholder groups across the State. Many constituents felt the new superintendent should have a strong education background having served as a teacher, building level administrator, and district level administrator. Many viewed that strong instructional knowledge and understanding were essential to lead the state agency and to guide local systems in reform efforts. They seek a leader who will be an advocate for children, the voice of public education, and visible throughout the State. The top three priorities identified in the online survey were:

1. Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.
2. Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.
3. Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.

These three items closely align with the comments made at regional forums of being an advocate for children by working to insure that high quality staff members are working with children and that children are learning

Another fundamental attribute sought by stakeholders is that of being a visionary and proactive problem-solver capable of helping Maryland achieve new levels of success. Stakeholders want a new leader who understands that Maryland has been on the forefront of educational innovation and accountability efforts, but also has a clearly articulated goal and vision of becoming a world-class educational system. They seek a leader who supports this goal and can translate that vision into a set of actions that will move the system forward in a meaningful and comprehensive way. An in-depth understanding of some of the tools available that support a reform agenda, such as the Race-To-The-Top grant and the

Common Core Standards would greatly enhance and expedite this work. The fifth priority from the online survey indicated that stakeholders want the new State Superintendent to “have a clear vision for a world-class educational system that prepares all students to be college and career ready.” The alignment between comments heard at the regional meetings and the vision priority from the online survey provides strong evidence that constituents would like to see Maryland’s vision for the future of public education fulfilled.

At the same time that stakeholders seek to significantly improve the system, they seek a new leader who will appreciate what has been accomplished in the State to date and who wishes to learn before implementing change. A collaborative leadership style that engages stakeholders in the decisions impacting their lives appears to be a fundamental need in the new State Superintendent. Additionally, a desire to continue to partner with business, labor, and community is essential. Being politically astute, working well within the legislative process, and building alliances with legislative leaders will also be critical, particularly in an era of limited financial resources. The online survey results support these ideas through the fact that the fourth priority sought is a State Superintendent who would “listen and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.”

In addition to the statewide leadership skills desired, stakeholders seek an effective manager for MSDE. They desire someone who understands MSDE, its past successes, and its history of articulation and participation, but who can also help the agency become more service-oriented and flexible in its approach. Many viewed the ability to recognize problems, acknowledge mistakes, and seek meaningful solutions as critical in the new State Superintendent. Internal stakeholders are also seeking a leader who can align the resources at the state and federal level with those at the local level in order to help all districts improve, while recognizing the significant differences in both the needs and the capacity of the 24 school systems.

On a personal level constituents seek a leader who is approachable and accessible, open-minded and a risk-taker, data-driven and research-based, technologically competent, a great communicator with all stakeholders, and energetic and intelligent. They desire someone with impeccable ethics, a servant spirit, and a passion for educating the whole child. They hope the successful candidate sees the role of Maryland State Superintendent as an incredible opportunity and desires to remain in the role for the long-term. As one person put it, Maryland needs a leader who has the knowledge of a scholar and the heart of a practitioner.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the MSBE intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new state superintendent who can work with the Maryland State Board of Education, guide the Maryland State Department, and lead public education throughout the State in order to insure that Maryland is providing a world class education to each of its students.

The consultants would like to thank all the participants who attended regional forums or completed the online survey. Also, we would like to thank Tony South, Charlene Necessary, and the staff members at the seven schools that hosted the regional forums – Baltimore Polytechnic Institute (Baltimore City), Easton High School (Talbot County), Edgewood High School (Harford County), Huntington High School (Calvert County), Laurel High School (Prince George’s County), Mountain Ridge High School (Allegany County), Seneca High School (Montgomery County)

Respectfully submitted,

Elizabeth Morgan
Mike Hickey
Hank Gmitro

Consistent Themes

Strengths

- #1 in the nation three years running
- Both the State Department and local school systems are child-centered and seek to meet the varying needs of the State's diverse student population
- Great teachers, administrators, and staff are in place across the State and are highly committed to the success of public education
- Maryland has an aligned, articulated, and comprehensive program of services focused on high standards and achieving strong results
- Maryland has been on the forefront of accountability efforts and is often sought out by other states to learn what is working here
- MDSE and MSBE maintain independence from the political leaders but are actively engaged in political advocacy and lobbying efforts on behalf of the interested of children
- MSBE and MSDE have established strong relationships and partnerships with the business community across the state
- MSDE operates on a continuous improvement philosophy which has helped to contribute to the State's past success in improving student achievement and making headway in closing the achievement gap
- MSDE staff is generally viewed as highly responsive and customer focused
- MSDE works in collaborative fashion with educators, parents, and community and listens to the voice of educators through numerous opportunities for meaningful dialog and participation in the decision-making process
- Numerous professional development activities are provided across the state by MSDE
- State efforts have been future-focused and forwarding thinking in regards to establishing a world class educational system

Challenges/Concerns/Issues

- Closing the achievement gap
- Economic and financial challenges will require the State and local districts to do more with fewer resources
- Facility needs in some locations
- Funding challenges at the local and State levels
- Growing economic, cultural, ethnic, religious, and racial diversity in the State
- Internal operations at MSDE are challenged by several factors – loss of 144 positions, salaries not competitive with local districts, number of staff that may retire from leadership roles, and up-to-date technology infrastructure challenges, communications, procurement, and personnel operations
- Maintaining #1 status may be more difficult than first obtaining it
- Managing the new data requirements through RTTT
- MSDE operates with a silo mentality at times, inhibiting the work of the Department and resulting in duplicate or competing work on the part of local districts

- Need for job-embedded professional development to meet all of the new challenges and requirements
- Race to the Top Grant, NCLB reauthorization, and new teacher/principal evaluation requirements, new assessments, and common core standards present significant challenges to the State and local districts
- Recognition that all students may not be college bound and there is a need for high-quality career education opportunities and employment pathways
- Safety and security concerns
- Some stakeholders view MSDE operating in a one-size-fits-all mentality and would like to see greater flexibility in the way the department operates, particularly on compliance related issues and in recognition of regional and size/capacity differences of local districts
- STEM education needs to be significantly improved and enhanced
- Teacher preparation and retention needs are growing
- Too much emphasis on test scores and AYP – desire to focus attention on the needs of the whole child
- Transition of leadership after long-serving successful state superintendent may present challenges to the new the leader
- Understanding the history and context of Maryland, which can often be somewhat insular
- Working collaboratively with union leadership regarding improvement efforts

Desired Characteristics

- A true champion for children
- Ability to say no when needed
- Ability to work with diverse interest groups and various stakeholders – comfortable with everyone from a kindergartner to the Governor
- Acknowledges problems or mistakes and works to find meaningful solutions
- An educator who has experience as a teacher, building level administrator and district level administrator
- Approachable and accessible to all stakeholders
- Believes in innovation and continuous improvement
- Believes in the State’s vision for a world class educational system and is able to implement that vision with realistic expectations for change
- Collaborative leadership style
- Deep appreciation for the diversity across the state – regional, economic, racial, religious, and ethnic
- Demonstrated ability to bring ideas and programs to scale
- Develop rapport quickly
- Energetic
- Fiscally knowledgeable
- Good judge of talent and ability to rebuild a new MSDE leadership team as personnel changes
- Good manager
- Great communicator with all stakeholders

- Has the ability to build strong relationships with federal government
- Impeccable ethics
- Knowledge of scholar with the heart of a practitioner
- Knowledgeable regarding global educational trends and future-focused
- Listens deeply and seeks to understand
- Open-minded, risk taker
- Politically astute and engaged in leadership on behalf of children's needs
- Record of proven success in improving educational opportunities and student learning
- Servant spirit
- Technologically competent
- Thinks well on his/her feet
- Understanding of Maryland and its history regarding public education
- Values educating the whole child
- Very strong sense of self, but humble with little need for personal recognition
- Visible across the state
- Wants to be in Maryland over the long-term
- Data-driven and research-based

Maryland State Department of Education

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 1184 stakeholders. Almost half of respondents were parents or community members (47 percent), 32 percent were teachers or support staff members, another 10 percent were administrators, and the rest were business leaders, students, and political leaders.

Stakeholder		
	Frequency	Percent
Business Leader	61	5.2
Administrator	122	10.3
Parent or Community Member	550	46.5
Political Leader	10	.8
Student	64	5.4
Teacher or Support Staff Member	377	31.8
Total	1184	100.0

The top-rated characteristics that respondents selected are:

- Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.
- Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.
- Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.
- Listen to and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.
- Have a clear vision for a world-class educational system that prepares all students to be college and career ready.

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many

items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Business leaders, administrators, parents, and community members were significantly more likely than teachers and support staff to select the item “Have a clear vision for a world-class educational system that prepares all students to be college and career ready.”
- Parents and community members were significantly more likely than administrators to select the item “Ensure that all districts provide safe and caring school environments.”
- Business leaders, parents, and community members were significantly more likely than teachers and support staff to select the item “Promote high expectations for all students and personnel.”
- Administrators were significantly more likely than business leaders, parents, community members, students, teachers, and support staff to select the item “Align budgets, long-range plans, and operational procedures with the State’s vision, mission, and goals.”
- Business leaders, parents, and community members were significantly more likely than students, teachers, and support staff to select the item “Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.”
- Teachers and support staff were significantly more likely than business leaders, administrators, parents, and community members to select the item “Provide support for all students, teachers, and school-based personnel to achieve personal growth and fulfillment.”
- Administrators, teachers, and support staff were significantly more likely than business leaders and students to select the item “Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.”
- Business leaders were significantly more likely than administrators, parents, community members, teachers, and support staff to select the item “Increase academic performance and accountability for all its students, especially for low-achieving schools.”
- Business leaders, parents, community members, and students were significantly more likely than administrators, teachers, and support staff to select the item “Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.”
- Business leaders and students were significantly more likely than administrators, parents, community members, teachers, and support staff to select the item “Understand and support Science, Technology, Engineering, and Mathematics (STEM) education.”

- Business leaders and administrators were significantly more likely than parents, community members, students, teachers, and support staff to select the item “Be accountable by operating under objective measures of success determined by State and national standards with data-driven actions to enhance learning for every student.”
- Teachers and support staff were significantly more likely than parents and community members to select the item “Be visible throughout the State and actively engaged with governmental leaders regarding educational policy.”
- Parents and community members were significantly more likely than administrators and students to select the item “Promote meaningful engagement with parents, families and community members to support academic achievement and individual success.”
- Teachers and support staff were significantly more likely than business leaders, administrators, parents, and community members to select the item “Foster a positive professional climate of mutual trust and respect among educational groups and interests.”
- Teachers and support staff were significantly more likely than parents and community members to select the item “Lead in an encouraging, participatory, and team-focused manner.”
- Administrators and political leaders were significantly more likely to select the item “Serve as an effective liaison with local, state, and federal educational agencies and organizations.”

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (1184)	Busn (61)	Admin (122)	Par/Com (550)	Polit (10)	Stud (64)	Tch/SS (377)
1	Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.	50%	61%	37%	56%	20%	66%	41%
2	Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.	49%	34%	57%	47%	40%	30%	55%
3	Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.	44%	56%	46%	49%	70%	28%	35%
4	Listen to and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.	43%	34%	34%	41%	30%	53%	48%
5	Have a clear vision for a world-class educational system that prepares all students to be college and career ready.	42%	62%	56%	44%	50%	41%	31%
6	Promote high expectations for all students and personnel.	37%	52%	34%	41%	60%	28%	31%
7	Promote meaningful engagement with parents, families and community members to support academic achievement and individual success.	36%	28%	22%	43%	30%	20%	36%
8	Provide support for all students, teachers, and school-based personnel to achieve personal growth and fulfillment.	35%	23%	20%	31%	20%	36%	46%
9	Understand and support Science, Technology, Engineering, and Mathematics (STEM) education.	30%	57%	26%	36%	10%	38%	18%
10	Ensure that all districts provide safe and caring school environments.	30%	18%	17%	34%	20%	36%	31%
11	Promote student physical and mental health and fitness to help students achieve academically and develop habits of healthy living.	30%	23%	22%	33%	0%	25%	31%

Key	VV-Vision & Values	IL-Instructional Leadership and MSDE Operations	SR-Stakeholder Relationships, Communication and Collaboration
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Number indicates rank order by overall results		ALL (1184)	Busn (61)	Admin (122)	Par/Com (550)	Polit (10)	Stud (64)	Tch/SS (377)
12	Foster a positive professional climate of mutual trust and respect among educational groups and interests.	28%	15%	27%	20%	50%	28%	42%
13	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	28%	20%	30%	28%	30%	13%	32%
14	Strive for continuous improvement in all areas of education throughout the state.	27%	25%	31%	27%	30%	27%	27%
15	Lead in an encouraging, participatory, and team-focused manner.	25%	18%	31%	20%	10%	19%	34%
16	Be visible throughout the State and actively engaged with governmental leaders regarding educational policy.	25%	21%	32%	20%	40%	27%	31%
17	Hold a deep appreciation for the diversity across the State of Maryland.	23%	23%	30%	20%	30%	25%	26%
18	Align budgets, long-range plans, and operational procedures with the State's vision, mission, and goals.	23%	23%	44%	18%	20%	16%	25%
19	Increase academic performance and accountability for all its students, especially for low-achieving schools.	23%	44%	18%	24%	30%	31%	17%
20	Serve as an effective liaison with local, state, and federal educational agencies and organizations.	22%	16%	32%	21%	60%	9%	22%
21	Communicate effectively with a variety of audiences and in a variety of ways.	21%	11%	29%	19%	20%	22%	22%
22	Be an effective manager of the Maryland State Department of Education's day-to-day operations.	18%	13%	20%	17%	20%	16%	20%
23	Utilize technology that links all data with analytic and instructional tools to promote student learning.	16%	20%	23%	17%	10%	22%	12%
24	Be accountable by operating under objective measures of success determined by state and national standards with data driven actions to enhance learning for every student.	14%	31%	26%	12%	20%	13%	11%
25	Maintain positive and collaborative working relationships with the Maryland State School Board members.	11%	11%	19%	9%	0%	14%	11%

Key	VV-Vision & Values	IL-Instructional Leadership and MSDE Operations	SR-Stakeholder Relationships, Communication and Collaboration
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DRAFT FOR BOARD DISCUSSION

Maryland State Department of Education

State Superintendent of Schools

Desired Characteristics

After seeking input from its Board members, parents, staff, students, and community via regional forums, interviews, and an online survey, the Maryland State Board of Education seeks a strong educational leader who possesses the following characteristics:

A visionary instructional leader who:

- Is committed to Maryland's vision of becoming a world-class educational system
- Understands curriculum and instruction and is able to apply this understanding to the work with the Department and within the schools across the state
- Believes in the value of diversity and insures that the State's system is designed to meet the needs of a diverse student population and close the achievement gap
- Serves as the voice of public education and the champion of children throughout the State
- Deeply understands what it will take to have all students college and career ready by the time they graduate high school

A collaborative problem-solver who:

- Understands the legislative process and is an advocate for children within the political process
- Engages all stakeholder groups in meaningful decision-making regarding improvement efforts
- Values the educational needs of the whole child and works to insure that programs are in place to meet those needs
- Is knowledgeable about state and federal regulations and encourages innovation to meet those requirements while preparing children for the 21st century

A knowledgeable, capable manager who:

- Leads the day-to-day operation of the Department with a clear focus on improving student learning
- Embodies a servant spirit and helps the Department to be customer focused
- Values professional development for all educators across the State
- Recognizes and celebrates the varying needs and capacity of the 24 school systems in the State and supports flexibility for districts in meeting MSDE requirements

With regard to leadership experiences and credentials, the successful candidate will:

- Is currently, or is able to become, certified in the State of Maryland as a superintendent of schools
- Has classroom teaching and building/district leadership experience
- Has an earned doctorate from a nationally accredited university

DRAFT FOR BOARD DISCUSSION

**Maryland State Department of Education
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