



School Board Work Session
Monday, March 8, 2021; 5:00 PM
District Office Room 306 and Virtual

I. Determination of Quorum and Call to Order

II. Information and Discussion

A. Comprehensive Literacy Plan Guiding Change Document Updates **(5:00-5:05 PM)**

Description: This agenda item will provide an update on the literacy plan work in relation to the guiding change document.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Bonnie Houck, Literacy Coordinator

B. Review Superintendent Profile **(5:05-6:30 PM)** – *walked in*

Description: School Exec Connect will propose a profile for the Edina Superintendent

Presenter(s): Search Exec Connect

C. Student Testing Protocols **(6:30-6:50 PM)** – *walked in*

Description: The Board will review United Health Group's student testing study protocols

Presenter(s): John Schultz, Superintendent; Board members Matt Fox and Julie Greene

III. Board Chair Updates

IV. Superintendent Updates



Board Meeting Date: 3/8/2021 Work Session

TITLE: Comprehensive Literacy Plan Update: Guiding Change Document

TYPE: Information

PRESENTER(S): Jody De St. Hubert, Director of Teaching and Learning; Bonnie Houck, Literacy Coordinator

BACKGROUND: This agenda item will provide an update on the literacy plan work in relation to the guiding change document.

RECOMMENDATION: None – update only

PRIMARY ISSUE(S) TO CONSIDER: Comprehensive Literacy Plan Update: Guiding Change Document

ATTACHMENTS:

1. Comprehensive Literacy Plan Update: Guiding Change Document

Comprehensive Literacy Plan: DRAFT Guiding Change Document

CLP Leadership Team

Developing Our Vision Statement: *What will literacy and learning look like in our district when an effective PK-12 Comprehensive Literacy Plan is successfully implemented?*

21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, and multicultural awareness (NCTE, 2008).

Context and Reality (NEED) "The Why"	Unacceptable Means "The Not-How"	Desired Results "The What"
<ul style="list-style-type: none"> Every student has the right to read and write, but not all students are meeting their meeting proficiency goals in reading. Achievement gap is known and judged to be unacceptable. <p>Suggested Addition</p> <ul style="list-style-type: none"> Literacy instruction includes access to academic opportunities of excellence which includes challenging and rich curricula, high expectations, and inspiring instruction that meets their individual needs, accelerates growth and provides within class intervention opportunities 	<ul style="list-style-type: none"> Our multilingual English learners, marginalized communities whose needs are not being met, and economically challenged students will experience achievement gaps. The percentage of all students reading by 3rd grade will not improve. 	<ul style="list-style-type: none"> Data collected will inform specific professional learning opportunities that have proven to support literacy development of multilingual English learners, marginalized populations, and economically challenged students Literacy Coaches will support coaching opportunities to strengthen core instruction Professional learning will focus on learning research supported, sheltered instruction strategies for students in need of core intervention Educators will commit to integrating new instructional practices Develop kindergarten readiness guidelines to monitor student literacy development as they move into kindergarten to provide early intervention.
<ul style="list-style-type: none"> Literacy instruction must include a clear, aligned Multi-Tiered System of Service (MTSS) that ensures each learner meets grade level expectations and develops, at minimum, one year every year. 	<ul style="list-style-type: none"> Each school team uses an assessment system or intervention instruments that have not been reviewed and aligned into a district system. Students are included in MTSS programs without using a district-developed process. 	<ul style="list-style-type: none"> Our Rtl system needs clear metrics and access/exit points Assessment and data are used to identify and align interventions based on lowest level of need and adjusted using the district identified progress monitoring system Students identified for intervention require acceleration to grade level expectations as quickly, and effectively, as possible Assessment and data are used to identify students in need of enrichment or acceleration and monitored using the district identified process

<ul style="list-style-type: none"> ● Classroom instruction must align current standards and viable, scientific research supported best practices to ensure all students have access to a clear and viable curriculum and relevant learning experiences. <p>Suggested Addition</p> <ul style="list-style-type: none"> ● Literacy instruction occurs in all content areas. 	<ul style="list-style-type: none"> ● Assuming that using curriculum resources can successfully provide a clear and viable curriculum. <p>Suggested Addition</p> <ul style="list-style-type: none"> ● Assuming that reading and writing instruction only occurs in the ELA classroom 	<ul style="list-style-type: none"> ● A system of identifying research-based practices for instructional delivery ● Ensuring that all instruction is aligned to the standards that support literacy development including: MN ELA Standards; MN ITEM Standards, and the CCSS 6-12 reading standards ● Suggested Addition ● Disciplinary literacy strategies infuse literacy skill application and development in all content areas ● Curriculum Content teams will work with Media Specialists to ensure that ITEM standards are integrated into the curricular areas, and not seen as an add-on.
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Research statements:

- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, multicultural awareness and the ability to solve real world problems (Fish, 2011; NCTE, 2008).
- Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in context (ILA, 2020).
- The ability to read, write, and communicate connects people to one another and empowers them to achieve and interact with the world (ILA, 2020).
- Reading proficiency requires interrelated skills and knowledge that are taught and cultivated over time: development of oral language skills, an expanding vocabulary, the ability to comprehend what is read, and a rich understanding of real-world concepts and subject matter (NGA, 2013).
- Parents, primary caregivers, and teachers have the most influence on children’s language and literacy development (NGA, 2013).
- The ability to read not only makes us better learners and communicators, but also arms us against oppression and benefits us financially (Gallagher, 2003)
- Development as a reader requires a rich program of reading, reflection, discussion, and writing about a wide range of accessible texts written for a range of purposes, audiences and genres, including digital and multimodal texts (Bråten & Braasch, 2017).
- All children require some measure of explicit, intensive, and individualized support and direction depending on their needs as readers. This includes explicit attention to the sound system of language where necessary. No child, however, requires unique instruction based on an educational label (Dudley-Marling & Paugh, 2004).
- 21st Century literacy includes traditional literacy skills, such as reading, writing, listening, and spelling, but also includes new literacy skills, such as critical thinking, scientific reasoning, and multicultural awareness (NCTE, 2008).

National Governors’ Association (NGA). (2013). A Governor’s Guide To Early Literacy: Getting all Students Reading By Third Grade. <https://www.nga.org/wp-content/uploads/2019/02/NGA-Governors-Guide-to-Early-Literacy-Oct-20132.pdf>

National Council of Teachers of English (NCTE). (2008, Nov 19). The NCTE definition of 21st century literacies. Retrieved Dec. 3, 2012, from <http://www.ncte.org/positions/statements/21stcentframework>.

DRAFT Edina Public Schools
PROFILE FOR THE NEW SUPERINTENDENT

THE NEXT SUPERINTENDENT SHOULD BE A PERSON WHO:

- Is an inspiring visionary who will confidently lead the implementation of the 2020-2025 Strategic Plan and embrace Edina's rich history and tradition of academic excellence while boldly facilitating innovative initiatives that will propel a great school district to higher levels of achievement for all.
- Is committed to excellence in academics, closing opportunity and achievement gaps and maximizing the potential of each student while simultaneously supporting the whole child and the student's physical, social and emotional health.
- Focuses on effective communication; listens actively, speaks and writes with a high degree of skill, employs a wide variety of media to reach wider audiences and provides accurate and timely information to the staff and community.
- Understands the profound impact of the pandemic on students, teachers and the community and develops with others plans to return students to appropriate learning modes and to promote the healing of any divisions that have emerged in the community.
- Is a proactive unifier, who in times of polarization doesn't take sides but with a delicate balance of active listening, tactical savvy, charisma and thick skin de-escalates tension and holds the neutral center by elevating the conversation, finding common ground, and focusing on what unites people rather than what divides them.
- Works well with the Board in a shared leadership role while continuing to share the superintendent's vision for the direction of the District.
- Is a decisive, yet collaborative consensus builder who listens with an open mind, uses data and input from those with multiple or diverse perspectives, and is able to synthesize, compromise and craft a shared vision before taking action.
- Is an instructional leader who will facilitate the development of strong curriculum and instructional programs, support job embedded professional development and ensure the implementation of a comprehensive PreK-12 Literacy Plan that meets 21st Century learning criteria.

- Displays knowledge and skill in fiscal and legal matters affecting the District.
- Demonstrates cultural competence and experience working with culturally and racially diverse populations, and fosters a school culture that is inclusive, respectful and responsive while providing equitable opportunities for all.
- Is a supportive team builder who recruits, hires and retains quality staff who reflect the diversity of our students, creates a trusting environment that brings out the best in others and interacts with all stakeholders in a manner that makes them feel valued, heard and respected.
- Supports the value of strong athletic, activity and fine arts programs for the enjoyment they provide and their positive impact on student achievement, self-esteem, time management, teamwork, wellness and quality of life.
- Is a visible and approachable spokesperson and cheerleader for Edina Public Schools who effectively markets the District and reaches out to staff, students, parents and community to build mutually beneficial, trusting partnerships so that the District is the top educational choice for students and families.

SCHOOL EXEC CONNECT

EDINA PUBLIC SCHOOLS' PROFILE REPORT

March 8, 2021

The Edina Public Schools' Board of Education wanted to have a better understanding of the school and community members' perceptions of the District as they began their search for a new Superintendent. The Board requested *School Exec Connect* consultants Dr. Ken Dragseth, Dr. David Clough, Ms. Patty Phillips and Ms. Lisa Anderson to gather information from constituents regarding the strengths and challenges of the District, possible goals for the next three years, as well as the characteristics, skills and attributes desired in the new superintendent. This report presents a summary of the comments of people who attended focus groups and were interviewed individually.

The District School Board and the current Superintendent, Assistant Superintendent and Teacher's Union President were interviewed individually, via telephone. 16 Focus Groups were conducted, and the responses of seventy-six (76) participants, which include the individual interviews, were clustered into the following areas:

- SCHOOL BOARD
- LEAD TEAM
- SITE LEVEL ADMINISTRATION
- EMPLOYEE LEADERSHIP
- EMPLOYEES
- SPECIAL EDUCATION ADVISORY COUNCIL
- GIFTED AND TALENTED PARENTS
- PARENT LEADERSHIP COUNCIL
- ELEMENTARY PARENTS
- HIGH SCHOOL PARENTS
- BUSINESS AND COMMUNITY LEADERS
- PARENTS OF GRADUATES AND BROADER COMMUNITY
- SOMALI PARENTS
- SOUTHEAST ASIAN PARENTS
- LATINO PARENTS
- OPEN COMMUNITY FORUM

Due to the sampling methodology, this report should not be considered scientifically accurate. The opinions set forth may not reflect the opinion of the majority of the staff or District residents. The judgments of what should be included in this report are those of the consultants based on the statements heard throughout the data-gathering process.

The first report presents the summary of each focus groups' input including individual meetings/conversations with the consultants via telephone. The second document is the online survey summary. The last item is the Profile for the Superintendent derived from all of the focus group, individual interviews, survey data and comments.

Thank you to those who took the time to respond to the online Survey or to participate in one of the focus groups or telephone interviews. The results of this report will assist the School Board as they enter the next phase in the search for a new superintendent of schools.

This report may be used in several ways:

- The School Board should review this report to become informed about the thinking of different constituent groups regarding their perceptions of the District.
- After reviewing the input from stakeholders of the District, the School Board may modify and approve the attributes that will serve as criteria to be considered as candidates are screened and interviewed.
- The consultants will use this report as the foundation for screening and interviewing candidates who are well matched for the superintendent's position in this district.
- The consultants recommend that this report be available to candidates for a better understanding of the District and its strengths and challenges.

Respectfully submitted,

Dr. Kenneth Dragseth
Senior Partner

Dr. David Clough
Partner

Ms. Patty Phillips
Senior Associate

Ms. Lisa Anderson
Associate

SCHOOL EXEC CONNECT Consultants

EDINA PUBLIC SCHOOLS' CONSTITUENT GROUP RESPONSES

Where there were multiple similar responses from individuals, the number is listed behind the response.

BOARD OF EDUCATION

The Board of Education identified the following educational strengths/attributes for the District:

- Great staff (teachers, administrators, support staff (4)
- Active, interested, supportive parents who are generous with their time and money (4)
- Supportive community (2)
- Amazing facilities
- Excellent fiscal management with highest bond rating
- Academic excellence (25 National Merit Finalists in 2021)
- Strong Advanced Placement Program with 25 AP courses offered and both high participation numbers and student success (1,176 students took 2,216 AP tests with 86.7% scoring 3 or higher)
- Provided 100 hotspots to ensure internet access and facilitate equitable Pandemic Distance Learning opportunities
- Support built into high school course offerings such as Math bridge classes
- Strong elementary school programs
- Professionally gifted lead teams
- District is poised to be considered top school district
- French immersion magnet is a national model
- Middle School allows students to explore a variety of courses and interests
- Strong opportunities for partnerships outside of the schools

The Board of Education identified the following educational challenges/barriers for the District:

- Community's rose-colored mindset of what Edina was and unwillingness to embrace the innovations of the new Edina Schools (2)
- Changing student and community demographics (2)
- Perception that academics are slipping in Edina (2)
- People and staff having confidence in our district (2)
- Lack of cohesive communication strategies to get parents and community equitable access to information
- Losing enrollment to other schools and districts
- Finances and budget cuts
- Implementing an equity vision
- No literacy program and dyslexia program
- Parental support at times
- Tug of war on diversity issues
- Implementing programs for social and emotional well-being of students
- High expectations of the community
- Absence of organized structure for equity work
- Inadequate training without embedded professional development resulting in inconsistent implementation of literacy and equity initiatives

- Autonomy resulting in inconsistencies and inequities at elementary schools
- Questions from the community about our success and some wanting to bring down our school district
- Division on current School Board
- School Board members who do not understand their role
- Board members' questions which serve no purpose
- Shying away from talking about ourselves and comparing ourselves to top districts in the state and nationally
- Individuals unable to distinguish between a real issue and the loud voices of a few
- Perception of some that the community is anti-teacher's union
- Building strong partnerships with the teachers and the community
- There is a missing connection between our Lead Team and our buildings
- Leadership needs to be improved around our Early Learning Center
- The current balanced approach to literacy needs to be re-examined
- We lack a systemic approach for continuous improvement

The Board of Education identified the following goals as important for the school district to achieve in the next three years:

- Develop and implement a comprehensive PreK-12 Literacy Plan (6)
- Keep moving the needle to advance the academic success of all learners (2)
- Deal with equity issues but not make it the main goal of the district (2)
- Continue commitment to equity
- Focus on education and not social emotional status as the mission
- Address opportunity and achievement gaps in math and reading
- Improve our intervention programming
- Do not embrace identity politics
- Rebuild our brand
- Understand the role of the teacher's union
- Improve communication, proactively communicating who we are and what we do well
- Roll out a new magnet school program
- Implement the district strategic plan
- Look at innovation and better ways to innovate
- Able to play and compete on a national level
- Take the Strategic Plan up a notch – connect the dots
- Maintain the current level of academic offerings
- Continue to serve the whole student by continuing the importance of extra curriculars
- Maintain fiscal discipline and never forget we are working with scarce resources
- Need to be sure we continue to serve the 80% of students in the middle
- We need to restore trust in our district and regain meeting the national benchmarks
- Address how to regain the 300 students that we lost this year

The Board of Education identified the following characteristics/skills needed by the next superintendent to be successful:

- Decisive yet collaborative (5)
- Strategic planner – willing to implement the strategic plan (3)
- Excellent Communicator (3)
- Innovative (2)
- Visionary (2)
- Knows that the main constituents are the students, puts them first (2)
- Shares the data and the why behind decisions and is able to defend them (2)
- Strong, definitive leadership when making recommendations to the Board (2)
- Can get things done (2)
- Visible in Edina
- Strong passion for excellence
- Able to position Edina as a top district to attend
- Record of hiring people better than themselves
- Approachable with staff, students and community
- Able to work in a diverse environment
- Open to feedback and input
- Strong finance background
- Emotionally secure
- Not push a certain ideology – open to all ideas
- Able to stand up to the union
- Understands and embraces our country’s culture
- Understands the role of the Board – superintendent works for the Board
- Graciously responds to questions
- Accessible
- Self-confident and able to listen to all concerns and act
- Professional
- Wants to be here
- Spokesperson for the district, its cheerleader
- Able to embrace parental support
- Broad thinking
- Organized
- Optimistic
- Able to exude confidence in our schools
- Leader – drive to be the best
- Provide stability to the district
- Collaborative with everyone...School Board, staff, community
- Fiscal understanding coupled with fiscal discipline
- A proactive leader who works to set the strategic direction
- Objectively analyzes information before making decisions
- Need a visionary not a draft horse to carry us forward
- A compassionate leader who can connect with all stakeholders
- Possesses a clarity of purpose
- Someone who can inspire others to our mission without dividing the community

- A trust builder
- A confident leader who will bring back the District's confidence

The Board identified the following questions to ask candidates as they select the Superintendent:

- What do you see as the differences in educational delivery, student needs and learning in the next two to three years?

LEAD TEAM INCLUDING SUPERINTENDENT, ASSISTANT SUPERINTENDENT

Lead Team identified the following educational strengths/attributes for the District:

- Parents, businesses and community value education (3)
- Supportive community with the time and money they invest in our schools, pass referendums (3)
- Talented teaching staff who are committed to students (2)
- School District is the centerpiece of Edina
- Knowledgeable administrative team and willing to do what is necessary for success
- District provides a world class learning environment with academic preparation for life, college and careers
- Great resources for the schools
- Many special interest and support groups that provide resources and support to extra-curricular, fine arts and school programs
- Committed students who want to learn and be successful
- Middle School model with its 8-period day provides students with lots of choices and opportunities to explore their areas of interest
- The PSL (Pandemic Silver Lining) was great collaboration by teachers designing effective distance learning models with shared ownership of assessment tools, technology tips, and routines to keep students engaged in learning.

Lead Team identified the following educational challenges/barriers for the District:

- Managing change with the community (2)
- Dependence upon the state for finances (2)
- Moving from an autonomous culture to a collaborative one
- Legacy of the district is hard to change
- Aftermath of the Pandemic
- Emphasis on equity is both a blessing and a challenge
- Lack of staff diversity
- District is sometimes risk averse and hesitant to move forward
- Defining excellence and what it means for programs and students
- Taking a district and helping it evolve with all its challenges
- Center for the American Experiment attacks and how to react to it
- Aligning the adults to move in a unified direction
- Passing a referendum coming up
- Good system is the enemy of being great
- Operational challenges that arise when we are asked to do more with less

- Competition of other districts and schools
- Need to innovate and do novel things to stay ahead
- Getting a handle on the changing marketplace for schools – so many choices
- The Strategic Plan is long, broad and complex – need to make it more user friendly
- The community is polarized – a microcosm of society
- Need to help the Board focus on the big picture in order to keep focus
- The changing demographics and increased diversity are both a strength and challenge

Lead Team identified the following goals as important for the school district to achieve in the next three years:

- Unpack and implement the 2020-2025 Strategic Plan (4)
- Close the opportunity gap and raise the bar for all students
- Develop and implement the Literacy plan
- Promote the social and emotional learning for all students
- Build trust and strong relationships with the community
- Affirm and value the staff
- Invest in relationships across the District
- Deliver world class, inclusive customer service
- Keep focused on education and mission, not politics
- Improve Board governance
- Address the culture change in the district
- Continue to grow the system while focusing on student voices and needs
- Deal with the aftermath of the Pandemic
- Provide structural support and consistency to achieve deeper levels of learning
- Harness the energy of all adults by pulling together in the same direction
- Create an inclusive culture where all feel safe to share their voices
- Transition back from Covid and integrate children back into school
- Provide space for the new superintendent to become established

Lead Team identified the following characteristics/skills needed by the next superintendent to be successful:

- Builds a collaborative culture (3)
- Wrap around experience and skills as a leader (2)
- Values and cares about people (2)
- Creates space for voices
- Strong communicator
- Adaptive leader
- Strong cultural competence
- Able to bring Edina schools a state and national perspective and status
- Able to plan projects and see them to the finish
- Builds trust with staff, students, parents and the community
- Spokesperson for the district, a cheerleader
- Able to create a vision where we aspire to be greater
- Able to unite the district and community after the Pandemic
- Able to communicate the need for change

- Manages change with the community
- Has an equity lens
- Taps into people's emotions into what tomorrow can be
- Takes the complex and breaks it down to achievable steps
- Deeply loves kids
- Compassionate
- Motivator
- Visible in the schools and community
- Strong knowledge of high schools and high school culture
- Willingness to put in hard work and time
- Surrounds themselves with talented people
- Knows oneself, both strengths and weaknesses
- Lacks a big ego
- Passionate and ready to go
- Able to hire people of color
- Strong vision for education in the future
- Experienced in managing change
- Continuity, longevity, and staying power.
- Strong knowledge of statutory laws and legislation
- A sense of humor and gratitude
- A servant leader
- Experience as a superintendent in a dynamic community
- Knowledge of school finance who can advocate at the legislative level
- Can work effectively with a Board that can be challenging at times

Lead Team identified the following questions to ask candidates as they select the Superintendent:

- Questions should be aligned to the attributes we are seeking. Artifacts and evidence of the attributes would be an effective means of assessment.
- How will you as superintendent leverage the heroic work of teachers and other staff during this Pandemic?
- How will we move forward in the aftermath of this Pandemic?
- Describe a situation where you dealt with different expectations of people. How did you deal with it?
- Tell us stories of what you have done in your previous positions.
- What has changed in the superintendent's role and how have you changed to match the new reality?
- What do you know about Edina?
- Why do you want to come to Edina?
- What is your vision for the District?
- What three skills do you possess that will make you successful in Edina?
- What is your plan for getting to know and understand the District?
- How would you work with the Board to help their development?
- What do you see as the biggest challenges for education today?

SITE LEVEL ADMINISTRATORS

Site Level Administrators identified the following educational strengths/attributes for the District:

- Rock star staff
- Quality, caring, passionate teachers
- Staff longevity
- Supportive families and community invest time and money in our schools
- Bar set high with strong academic programs and activities to help our students be successful
- Former superintendents have built a strong foundation
- High level of accountability that doesn't allow us to be average

Site Level Administrators identified the following educational challenges/barriers for the District:

- Declining enrollment and capturing the market share of students in a changing community with teardown homes
- We've been excellent for a long time; it's hard to hold on to that forever
- Hearing all of our families' voices and perspectives rather than only those with the loudest voices
- Strife between staff and community
- Impact of social media which can be toxic
- When and how much to communicate-do we want to be responding constantly to control the narrative?
- Perception of challenges because of high expectations/demands of the community
- Pandemic fatigue and "who's working harder" discourse between those working remotely vs. in person
- Post pandemic return to "normal" and creating the reset and vision of where we go from here
- Alignment and focus around systems

Site Level Administrators identified the following goals as important for the school district to achieve in the next three years:

- Charting the post Pandemic roadmap for returning to "normal"
- Addressing declining enrollment
- High academic achievement while supporting struggling students with equity and academic excellence for all learners
- Communicating with all stakeholders
- Being an equity-based, birth-95+ destination district
- Dismantling the zero-sum game that a gain for one group results in a loss for another group
- Building trust back with the community by accomplishing amazing things and creating a great narrative
- Inspiring principals to innovate, circling back to inspiration from our previous study of STEM, STEAM, etc.
- Investing in multilingual learners

Site Level Administrators identified the following characteristics/skills needed by the next superintendent to be successful:

- Committed to Edina and will stay for a chunk of time
- Visible and connected to staff and community
- Builds trusting relationships with all
- Keeps students at the forefront of decisions
- Somebody like Dr. Dragseth
- Good listener
- Patient
- Emotionally intelligent
- Supportive of site teams
- Doesn't walk in with a cookie cutter plan
- Has our back
- Experience with community education and early childhood
- Knows when enough is enough
- Finesse to hold their own in challenging situations
- Ability to handle tough stuff and the high expectations of the community

What questions would you like the Board to ask the candidates as they select their next superintendent?

- Tell us about a time when you finessed a challenging situation.
- What is your decision-making process? What data do you collect? How do you evaluate the effectiveness of your decisions?
- Give us a sense of how you build relationships with students, staff, parents and community.
- What kind of track record do you have working through challenging situations? Walk us through the steps you took in resolving a challenging situation in a school district.
- What are your core values about students? Public Schools? Egalitarianism?
- What are your experiences navigating relations with a district similar to Edina?
- Why Edina?

EMPLOYEE LEADERSHIP INCLUDES TEACHER UNION PRESIDENT

Employee Leadership identified the following as the educational strengths/attributes of the District:

- Dedicated, high achieving staff
- Great students
- Strong parental support
- Excellent programs like French Immersion and a wide variety of fine arts, athletic and academic activities
- Community that values education and supports bonds, referendums
- Untapped potential in community experts
- Resources that can be accessed by teachers and students – ED Fund and Five n Go

Employee Leadership identified the following educational challenges/barriers for the District:

- Whirlwind as we shifted superintendents and managed the pandemic; we're spinning with one oar in the water and no sense of direction
- Can't agree on what success looks like
- Diverse perspectives and widening gaps in what we want rather than coming together
- Lack of cohesiveness and disconnect between staff and administration
- Lack of transparent communication
- Non-teacher connected groups have made decisions
- Partisanship in the community
- Teaching changes in Covid making workloads difficult

Employee Leadership identified the following goals as important for the school district to achieve in the next three years:

- Redefine what matters and what success looks like
- Focus on a solid plan and clear vision moving forward
- We need a brave leader to push us forward, our progressive model has stalled
- Create a proficiency model
- Need a more robust program to carry out diversity goals
- Continue to build on academic excellence

Employee Leadership identified the following characteristics/skills needed by the next superintendent to be successful:

- Brave leader to push us forward in a clear direction
- Innovator who can let go of what was and imagine possibilities
- Strong communication skills
- Trusts staff and views us as experts
- Direct
- Passionate point of view
- Transparent
- Visible
- Committed
- Connected with staff, students, and community
- Compromiser
- Peacemaker
- Says this is where we're going and why we're going there
- Can say No
- Sees me, sees our staff, sees our students
- Involves me in committees
- Inspiring-I want to be swept up
- Sees the union as a partner
- Collaborative
- Authentic

- **What questions/areas would you like the Board to ask the candidates as they select the superintendent?**
- How do you inspire others?
- What's going to be in a 2021 kindergarten student's portfolio?
- How would people you work with describe you?
- What challenges have you experienced?
- What did you learn doing your homework about our district?
- Share examples of how you have been innovative.
- What would your ideal district look, sound and feel like?
- What drew you to the superintendency?
- Why Edina?
- What do you see as the value of having a robust teacher union?
- How would you address the equity issues in our District?

EMPLOYEES

Employees identified the following educational strengths/attributes for the District:

- The community is committed to excellence
- The families in the District are strong supporters of the schools
- Teachers work very hard here
- The entire Edina community wants strong schools
- Professional development has helped with the diversity issues

Employees identified the following educational challenges/barriers for the District:

- Need to focus on closing the achievement gap just as we focus on meeting the needs of gifted and talented students
- Some in the community feel that too much is being done for diverse learners

Employees identified the following goals as important for the District to achieve in the next 3 years:

- Closing the achievement gap
- An equity focus to close the opportunity gap
- Address part B of the Strategic Plan including culturally responsive training for staff and hold staff accountable for that training
- Get into the community more to communicate the vision of the District

Employees identified the following characteristics/skills needed by the next superintendent to be successful:

- A leader who makes equity a priority
- Believes in the use of data and educational research
- Approachable and knows people's names
- Visible in the District – gets to all schools regularly

- Understand the roles of the school's employees
- A congruent leader who walks the talk
- Considers all perspectives before making decisions
- Is a motivator and a good speaker
- A kind person with a good sense of humor
- Would be nice to have a diverse leader
- Someone who is committed to the community and will be here for awhile
- Committed to the literacy goal

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- How will you align your efforts with the Strategic Plan rather than listening to every squeaky wheel?
- How will you make sure the 2025 Strategic Plan is moving forward – especially Strategy B?
- How do you incorporate lifelong learning – early childhood through community education?

SPECIAL EDUCATION ADVISORY COUNCIL

Special Education Advisory Council identified the following as the greatest educational strengths and attributes of the District:

- Great teachers
- South View's award-winning Peer Insight Program
- Supportive families and community members
- Great resources to support our learners
- Parents have a voice
- Excellent special education services (moved here from another state because of the district's great reputation)

Special Education Advisory Council identified the following as the greatest educational challenges/barriers for the District:

- Need more communication from the District
- Equity falls short for students receiving special ed services; paras are cut when budgets are tight while gifted programs remain intact
- Lack of after school and summer activities for special education students at Community Center
- If you aren't involved, articulate or possess the finesse to work the system, there is inequitable treatment
- Staff at community center need to be intentionally inviting and welcoming to students

Special Education Advisory Council identified the following goals as the most important for the District to achieve in the next three years:

- Offer special education students more inclusion and equitable activities and camps after school and in the summer at Edina Community Center
- Replicate South View's Peer Insight Program in other Edina schools

- Expand Buddy Program and Circle of Friends
- Implement systemic personalized learning approaches
- Adopt meaningful metrics to measure our students' progress

Special Education Advisory Council identified the following as the most important characteristics/skills needed by the next superintendent to be successful:

- Strong communication skills
- Proven track record
- Here for the long term
- Hire principals with desire to include special ed students
- Remember special ed students when making decisions
- Ability to manage conflict
- Lead through change
- Seeker of information and stakeholder input
- Inclusive leadership

What questions /areas would you like the Board to ask the candidates as they select the superintendent?

- What kind of inclusion programs do you have in your schools?
- What are you going to do regarding funding special education programs for our neediest students?

GIFTED AND TALENTED PARENTS

Gifted and Talented Parents identified the following educational strengths/attributes for the District:

- Our resources can provide great things for kids
- Tremendous parent support and volunteerism
- Strong finances
- Exceptional teachers

Gifted and Talented Parents identified these educational challenges/barriers for the District:

- Communication in general is frequently not clear or concise
- Too many loud voices advocating for particular issues
- Feels very polarized right now – especially around the Board election
- Lack of trust due to lack of transparency – need to rebuild trust
- Communication in general is frequently not clear or concise
- How do you acknowledge a problem without tearing down the District?
- Declining enrollment needs to be addressed
- The difference in student needs is so wide – sometime an 8-year gap at the same grade level

Gifted and Talented Parents identified these goals as important for the District to achieve in the next 3 years:

- Refocus academic achievement based on data
- Need a plan for measuring personalized learning and other programs. - rather than just listening to the parents who are the loudest in front of the Board
- There is a lot of diversity to address but it seems the needs of the majority and the kids in the middle are being lost
- We need to be thinking about all performance – some believe the curriculum is not challenging enough
- Focus on growth for all students less on proficiency

Gifted and Talented Parents identified these characteristics/skills needed by the next superintendent to be successful:

- A collaborative leader
- Has an understanding of data and uses these to inform staffing, program and financial decisions
- A trust builder with strong communications skills
- Passionate about and invested in Edina
- Strong management and communication skills
- Data driven
- Fresh ideas
- Humility
- Honestly listens to all sides
- They are here because this is where they want to be
- Can handle the loud voices

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- What is their vision for decision making policy – give specific examples
- How would they measure whether a program was successful or unsuccessful?
- If a program doesn't meet your expectation, what will you do?
- What size budget have you dealt with and how do you make financial decisions?
- What will you bring to Edina that is different?

PARENT LEADERSHIP COUNCIL

Parent Leadership Council identified the following educational strengths/attributes for the District:

- Very engaged community with articulate well-educated people
- Academic Excellence
- Strong, well run, finances
- High participation in parent teacher relationships
- Strong and highly educated teachers
- Great choices for kids at the secondary level
- High School has lot of options and clubs to help kids find their way
- ED Fund and Edina Give and Go support teachers and students
- All day Pre-K Programs are sought after and have great feedback

Parent Leadership Council identified these educational challenges/barriers for the District:

- District is divided
- Has been a decline in numbers at ECFE – a gateway program
- Parents with high expectations border on entitlement
- Administrators at the building level are awesome but not well utilized by the District
- Data is not always used to support decisions
- There are so many different visions of what the Edina culture is
- The community can struggle with change
- The School Board can be difficult – lots of strong opinions and individual agendas
- The Early Learning Center is always under construction

Parent Leadership Council identified these goals as important for the District to achieve in the next 3 years:

- Goals need to flow from the new Strategic Plan
- Stay true to the Strategic Plan and articulate where we are going
- Literacy and ECFE
- Need to implement the plan – not start a new one
- Focus on relationships and consensus building

Parent Leadership Council identified these characteristics/skills needed by the next superintendent to be successful:

- Able to articulate, lead and communicate the Strategic Plan
- Set the vision and follow with the Strategic Plan
- A consensus builder and relationships builder
- Strong communication skills
- Someone who can take a stand
- Strong leadership skills – can manage and evaluate

- Makes decisions with integrity
- Can deliver the Edina Brand
- Inspirational
- Values volunteerism
- Understands the importance of the Early Learning Program
- Strong instructional leader
- Motivates others
- Kid centered leader
- Someone who can attract great talent

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- How are you able to deliver on the points of our Strategic Plan?
- Have you navigated a big change, what and how?
- How would you work to increase minority members on our staff?
- Provide situational examples for the candidate to respond to

ELEMENTARY PARENTS

Elementary Parents identified the following educational strengths/attributes for the District:

- Quality of our teachers
- Quality of all employees from school staff to the bus drivers
- The engagement of the parents and the community in the schools
- Pride in the schools
- Strong extra-curricular activities

Elementary Parents identified the following educational challenges/barriers for the District:

- The k-3 literacy program is not well rated – not enough phonics
- Playing catch up rather than setting the tone
- Achievement is dropping for every demographic as we are not following the science of reading
- Covid has created less in person time
- Demographics in the District are changing – not sure the teaching strategies are keeping up
- We need to raise up all kids in the District – the choice doesn't have to be bring the bottom up or bringing the top down
- The School Board has become a homogenous group

Elementary Parents identified these goals as important for the District to achieve in the next 3 years:

- Maintaining and deepening academic excellence
- Create an inclusive culture while embracing high expectations
- More innovation – Edina needs to lead the pack rather than follow

- Align the k-3 literacy program with the science of reading
- Make sure we are creating world citizens in our school

Elementary Parents identified these characteristics/skills needed by the next superintendent to be successful:

- Makes tough decisions backed up by data and research
- Great communication skills – an active listener
- A collaborator who partners with others
- Someone who can provide support and provide direction to the Board
- Has an equity vision aligned with high achievement
- An innovator who is willing to push the limits
- Can lead the demographic change in the District

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- How do you achieve strong outcomes across all demographics – a district that works for everyone?
- How will you ensure that Edina stays strong?
- Tell us about a time that you followed the data even when not popular?
- How do you balance the interests of all of the different groups within the community?
- What are the 3-5 metrics for which you would like the Board to hold you accountable?

HIGH SCHOOL PARENTS

High School Parents identified the following educational strengths/attributes for the District:

- Super dedicated staff
- Very dedicated and supportive community members

High School Parents identified the following educational challenges/barriers for the District:

- We are too afraid of offending some group
- We need to be making more decisions on data

High School Parents identified these goals as important for the District to achieve in the next 3 years:

- We need a hard look at the curriculum – things have become stagnant
- We need to get away from fear-based decision making – not wanting to anger some group of stakeholders

High School Parents identified these characteristics/skills needed by the next superintendent to be successful:

- Someone who is really, really good at putting their team together
- Better explain the why
- Proactively communicate their decisions and why they are making it

- Be willing to make needed changes

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- What can you bring to the table that will help Edina with needed change?

PARENTS OF GRADUATES & BROADER COMMUNITY

Parents of Grads & Broader Community identified these educational strengths/attributes of the District:

- Culture of academic excellence
- Strong community pride in the District
- Supportive Parents
- Trailblazing French Immersion Program
- District is steeped in tradition

Parents of Grads & Broader Community identified these educational challenges/barriers for the District:

- Lack of communication and outreach to alumni parents who want to continue to support the schools
- Inability to attract and retain staff of color
- Autonomy in elementary schools resulting in inequitable learning models and experiences
- Holding on to traditions too tightly; the world is changing, and the Days of 1950 Edina are gone
- Edina model built on heavy parent involvement is difficult to sustain as families have less discretionary time
- Bias that everybody in Edina excels and we live in “Leave it to Beaver Land”
- Inequitable fundraising resources at elementary schools

Parents of Grads & Broader Community identified these goals as important for the school district to achieve in the next three years:

- Attract, recruit and retain a diverse staff reflective of our student population
- Improve communication with parents and the community
- Continue to engage parents of graduates
- Ensure equal treatment for student programs, from special needs to gifted and talented
- New Superintendent needs to make diversity/equity work a priority

Parents of Grads & Broader Community identified the following characteristics/skills needed by the new superintendent to be successful:

- Willing to challenge tradition
- Embraces diversity
- Looks through an equity lens
- Strong spine
- Gravitas

- Bold enough to say, “Wake up, Edina”
- Confident and not intimidated by this community
- Outside the box, creative thinker
- Collaborator who works in partnership
- Flexibility to deal with the pace of change
- Leader beyond the schools-a community voice

What questions would you like the Board to ask the candidates as they select the superintendent?

- What have you done as a leader to ensure retention of staff?
- The buck stops with you. What capabilities do you possess in managing people?

SOUTHEAST ASIAN PARENTS

Southeast Asian Parents identified the following educational strengths/attributes for the District:

- Staff commitment to equity
- School prepares students well for both academics and fine arts
- High school staff and counselors prepare students well
- The principal at EHS is taking action to close the gap
- The support of parents in the District is incredible

Southeast Asian Parents identified these educational challenges/barriers for the District:

- We need to realize that immigrant families are highly motivated and that what we want for our students is the same that all parents want
- There is a lack of cultural understanding at times
- There is a lack of cultural representation in the staff
- The special education budget seems to be slashed unnecessarily
- There are some very loud parents who are demanding things for their students that are taking away from the special education budget and services

Southeast Asian Parents identified these goals as important to achieve in the next 3 years:

- Maintain the academics – that is why we moved to Edina
- Increase the diversity of staff – today 24% of students are diverse while only 6% of staff
- Chris Holden has been a wonderful help at Cornelia and Normandale
- Autistic children need more inclusion in District activities
- It would be good to have diverse candidates for all positions

Southeast Asian Parents identified these characteristics/skills needed by the next superintendent to be successful:

- An ability to bridge the different groups in the community
- Understand multi-cultural education yet can accommodate the majority of Edina parents

- Balance the communication within the District
- Makes decisions based on data – not the loudness of parents
- Has a vision for the success of all students
- Truly focuses on the students
- Experience in a similar district
- Thick skin
- Focused on kids needs rather than what parents want

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- What are your experiences with special needs programs?

LATINO PARENTS

Latino Parents identified the following educational strengths/attributes for the District:

- The cultural liaison system is a strength to English learner families – Edina doing a superior job of trying to understand the families
- Technology support is strong
- Countryside provides many events to support the different cultures

Latino Parents identified these educational challenges/barriers for the District:

- Families face many economic challenges
- Other cultures have trouble finding help – they get lost in the system and then many give up
- We need to maintain the good things that we have going forward – perhaps there could be a mentoring process

Latino Parents identified these goals as important to achieve in the next 3 years:

- Equity – a wide income and language diversity of children
- Due to Covid students need more support from the District – both economic and emotional support
- Kids no longer learn the same way – teachers need more tools and training
- Improve the depth and quality of instruction

Latino Parents identified these characteristics/skills needed by the next superintendent to be successful:

- Experience in both administration and equity – the current superintendent has worked hard for us
- Charismatic leader – who is human
- Equity skills
- Exhibit a vision that will bring people together
- Bridge the gaps that now exist
- Solid understanding of scientific thinking
- Can help create new and capable world citizens
- Understands literacy – the most important

- Supports the staff who are working so hard

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- What is your experience with working with Equity areas and how can they support that goal in Edina?
- Describe your best equity work in your current district.
- What would be the new superintendent's approach to measuring the advance/success in the implementation of the Board's vision?
- Regarding communications and transparency: if any measurement provides feedback that suggests finetuning or altogether correcting the implementation of the vision or the vision itself, what would be the approach to communicating these findings to the community and/or the Board?

BUSINESS AND COMMUNITY LEADERS

Business and Community Leaders identified the following educational strengths/attributes for the District:

- Community that wants to be involved
- The historical success of the District
- The elementary schools are outstanding – strong academics and a world view
- The CP program is fabulous

Business and Community Leaders identified these educational challenges/barriers for the District:

- The engagement is double edged – supportive and/or divisive
- A lack of humility and an arrogance in the community in the last 10-15 years
- Every school in Edina looks different – need a vision for consistency
- The strength of the faculty and staff are not always well utilized

Business and Community Leaders identified these goals as important to achieve in the next 3 years:

- Bring the “how” to the Strategic Plan
- Getting the community to buy in to the schools
- Need to attract and keep Edina students
- How to bring the polarized parts of our community together
- The schools, the city and the businesses must work together
- Need innovative partnering outside of the school system

Business and Community Leaders identified these characteristics/skills needed by the next superintendent to be successful:

- Someone who can drive the Strategic Plan
- A take charge person

- A relationship builder with the community
- A unifying force for the community
- Really gets to understand the community
- Open to partnerships but clear about the roles
- Someone who can say no
- Develops inclusivity
- Comfortable getting up and rallying people
- Someone who is present
- Deep sense of humility
- A clear understanding of courage

What questions/areas would you like the Board to ask the candidates as they select a superintendent?

- What can you bring to the Edina schools that we don't have now?
- How have you demonstrated an ability to advance equity?
- Who are the partners you utilize outside of the school?
- What do you think are the biggest issues facing the Edina schools?
- Are you an asset based or a deficit-based leader?
- Are you passionate about wanting to become our superintendent?
- Are you willing to try to increase the diversity of staff members?

OPEN COMMUNITY FORUM

Open Community Forum identified the following as the educational strengths/attributes of the District:

- Commitment to excellence
- Engaged students and staff
- Resource rich district
- Tons of social capital
- Really good, committed teachers
- Quality of curriculum is excellent
- We may not always agree, but we have a high level of engagement, no apathy
- Parent involvement, a blessing and a curse
- Starting from high standards
- Normandale's Social and Emotional curriculum's positive impact on kindness, caring, and friendship

Open Community Forum identified the following as the educational challenges/barriers for the District:

- We are not raising global citizens; our kids are not prepared to operate in diverse world
- Lack diversity in our teaching staff
- Tradition is a huge challenge as innovation has been squelched
- The Loud Voices in our district are a challenge and would express the exact opposite of what we're sharing

- “Minnesota Nice” fear of talking candidly through issues
- If we’re about academic excellence we need equitable support for every student; we can’t do things like we’ve always done
- Onus for change is currently on the kids to make things happen; we need to do more as adults in the community
- Can’t spend our time responding to the noise of the Center of the American Experiment
- Administration’s decisions since Covid hit have been driven by the Union instead of the best interest of students
- Need to address post Covid student mental health issues
- Post Covid we need extra support for teachers because of student behavior issues

Open Community Forum identified these goals as important for the district to achieve in the next three years:

- Attract, recruit and retain teachers of color
- Raise global citizens in an environment reflective of our diverse world
- Decide what we want to be...a Premier School of What? What is our elevator speech?
- Revisit our history curriculum as we’re robbing kids of missing content; start with organized humanity and teach all of it, not just the victor’s perspective
- Improve the nutrition of our school lunch program; more fruits and vegetables and less carbs and junk food
- Build a sense of community and pride and loyalty in our schools
- Have post Covid interventions in place to bridge gaps in learning
- Rebuild our District to be at the top in academics
- Build relationships with staff, students and community

Open Community Forum identified these characteristics/skills needed by the new superintendent to be successful:

- Collaborator
- Unifier who builds alignment
- Community builder able to navigate a divided community
- Insightful leader who recognizes there is a divide on what academic excellence means and who it is for
- No afraid to confront the people who won’t innovate or rock tradition
- Strong person not threatened by high powered pressure from great people
- Willing to take a stand
- The LeBron James of Superintendents
- The Luciano Pavarotti of Superintendents
- Student centered
- Transparent
- Accessible
- Personable
- Culturally competent
- Open minded
- Courageous
- Truth teller

- Concerned about the whole child
- Leader who can frame this incredible time of transition
- Listens but can pivot to next generation learning
- Differential thinker
- Has worked in diverse environments
- Lifelong learner who continues to read and enjoys the arts and athletics
- Great team builder who looks at a team, embraces their strengths and capitalizes on their skills
- Not someone who wants to continue the status quo
- Somebody from outside Minnesota with a fresh lens
- Someone with experience turning around a failing district; we aren't failing but we want to see change

What questions/areas would you like the Board to ask the candidates as they select the superintendent?

- What innovative plans do you have for inequitable academic results in our schools for students of color?
- What is your plan to recruit and retain teachers of color?
- What is your experience and commitment to stand up to traditions that are a barrier to innovation and success in today's world?
- Share specific examples of developing a unified vision.
- What does your vision of a best-in-class, diverse, equitable and inclusive district look like? What's your vision of how this would look in Edina?

**SCHOOL EXEC CONNECT
EDINA PUBLIC SCHOOLS
SUPERINTENDENT SEARCH ON-LINE SURVEY
MARCH 8, 2021**

This report highlights the responses of 1,457 individuals who chose to participate in an on-line survey as a part of the search process for a new Superintendent of Schools. The survey collected the participants' perceptions regarding goals for the Edina Public Schools, the strengths and challenges facing the District and the characteristics and skills desired in the next superintendent. Due to the sampling methodology, this report should not be considered a scientifically based research document. The on-line survey was completed once per email address. This report utilizes the input received from those who chose to complete the survey. Judgments regarding what is included in this report are those of the consultants, based upon the survey input received.

The consultants utilized the input received from the on-line survey in developing the ***New Superintendent Profile***, a report that outlines the attributes desired in the new superintendent. Input received in several individual and focus group interviews and a community meeting was also used in developing the ***New Superintendent Profile***.

This report may be used by the District in a variety of ways. The input received should be helpful to the Board as interview questions are developed and candidates are screened. It may also serve as valuable information in assessing community perceptions on a variety of issues and the effectiveness of the District's communications with the community. The consultants also recommend that this report be given to the newly appointed superintendent to expand understanding of the issues and opportunities facing the District.

SURVEY RESULTS: (Citing any answer with over 250 responses)

1. Please select the choice(s) that best describe your relationship to the school district. Please select all that apply.

- | | |
|---|--------------|
| • Parent of Current/Past Student (past 5 years) | 79.9%(1,164) |
| • Teacher/Licensed Staff | 15.2% (222) |
| • Community/Business Member | 6.6% (96) |
| • Support Staff | 3.8% (56) |
| • Student | 1.9% (28) |
| • Other | 1.9% (28) |
| • Administrator | 1.4% (21) |

2. Please select the top three (3) goals for the district to accomplish in the next three years.

- Strengthen our academic program and curriculum 48.3% (702)
- Maintain high levels of student achievement 41.5% (604)
- Implement and maintain programs for all student achievement levels and diverse backgrounds 37.9% (552)
- Focus on 21st century curriculum (communication, collaboration, creativity, innovation, critical thinking, problem-solving and media and technology literacy) 36.6% (533)
- Assuring student well-being (emotionally safe and confident) 28.9% (420)
- Engaging students through best instructional practices 20.4% (297)
- Ensuring that all students are ready for post-secondary education 18.2% (265)

3. Please select the three (3) items below that represent the greatest strengths of the school district.

- Dedicated and highly competent staff 37.5% (537)
- High level of student achievement 34.7% (497)
- Strong community pride in the schools 33.5% (480)
- Supportive and involved parents 29.7% (425)
- Teacher quality 25.4% (363)
- Supportive community 19.9% (285)
- Athletic/activity programs 18.4% (263)

4. Please select the three (3) items below that represent the greatest challenges for the school district.

- Closing achievement gaps among student groups 36.2% (516)
- Understanding and supporting diversity in the district 32.1% (457)
- Class size 28.0% (399)
- Effective Board governance 24.4% (348)
- Competition with other districts and schools 19.7% (281)

5. Please select the top three (3) attributes that you believe are most important for a person to be successful as the superintendent of the Edina Public Schools. The new superintendent should be a person who:

- Builds a great team and brings the best out of others 36.0% (523)
- Has a deep understanding of curriculum, instruction and how students learn 35.3% (512)
- Is a strong decision-maker who uses data and information 29.8% (432)
- Is a collaborative consensus builder and able to work with all constituencies 24.2% (352)
- Can recruit and support outstanding staff members 18.9% (274)
- Holds others accountable 18.8% (273)
- Has an inspiring vision for the future 18.7% (271)
- Is able to address the needs of our diverse student population 18.5% (268)
- Is child centered 18.3% (265)