

Gresham-Barlow School District Seeks A Superintendent Who...

Recommend

- ❖ Possesses excellent people skills, presents a positive image of the District and will listen to input and make a decision when necessary. (combine 1 and 15)
- ❖ Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community. (3)
- ❖ Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the Board, staff and community. (6 and 19 combined)
- ❖ Is a strong communicator; speaking, listening and writing. (7)
- ❖ Has knowledge of and successful experience in sound fiscal practices and management of District resources, including appropriate participation of others in planning and decision-making. (combine 10 and 14)
- ❖ Is able to delegate authority appropriately while maintaining accountability. (13)
- ❖ Is strongly committed to a "student first" philosophy in all decisions. (17)
- ❖ Has demonstrated strong leadership skills in previous positions. (24)
- ❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement. (30)
- ❖ Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice. (33)

Consider

- ❖ Promotes positive student behavior conducive to a healthy learning environment. (22)
- ❖ Has the ability to develop and maintain a mutually beneficial relationship between the business community and the School District. (29)



Seeks a Superintendent of Schools

1331 NW Eastman Parkway, Gresham, OR 97030 * 503-261-4550



About Our District

Gresham-Barlow School District covers approximately 54 square miles and serves the communities of Gresham, Boring, Damascus and Orient located in Multnomah and Clackamas counties. The District serves families with students in grades K-12 comprising 18 schools. The District serves a diverse population of students with enrollment encompassing over 50 languages.

The District has earned a solid reputation for providing its students with quality education. On Oregon's statewide assessment, students compare favorably with those from other districts of similar socio-economic make-up. The District's articulated curriculum is designed to promote the basic skills and positive attitudes required for students to lead full and productive lives in the 21st century.

District Facts

Elementary Schools	10
Middle Schools	4
K-8	1
High Schools	3
Enrollment:	11,700

Graduation Rate:

Gresham High School	78.42%
Sam Barlow High School	79.85%
Springwater Trail High School	87.50%

Our Students:

American Indian/Alaskan Native	1%
African American	3%
Hispanic	26%
Native Hawaiian	1%
Two or More Races	6%
White	60%
Other	3%

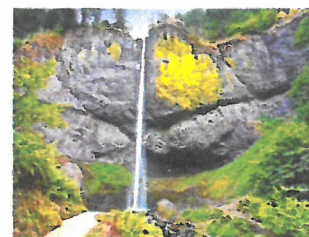
English Language Learners	11%
Special Education	12%

2016-17 General Fund Budget \$122,000,000



About Our Area

With a population over 108,000 Gresham is Oregon's fourth largest city. Located just minutes from Oregon's iconic Mount Hood, Multnomah Falls, the Columbia River Gorge National Scenic Area, the City of Portland and Portland International Airport, Gresham's location is ideal for families and businesses wanting to start something new and grow.



Our Mission

Every student prepared for a lifetime of learning, career opportunities, and productive contributions to the community.

Our Vision

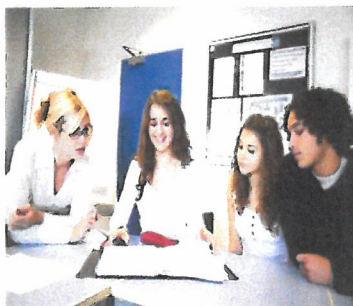
Gresham-Barlow School District supports dynamic learning opportunities led by accomplished educators dedicated to creating environments where every student values learning and academic achievement while developing the skills and attributes necessary to be prepared for a lifetime of learning, career opportunities, and productive contributions to the community.

Deadline to Apply: April 3, 2017

Check us out at: <http://www.gresham.k12.or.us>

Gresham-Barlow School District Seeks a Superintendent Who:

- Possesses excellent people skills, presents a positive image of the District and will listen to input and make a decision when necessary.
- Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community.
- Inspires trust, self-confidence, and models high standards of integrity and personal performance with ability to develop and communicate a vision of quality education for the future to the Board, staff and community.
- Is a strong communicator; speaking, listening and writing.
- Has knowledge of and successful experience in sound fiscal practices and management of District resources, including appropriate participation of others in planning and decision-making.
- Is able to delegate authority appropriately while maintaining accountability.
- Is strongly committed to a "student first" philosophy in all decisions.
- Has demonstrated strong leadership skills in previous positions.
- Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.



Salary and Benefits

The salary will be in the range of \$205,000 plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting School Board criteria.

Requirements

The candidate must have Superintendent credentials. More information about Oregon's superintendent accreditation process is available at the Department of Education website at <http://www.oregon.gov/ode/Pages/default.aspx>.

Apply online at:

www.rayassoc.com

Questions should be directed to:

Ray & Associates, Inc.

4403 First Avenue SE, Suite 407

Cedar Rapids, IA 52402

Phone: 319-393-3115 Fax: 319-393-4931

glr@rayassoc.com

Please do not contact the School Board or District directly.

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes board review in a closed session of the School Board. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the top candidates will be presented to the Gresham-Barlow School District School Board for its consideration. Selection of candidates for interviews is the sole responsibility of the School Board. Persons wishing to be considered for the position should submit an application file online including:

- A letter of application stating personal qualifications, experiences, and reasons for interest in the position.
- The online application form and a resume.
- 4 current letters of recommendation.

Deadline to Apply: April 3, 2017

Check us out at: <http://www.gresham.k12.or.us>

Gresham-Barlow School District

Thirty-Three Characteristics Report Explanation **March 9, 2017**

The attached report is a result of the survey conducted in the District that asked Board members, employees and other constituents to select ten most desirable characteristics from the thirty-three listed in the survey instrument.

On the first page, you will note that all the groups are identified across the top of the sheet with an abbreviated definition of the thirty-three items listed vertically on the right side of the sheet. In each of the cells of the report there is a "raw" score of how many people actually chose the item and a "rank" which is depicted by a number from one to 33, except in the case of ties. For example, observing item number six (6) which refers to "inspires trust, self-confidence" in the first two columns (Admin Directors), four (4) people chose the item and it ranked 1st. Another example toward the bottom of the page for number thirty-one (31) in the tenth two columns (Chamber Board), zero (0) people chose the "demonstrated ability to work with the media" item, thus it ranked 31st.

On the second page, only the ranks are listed for comparison. This is done in order to control for the size of the group and to avail the Board the opportunity to easily see what was important to each group. The data is reported in this manner so that no group overpowers another by sheer size. Each of the thirty-three items are totaled according to rank from left to right and those totals indicated in the column labeled "Total." These totals are then ranked and reported in the column labeled "Combined Ranking." Note that the lower the total, the higher the ranking.

In analyzing the results, the consultants look for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board.

At the encouragement of the consultants, many survey respondents provided additional comments to the Board which are presented as a part of this report.

Gresham-Barlow School District Superintendent Search Constituent/Staff/Board Survey Results

DATE: March 9, 2017

*Prepared and Presented
By*

Ray and Associates, Inc.

Cedar Rapids, IA

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Gresham-Barlow School District

Raw Scores Sheet

Qualities Desired in a New Superintendent	Admin Directors (5)			Cabinet Secretaries/HR Specialists (2)			Admin Classified (7)			Head Secretaries (5)			Licensed Staff (176)			Classified Staff (61)			Foundation Board (7)			City Staff (4)			Non Profits (6)			Chamber Board (6)			Abbreviated Definition of Quality and Characteristics	
	Row	Rank	Raw	Row	Rank	Raw	Row	Rank	Raw	Row	Rank	Raw	Row	Rank	Raw	Row	Rank	Raw	Row	Rank	Raw	Rank	Raw	Row	Rank	Raw	Rank	Raw	Rank			
1	2	10	2	1	5	2	3	3	98	4	36	3	4	2	2	4	5	1	1	17	1	17	1	17	1	17	1	17	1. Willing to listen to input, but is a decision maker			
2	1	16	0	17	1	20	1	16	17	31	8	28	0	30	0	26	0	26	1	17	2	10	2	10	2	10	2	10	2. Instructional and administrative integration of technology			
3	4	1	1	5	2	13	0	25	104	3	20	13	2	11	3	1	4	3	2	10	3	2	10	3	2	10	3	2	10	3. Has leadership skills to respond to challenges of ethnic and cultural diversity		
4	0	23	1	5	0	29	0	25	43	20	15	16	1	23	2	4	2	12	0	31	4	2	12	0	31	4	2	12	0	31	4. Able to work with legislators and lead organization through legislative process	
5	0	23	0	17	1	20	1	16	25	30	6	31	0	30	0	26	0	26	1	17	5	Ed.D. or Ph.D.	5	Ed.D. or Ph.D.	5	Ed.D. or Ph.D.	5	Ed.D. or Ph.D.	5	Ed.D. or Ph.D.	5. Ed.D. or Ph.D.	
6	4	1	1	5	3	8	5	1	130	1	45	1	7	1	2	4	4	3	2	10	6	Inspires trust, self-confidence, and models high standards	6	Inspires trust, self-confidence, and models high standards	6	Inspires trust, self-confidence, and models high standards	6	Inspires trust, self-confidence, and models high standards	6	Inspires trust, self-confidence, and models high standards	6. Inspires trust, self-confidence, and models high standards	
7	3	5	2	1	6	1	5	1	97	5	40	2	3	7	2	4	5	1	4	2	10	7	Strong communicator, speaking, listening and writing	7	Strong communicator, speaking, listening and writing	7	Strong communicator, speaking, listening and writing	7	Strong communicator, speaking, listening and writing	7	Strong communicator, speaking, listening and writing	7. Strong communicator, speaking, listening and writing
8	0	23	0	17	1	20	3	3	35	24	7	30	2	11	1	13	3	6	3	5	8	Commitment to visibility with high interest in a broad range of community groups	8	Commitment to visibility with high interest in a broad range of community groups	8	Commitment to visibility with high interest in a broad range of community groups	8	Commitment to visibility with high interest in a broad range of community groups	8	Commitment to visibility with high interest in a broad range of community groups	8. Commitment to visibility with high interest in a broad range of community groups	
9	1	16	1	5	2	13	1	16	28	27	10	27	2	11	0	26	1	18	2	10	9	Work cooperatively with the board and keeps members informed	9	Work cooperatively with the board and keeps members informed	9	Work cooperatively with the board and keeps members informed	9	Work cooperatively with the board and keeps members informed	9	Work cooperatively with the board and keeps members informed	9. Work cooperatively with the board and keeps members informed	
10	0	23	1	5	3	8	3	3	57	14	28	6	4	2	1	13	3	6	1	17	10	Experience in sound management practices	10	Experience in sound management practices	10	Experience in sound management practices	10	Experience in sound management practices	10	Experience in sound management practices	10. Experience in sound management practices	
11	3	5	0	17	0	29	1	16	51	15	15	16	1	23	0	26	3	6	2	10	11	Ability to build consensus and commitment among individuals & groups	11	Ability to build consensus and commitment among individuals & groups	11	Ability to build consensus and commitment among individuals & groups	11	Ability to build consensus and commitment among individuals & groups	11	Ability to build consensus and commitment among individuals & groups	11. Ability to build consensus and commitment among individuals & groups	
12	0	23	1	5	4	4	2	8	64	11	22	11	2	11	0	26	0	26	1	17	12	Has experience dealing with employee representative groups/unions	12	Has experience dealing with employee representative groups/unions	12	Has experience dealing with employee representative groups/unions	12	Has experience dealing with employee representative groups/unions	12	Has experience dealing with employee representative groups/unions	12. Has experience dealing with employee representative groups/unions	
13	2	10	1	5	4	4	2	8	51	15	23	9	3	7	2	4	2	12	2	10	13	Ability to delegate authority while maintaining accountability	13	Ability to delegate authority while maintaining accountability	13	Ability to delegate authority while maintaining accountability	13	Ability to delegate authority while maintaining accountability	13	Ability to delegate authority while maintaining accountability	13. Ability to delegate authority while maintaining accountability	
14	2	10	0	17	4	4	3	3	63	13	32	5	4	2	1	13	3	6	5	1	14	Experience in management of district resources	14	Experience in management of district resources	14	Experience in management of district resources	14	Experience in management of district resources	14	Experience in management of district resources	14. Experience in management of district resources	
15	3	5	0	17	5	2	1	16	65	10	28	6	4	2	2	4	3	6	2	10	15	Possesses excellent people skills and presents positive district image	15	Possesses excellent people skills and presents positive district image	15	Possesses excellent people skills and presents positive district image	15	Possesses excellent people skills and presents positive district image	15	Possesses excellent people skills and presents positive district image	15. Possesses excellent people skills and presents positive district image	
16	0	23	0	17	3	8	2	8	10	32	8	28	0	30	1	13	1	18	4	2	16	Non-traditional or "hybrid" with background in military, business and/or education	16	Non-traditional or "hybrid" with background in military, business and/or education	16	Non-traditional or "hybrid" with background in military, business and/or education	16	Non-traditional or "hybrid" with background in military, business and/or education	16	Non-traditional or "hybrid" with background in military, business and/or education	16. Non-traditional or "hybrid" with background in military, business and/or education	
17	4	1	0	17	2	13	1	16	108	2	23	9	2	11	1	13	2	12	1	17	17	Strongly committed to "student first" philosophy in all decisions	17	Strongly committed to "student first" philosophy in all decisions	17	Strongly committed to "student first" philosophy in all decisions	17	Strongly committed to "student first" philosophy in all decisions	17	Strongly committed to "student first" philosophy in all decisions	17. Strongly committed to "student first" philosophy in all decisions	
18	0	23	1	5	1	20	0	25	46	18	14	18	1	23	2	4	4	3	2	10	18	Ability to develop both short and long range goals	18	Ability to develop both short and long range goals	18	Ability to develop both short and long range goals	18	Ability to develop both short and long range goals	18	Ability to develop both short and long range goals	18. Ability to develop both short and long range goals	
19	1	16	2	1	1	20	2	8	29	26	12	25	2	11	2	4	4	3	2	10	19	Ability to develop and communicate a vision of quality education	19	Ability to develop and communicate a vision of quality education	19	Ability to develop and communicate a vision of quality education	19	Ability to develop and communicate a vision of quality education	19	Ability to develop and communicate a vision of quality education	19. Ability to develop and communicate a vision of quality education	
20	1	16	0	17	3	8	1	16	67	8	19	14	3	7	0	26	2	12	1	17	20	Experience in selection and implementation of educational priorities	20	Experience in selection and implementation of educational priorities	20	Experience in selection and implementation of educational priorities	20	Experience in selection and implementation of educational priorities	20	Experience in selection and implementation of educational priorities	20. Experience in selection and implementation of educational priorities	
21	0	23	0	17	2	13	2	8	67	8	25	8	3	7	0	26	1	18	1	17	21	Commitment to both academic and activity programs	21	Commitment to both academic and activity programs	21	Commitment to both academic and activity programs	21	Commitment to both academic and activity programs	21	Commitment to both academic and activity programs	21. Commitment to both academic and activity programs	
22	1	16	0	17	1	20	2	8	70	7	34	4	2	11	1	13	1	18	1	17	22	Promote positive student behavior	22	Promote positive student behavior	22	Promote positive student behavior	22	Promote positive student behavior	22	Promote positive student behavior	22. Promote positive student behavior	
23	1	16	0	17	0	29	0	25	32	25	14	18	2	11	1	13	0	26	1	17	23	Leadership in providing relevant professional development for staff	23	Leadership in providing relevant professional development for staff	23	Leadership in providing relevant professional development for staff	23	Leadership in providing relevant professional development for staff	23	Leadership in providing relevant professional development for staff	23. Leadership in providing relevant professional development for staff	
24	0	23	0	17	3	8	2	8	48	17	21	12	2	11	1	13	2	12	3	5	24	Has demonstrated strong leadership skills in previous positions	24	Has demonstrated strong leadership skills in previous positions	24	Has demonstrated strong leadership skills in previous positions	24	Has demonstrated strong leadership skills in previous positions	24	Has demonstrated strong leadership skills in previous positions	24. Has demonstrated strong leadership skills in previous positions	
25	2	10	1	5	4	4	0	25	37	22	13	21	2	11	1	13	0	26	0	31	25	Ability to identify/select administrators capable of advancing district vision	25	Ability to identify/select administrators capable of advancing district vision	25	Ability to identify/select administrators capable of advancing district vision	25	Ability to identify/select administrators capable of advancing district vision	25	Ability to identify/select administrators capable of advancing district vision	25. Ability to identify/select administrators capable of advancing district vision	
26	1	16	0	17	0	29	0	25	44	19	14	18	1	23	1	13	0	26	0	31	26	Work experience in similar district.	26	Work experience in similar district.	26	Work experience in similar district.	26	Work experience in similar district.	26	Work experience in similar district.	26. Work experience in similar district.	
27	2	10	2	1	2	13	1	16	39	21	11	26	1	23	1	13	2	12	3	5	27	Is comfortable leading innovation and reform efforts	27	Is comfortable leading innovation and reform efforts	27	Is comfortable leading innovation and reform efforts	27	Is comfortable leading innovation and reform efforts	27	Is comfortable leading innovation and reform efforts	27. Is comfortable leading innovation and reform efforts	
28	3	5	0	17	1	20	0	25	37	22	13	21	4	2	2	4	1	18	1	17	28	Able to lead a large organization dedicated to goals of continuous improvement	28	Able to lead a large organization dedicated to goals of continuous improvement	28	Able to lead a large organization dedicated to goals of continuous improvement	28	Able to lead a large organization dedicated to goals of continuous improvement	28	Able to lead a large organization dedicated to goals of continuous improvement	28. Able to lead a large organization dedicated to goals of continuous improvement	
29	0	23	1	5	0	29	3	3	28	27	13	21	4	2	2	4	1	18	4	2	29	Has ability to develop relationships between the business community and the district	29	Has ability to develop relationships between the business community and the district	29	Has ability to develop relationships between the business community and the district	29	Has ability to develop relationships between the business community and the district	29	Has ability to develop relationships between the business community and the district	29. Has ability to develop relationships between the business community and the district	
30	2	10	1	5	2	13	1	16	64	11	19	14	2	11	3	1	3	6	3	5	30	Possesses ability to enhance student performance, identify and close/narrow gaps	30	Possesses ability to enhance student performance, identify and close/narrow gaps	30	Possesses ability to enhance student performance, identify and close/narrow gaps	30	Possesses ability to enhance student performance, identify and close/narrow gaps	30	Possesses ability to enhance student performance, identify and close/narrow gaps	30. Possesses ability to enhance student performance, identify and close/narrow gaps	
31	0	23	0	17	1	20	0	25	3	33	4	33	0	30	0	26	0	26	0	31	31	Demonstrates ability to work with the media	31	Demonstrates ability to work with the media	31	Demonstrates ability to work with the media	31	Demonstrates ability to work with the media	31	Demonstrates ability to work with the media	31. Demonstrates ability to work with the media	
32	4	1	0	17	1	20	0	25	26	29	5	32	1	23	1	13	0	26	3	5	32	Recommendations and decisions are data-driven	32	Recommendations and decisions are data-driven	32	Recommendations and decisions are data-driven	32	Recommendations and decisions are data-driven	32	Recommendations and decisions are data-driven	32. Recommendations and decisions are data-driven	
33	3	5	1	5	2	13	2	8	77	6	13	21	1	23	3	1	1	18	1	17	33	Knowledge of emerging research in the area of curriculum/instructional design	33	Knowledge of emerging research in the area of curriculum/instructional design	33	Knowledge of emerging research in the area of curriculum/instructional design	33	Knowledge of emerging research in the area of curriculum/instructional design	33	Knowledge of emerging research in the area of curriculum/instructional design	33. Knowledge of emerging research in the area of curriculum/instructional design	

Gresham-Barlow School District

Consultant Ranking/Recommendation Sheet

Qualities Desired in a Former Superintendent	Admin Directors		Cabinet Secy/MR Specialists		Admin Classified		Head Secretaries		Licensed Staff		Classified Staff		Foundation Board		City Staff		Non-Profit		Chamber Board		Total	Combined Ranking		Consultant Recommendation		Abbreviated Definition of Quality and Characteristics	
	Rank	1	Rank	2	Rank	3	Rank	4	Rank	5	Rank	6	Rank	7	Rank	8	Rank	9	Rank	10	Rank	11	Rank	12	Rank		
1	10	1	2	3	4	3	3	2	4	1	17	47	3	Combine w/ #15	1. Willing to listen to input, but is a decision maker												
2	16	17	20	16	31	28	30	30	26	26	17	227	31	Recommend	2. Instructional and administrative integration of technology												
3	1	5	13	25	3	13	11	1	3	10	85	7	3. Has leadership skills to respond to challenges of ethnic and cultural diversity														
4	23	5	29	25	20	16	23	4	12	31	188	27	4. Able to work with legislators and lead organization through legislative process														
5	23	17	20	16	30	31	30	26	26	17	236	32	5. Ed.D. or Ph.D.														
6	1	5	8	1	1	1	1	1	4	3	10	35	2	Combine w/ #19	6. Inspires trust, self-confidence, and models high standards												
7	5	1	1	1	5	2	7	7	4	1	2	29	1	Recommend	7. Strong communicator: speaking, listening and writing												
8	23	17	20	3	24	30	11	13	6	5	5	152	20	Combine w/ #14	8. Commitment to visibility with high interest in a broad range of community groups												
9	16	5	13	16	27	27	11	26	18	10	169	23	a		9. Work cooperatively with the board and keeps members informed												
10	23	5	8	3	14	6	2	13	6	17	97	9	10. Experience in sound management practices														
11	5	17	29	16	15	16	23	26	6	10	163	21	11. Ability to build consensus and commitment among individuals & groups														
12	23	5	4	8	11	11	11	26	26	17	142	18	Recommend	12. Has experience dealing with employee representative groups/unions													
13	10	5	4	8	15	9	7	4	12	10	84	6		13. Ability to delegate authority while maintaining accountability													
14	10	17	4	3	13	5	2	13	6	1	74	4		Combine w/ #10	14. Experience in management of district resources												
15	5	17	2	16	10	6	2	4	6	10	78	5		Combine w/ #1	15. Possesses excellent people skills and presents positive district image												
16	23	17	8	8	32	28	30	13	18	2	179	26	Recommend	16. Non-traditional or "hybrid" with background in military, business and/or education													
17	1	17	13	16	2	9	11	13	12	17	111	10		17. Strongly committed to "student first" philosophy in all decisions													
18	23	5	20	25	18	18	23	4	18	17	171	25		18. Ability to develop both short and long range goals													
19	16	1	20	8	26	25	11	4	3	10	124	12		Combine w/ #6	19. Ability to develop and communicate a vision of quality education												
20	16	17	8	16	8	14	7	14	12	17	141	17	Consider	20. Experience in selection and implementation of educational priorities													
21	23	17	13	8	8	8	7	26	18	17	145	19		21. Commitment to both academic and activity programs													
22	16	17	20	8	7	4	11	13	18	17	131	14		22. Promote positive student behavior													
23	16	17	29	25	25	18	11	13	26	17	197	29		23. Leadership in providing relevant professional development for staff													
24	23	17	8	8	17	12	11	13	12	5	126	13	Recommend	24. Has demonstrated strong leadership skills in previous positions													
25	10	5	4	25	22	21	11	13	26	31	168	22		25. Ability to identify/select administrators capable of advancing district vision													
26	16	17	29	25	19	18	23	13	26	17	203	30		26. Work experience in similar district													
27	10	1	13	16	21	26	23	13	12	5	140	16		27. Is comfortable leading innovation and reform efforts													
28	5	17	20	25	22	21	11	13	18	17	169	23	Consider	28. Able to lead a large organization dedicated to goals of continuous improvement													
29	23	5	29	3	27	21	2	4	18	2	134	15		29. Has ability to develop relationships between the business community and the district													
30	10	5	13	16	11	14	11	1	6	5	92	8		Recommend	30. Possesses ability to enhance student performance, identify and close/narrow gaps												
31	23	17	20	25	23	33	30	26	26	31	264	33			31. Demonstrates ability to work with the media												
32	1	17	20	25	29	32	23	13	26	5	191	28	32. Recommendations and decisions are data-driven														
33	5	5	13	8	6	21	23	1	18	17	117	11	Recommend		33. Knowledge of emerging research in the area of curriculum/instructional design												

The document is a summary of research and data used to develop the District's Strategic Plan. It is not intended to be a substitute for the District's Strategic Plan or any other document. The document is a summary of research and data used to develop the District's Strategic Plan. It is not intended to be a substitute for the District's Strategic Plan or any other document.

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Gresham-Barlow School District

Additional Comments

Community/Staff/Board Survey

DATE: March 9, 2017

***Prepared and Presented
By***

Ray and Associates, Inc.

Cedar Rapids, IA

- 1 Ability to analyze/compare/contrast our current administrative/teaching positions and hiring processes with high achieving districts across the state.
- 2 We need a person who can lead with reasonable realistic expectations, not pie-in-the-sky type of high hopes. We need a leader who is grounded and can trust his or her people to do what they know how to do. We need someone who can lead and promote education with actual classroom driven data, not "research based" data that often when it comes to actual implementation. We need a leader who can figure out how we can bring full time physical education back to the schools, as well as full time counselors.
- 3 Superintendent Schlachter, during his tenure, has demonstrated a marked disregard for the concerns and teaching and support staff in the district. He has presided over an administration that has become very top down approach to management, and which has consistently put the interests of admin and the image of the district over the needs of students and teachers. GBSD desperately needs a return to student-centered education, where teachers are listened to and supported. A strong candidate for the role of superintendent must demonstrate a desire to put the needs of students first, and to respect and incorporate the viewpoints of teachers as experts in the classroom as the primary practitioners of teaching and learning in the district.
- 4 Must promote and believe in teamwork and collaboration. Must participate in collaborating. Not afraid of a conflict within the organization or intervening when needed in support of collaboration. Praises people at all levels of the organization. Personally, publicly and often. "District leaders also dismissed the idea of technology as a driver of improvement and consciously shunned the popular but unproven machinations of "strategic plans" that have been found to have little to no effect on actual performance (Mintzberg, 1994, as cited in Schmoker, 2004). A deep understanding and knowledge that instruction is the #1 factor in student achievement. This must be the central focus of attention, time and resources.
- 5 Please look outside the district but within the State of Oregon. The new superintendent needs to be knowledgeable of the unique school funding issues associated with Oregon's unique tax structure and school funding. The new superintendent needs to be aware of how to support teachers teach students in poverty and who have numerous challenges in life.
- 6 I think it is extremely important to select a candidate that has experience as a classroom teacher. Many times people making decisions have not had direct experience on the day to day reality of students and staff. I want someone who is present in the schools and consistently out and seeing what is going on in each building, at least a few times a year for a staff meeting.
- 7 I have two main areas of concern for our district that are not mutually exclusive. The first is accountability and the second is bringing students up to grade level. Without student accountability, it is very difficult to bring students up to grade level. I would like an administrator that is capable of addressing these issues in a creative way that has not currently been looked at.
- 8 I want a leader who is a believer in co-curricular programs. A person you see at local school events and who could walk up to and shake their hand and say hello. A person who is tough minded and that can see the big picture.
- 9 I want an idealist who isn't constantly compromising the possibilities.
- 10 Values the commitment of all district employees dedicated to the students of our district.
- 11 Sees the importance of ensuring equity in STEM (Science, Technology, Engineering and Math) opportunities for all students K-12. Equity within classrooms, and equity when compared with other districts in the Metro region. We need to prepare our students to be able to access STEM careers, and if our students are going to be prepared to compete with those of neighboring districts, this preparation needs to begin with the implementation of the NGSS in every school.

Gresham Barlow School District 33 Qualities Survey

12	We want someone that values the existing employees and wants to help them grow as educators within the district.	2/28/2017 11:22 AM
13	Experience working with students experiencing mental health challenges and students with disabilities. Focus on RTI/PBIS with goal of access to all students. Focus on building within our district and community and offering options for employment to the community we serve.	2/28/2017 11:19 AM
14	We need a superintendent that has a sincere passion for our students. All the education in the world means nothing if the person doesn't have the desire to meet our students where they are and make their educational experience the best it can be. We need someone with a backbone. We've had enough passivity.	2/28/2017 10:05 AM
15	The economic support of schools in Oregon is awful and we need a Superintendent that can look at what our district and students' need, and prioritize those needs. Of course what the public thinks is super important, but they are not in the buildings day to day, so sometimes unpopular decisions need to be made.	2/27/2017 1:37 PM
16	It was hard to pick only 10.	2/23/2017 3:16 PM
17	Numbers 11 & 19 would have been my 10th choice but 11 has the "emphasis on parents" language and 19 doesn't have a component for follow through. Drop the "parents" modifier and 11 is what the job is all about. Everyone needs to be involved not just parents. Without follow through, we have our current situation, which is not good. Please ignore number 1, as I needed a tenth response in order to submit the survey and I selected that one instead of 11&19	2/22/2017 8:59 AM
18	Should be an innovative thinker who is able to pinpoint areas/personnel that need restructuring to promote high morale and collaborative instruction and creative processing within each building. By doing this, productivity, instruction and learning is improved.	2/21/2017 3:46 PM
19	I would stay away from looking outside the state of Oregon, it looks good to the public, to say we searched the entire country, but in reality, it won't work. In looking at the better leaders we have had they have come from within or locally.	2/21/2017 12:50 PM
20	I am quite concerned about the inequities of services at the different elementary schools. Half time counselors are not adequate and in some buildings a full time counselor is not enough either. We have an every increasing population of high needs in the areas of mental health, and teachers are neither equipped or trained to deal with so many demands beyond academic. Recently on the news they are showing kids in handcuffs because of the extreme emotion and physical acting out. There are students in our buildings that are running in and out of the building, choking other kids, throwing books, hitting, spitting on teachers, turning over furniture, completely disengaged from the classroom learning activities....at kindergarten!!! These teachers have only 90 minutes of help and even then it is strictly crisis management. We need more help at our high needs schools. I would like a superintendent that sees beyond equality and strives for equity. I am also concerned about our continual decline in student achievement. It seems like we spend a great deal of money on curricula and then in some buildings teachers boast that they haven't even cracked the cover. How can we build upon each year's learning when it ends up being so unregulated? I am all for teacher choice and value how we bring our expertise into the classroom, but I don't agree with the wide variety of teacher resources, many bought off line and unresearched.	2/20/2017 3:13 PM
21	An innovator, who is supportive of differing forms of education such as charter, focus, and alternative schools. CAL and Springwater Trail are gems in this community. They need continued and future support, and we need more schools like them.	2/19/2017 2:49 AM
22	* Fiscally responsible * Cares about learning/Safety environment to benefit both student and teachers and supporting staff * Recognizes that parental involvement should be our first line of defense in assisting students success as often as possible and that school should not and cannot be responsible for every aspect of a student's learning. (Academic, moral, ethical)	2/17/2017 12:46 PM
23	Understands the complex needs of our demographic. Strongly believes in mental health and counseling support. Wants to build communities and embrace the diversity and beauty that is Gresham.	2/17/2017 12:46 AM
24	Someone that is not driven by test results. Understands test data does not show the whole picture of student and school success. Views students as whole people not a number in their data. Empowers employees to do their best work. Values high morale among district staff and promotes structures and activities that promote high morale.	2/16/2017 2:48 PM
25	I believe that it is very helpful to have a Superintendent that has, at some point, and for a period of years, been a public school teacher.	2/16/2017 1:25 PM
26	* Truly understands the global stage as it relates to workforce development, cultural differences & commonalities, and how technology can support and hinder global connections. * Has experience in foreign travel and can articulate the value of travel to students AND staff. Travel, especially foreign, opens eye and hearts while teaching things that can never be replicated in the classroom. Will work and partner with local organizations that provide travel opportunities to students and staff.	2/16/2017 12:09 PM
27	Keeping the City informed of school needs and actions	2/16/2017 11:37 AM

Gresham Barlow School District 33 Qualities Survey

28	I'm hoping the board will select a Superintendent who will lead the district to serve the needs of ALL students, recognizing where we are falling short for some students. I am hopeful the new superintendent will be willing to take a strong stand on issues that are important for our students and families, even when the topic is uncomfortable. And I'm hoping for a Superintendent who will be a leader in east county.	2/15/2017 11:03 AM
29	Knowledge of Restorative Justice in school settings	2/15/2017 1:09 AM
30	In our time of rapidly changing student family demographics, the District's ability to respond to changing student needs - especially needs of students of color, students living in poverty and students from families of recent immigrants and refugees, a leader who possesses a high level of competency working with marginalized communities toward academic success - which requires navigating barriers to success that lie beyond the school walls - will be critical.	2/14/2017 6:50 PM
31	Is able to lead and influence district staff in engaging with, communicating with, and managing teachers as educated professionals in their field. (This is not a commentary on the current or any past superintendents - simply an important characteristic.)	2/14/2017 5:24 PM
32	The SPED department is in a transition, and after a very non-listening administration this does seem to be improving with a change in department head. It is critical that the needs of SPED be a part of the superintendent's vision, as well as listening to learn the unique challenges this area confronts daily. This is also a need during a federal change in vision as we all know. I appreciate the opportunity to participate in the survey.	2/14/2017 5:19 PM
33	Great survey! Thank you!	2/14/2017 3:53 PM
34	I am interested in someone will build trust and community with the different members in the district. I think it is important for the leader to have the organizational skills to lead the district but is able to build trust and make members feel like they have a voice in the direction of our school district. In addition, I also think promotion of diversity is important to our student population.	2/14/2017 3:27 PM
35	- Positive, encouraging relationship with all staff members - Communicates regularly with staff about things that are going well - Focuses on one or two things instead of trying to change multiple procedures/curriculum/standards/evaluations all at once - Less "top down" mandates- more willing to hear from all levels of admin, teachers, parents, and staff	2/14/2017 1:25 PM
36	I would like to see someone that has several years of recent teaching experience This helps them to have a better understanding of the new challenges teachers are facing. The challenges with common core, large class sizes and continual cuts make teaching very difficult. If they haven't been in the classroom in recent years it makes it very hard to understand the struggles of being in the classroom.	2/14/2017 12:44 PM
37	Recognize that the 2 large high schools are distinct and allow them to be managed as so. Although there should be some consistent elements we should be able to do things differently to best serve our students. Barlow and Gresham do not need to be identical. The new superintendent should recognize the differences and provide leadership that will allow both schools to develop in the way that is best for the individual communities.	2/14/2017 12:10 PM
38	You say trust and integrity but I don't see anything about accountability on this list? How about a candidate who also expects accountability from himself and his staff? Are we good stewards of the tax payer's money? How about accountability of ones actions? I have witnessed on many occasions, "looking the other way" or "don't tell me that" at ALL levels in this district. Which, at times, has been detrimental to students and staff. "Leaders must develop a lower threshold for alibis and become better communicators and enforcers of what they want done. Holding people accountable to high standards and results is nothing to apologize for. Failing to stretch them to their potential is."	2/14/2017 11:57 AM
39	We are on a good path with the collaboration grant and working together as a district. We have been divided too long (unions vs district). I feel like we need new ideas, energy and strong leadership that can stand up for students first. Our students need the best teachers and we need to work on teacher retention and training. We are losing too many teachers in our district (new and veterans). We need to retain our strong teachers and principals and not be afraid to let the ineffective ones go. We also need an advocate for our kids at a state level for all of the resources that they need - mental health support, homelessness, more active and engaging instruction, and strong leadership at the school level. Although we have increased our graduation rate, it is not good enough...are we making the growth at all levels that we need? Does the cabinet and the board look at data? Are our decisions data driven? Are we satisfied with our growth? We need a leader that is a cheerleader for us but also asks hard questions.	2/14/2017 11:31 AM
40	The new person has to be able to address the positions that have been cut and not re-instated into a forward moving vision plan.	2/14/2017 11:22 AM
41	-Has shown ability to deal with budget restraints through creative means other than RIFs. -Has demonstrated willingness to be a productive adversary of the teachers union, protecting a possibly smaller funding base.	2/14/2017 11:01 AM

Gresham Barlow School District 33 Qualities Survey

42	I think it is very important to hire someone from outside of the Gresham-Barlow School District. This is not because there aren't capable people within the district, but because someone who has worked for the district for many years may be less likely to think outside of the box of the current district culture and has existing relationships within the district that may impact vision and function. An outside person brings a new and fresh perspective to the district, which I believe is sorely needed.	2/14/2017 10:25 AM
43	We really do need a Superintendent who will help to see the district through the eyes of students and teachers. We need to make decisions that best serve the "front line" of our district and not the "back end." It does seem like the current Superintendent, who is a fine and excellent person, is not in touch with the priorities and needs of the students, teachers, and administrators who are in the buildings doing the daily work in our schools.	2/14/2017 10:13 AM
44	I'm open to the idea of a business background for our new superintendent. He or she needs to have focus on our high school drop out rates and work along side our community. He or she also needs a clear understanding of how valuable our classified staff members are. We are the driver in keeping the district running smoothly.	2/14/2017 9:13 AM
45	I would like to see someone who is interested in respecting and developing the expertise of the people in the district. I would like to see someone of color. I would like to see someone who understands the diversity in our district, and is willing to put equity at the top of our vision, and develop an action plan to support that vision.	2/13/2017 11:02 PM
46	Spend wisely. Many of us need more training opportunities and access to resources. Having a bit more input into the (tech) programs we are purchasing by the staff who will be using it.	2/13/2017 11:01 PM
47	The truth is, there is a major division between teachers and the district. I have heard teachers complain that our district only hires from within which keeps things how they are. If we want our district to thrive, we need an outsider who has a strong vision for unity from within, not just unity for our parents and students. You must fix things from within to fix things from the outside. We need someone who can bring everyone together if we want our district to improve.	2/13/2017 9:34 PM
48	The candidate should have experience teaching in a PUBLIC and academic classroom. The candidate should be open and flexible, not dictatorial.	2/13/2017 9:32 PM
49	I would like an in-district candidate to be considered. Knowledge of our current systems, with a vision of how to change these systems productively for Gresham-Barlow students which includes input from ALL staff, is crucial for building trust. Our district has a history of distrust because the past few Superintendents have not made an effort to spend time in the buildings, talk with and value the professionalism of the staff to make the best decisions for the students. I realize that the Superintendent has many roles to fulfill and time to do these roles is limited, however, the TOP priority should be staff and students, not the politics of the position. Building a rapport and trust with the professionals in the trenches will ultimately help with the community, the policy makers and the quality of support our students deserve. Thank you!	2/13/2017 8:46 PM
50	Is honest, forthright, transparent, and follows through with integrity	2/13/2017 8:26 PM
51	I would love to have a super that has Central Office staff that are able to give information to him/her that is not always something the super wants to hear. Would love to get away from the idea just because I like him/her they should have a job at the Central Office. I want a super that wants the best people at Central Office and can do the best work for the District. Would love someone that isn't afraid to think outside the box when making decisions and wants to try to innovate and try new things even if it may look to be tough to implement. Keeping the idea that the decisions are made to do what is best for the students of the GBSD.	2/13/2017 7:40 PM
52	This is my 30th year as an educator. My job has never been more demanding, time-consuming, and disheartening. It feels as if, in this "data-driven" age, we have lost sight of the classroom individuals. Students have become a number on a spreadsheet. We are over-testing at the district, state and national levels. To meet the rigorous expectations for growth and achievement, we have lost the artistry of teaching and the fun of learning. I would like a superintendent who has the impossible mix of a leader able to make the decisions necessary to keep our district running "in the black" as we try to keep up with the new standards combined with the ability to support the efforts of the teachers and students in the classroom in a manner reminiscent of former times.	2/13/2017 6:16 PM
53	We need a candidate that encompasses the ability to rebuild a district on shoe string budget. One that has the foresight to see what needs to happen right now for future programs and academic excellence. We need to get class sizes down at the elementary level - not the proposed protective level but one where you walk into the room and see that many children being served. We need music, PE and counselors back in buildings to provide invaluable services to our young learners. These are issues that a superintendent should be able to acknowledge and fix.	2/13/2017 6:05 PM
54	GBSD is in dire need of a leader who will not just blame the inadequacies of the district office on his cabinet members. A leader who will LEAD!!! Someone who will not just sit behind his media secretary, or make a once a year token appearance at building staff meetings. One who won't dodge questions that the staff want answers for when he's at his once a year meeting. We need a leader who will be capable of holding staff, including cabinet members, accountable for their actions or lack thereof. A leader who won't blame our lack of growth on our changing demographics, but one who will find innovative ways to help teachers meet the needs of our students. One that doesn't waste teacher's time with collecting DATA!	2/13/2017 5:50 PM

Gresham Barlow School District 33 Qualities Survey

55	Someone who visits our schools without telling anyone first. Also, someone who has a clue about the unique demands made on elementary teachers, e.g., 30 students times 9-10 lessons a day—that is correct—equals 270-300 individual assignments/needs. Chooses people who do a job, not create their own jobs at D.O. Respects teachers.	2/13/2017 5:32 PM
56	Our district needs to make its own decisions based on our needs instead of constantly adopting practices that are successful in other places. What works well in other places isn't always the best answer for us. We seem to always be grabbing for the quick fix, some times at a very high price. First Steps Reading from Australia Math out of NY Literacy by Design Scott Foresman Math with "free" Investigations (two programs with totally different philosophy behind them) I would also love a superintendent that understands the importance of lower class sizes and works to do something about it.	2/13/2017 5:31 PM
57	I value a candidate willing and able to effectively and openly assess district curricula.	2/13/2017 5:29 PM
58	This superintendent should have as his/her primary focus, enhancing and strengthening the ability of teachers and administrators to provide for their students' intellectual needs, by providing sufficient curriculum resources and classroom resources. Teachers simply do not have enough resources to teach the way they need to. With the right resources and access to curriculum, teachers are limitless in the ability to inspire and educate their students.	2/13/2017 5:28 PM
59	Especially in light of the recent decision to put a person in charge of education at a National level who has no public school experience, I believe it is imperative that we counter balance that with a person who has actually taught in public education for at least 10 years before moving into administration. A person cannot lead in this field if they have never worked in this field. Likewise, an appropriate candidate would have experience in Elementary, Middle, and High Schools. It would also be beneficial if the person had spent time working with Special Education in more than a precursory capacity. The person also needs to respect the expertise of his/her teaching staff and paraprofessional staff. We work very hard and need and expect honor and respect for the phenomenal work we are doing. The person best suited for this job is one who is willing to work and lead by example, rather than via dictatorship.	2/13/2017 5:26 PM
60	For many years, any time there is a shortfall in the state budget, we are told that we are going to need to cut teachers and increase class size. However, every year there is a new administrator position created at the district office that is, in my opinion, not needed. We need someone who is fiscally responsible, especially at the administrative level. We need to start putting more money towards the classroom and reducing class sizes. We need a superintendent that is going to make this a priority. We have been told for many years that class size doesn't matter and I can tell you that it, in fact, matters quite a bit. We also need a superintendent that has been a teacher before and understands the standards, the curriculum, and best practices. We need a superintendent that will listen to and be in direct contact with representative from all levels (classified, certified, parents, students, & administrators) when making major decisions that will affect all of us (i.e. report cards, curriculum, major policy shifts). Thank you.	2/13/2017 5:15 PM
61	Has spent significant time in the classroom as a teacher. Cares about students; wants to develop the whole child. Understands that an effective education includes a diverse curriculum of arts, music, literature, health, math, science, civics, and exploration of personal interest. Understands that positive student behavior is important to create a safe learning environment.	2/13/2017 5:09 PM
62	A leader who has proven experience beyond lip service that puts equity first in all decision-making is most important to me. Someone who has been in the racial minority and/or oppressed but does not carry him/herself as a victim is important too.	2/13/2017 5:02 PM
63	Has a strong background as a successful and effective teacher. Fluent in a second language—at minimum proficient in speaking a second language.	2/13/2017 4:56 PM
64	We need a person who understands the Equity of protecting the Districts Assets this include keeping Quality People on staff to perform at a High level of Competence and to be able to See the Value of what the district owns in Buildings & Property and Is willing to protect it thru proper Maintenance and Repair to keep it running at peak levels Prevention is less expensive than Replacement	2/13/2017 4:53 PM
65	Students first, understands the value of a low staff to student ratio.	2/13/2017 4:53 PM
66	Ideally our next leader will be someone who has worked in various phases of the education system. I would like someone who has clear leadership ideas in mind and a plan to get our district to continue improving but I don't want that to be at the sacrifice of relationships and sanity.	2/13/2017 4:48 PM
67	Has done work in equity. Understands the importance of small class sizes. Doesn't view all elementary schools the same and realizes that some elementary schools have different needs based on the student population.	2/13/2017 4:44 PM
68	There is "old boys club" network at GBSD among administration, we need to change this If we hope to address the challenges that face us in closing achievement gaps, inspiring students and reaching out to community members. Please take the time to find the right candidate to move our district forward.	2/13/2017 4:36 PM
69	Background in special education.	2/13/2017 4:33 PM
70	Ability to recognize and validate the needs of minority students, students with disabilities, immigrants & refugees.	2/13/2017 4:31 PM

Gresham Barlow School District 33 Qualities Survey

71	A superintendent should have a realistic view of teacher work load. In addition, he/she should recognize the difference in teaching in different school climates and socio-economic environments. Equity is not always equal when it comes to staffing and resources.	2/13/2017 4:29 PM
72	Every child deserves good quality education. More importantly those who come from diverse communities and backgrounds, which is what this district is made of. Focusing also on equity and ensuring that outreach is done to as much of the children, families and community members as possible. Thank you.	2/13/2017 4:07 PM
73	GBSD is hungry for leadership, definitive leadership from the Superintendent's office. Employees, parents and students have to recognize the Superintendent as strong, decisive, one who speaks truth even when it's controversial, and holds employees accountable, whether classified, licensed, or administrative. The licensed association is consumed with grievances, or the threat thereof, for minor issues. The licensed association leadership is a black eye on our district. It's hard on systems when you're soft on people.	2/13/2017 3:24 PM
74	Respects all staff members and demonstrates high strategic leadership skills	2/13/2017 10:08 AM
75	This may go without saying as one of the standards, but I feel it is important for this person to have had previous successful experience as a classroom teacher and a building administrator.	2/13/2017 9:59 AM
76	Committed to EQUITY!!!! TRANSPARENT communicator MOTIVATES and INSPIRES staff and students Regularly seeks/invites stakeholder input (esp. students, families and staff) Spends time in classrooms!!!	2/12/2017 4:06 PM

GRESHAM-BARLOW SCHOOL DISTRICT

QUALITIES DESIRED IN THE NEW SUPERINTENDENT

INSTRUCTIONS: Please read each of the following 33 qualities and mark 10 characteristics you believe are most important to your organization in the selection of a candidate. You do not need to prioritize your selection; simply place a check mark next to the characteristics which you feel are most important. **Please select only 10.**

Survey Participant Name _____ Group _____
(Optional) (Required)

QUALITIES DESIRED

- ☐ 1. Is willing to listen to input, but is a decision maker.
- ☐ 2. Demonstrates ability to integrate instructional and administrative technology.
- ☐ 3. Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community.
- ☐ 4. Is able to work with legislators on key topics and can lead an organization throughout the legislative process.
- ☐ 5. Possesses an earned Ed.D. or Ph.D. degree.
- ☐ 6. Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.
- ☐ 7. Is a strong communicator; speaking, listening and writing.
- ☐ 8. Demonstrates commitment to community visibility with high interest in a broad range of community groups and organizations.
- ☐ 9. Is able to work cooperatively with the board and keeps members informed.
- ☐ 10. Has successful experience in sound management practices, including appropriate participation of others in planning and decision-making.
- ☐ 11. Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.
- ☐ 12. Has experience working with employee representative groups/unions.
- ☐ 13. Is able to delegate authority appropriately while maintaining accountability.
- ☐ 14. Has experience in the management of district resources and knowledge of sound fiscal procedures.
- ☐ 15. Possesses excellent people skills and can present a positive image of the district.
- ☐ 16. Is a non-traditional or "hybrid candidate" with background in the military or business community in addition to an educational career.

(Continued on back)

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; glr@rayassoc.com AS SOON AS POSSIBLE.

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Survey Participant _____

- ☐ 17. Is strongly committed to a "student first" philosophy in all decisions.
- ☐ 18. Is capable of developing both short and long-range district goals.
- ☐ 19. Can develop and communicate a vision of quality education for the future to the board, staff and community.
- ☐ 20. Has experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community.
- ☐ 21. Is committed to the importance of both the academic and activity programs.
- ☐ 22. Promotes positive student behavior conducive to a healthy learning environment.
- ☐ 23. Provides leadership in the planning, implementation, and assessment of relevant professional development for all staff members.
- ☐ 24. Has demonstrated strong leadership skills in previous positions.
- ☐ 25. Is able to identify and select building and central office administrators who are capable of advancing the district vision.
- ☐ 26. Has work experience in a similar district.
- ☐ 27. Is comfortable leading innovation and reform efforts.
- ☐ 28. Is able to lead a large organization dedicated to goals of continuous improvement.
- ☐ 29. Has the ability to develop and maintain a mutually beneficial relationship between the business community and the school district.
- ☐ 30. Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- ☐ 31. Demonstrates ability to work with the media.
- ☐ 32. Makes recommendations and decisions that are data-driven.
- ☐ 33. Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.

Ray and Associates, Inc.

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

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GRESHAM BARLOW SCHOOL DISTRICT SUPERINTENDENT SEARCH PROCESS AND TIMELINE

February 10, 2017

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input &	<u>2/08/2017</u>	Consultant planning meeting with the Board Search Committee
	<u>2/09/2017</u>	Begin preparing information for the District promotional flyer and online application form with the Board Search Committee.
	<u>02/09/2017</u>	Notify all associates and other professional contacts of vacancy. Post on Ray website.
	<u>02/10/2017</u>	Contact constituents and stakeholders for input meetings on <u>02/28-03/03/2017</u> .
Stage 2 Profile Development & Process	<u>02/13/2017</u>	Online survey link, for input on developing profile, distributed - responses due 03/01/2017 .
	<u>02/13/2017</u>	Thought Exchange distributed and placed on District Web Site responses due 2/17/17 .
	<u>02/27-28/17</u>	Meetings with individual Board members, constituent and stakeholder group representatives.
	<u>3/02/2017</u>	8 a.m. deadline for survey/input from constituents, stakeholders and Board members, including online survey.
	<u>3/02/2017</u>	Thought Exchange results presented
	<u>3/08/2017</u>	Promotional flyer draft due.
	<u>03/09/2017</u>	Board to finalize Superintendent profile for the promotional flyer and online application form.
Stage 3 Recruiting & Screening	<u>03/10/2017</u>	Print promotional flyer.
	<u>03/10/2017</u>	E-mail promotional flyer and online application instructions to interested candidates.
	<u>04/03/2017</u>	Deadline for all application materials. (*See note below.)
Stage 4 Candidate Presentation	<u>04/10/2017</u>	Consultant develops and finalizes interview questions and procedures with the Board. Top candidates are presented to the Board and consultant assists the Board in selecting finalists for the interviews.
	<u>Wk of 04/17/17</u>	Interview top candidates (1 st round).
	<u>Wk 04/17/17</u>	Meeting with consultant following the last interview.
Stage 5 Selection of Finalist & Future Planning	<u>Wk of 04/24/17</u>	Interview finalist candidates (2 nd round). (Optional)
	<u>Wk of 04/24/17</u>	Final meeting with consultant following the last interview. (Optional)
	<u>TBD</u>	Consultant will discuss contract terms with the finalist.
	<u>TBD</u>	Offer the contract.
	<u>TBD</u>	Press release of new Superintendent.
	<u>TBD</u>	Board Self-Assessment Survey Results presented to the Board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**