

St. Paul Public Schools

Leadership Profile Report

September 22, 2009

EXECUTIVE SUMMARY

Background

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the School Board of the St. Paul Public Schools. The data contained herein were obtained from reviewing approximately 240 completed *Leadership Profile Assessment* forms and interviews with approximately 330 persons identified by the Board in either individual, focus group or community input settings on August 3, 5, 10, 13, 17, 18, 19, 20, 26, 31 and September 16 and 17, 2009. The questionnaire, interviews and focus groups were structured to gather data to assist the Board in determining the primary characteristics it might seek in its next superintendent of schools. Through this process, the consultants identified the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to maintain what constituent groups valued and to address current and emerging issues which the District might be facing.

Strengths of the St. Paul Public Schools

Information obtained through interviews and completed questionnaires did reflect similar themes from all groups with respect to the multiple strengths of the St. Paul Public Schools. There is pride in the community's very diverse cultures. This is exemplified by the District's multitude of programs aimed at assisting immigrant students and families. Individuals within and outside of the school district often cited the effective English Language Learner program as one that could be considered as a model for the nation.

Nearly every conversation and a vast majority of the completed questionnaires noted the excellent support that the District enjoys from a wide range of civic, business, volunteer, philanthropic and higher education organizations. A robust volunteer and tutoring program assists students in addition to corporate and philanthropic financial support for program needs. The St. Paul Schools are uniquely situated in the midst of a large number of both private and public colleges and universities which has led to a number of partnership programs with these institutions.

The current strategic plan is viewed as being an excellent map to guide the District's efforts and focus for the current and future school years. The plan utilizes multiple data points to guide the measurement of success in meeting the goals of the plan. A firm commitment of support for the plan was a common theme with a resolve to continue the work that is framed by the plan. A dedicated and caring staff is focused not only upon providing academic achievement for all

learners but in meeting the affective needs of the wonderful group of young people that compose the student body.

On a national level, the District enjoys a reputation for innovation and is often cited as an urban district that gets things done. Clearly, the management support services, including but not limited to the departments of transportation, food service and facility maintenance, have a long tradition of excellence. Many staff noted the safe environment found within all schools.

Challenges Confronting the St. Paul Public Schools

The single most often noted challenge confronting the District is the persistent achievement gap between student racial groups and gender. There is great resolve on all fronts, both within and outside of the District, to address this challenge. The challenge to address the achievement gap is compounded by diminished financial resources that have resulted in fewer programs and larger class sizes. The reduced financial support is primarily due to two factors: an inadequate level of support from the school finance plan of the State of Minnesota and declining student enrollment. Concern and frustration over necessary budget cuts are very palpable across the District and were noted within the student, parent and staff focus groups. This bleak financial picture along with public perceptions of *failure*, in part due to a fixation on test scores, were often cited as primary reasons for increased employee frustration. Employees and parents often cited the fiscal constraints confronting the School District might be better addressed by “right sizing” in terms of the number of schools to be closed, elimination of programs and a critical review of the Choice program and associated transportation costs.

Frayed relationships between teachers and administrators, buildings and central office, and the school board and administration were consistently reported. It is clear that considerable work needs to be done in order to reconstruct a trusting, healthy working environment and improved relationships between different constituent groups of employees. Frequently noted as a key to establishing a more trusting relationship is improved communication to include more timely communications and a deeper level of listening by all parties. Unclear role definition was often cited in two unrelated areas; School Board governance and Site Council authority and function. School districts, when confronted with fiscal crises, are often accused of having too many administrators and this was noted within the feedback forms and in our conversations.

The nurturing and growth of relationships with the numerous partners noted earlier in this report is of a fragile nature and will need the timely attention of the new superintendent along with all other components of District leadership.

Desired Characteristics of the Next Superintendent

The respondent stakeholders are looking for an education leader who is passionately committed to the service of students. Frequently noted was the need to find an authentic leader who is honest, open, visible, genuine and one who can build trusting, healthy working relationships with the many varied constituent groups. The person must have a deep commitment to St. Paul and reflect an understanding of the nuances found within the culture and politics of the State of Minnesota and more specifically, the City of St. Paul. Each of the HYA associates involved in the process was struck with the strong desire of community

participants to find someone who is committed to the area and will become *one of us*. This commitment to the community is hopefully reflected in a long tenure as superintendent.

The superintendent of schools in the State's capitol city needs to embrace the leadership role that she/he plays as a leader of education within the State of Minnesota and on the national stage. A visionary leader who has demonstrated ability to reduce the achievement gap is desired. Many difficult decisions await the new superintendent and the individual needs to possess the courage to make decisions that are in the long-term best interest of students and the school district. The St. Paul community expects someone who is culturally competent and understands the unique beliefs, backgrounds and expectations of the varied cultures found within the School District.

Next Steps

The St. Paul community has a strong desire for the St. Paul Public Schools not only to succeed but to achieve unparalleled success. Finding the ideal person to assume the role of superintendent and lead the School District to this goal is the next challenge. HYA associates will actively reach out to identify the most highly qualified candidates, although it would be unusual to find all the desired qualities in a single individual. The task confronting the St. Paul School Board and HYA is to find that uniquely qualified individual who will successfully address the challenges that the St. Paul Schools currently face and those challenges that lie beyond the horizon. The Board should work collectively to build mutual trust, set clear priorities communicate often and support the District's incoming administrative leadership in making a difference.

Respectfully submitted,

Ted Blaesing
Diana McCauley
Vicki Roy
Bill Attea
Hazard, Young, Attea & Associates, Ltd.

INTRODUCTION

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the School Board of the Saint Paul Public Schools. After the Board selected HYA to assist in its search for a new superintendent, an assessment instrument was prepared to solicit responses which would be used to help the Board clarify the characteristics it should seek in the new superintendent. The Board distributed the questionnaire to a variety of stakeholders including community groups, individual citizens, parents, students, faculty, staff and administrators. Each School Board member was individually interviewed on either August 3 or August 5. The Board invited a number of individuals and groups to meet with the consultants to discuss these characteristics in greater depth on August 10, 13, 17, September 16 and September 17. Telephone interviews were conducted with individuals identified by the school district on August 18, 19 and 20. Four HYA associates were involved in conducting the interviews. For those that were unable to attend one of these sessions, the District also made the Leadership Profile form available on the District's web site where it could be downloaded, completed and returned by mail, fax or hand carried to the office. Over 240 completed forms were reviewed by the consultants. In addition, the consultants met with approximately 337 individuals during their visits in the District and via telephone interviews.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as District strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the next superintendent of schools. In an effort to ensure that the process was inclusive, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next superintendent. It was also understood that the Board had the responsibility to define these characteristics and would use its prerogative to do so.

Groups represented included Board members, administrators, community, faculty, students, support staff, parents, and representatives from business and community partnerships. **It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the District's stakeholders or the respective groups to which they are attributed. Items are included if the consultants believe they warrant the Board's attention.** The consultants wish to thank Interim Superintendent Suzanne Kelly, her staff and in particular Chief Community Relations Officer Christine Wroblewski, Director Dan Rodriguez along with Marilyn Polsfuss, Secretary to the School Board for their able assistance in arranging the interviews, keeping us on schedule and posting the Leadership Profile Assessment form on the District's website. We also thank those with whom we met for their cordiality and responsiveness, in addition to all who took the time to respond by written form.

WHAT DO YOU CONSIDER TO BE THE MOST SIGNIFICANT STRENGTHS OF THIS SCHOOL DISTRICT?

CONSISTENTLY REPORTED

- A national reputation of innovation and quality.
- An expansive array of programs and services to meet the needs of a student body that reflects one of the most multicultural environments in the country.
- A proud School District with a long and rich history.
- A strategic plan with meaningful data points to guide the progress of meeting the targets found within the plan.
- A terrific student body.
- A very supportive community committed to partnering with the School District.
- Dedicated and committed staff at all levels within the school district.
- Long tradition of excellence in management support areas such as transportation, food service, etc.
- Outstanding E.L.L., special education and professional development programs.
- Productive working relationships with parent, volunteer, business, post secondary and philanthropic organizations.
- Strong and responsive curriculum.
- The District is surrounded by a significant number of higher education institutions.
- Well-maintained and safe buildings.
- Wide array of programs aimed at meeting the needs of all students including recent immigrants.

SCHOOL BOARD

- A supportive community.
- Community engagement both formally via increased community input on committees and informally.
- Data driven decisions and focusing of resources by monitoring data points.
- Focus by all schools to further ensure a safe, welcoming and respectful environment.
- Incredibly rich diversity of staff, administration and students.
- Large Scale Systems Change and the assessment of progress in accomplishing the strategic plan and large-scale system change.
- Safe, welcoming and respectful environment.
- School Board policies have been updated.
- Well-constructed strategic plan with demonstrable goals and data points to monitor progress.
- Working calendar with a two-year cycle.

ADMINISTRATION

- A supportive community to include parents and non-parents.
- Access and opportunity for all students even if they are not in a Title I school.
- Aligned and purposeful staff development focus that is consistent from year to year.
- An urban District that works.
- Choice for parents and students – lots of options so schools can be different within the system.
- Community partnerships to include strong philanthropic and business partnerships
- Cutting edge curriculum and curriculum support.
- District is a very manageable size - not too large and not too small.
- Diversity of our community and our students.
- E.L.L. learner success is terrific.
- Facilities are in great condition and safe.
- Good data and a lot of it.
- Highly trained and committed faculty within the teaching and administrative ranks and in a wide variety of operational support areas.
- IB and AP programs that draw parents back into the district.
- Innovative and cutting edge in many areas of curriculum and operations.
- Magnet school initiatives.
- Much respect within the staff for one another and commitment to the students of S.P.P.S.
- Nutrition and transportation services are exemplary.
- Strong and diverse neighborhoods.
- Strategic plan is on target and needs to be continued albeit with too many strategies. Don't start with a new direction.
- Volunteers, tutors and mentoring programs are very robust and successful.

CITIZENS, COMMUNITY AND BUSINESS LEADERS

- A school district that cares.
- A wonderfully constructed strategic plan albeit with too many targets.
- An ideal size that is very manageable.
- Attention to life-long learning.
- Board leadership is responsive to families
- Data based decision making with multiple data points within large-scale system change.
- District goes beyond teaching to the test.
- Family loyalty to the St. Paul Public Schools.
- Good infrastructure to include facilities that are in great shape and safe.

CITIZENS, COMMUNITY AND BUSINESS LEADERS STRENGTHS (Continued)

- Great kids.
- Large number of post-secondary institutions within the boundaries of the district.
- Operations of the school district are in excellent shape.
- Outstanding services and programs and in particular the E.L.L. programs.
- St. Paul and, in particular the St. Paul Public Schools, are steeped in a rich history.
- Strong and healthy relationships with the business and philanthropic community.
- Supportive community in a city that cares about their public schools. Everyone wants the St. Paul Public Schools to flourish and succeed.
- Talented and dedicated staff in the schools.
- Very diverse pool of students. The young people attending the St. Paul Public Schools. have a significant advantage because they are immersed in a population of many different cultures, languages and traditions leading to high levels of cultural awareness.
- Very strong leadership bench particularly at the school level.

FACULTY

- A.P., C.I.S. and I.B. programs are very strong.
- Cultural diversity of community, students and staff.
- Curriculum is very solid to include the E.L.L. program and special education program
- Great leadership but it is sporadic.
- Great reputation of the St. Paul Public Schools across the United States.
- Hope. We are poised to do everything right.
- More National Merit Semi-Finalists than any other school district in the State of Minnesota.
- Strong focus on a streamlined curriculum.
- Special Education program is one of the best in the State.
- Teachers have a strong say in Professional Development and initiatives to include a very successful instructional coaches program.
- The number of program offerings and the Choice program for parents.
- Well-trained, educated, committed, passionate teaching staff.
- Wonderful community support.

PARENTS

- Community support from parents, business and higher education
- Cultural diversity within our students and staff.
- Diversity and inclusivity in numerous options of student programs.
- Great arts programs.
- Healthy foods on site and an outstanding transportation program.

PARENTS (Continued)

- Large number of higher education institutions within the school district boundaries.
- Magnet and choice programs.
- Pockets of amazing teachers and principals who are committed and dedicated
- Quality of A.P. and I.B. programs.
- Parental input is valued.
- Strategic plan and accountability framework is in place and needs to be kept.
- Success of E.L.L. programs.
- The range of services offered by St. Paul Public Schools to immigrant parents and students.

STUDENTS

- Excellent college prep courses and the availability of College in the School, Advance Placement, International Baccalaureate, Post Secondary Enrollment Options and other college preparatory programs.
- The diversity of students that attend our schools. We have a great advantage over students who attend schools elsewhere in Minnesota that don't have the diversity of backgrounds that exist in our schools.
- The opportunity to explore interests via clubs, teams and other after school programs.
- The teacher student relationship is very important to us and hence small class sizes are important so that teachers and counselors get to know us.
- Wide range of elective academic classes.

SUPPORT STAFF

- Academic rigor for our students.
- Active community that supports education.
- Clean, safe and well maintained facilities.
- Diversity of staff, students and programs.
- Doug Reeves' training for all staff.
- Employees are reflective of the community and the employees are, for the most part, residents of the school district.
- High quality teachers, building principals and support staff.
- Professional development particularly cultural competency.
- Strong sense of community.
- The willingness of our school district to adapt to our changing families and to meet their needs.

WHAT DO YOU CONSIDER TO BE THE MOST IMPORTANT CHALLENGES FACING THIS SCHOOL DISTRICT?

CONSISTENTLY REPORTED

- Achievement gap!
- An aging Choice program that was designed nearly 30 years ago and the associated transportation costs to administer the program.
- Culture of fear which has resultant by products of low morale, decreased meaningful communication and an increased feeling of frustration.
- Ill-defined governance roles and a strained school board-administration relationship.
- Inadequate resources in part due to declining enrollment and in part due to a State of Minnesota finance plan that is neither adequate nor sustainable.
- Perception of inequity when allocating resources to school sites.
- Perception of too many administrators and duplicity of roles within administration.
- Poorly defined and changing role of site councils.
- St. Paul Federation of Teachers and administration.
- Short length of tenure of previous superintendent and her unceremonious departure from the School District.
- Strained relationship between teachers and administration in particular because of increasing class sizes, loss of programs and closing of schools which have contributed to a feeling of being over whelmed, frustrated and lower morale.
- Uneven cultural competency within staff.

SCHOOL BOARD

- Achievement Gap.
- Board politics, governance and teamwork.
- Declining enrollment and the subsequent loss of funds leading to the need to close schools, eliminate programs, reduce staff and the predictable angst associated with these reductions from parents, students and staff.
- Disconnect between buildings and 360 Colborne.
- Need for staff development in cultural competency.
- Maintain faith and confidence from the various communities.
- Staff morale.
- System alignment to focus on efficiency and effectiveness.

ADMINISTRATION

- A feeling of fear is present; we no longer want to feel as if we need to fly under the radar in fear of consequences.

ADMINISTRATION (Continued)

- A feeling of mean spiritedness – we have lost site of the needs of children.
- A sense of “entitlement” with some of the teachers.
- Board does not seem to support the superintendent – we need strong, unanimous support from the school board.
- Budget deficits and decrease in enrollment which has led to staff layoffs and closing of schools.
- Closing the achievement gap.
- Creating a clear focus.
- Dissonance between the district and school sites.
- Dwindling numbers – students moving to charters, etc. – should have even more quality alternatives within the system to be able to serve all students to include those who are struggling.
- Few remaining veterans in school leadership – they have been pushed out.
- Inequity within the distribution of resources.
- Learn how to let go of old programs as we initiate new programs.
- Managing the pace of change.
- Relationship with State, City, County, Social Agencies and parent groups is fragile, strained and needs attention.
- School Board relationships with the superintendent and role definition of Board.
- Teachers and staff who are overwhelmed.
- Teachers are feeling beaten down in part due to N.C.L.B. and in part because we have given them too many initiatives.
- Tension exists within site based management roles.
- Today’s financial constraints make it difficult to sustain long-term changes.
- Too many administrators without clearly defined roles and/or duplicity of roles.
- We had a relationship of collaboration with the teachers union – now there is dissatisfaction and distrust.
- We have endured way too many daily “fire drills” which has led to our losing focus in achieving goals and making progress.
- We have a focus on activity and not on meaningful and purposeful action.

CITIZENS, COMMUNITY AND BUSINESS LEADERS

- Achievement gap and the diversity of sub-populations which includes an expectation within some cultures that school success is not important. Need to use all community partners in a holistic approach to address this issue.
- Adequate communication between schools and families.
- Fast changing demographics in St. Paul and Minnesota. We are not who we think we are and can’t pretend that things are the same as they have been in the past.

CITIZENS, COMMUNITY AND BUSINESS LEADERS (Continued)

- Fiscal constraints that have led to budget cuts, higher class sizes and lower morale.
- Instability of leadership at the top. We need stability and a long tenure.
- Last hired, first fired is causing us to lose teachers of color.
- Length of tenure of the superintendent....we don't need a 2 or 3 year superintendent.
- Long term sustainable fiscal plan is not on the horizon.
- No Child Left Behind and A.Y.P. have twisted the curriculum.
- Number of counselors per student is horrendous.
- People in town can be a little myopic. We haven't accepted what we have become
- Relationship of School Board with teacher's union is unhealthy and has led to conversations focused upon contract concerns vs. student concerns.
- Too much time has elapsed in naming the new superintendent.
- Schools are not a welcoming place especially for families from different cultures.
- Unhealthy Board and superintendent relationship. Need to work together to take on tough issues.
- "Wall to wall" union operation greatly hampers ability to implement needed changes.
- We are the only major school district without a Q-Comp program.

FACULTY

- Absence of respect for teaching staff by management.
- Keeping solid curriculum in place and not succumb to following the latest fad. We need to continue our focus on reducing the achievement gap.
- Middle class flight from the district and increased separation of classes into specific schools.
- Myopic focus on numbers and not the whole child. There is precious little if any recognition for the wonderful things that happen in classrooms and schools to assist a child or family outside of test scores.
- Negative public opinion towards St. Paul Public Schools especially in relation to short tenure of Dr. Carstarphen.
- Overcoming toxic culture within St. Paul Public Schools.
- Pockets of good principal leadership but absent in other settings.
- Poor relationship with teacher's union which has led to weakened morale.
- Resurrecting the integrity of leadership from the school board right on down to the students.
- Too many columns of administration which often times leads to confusion and conflicting direction when implanting initiatives and programs.
- Too much administration and disproportionate number of layoffs in the classroom teaching ranks.

PARENTS

- Achievement gap that is not being reduced along racial and economic lines.
- Bussing and transportation costs
- Curriculum changes in the elementary schools that go beyond reading, writing and arithmetic.
- Declining enrollment and diminished budgets could lead to further reductions in program offerings.
- Misalignment between the incentives for staff and the goals and mission of the school district.
- Parents shouldn't need to parent schools. Sometimes schools are not aware of the basic needs of our children such as dietary requirements, etc.
- Rapidly changing demographics of more low-income students, students of color, E.L.L. students and special education populations.
- Restructuring and school closings are very disruptive but necessary.
- School choice needs to be balanced with transportation issues.
- Standardized quality in all schools and not necessarily standardized programs.
- Students no longer can attend school once they reach their 21st birthday.
- The number of study and input sessions without action. More action and less talk.
- There is a lack of cohesive leadership. The Board needs to give more direction and guidance to the superintendent.

STUDENTS

- Disruptive and difficult students that result in stupid rules that affect all of us.
- Many of our best teachers were cut last year. The tenure rules make no sense to us and it was painful to lose many of the teachers who we admired.
- Needing to raise money for every activity and sport. There is an inequity in the distribution of resources for sports and activities.
- Not allowing students over 21 years of age to come back to school after immigrating to this country. It was very difficult on them as they were making great progress but then they were told they could no longer attend school.
- The need for increased help in reading, writing and math.
- We have huge class sizes particularly in the core courses.
- We need adequate funding for classes and activities.

SUPPORT STAFF

- Diversity of student body is not respected by some within the staff.
- High turnover in Central office staff.

SUPPORT STAFF (Continued)

- Increasing pressure on the budget and the need to collaborate with all staff to effectively allocate resources that will result in increased student achievement.
- Reducing the achievement gap.
- Right sizing facilities and staffing for our student enrollment.
- School board governance needs to be examined to present a unified and consistent message.
- School choice and transportation issues.
- Staff morale has eroded significantly over the past few years in part due to budget cuts and in part due to management style.
- We are not valued as true partners in education because we are only support staff. We are viewed as not educated in addition to being non-educators.
- Too much bureaucracy within the school district.

PLEASE SHARE CHARACTERISTICS YOU WOULD LIKE TO SEE IN THE NEXT SUPERINTENDENT

CONSISTENTLY REPORTED

- A creative manager of resources with the courage to make difficult decisions that reflect the long-term best interest of students and the School District.
- A deep appreciation and understanding of the history, culture and politics of the St. Paul Public Schools, the City of St. Paul and the State of Minnesota.
- ADMINSTRATOR = minister to the needs of the students, staff, parents and greater St. Paul community.
- An authentic leader who can build effective and healthy working relationship both within and outside of the organization.
- An individual with demonstrated ability to create high performing teams built upon a relationship of trust.
- A visible, ethical, accessible and calm personal with professional style.
- Commitment to stay the course and current direction found within the strategic plan of the St. Paul Public Schools.
- Culturally competent with an understanding of the role that race plays in education.
- Demonstrated track record of improving student achievement and reducing the achievement gap.
- Excellent communication skills and in particular the ability to genuinely listen to all constituent voices.
- Passion for the work needed to create and sustain a high performing urban school district meeting the needs of all students.
- Recognizes and embraces his/her role as a leader not only of the St. Paul Public Schools but within the City of St. Paul, State of Minnesota and the nation.
- Visionary leader who has the ability to continue the work of defining who we are and where we are headed.
- Willingness to become a genuine and committed member of the community.

SCHOOL BOARD

- Able to anticipate future developments and scenarios.
- Able to work with all facets of the School Board.
- Ability to connect personally with students, families, community and all staff/faculty.
- Effectively continues the work of engaging the business and philanthropic communities.
- Embraces and honors the work that has been accomplished prior to their arrival.
- Intelligent and well versed in the most recent thinking on such subjects as board-superintendent relations, pedagogy, community relations and leadership.

SCHOOL BOARD (Continued)

- Is visible, approachable and can build connections with our diverse constituent communities.
- Passion for the job and duties.
- Politically savvy.
- Recognizes their role of not only leading St. Paul Public Schools but also their role as a leader in the City, State and Nation within and outside of education.
- Skill to build connections and spend time in the community with both informal and formal organizations.
- Understand the need to stay connected to the followers in order to be an effective leader.
- Vision and the courage to pursue the vision.

ADMINISTRATION

- A working understanding of St. Paul, Minnesota and St. Paul Public Schools.
- The culture of “Minnesota Nice” many times leads to conflict avoidance and the new superintendent needs to understand this culture.
- Ability to continue rather than start over.
- An authentic leader and person.
- An expert at creating an effective and healthy Board and superintendent relationship.
- Approachable.
- Calm.
- Collaborative yet has the courage to make difficult decisions.
- Effective supervisor.
- Effective team builder that can build healthy working relationships.
- Inspirational – able to identify a vision for the next 10 years and confident enough to pursue the vision with vigor.
- Involved and visible within the community. Needs to have an understanding and appreciation for the nuances of the culture and politics of St. Paul and Minnesota.
- Master communicator and in particular listening skills with both internal and external audiences.
- Purposeful.
- Seasoned superintendent with teaching and principal experience.
- Visible.
- Willing to stick around for the long run and not just three years. Committed to the St. Paul Public Schools and the community of St. Paul.

CITIZENS, COMMUNITY AND BUSINESS LEADERS

- A seasoned education leader who has the proper credentials to be licensed as a superintendent.

CITIZENS, COMMUNITY AND BUSINESS LEADERS (Continued)

- Able to navigate the politics of this region – it can be a political beast.
- Ability to do more with less.
- Build and expand relationships with business, philanthropic and higher education communities.
- Commitment to a long tenure – this is not a three year program and we need someone with the conviction and courage to lead long-term change.
- Culturally competent
- Effective in developing a healthy and functional relationship with the School Board.
- Experience as a superintendent is desired or with a strong understanding of how schools and school boards function particularly in an urban environment.
- Excellent communication and in particular listening skills.
- Focus on fewer priorities – able to distill complexities down to 3 or 4 things and find solutions for them.
- Honor the work of those who have preceded them in this position. Much good has been accomplished and now is not the time to attempt to set course on a completely new set of goals.
- Inclusive and collaborative leadership style while holding people accountable.
- Keep their eye on the prize which is student success first and foremost.
- Non-traditional superintendent such as a C.E.O. from a private business who knows how to do more with less.
- Persistence, commitment, inclusive, vision, drive, passion, courage and visible.
- Proven ability to raise student achievement and close the learning gap.
- Visible in our community and embraces St. Paul as their home.

FACULTY

- Ability to kindle a sense of hope within our students, parents and teachers.
- Ability to make good decisions as opposed to fast decision.
- An authentic genuine leader and administrator rather than a manager.
- An educator with experience in the classroom.
- Governs through wisdom and encouragement rather than fear
- Knowledge of the St. Paul Public Schools past and current situation.
- Innovative and resourceful.
- Invest in us to become better as opposed to the current model of attempting to fix us.
- Record of success in improving student achievement, school finances and developing healthy relationships with stakeholders to include teachers.
- Someone who will become one of us and stay with us for a long tenure of service.
- Student focused.

FACULTY (Continued)

- Visible, supportive, collaborative, honest, trust worthy, genuinely respectful, excellent communication skills and in particular listening.

PARENTS

- A high level of knowledge and understanding of different cultures.
- Ability to unite various interest groups.
- Approachable, honest, sincere.
- Bold and courageous leadership.
- Experience and expertise in the best practices of urban education. Someone who is intentional in addressing the teaching and learning quality that will lead to academic achievement for all students.
- Long-term commitment to St. Paul.
- Someone who understands our community, is one of us, lives here and spends time to get to know us in a genuine fashion. They need to be the best fit for our community and not necessarily the flashiest set of credentials.
- Transparent leadership style.

STUDENTS

- Devoted to our community.
- Experience as an educator in a public school.
- Good communicator with teachers, parents and students.
- Good personality and public relation skills.
- Open minded.
- Someone who will come to our schools, talks to us, gets to know us and looks at things for themselves. Our schools are very unique.
- Understand federal and State laws so that our school district can receive adequate funding.

SUPPORT STAFF

- A bridge builder to the community, staff, parents and students.
- A demonstrated knowledge of dealing with a very diverse city, student body and staff.
- Ability to share a vision and lead without the use of manipulation and deception.
- An effective promoter of our district and the wonderful programs and services available within the St. Paul Public Schools.
- Communicates in a friendly way.
- Committed to our community and understands the challenges and assets that are found within the St. Paul community.

SUPPORT STAFF (Continued)

- Honest, trust worthy, compassionate, courageous and has a large dollop of common sense.