

# **VICTOR CENTRAL SCHOOL DISTRICT**

## **SUPERINTENDENT SEARCH**

### **SPECIFICATION DEVELOPMENT REPORT**

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# METHODOLOGY – FOCUS GROUPS

- ✓ Eleven Board Designated Focus Groups: June 11 and 12
- ✓ 97 Participants
  - Building Administrators (11)
  - Central Office Administrators (2)
  - Senior High School Faculty (15)
  - Early Childhood School Faculty (6)
  - Intermediate School Faculty (0)
  - Support Staff (4)
  - Central Office Confidential Support Staff (5)
  - Community Forum (16)
  - Primary School Faculty (22)
  - Junior High School Faculty (5)
  - Senior High School Students (11)

# METHODOLOGY – FOCUS GROUPS (CONTINUED)

## Focus Group Prompts:

- ✓ What is it about Victor schools and the larger community that would attract a proven educational leader to the District?
  - ✓ What are the immediate as well as the longer term leadership challenges that the next Superintendent will face?
  - ✓ What are the desired professional experiences and personal characteristics that you would like to see the next Superintendent bring to the position?
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- ❑ Comments reported as heard in “several (four or more) groups”
  - ❑ All other like comments summarized and reported

# METHODOLOGY – ONLINE SURVEY

## (CONTINUED)

- ✓ **Second 5 Most Critical Skills and Experiences Identified for an Individual to be Successful as the Superintendent:**
  - **Skilled in budgeting and finance planning**
  - **Experienced in implementing models and practices of high-achieving districts**
  - **Skilled in public relations**
  - **Experienced as a school principal**
  - **Skilled in providing special education leadership**

# METHODOLOGY – ONLINE SURVEY

- ✓ 30 Day Online Survey
- ✓ 372 Respondents
- ✓ 527 Narrative Comments
- ✓ Top 5 Most Critical Skills and Experiences Identified for an Individual to be Successful as the Superintendent:
  - Experience as a classroom teacher
  - Skilled in short and long range planning
  - Skilled in working effectively with an elected Board of Education
  - Skilled in providing instructional and curriculum leadership
  - Skilled in public speaking and in written communications

# **METHODOLOGY – ONLINE SURVEY**

## **(CONTINUED)**

### **Online Survey Demography (duplicate count)**

- ✓ **Current or former member of the Board (1)**
- ✓ **Member of the administrative staff (13)**
- ✓ **Member of the support staff (35)**
- ✓ **Member of the teaching staff (209)**
- ✓ **Resident with children in school (178)**
- ✓ **Resident without children in school (52)**
- ✓ **Student (7)**
- ✓ **Officer of a parent organization (16)**

# RECOMMENDED SPECIFICATIONS

The following are the major characteristics which the focus group input and online survey analysis would suggest the ideal candidate should possess and the Board should be seeking through the advertisement and recruitment phases of the process and used in decision-making about applicants:

# RECOMMENDED SPECIFICATIONS (CONTINUED)

- A successful educator and proven decision-maker, with classroom teaching and building administrative experiences, who has demonstrated the ability to listen carefully, think thoughtfully, and communicate respectfully with all constituencies.
- A proven team builder with a demonstrated record of trust and collaboration who will provide clear and consistent leadership for and will develop strong relationships with the Board of Education, the staff, and the multiple constituencies within the larger Victor community.
- A visionary leader, who will learn the District and its communities and then facilitate a strategic planning process among the stakeholders which will help establish focus and priorities for the work of the staff.



# RECOMMENDED SPECIFICATIONS (CONTINUED)

- A proven instructional leader who will analyze the current instructional program, with an emphasis on special education and pupil services offerings, and then embrace cultural as well as socio-economic diversity, working with a supportive and well-respected staff in order to build on the strong academic reputation of the District.
- A financially astute educator, with experience developing and implementing capital projects, who is politically savvy and will advocate for increased funding at the state and federal levels, as well for appropriate spending and the related increase in property taxes at the local level, in order to better support the current mission of the District, “To Teach, To Learn, To Support, To Improve, To Achieve”.
- An educator of the utmost integrity who will lead in an atmosphere of mutual respect, collaborative decision-making, and accountability while establishing a balance among competing interests.

# ADVERTISING VENUES

- ✓ American Association of School Administrators (AASA)
- ✓ New York State Association of School Personnel Administrators (NYSASPA)
- ✓ New York State Council of School Superintendents (NYSCOSS)
- ✓ New York State School Boards Association (NYSSBA)
- ✓ School Administrators Association of New York State (SAANYS)
- ✓ School Leadership Recruitment Letter
- ✓ School Leadership Website

# NEXT STEPS

## (BOARD-APPROVED TIMELINE)

<b>Date</b>	<b>Activity</b>
April 30	<i>Planning Meeting</i>
June 11/12	<i>Specification Development</i>
July 1	<i>Specification Approval</i>
July 2 – October 5	<i>Advertisement and Recruitment</i>
October 6 - 28	<i>Applicant Vetting</i>
October 29	<i>Semi-Finalist Selection and Interview Preparation</i>
November 19 -21	<i>Semi-Finalist Interviews</i>
December 3 - 5	<i>Finalist Interviews</i>
by December 17	<i>Offer of Employment and Employment Agreement Considerations</i>
by December 18	<i>Appointment</i>

# DISCUSSION AND SPECIFICATION APPROVAL

