



Ideal Profile of the new Beaverton Superintendent

This section refers to the specific criteria that the consultant will use in identifying outstanding prospects for the position of Superintendent of Schools. It is also a document which the Board will use in its deliberations in the *Select* phase of the search.

These Characteristics emanate from feedback from the Focus Groups and Interviews and from the results of two Superintendent Search Surveys, including over 3000 comments made by stakeholders who engaged with either or both of the surveys. Distilling a list from so much input is both an art and a science, but ultimately must reflect the desires of the elected school board. To that end, I provide to the Board these *Desired Characteristics* as a composite voice from your community, your stakeholders, and your fellow board members as a draft for you to consider.

The Beaverton School District seeks an exceptional educational leader who is a(n)

- **Equity-Centered Leader** with an established track record of advancing equity work in a complex organization and who leads with:
 - Courage, integrity and a tenacious commitment to shift outcomes for communities of students who have historically not been equal recipients of educational justice.
 - Cultural competence and lived experience that reflects a broad understanding of the challenges of marginalized communities.
 - An understanding of how to promote, support, and sustain greater diversity in the workforce and particularly within teaching and leadership ranks.

- **Visionary and Strategic Leader** who:
 - Can build a collective vision for excellence in academics and instruction, and who has demonstrated sustained success in improving academic achievement.
 - Has experience building and sustaining whole child education programs including arts, dual-language, CTE, and early childhood programming.
 - Is unabashedly focused on student well-being and has evolved wrap-around services and programs for social emotional learning and mental health.
 - Passionately and consistently puts students first when making decisions; holds self and others accountable for the well-being, safety and success of all students.
 - Effectively manages large systems and competing stakeholder needs. Ensures budget is reflective of the District's values and priorities and provides fiscally responsible oversight of budgets.
 - Models humility, integrity, and trustworthiness and inspires joy, hope and a sense of belonging among students, staff, families, and the greater community.

- **Strong Communicator** who:
 - Clearly and transparently communicates “the why” to diverse stakeholders; operates with a mindset around effective and open two-way communication.
 - Creates systems for inclusive decision-making with all groups and at all levels; engages deeply with students, parents, staff, labor partners, and the community.
 - *Listens*—especially to voices often unheard—and elevates their input.
 - Has demonstrated political acumen and legislative advocacy.