

Salem-Keizer Public Schools Ideal Profile for the Next Superintendent

Below are the specific criteria that the consultants will use in identifying outstanding prospects for the position of Salem-Keizer Superintendent of Schools. It is also a document the school board will use in the selection phase of the search. These characteristics emanate from feedback from the focus groups, interviews, and from the results of the Superintendent Search Survey. Within the focus groups, interviews, and survey, the first two questions ask about strengths and complexities of the district; and the third question asks specifically about desired characteristics of a new leader. The responses to all three of those questions help inform and shape the establishment of this criteria.

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, HCE provided to the school board desired characteristics as a composite voice from the Salem-Keizer community and stakeholders, and the school board considered, revised, and approved the following *Salem-Keizer Public Schools Ideal Profile for the Next Superintendent*.

Salem-Keizer School Public Schools seeks an exceptional educational leader who is a(n)

- Experienced and accomplished educator with a proven track record for leading a district with multi-lingual, multi-cultural competencies toward greater academic achievement
- Steadfast guardian of safe, welcoming, and inclusive learning and working environments
- Authentic, approachable communicator who listens intentionally and speaks compellingly knowledgably, empathetically, with cultural humility and multi-cultural competence, and with ease in a multitude of venues and with a variety of diverse audiences, including families
- Tireless defender of equitable opportunities for all students through a variety of data-driven approaches

and who

- Uplifts, unifies, and builds bridges through engagement with the community, which includes and values parents, families, and caregivers as critical partners
- Has demonstrated the ability and lived experience to explicitly serve, engage, and empower all students, especially and intentionally reaching those students who have been historically marginalized and underserved
- Fosters a culture where all students and staff, including educators and education support professionals, are empowered, and places priority on their well-being
- Prioritizes students at the center of decision-making, and recognizes that youth are capable of playing a vital role in decisions that affect them – and that they must be afforded that voice
- Establishes trust by focusing on shared values and common ground
- Deftly navigates divergent beliefs by relentlessly centering equitable decision-making around what is best for students, even in the face of external pressures, while maintaining healthy boundaries and relationships
- Has demonstrated financial acumen in order to garner resources that benefit the district's students
- Has demonstrated political acumen in order to affect legislation that benefits students districtwide and statewide
- Champions behavioral and mental health so that students can grow and thrive
- Understands and commits to leading implementation of inclusive instructional programs to meet the unique needs of students learning English, refugees, and recent arrivals
- Values biliteracy and commits to leading implementation of dual-language program expansion
- Develops, grows, and sustains public, private, and nonprofit partnerships
- Explicitly focuses on building a workforce that reflects the rich diversity of the district's students
- Demonstrates a long-term commitment to the community through visibly participating in service organizations and community and school events