

Spokane Public Schools Superintendent Desired Characteristics

The Spokane Public Schools Board of Directors has received and reviewed feedback from Board members, staff, parents, community leaders, community at large, and students through focus groups, interviews, and an online survey offered to the Spokane Public Schools community. Based on the input from the Board and important stakeholders, the SPS Board of Directors seeks a strong educational leader as its next Superintendent of Schools, able to assume the position July 1, 2012. The Board seeks a leader who possesses the following desired characteristics:

- Able to lead organizational re-structuring for the district office that results in aligned efforts in operations, teaching and learning, implementation and measurement of programs and initiatives; appropriately balances centralized and de-centralized approaches in meeting system goals and expectations, and leads change as needed.
- Advocates for Spokane Public Schools (SPS) at the local, regional and state level for policy changes and resources that will support the mission and goals for SPS and the Spokane community.
- Builds on existing program strengths, and embraces diversity and success of all students through programs connected to the goal of college and career readiness.
- Contributes to the development of a new Board/Superintendent team that provides a clear and focused direction, support and encouragement for the staff, and attainment of system goals.
- Creates a culture of high expectations, a safe and caring environment, and planning for opportunities beyond high school.
- Demonstrates success with educational agendas and moving systems forward; is flexible and innovative in approaching scenarios and proposals for improvement.
- Fosters a positive professional climate of mutual trust, respect and continuous improvement; develops relationships across the schools, district, and community that encourage partnerships; provides support for students, staff and schools; demonstrates action planning, high expectations and increased student achievement.
- Is visible in schools and the community, accessible and decisive while respecting diverse views and perspectives; displays strong listening and communication skills.
- Manages financial, human and physical resources and plans, including future levy and bond initiatives to support district priorities and needs.
- Possesses strong personal traits: integrity, sense of humor, honesty, and ability to lead others through a period of change and commitment to personal goals.
- Provides leadership for effective boardsmanship and the district by establishing a clear vision, learning targets, systems approach, and high expectations for student performance and system accountability.
- Works with local community leaders, members of higher education and existing and future partners who will support the improved success of students; actively participates in community life.