

ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

SPECIAL MEETING

ALBANY UNIFIED SCHOOL DISTRICT

1051 Monroe Street
Albany, CA 94706

WEDNESDAY

January 29, 2014

2:00 p.m. – 4:00 p.m.

A G E N D A

I. OPENING BUSINESS

2:00 p.m.

- A) Call to Order
- B) Roll Call
- C) Approval of Agenda

II. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

2:05 p.m.

(10 mins.)

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

III. REVIEW & ACTION

- A) Meeting with Ray & Associates to Finalize Superintendent Profile for the Promotional Flyer
(under separate cover)

IV. FUTURE BOARD MEETINGS

- 1. Tuesday, February 11, 2014, 7:00 p.m., Regular Meeting
Albany City Hall, 1000 San Pablo Avenue, Albany

V. ADJOURNMENT

The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: www.ausdk12.org. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

Table of Contents

I.	AUSD Seeks (List of Recommended Characteristics or Qualities)-----	(pg.3)
II.	The 33 Characteristics Explained (How to Read the AUSD Top Ten Survey Results)-----	(pg.4)
III.	AUSD Top Ten Survey Results (Spreadsheet of Raw Scores & Subsequent Rankings)-----	(pg.5)
IV.	Confidential Material (<i>not included</i>)-----	(pg.7-25)
V.	33 Qualities (Blank Survey)-----	(pg.26)
VI.	Board Approved Timeline-----	(pg.29)
VII.	Promotional Flyer-----	(pg.30)
VIII.	Link To The Online Application:	
	http://rayassoc.com/view-application.php?preview=YUIIPTIxNSZqSUQ9MjE1	

Albany Unified School District Seeks A Superintendent Who...

Recommend

- ❖ Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the board, staff and community. (6 and 19 combined)
- ❖ Is a strong communicator; speaking, listening and writing. (7)
- ❖ Has demonstrated strong leadership skills in previous positions. (24)
- ❖ Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary. (1 and 15 combined)
- ❖ Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community. (3)
- ❖ Is strongly committed to a "student first" philosophy in all decisions. (17)
- ❖ Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice. (33)
- ❖ Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement. (11)
- ❖ Has successful experience in sound management practices, including appropriate participation of others in planning and decision-making. (10)
- ❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement. (30)
- ❖ Promotes positive student behavior conducive to a healthy learning environment. (22)

Consider

- ❖ Is able to delegate authority appropriately while maintaining accountability. (13)

Albany Unified School District

Thirty-Three Characteristics Report Explanation **January 29, 2014**

The attached report is a result of the survey conducted in the district that asked Board of Education members, employees and other constituents to select ten most desirable characteristics from the thirty-three listed in the survey instrument.

On the first page, you will note that all the groups are identified across the top of the sheet with an abbreviated definition of the thirty-three items listed vertically on the right side of the sheet. In each of the cells of the report there is a "raw" score of how many people actually chose the item and a "rank" which is depicted by a number from one to 33, except in the case of ties. For example, observing item number six (6) which refers to "inspires trust, self-confidence" in the first two columns (Teacher), sixty-two (62) people chose the item and it ranked 1st. Another example toward the bottom of the page for number thirty-one (31) in the fourth two columns (Parent), two (2) people chose the "demonstrated ability to work with the media" item, thus it ranked 33rd.

On the second page, only the ranks are listed for comparison. This is done in order to control for the size of the group and to avail the Board of Education the opportunity to easily see what was important to each group. The data is reported in this manner so that no group overpowers another by sheer size. Each of the 33 items are totaled according to rank from left to right and those totals indicated in the column labeled "Total." These totals are then ranked and reported in the column labeled "Combined Ranking." Note that the lower the total, the higher the ranking.

In analyzing the results, the consultants look for those characteristics chosen most in common by the various groups and indicate those recommended or those thought to be worthy of consideration. On some occasions, two of the items may be combined when they are closely related in context. Those items that seem to be important to some groups but not to others may be used in the recruitment of candidates and as questions during the interview process by the Board of Education.

At the encouragement of the consultants, many survey respondents provided additional comments to the Board of Education which are presented as a part of this report.

Albany Unified School District

Raw Scores Sheet

Qualities Desired in a New Superintendent	Teacher		Administrator		Support Staff		Parent		Student		Non-Parent Community Member		Other		Board of Education		Abbreviated Definition of Quality and Characteristics
	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	Raw	Rank	
1	36	4	5	6	9	7	75	10	2	4	15	2	6	5	3	6	1. Willing to listen to input, but is a decision maker
2	6	29	1	25	1	28	39	23	0	20	2	31	2	26	1	20	2. Instructional and administrative integration of technology
3	34	7	5	6	10	3	81	8	3	1	11	9	7	3	3	6	3. Has leadership skills to respond to challenges of ethnic and cultural diversity
4	7	28	0	31	0	30	32	25	1	9	3	29	0	30	0	28	4. Able to work with legislators and lead organization through legislative process
5	17	20	0	31	2	24	31	26	0	20	2	31	0	30	1	20	5. Ed.D. or Ph.D.
6	62	1	12	1	12	1	125	1	1	9	16	1	12	1	6	1	6. Inspires trust, self-confidence, and models high standards
7	52	2	8	2	10	3	112	2	2	4	13	5	10	2	6	1	7. Strong communicator; speaking, listening and writing
8	14	21	4	12	1	28	37	24	2	4	10	13	3	18	1	20	8. Commitment to visibility with high interest in a broad range of community groups
9	23	18	4	12	3	20	64	12	2	4	11	9	4	13	6	1	9. Work cooperatively with the board and keeps members informed
10	36	4	8	2	7	10	76	9	0	20	11	9	6	5	2	14	10. Experience in sound management practices
11	14	21	0	31	5	18	89	5	0	20	14	4	5	7	4	4	11. Ability to build consensus and commitment among individuals & groups
12	27	14	4	12	6	13	40	22	1	9	9	14	2	26	2	14	12. Has experience dealing with employee representative groups/unions
13	24	16	4	12	8	8	44	21	0	20	8	19	5	7	3	6	13. Ability to delegate authority while maintaining accountability
14	43	3	3	18	7	10	102	3	2	4	12	6	2	26	2	14	14. Experience in management of district resources
15	31	10	4	12	10	3	49	18	1	9	12	6	7	3	3	6	15. Possesses excellent people skills and presents positive district image
16	2	32	2	21	0	30	8	32	0	20	3	29	0	30	0	28	16. Non-traditional or "hybrid" with background in military, business and/or education
17	34	7	7	5	11	2	101	4	3	1	15	2	5	7	3	6	17. Strongly committed to "student first" philosophy in all decisions
18	24	16	1	25	4	19	57	17	1	9	7	21	4	13	1	20	18. Ability to develop both short and long range goals
19	19	19	2	21	6	13	59	15	0	20	8	19	3	18	3	6	19. Ability to develop and communicate a vision of quality education
20	36	4	5	6	8	8	66	11	0	20	7	21	3	18	2	14	20. Experience in selection and implementation of educational priorities
21	28	13	3	18	6	13	86	7	3	1	9	14	3	18	1	20	21. Commitment to both academic and activity programs
22	29	11	5	6	10	3	60	14	1	9	12	6	4	13	1	20	22. Promote positive student behavior
23	11	23	3	18	2	24	46	20	0	20	6	23	4	13	2	14	23. Leadership in providing relevant professional development for staff
24	34	7	8	2	6	13	58	16	1	9	9	14	3	18	4	4	24. Has demonstrated strong leadership skills in previous positions
25	11	23	1	25	3	20	15	31	1	9	4	27	2	26	2	14	25. Ability to identify/select administrators capable of advancing district vision
26	10	26	2	21	6	13	29	27	0	20	5	25	5	7	0	28	26. Work experience in similar district.
27	11	23	2	21	3	20	48	19	1	9	9	14	5	7	1	20	27. Is comfortable leading innovation and reform efforts
28	10	26	1	25	2	24	27	28	0	20	4	27	3	18	0	28	28. Able to lead a large organization dedicated to goals of continuous improvement
29	5	31	1	25	0	30	17	30	0	20	6	23	3	18	0	28	29. Has ability to develop relationships between the business community and the district
30	25	15	4	12	7	10	63	13	0	20	9	14	3	18	3	6	30. Possesses ability to enhance student performance, identify and close/narrow gaps
31	0	33	1	25	0	30	2	33	0	20	2	31	0	30	0	28	31. Demonstrates ability to work with the media
32	6	29	5	6	2	24	23	29	1	9	5	25	4	13	1	20	32. Recommendations and decisions are data-driven
33	29	11	5	6	3	20	89	5	1	9	11	9	5	7	3	6	33. Knowledge of emerging research in the area of curriculum/instructional design

Albany Unified School District

Consultant Ranking/Recommendation Sheet

Qualities Desired in a New Superintendent	Teacher	Administrator	Support Staff	Parent	Student	Non-Parent Community Member	Other	Board of Education	Total	Combined Ranking	Consultant Recommendation	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank		
1	4	6	7	10	4	2	5	6	44	5	Recommend (combine with 15)	1. Willing to listen to input, but is a decision maker
2	29	25	28	23	20	31	26	20	202	28		2. Instructional and administrative integration of technology
3	7	6	3	8	1	9	3	6	43	4	Recommend	3. Has leadership skills to respond to challenges of ethnic and cultural diversity
4	28	31	30	25	9	29	30	28	210	31		4. Able to work with legislators and lead organization through legislative process
5	20	31	24	26	20	31	30	20	202	28		5. Ed.D. or Ph.D.
6	1	1	1	1	9	1	1	1	16	1	Recommend (combine with 19)	6. Inspires trust, self-confidence, and models high standards
7	2	2	3	2	4	5	2	1	21	2	Recommend	7. Strong communicator; speaking, listening and writing
8	21	12	28	24	4	13	18	20	140	21		8. Commitment to visibility with high interest in a broad range of community groups
9	18	12	20	12	4	9	13	1	89	12	*	9. Work cooperatively with the board and keeps members informed
10	4	2	10	9	20	9	5	14	73	7	Recommend	10. Experience in sound management practices
11	21	31	18	5	20	4	7	4	110	17	Recommend	11. Ability to build consensus and commitment among individuals & groups
12	14	12	13	22	9	14	26	14	124	18		12. Has experience dealing with employee representative groups/unions
13	16	12	8	21	20	19	7	6	109	16	Consider	13. Ability to delegate authority while maintaining accountability
14	3	18	10	3	4	6	26	14	84	11		14. Experience in management of district resources
15	10	12	3	18	9	6	3	6	67	6	Recommend (combine with 1)	15. Possesses excellent people skills and presents positive district image
16	32	21	30	32	20	29	30	28	222	32		16. Non-traditional or "hybrid" with background in military, business and/or education
17	7	5	2	4	1	2	7	6	34	3	Recommend	17. Strongly committed to "student first" philosophy in all decisions
18	16	25	19	17	9	21	13	20	140	21		18. Ability to develop both short and long range goals
19	19	21	13	15	20	19	18	6	131	19	Recommend (combine with 6)	19. Ability to develop and communicate a vision of quality education
20	4	6	8	11	20	21	18	14	102	13		20. Experience in selection and implementation of educational priorities
21	13	18	13	7	1	14	18	20	104	14		21. Commitment to both academic and activity programs
22	11	6	3	14	9	6	13	20	82	9	Recommend	22. Promote positive student behavior
23	23	18	24	20	20	23	13	14	155	23		23. Leadership in providing relevant professional development for staff
24	7	2	13	16	9	14	18	4	83	10	Recommend	24. Has demonstrated strong leadership skills in previous positions
25	23	25	20	31	9	27	26	14	175	26		25. Ability to identify/select administrators capable of advancing district vision
26	26	21	13	27	20	25	7	28	167	25		26. Work experience in similar district.
27	23	21	20	19	9	14	7	20	133	20		27. Is comfortable leading innovation and reform efforts
28	26	25	24	28	20	27	18	28	196	27		28. Able to lead a large organization dedicated to goals of continuous improvement
29	31	25	30	30	20	23	18	28	205	30		29. Has ability to develop relationships between the business community and the district
30	15	12	10	13	20	14	18	6	108	15	Recommend	30. Possesses ability to enhance student performance, identify and close/narrow gaps
31	33	25	30	33	20	31	30	28	230	33		31. Demonstrates ability to work with the media
32	29	6	24	29	9	25	13	20	155	23	Recommend	32. Recommendations and decisions are data-driven
33	11	6	20	5	9	9	7	6	73	7		33. Knowledge of emerging research in the area of curriculum/instructional design

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** Usually not put in promotional materials; useful to consultant, however.*

Confidential

Pages 7 – 25

(not provided to the public)

ALBANY UNIFIED SCHOOL DISTRICT

QUALITIES DESIRED IN THE NEW SUPERINTENDENT

26

INSTRUCTIONS: Please read each of the following 33 qualities and mark 10 characteristics you believe are most important to your organization in the selection of a candidate. You do not need to prioritize your selection; simply place a check mark next to the characteristics which you feel are most important. **Please select only 10.**

Survey Participant Name _____ Group _____
(Optional) (Required)

QUALITIES DESIRED

- ☐ 1. Is willing to listen to input, but is a decision maker.
- ☐ 2. Demonstrates ability to integrate instructional and administrative technology.
- ☐ 3. Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community.
- ☐ 4. Is able to work with legislators on key topics and can lead an organization throughout the legislative process.
- ☐ 5. Possesses an earned Ed.D. or Ph.D. degree.
- ☐ 6. Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.
- ☐ 7. Is a strong communicator; speaking, listening and writing.
- ☐ 8. Demonstrates commitment to community visibility with high interest in a broad range of community groups and organizations.
- ☐ 9. Is able to work cooperatively with the board and keeps members informed.
- ☐ 10. Has successful experience in sound management practices, including appropriate participation of others in planning and decision-making.
- ☐ 11. Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.
- ☐ 12. Has experience dealing with employee representative groups/unions.
- ☐ 13. Is able to delegate authority appropriately while maintaining accountability.
- ☐ 14. Has experience in the management of district resources and knowledge of sound fiscal procedures.
- ☐ 15. Possesses excellent people skills and can present a positive image of the district.
- ☐ 16. Is a non-traditional or "hybrid candidate" with background in the military or business community in addition to an educational career.

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; glr@rayassoc.com by 8:00 a.m. on Friday, January 24th.

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Survey Participant _____

- ☐ 17. Is strongly committed to a "student first" philosophy in all decisions.
- ☐ 18. Is capable of developing both short and long-range district goals.
- ☐ 19. Can develop and communicate a vision of quality education for the future to the board, staff and community.
- ☐ 20. Has experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community.
- ☐ 21. Is committed to the importance of both the academic and activity programs.
- ☐ 22. Promotes positive student behavior conducive to a healthy learning environment.
- ☐ 23. Provides leadership in the planning, implementation, and assessment of relevant professional development for all staff members.
- ☐ 24. Has demonstrated strong leadership skills in previous positions.
- ☐ 25. Is able to identify and select building and central office administrators who are capable of advancing the district vision.
- ☐ 26. Has work experience in a similar district.
- ☐ 27. Is comfortable leading innovation and reform efforts.
- ☐ 28. Is able to lead a large organization dedicated to goals of continuous improvement.
- ☐ 29. Has the ability to develop and maintain a mutually beneficial relationship between the business community and the school district.
- ☐ 30. Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.
- ☐ 31. Demonstrates ability to work with the media.
- ☐ 32. Makes recommendations and decisions that are data-driven.
- ☐ 33. Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.


Ray and Associates, Inc.

We will provide our clients with the highest quality services to assist them in hiring leaders who will meet district specific needs and positively impact the education of all students.

Please return to consultant immediately following the meeting or fax/e-mail all THREE SIDES directly to Ray & Associates at 319-393-4931; glr@rayassoc.com by 8:00 a.m. on Friday, January 24th.

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ALBANY UNIFIED SCHOOL DISTRICT (Revised 12/20/13)

SUPERINTENDENT SEARCH PROCESS AND TIMELINE

Items highlighted in yellow indicate an in-person meeting with the consultant(s)

DATE

Stage 1 Board Input & Preparation	<u>12/10/13</u>	Consultant planning meeting with the board. (Time: 6:45pm) (option to conduct via Skype or gotomeetings.com)
	<u>12/10/13</u>	Begin preparing information for the district promotional flyer and online application form with the district liaison representative(s).
	<u>12/11/13</u>	Notify all associates and other professional contacts of vacancy.
	<u>12/12/13</u>	Contact constituents and stakeholders for input meetings on 01/21-23/14.
Stage 2 Profile Development & Process	<u>12/20/14</u>	Online survey link, for input on developing the profile, available on district website from 12/20/13 to 01/23/14.
	<u>01/21-23/14</u>	Meetings with constituent and stakeholder group representatives and individual board member interviews.
	<u>01/24/14</u>	8 a.m. deadline for survey/input from constituents, stakeholders and board members, including online survey.
	<u>01/29/14</u>	Promotional flyer draft due.
	<u>01/29/14</u>	Board to finalize superintendent profile for the promotional flyer and online application form. (Time: TBD) (option to conduct via Skype or gotomeetings.com)
Stage 3 Recruiting & Screening	<u>01/30/14</u>	Print promotional flyer. Forward to consultant.
	<u>01/31/14</u>	E-mail promotional flyer and online application instructions to interested candidates.
	<u>02/27/14</u>	Deadline for all application materials. (*See note below.)
Stage 4 Candidate Presentation	<u>03/10/14</u>	Consultant develops and finalizes interview questions and procedures with the board. Semi-finalists are presented to the board and consultant assists the board in selecting finalists for the interviews. If desired, consultant will meet with constituents and staff interview group(s) to discuss their roles. (Time: TBD)
	<u>03/26-28/14</u>	Interview semi-finalist candidates (1 st round).
	<u>03/26-28/14</u>	Meeting with consultant following the last interview. (Time: TBD)
Stage 5 Selection of Finalist & Future Planning	<u>Wk of 03/31/14</u>	Interview finalist candidates (2 nd round).
	<u>Wk of 03/31/14</u>	Final meeting with consultant following the last interview. (Time: TBD) (option to conduct via Skype or gotomeetings.com)
	<u>TBD</u>	Optional on-site visit of leading candidate(s) current district by board members.
	<u>TBD</u>	Consultant will discuss contract terms with the finalist.
	<u>TBD</u>	Offer the contract.
	<u>TBD</u>	Press release of new superintendent.
	<u>TBD</u>	Board Self-Assessment Survey Results presented to the board.

***All applications will be reviewed. Materials received after the closing date may be given full consideration depending upon the number of applications received and other factors.**

Salary and Benefits:

Salary for the successful candidate will be in the range of \$240,000 plus an excellent comprehensive benefits package. The final salary will be negotiated and determined based upon proven experience, qualifications, and meeting Board criteria.

Requirements:

The successful candidate, as a condition of employment must possess the requisite California credential for superintendency at the time of the signing of the contract. Credentialing information may be obtained from the California Commission on Teacher Credentialing (CCTC) at www.ctc.ca.gov.

Deadline and Selection:

All materials submitted as part of the superintendent application will remain confidential to the extent allowed by law, which includes board review in a closed session of the Board of Education. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the semifinalists will be presented to the Albany Unified School District for its consideration. Selection of candidates for final interviews is the sole responsibility of the Board. Board members may elect to visit the communities of finalists for the position of Superintendent. Persons wishing to be considered for the position should submit an application file online including:

- A letter of application stating personal qualifications, experience and reasons for interest in the position.
- The online application form and a current resume.
 - 4 current letters of recommendation.

Apply online at:

www.rayassoc.com

Questions should be directed to:

Ray & Associates, Inc.

4403 First Ave SE, Suite 407

Cedar Rapids, IA 52402

Phone: 319-393-3115

Fax: 319-393-4931

glr@rayassoc.com

30



Our Mission

The mission of Albany Unified School District is to provide excellent public education empowering all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.



Application Deadline: February 27, 2014





Check us out at: <http://www.ausd.k12.org/>

Our Community

Albany is a town of one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south.

For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex, is located within Albany USD. Albany's population consists of 54.6% Caucasian, 31.2% Asian, and 10.2% Hispanic, and 3.5% African American.

We are a community that takes great pride in our diversity and demonstrates a commitment to excellence in education. We have a talented staff that really cares about our students. We work closely together so that our students develop a love of learning, build strong character, and meet their academic goals through meaningful, relevant, and rigorous learning experiences.



Our District

Albany Unified School District, which serves approximately 3,800 students, has a longstanding reputation for high quality schools in California. Because of the cooperation and support of the Albany community and the team spirit that exists among students, staff, and families, the school district is able to achieve academic and extra-curricular success.

Our Schools

Albany Unified School District consists of:

- Albany High School
- MacGregor Continuation High School
- Albany Middle School
- Marin Elementary School
- Cornell Elementary School
- Ocean View Elementary School
- Albany Children's Center

Seeks a Superintendent Who:

- **Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the board, staff and community.**
- **Is a strong communicator; speaking, listening and writing.**
- **Has demonstrated strong leadership skills in previous positions.**
- **Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary.**
- **Possesses the leadership skills required to respond to the challenges presented by an ethnically and culturally diverse community.**
- **Is strongly committed to a "student first" philosophy in all decisions.**
- **Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.**
- **Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.**
- **Has successful experience in sound management practices, including appropriate participation of others in planning and decision-making.**
- **Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.**
- **Promotes positive student behavior conducive to a healthy learning environment.**



Application Deadline: February 27, 2014