

| <u>Characteristics</u> | <u>Definition</u> | <u>4's</u> | <u>3's</u> | <u>2's</u> | <u>1's</u> | <u>Totals</u> |
|--|---|------------|------------|------------|------------|---------------|
| Values student-centered/whole child approach | Understands child development and the social and emotional needs of students, not only academic; values fine arts and understands social and emotional needs student centered, restore humanities, balance curriculum, stays current on research but doesn't jump on band wagons, kind-hearted and compassionate willingness to fight for specials (art, music, PE) balances academics Birth-to-21 focus, balance kids needs as a priority not just academics, understands physical, mental and emotional development. Integrates arts and music, humanities, technologies. various post-secondary opportunities not all students college bound, so plan for careers. understands unorthodox learners, educational diversity, proponent of curriculum outside the 3Rs, advocating social emotional will being, balancing needs of all children | 52 | 14 | 6 | 3 | 265 |
| Collaborative leader | Works well others of all audiences. Values the opinions of others; ability to recognize expertise in others. Open to other's ideas, thinking outside the box, intellectually curious, works well with others, team player, pro-teacher and admin staff. demonstrates teamwork, brings people together, motivator, good listener that can turn ideas into action. across the district and community, receptive, flexible available, accessible, responsive. Listens, is considerate and convincing. Unifier, approachable, able to connect with staff, community and students works with all stakeholders (board, other superintendents, community, families, etc.), shared leadership . Responsive, innovative, supportive, visionary, balances needs, reflective, good facilitator, unifier, motivator, team builder, agent of change, forward thinking . facilitator between all stake holders, salesperson/marketer, healer, mending relationships, embracing the community in which h or she serves, approachable, responsive | 16 | 6 | 13 | 9 | 117 |
| Strong communicator | Good listener, speaker, engaged with all audiences (community, board, students, etc.); visible (public figure) good listener, two-way communication, transparent, clear message, whether message is good or bad. Understands what it means to be the "face" of the district, guides, directs and supports the board and staff, able to explain to community why and how decisions were made. Engaging, able to explain why, open communications, transparent. Active listener, honest and accurate, clear in decisions, thoughtful, negotiator/mediator, creative, driven. Speak to small and large groups, be confident, strong written and verbal skills. articulate, open to others, genuine, accessible, proactive, responsive | 3 | 16 | 13 | 9 | 95 |

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| Respectful of all/Integrity | trustworthy, plain spoken and direct, ownership of missteps, respectful of others history of truthfulness, follows through with set goals, respected former colleagues and district listens to all points of view, admits when wrong and accepts consequences, levels the playing field for all students and stakeholders. follows through, trust building, high EQ, responsive. Honest and positive example for students and community. will be the "face" of the district | 5 | 9 | 10 | 5 | 72 |
| Invested/Committed to MT long-term | willing to stay long-term | 6 | 5 | 3 | 5 | 50 |
| Financial manager | Good steward of facilities and tax payer money, smart investor | 1 | 9 | 5 | 8 | 49 |
| Visionary | looking forward, forward focused, past accomplishments shared vision with stakeholders, looks to future, innovative | 6 | 1 | 6 | 1 | 40 |
| Fiscally responsible | creative, innovative budgeting. Biggest bang for the buck.. Prepared to advocate for higher taxes, if needed. | 3 | 6 | 2 | 3 | 37 |
| Confident/Successful/Independent leader | make tough decisions, decisive, motivated, strong advocate, garners trust and respect. Visionary, integrity, honesty , creative, and transparent. Visible, can articulate his or her vision All students are 1st priority, student centered | 1 | 5 | 4 | 6 | 33 |
| Builds positive relationships with all stakeholders | speaks with groups -- students, parents, teachers, community, shows concern, visible in classrooms and events, collaboration with others in and out of the district. | | 5 | 8 | 2 | 33 |
| Approachable for staff, parents, students | Communicates vision, active listener, honest, accurate, explains decisions with clarity, thoughtful, negotiator, mediator, creative and driven. | 1 | 3 | 6 | 7 | 32 |
| Community builder | getting out and talking to the community, be present and available, good communicator | 3 | 1 | 4 | 5 | 28 |
| Understand diversity of all students | Oversees program, scheduling, calendar, practices personal philosophy | | 4 | 4 | 6 | 26 |
| Experience implementing 21st century learning programs | know 1:1 initiative, individualize learning plans, flexible learning environments, arts, whole child | 2 | 3 | 2 | 2 | 23 |
| Proactive problem solver | troubleshoots, visionary, creative and out-of-box thinker, long term planning | | 5 | 2 | 3 | 22 |
| Curriculum and kids | prepared as an instructional leader, focuses on child's success | 3 | 1 | 2 | 1 | 20 |
| Strategic thinker | reflected in resume and past experiences | 3 | 1 | 1 | 2 | 19 |
| K-12 perspective | understands curriculum standard, etc. Understands the depth of program. has a K-12 technology vision, understands special education | 2 | 1 | 1 | 1 | 14 |
| Passionate about the profession | willing to learn about community and district, positive energy | 2 | | 2 | 2 | 14 |

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| Challenge norms | Creative thinking outside the box and actionable | 2 | 2 | 3 | 13 |
| Experience with Board relations | knows how to work through conflicts to build consensus and advocate for the district | 2 | 2 | 3 | 13 |
| Engaged/focused on community | physically visible in the community, attends a variety of events, holds town hall functions Gets to know students individually and collectively, visibility at schools and events, positive recognition | 2 | 1 | 1 | 13 |
| Decisive/Accountable for decisions | Receives data and evaluates all of it, confidently makes decisions, willing to re-visit and reflect. Willing to make tough decisions, decisive, motivated, strong advocate, garners trust and respect | 1 | 2 | 1 | 11 |
| Educational expertise | understand pedagogy and practice, life long learner, professional development, knowledge of school and special ed law | 2 | 1 | 3 | 11 |
| Build consensus | Good summarizer, seeks out different parties, community meetings. | 2 | 2 | | 10 |
| Transparent | open communicator, plain spoken, direct, informed, clear agendas for meeting and for the future | 1 | 1 | 5 | 10 |
| Stand up to demanding groups | Not afraid to say no. Ruffle feathers for the best interest of children | 1 | 2 | 2 | 9 |
| Vested in community | visible at events at school and community, participates in local organization, open to input, values what we currently have, understands our culture , loyal, passion, knowledge of area, present in all buildings visible, collaborative, open | 1 | 2 | 1 | 8 |
| Compassionate advocated | student-centered, caring and kind, understands children, fearless, teacher-centered, enthusiastic | 2 | | 1 | 7 |
| Decision making | Gather facts and data to make objective analysis, realistic, student-centered | | 1 | 3 | 5 |
| Empathy/Culturally sensitive | coming from a divers district | | | 3 | 3 |
| Innovator | Cutting edge, new ideas, allows teachers to teach, academically informed, flexible delegator, understands global society, 21st century literate, willing to try new things, encourage and inspire students and teachers. | 1 | | | 3 |
| Outgoing personality | Happy, good humor, charismatic, invested in community | | | | |