



Park Ridge-Niles School District 64

“Together we discover, learn, grow & care”

Superintendent Leadership Profile
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Superintendent Leadership Profile Background

- Describes desired characteristics/experiences based on stakeholder data from focus groups and an online survey
- Used to review applications to determine “match” for school district needs
- Provides guidance/support to the Board of Education in selecting new superintendent elect

Park Ridge-Niles District Leadership Profile

- Ethical, collaborative, and visible leader who forms trusting, productive relationships in a highly engaged and passionate community
- Leader with a track record of successful district-wide leadership in high profile communities
- Leader who forms a strong partnership with the school board to provide clear direction for the continuous improvement of district performance
- Instructional leader who is experienced with issues of diversity, equity, and inclusion and who ensures the implementation of best practices for all district programs and grade levels
- Leader with a strong presence who provides public support to staff and administrators for their student-centered decisions
- Proactive leader who communicates transparently, clearly, and consistently in all forums and with all stakeholders
- Fiscally responsible and skilled leader who ensures that district finances are strategically positioned to support its programs, personnel and facilities
- Thoughtful leader with the strength to resolve conflicts and make difficult decisions based on accurate information and the best interests of the district
- Leader who understands and appreciates the rich traditions of excellence in the District 64 community
- Servant leader who fosters widespread professional agency and accountability

Data Sources Used to Develop Leadership Profile

- Focus Groups:
 - School Board Interviews
 - School Board Candidates
 - Parents/Community Members
 - Administrative Team
 - Teachers/Staff
- Survey: 1347 Respondents

What We Heard in Forums: Strengths

- High quality teachers, staff, and leaders that are child-centered and responsive
- Full day kindergarten
- Students – our kids are special
- Union contracts in place
- Strong, well-educated community – passionate and engaged members
- Strong resources
- Teacher and principal retention
- District tradition of excellence
- High achievement levels
- District policies
- Financial position
- Destination community – people come here for community/schools
- Supportive and engaged parents
- Many staff live in community
- Recent strides in special education
- New math curriculum
- Quality of education
- Continuous improvement mindset
- Student success at high school
- Elective program
- Whole child focus
- Facilities

What We Heard in Forums: Opportunities/Challenges

- Transparency/Communication
- Political divide
- Holiday issue
- Coming teacher shortage – attracting quality candidates
- DEI - Implementation of state policies such as CRT and transgender
- School Board development
- High school phasing out accelerated classes
- Gifted program
- Competency based education
- COVID learning loss
- Financial stability
- Status of strategic plan
- Union relationships
- Need a safe culture for all – support for teacher/administrator decision making
- Board turnover/elections
- COVID repair – tore us apart
- Low staff morale
- Board on the dance floor
- Additional support for special education student – driven by minutes rather than students
- More staff involvement in decision making
- Focus on management rather than people – no longer family feel
- Negative press
- Initiative fatigue
- Difficult contract negotiations
- Issues of equity for classified staff
- District level administration turnover
- New special education plan coming

What We Heard in Forums: Characteristics

- Plans finances strategically – 5 year plan
- Politically savvy with tough skin
- Honesty, integrity, transparency
- Strong decision maker – courageous
- Instructional leader
- Experienced superintendent or district-wide leader who has worked in high profile communities
- Well-versed in special education leadership
- Visible and strong communicator in all forums
- Understands the traditions in the community
- Good listener – thoughtful and not reactive
- Student-centered, servant leader
- Provides public support to administrators and staff so that they can make child-centered decisions
- Strong leadership and partnership with board
- Principal experience
- Friendly, accessible and positive
- Creates family culture with human touch
- Strong manager who monitors implementation at all levels
- Collaborative – professional agency and voice
- Understands and visits classrooms
- Does not come with a change agenda – will listen and learn in transition
- Understands the need for training and mentoring
- Forms strong relationships with associations
- Strong presence – commands respect in public forums

Survey Responses: Demographics

- 1347 Responded to Survey
- **Employees (269)**
 - Teachers (193)
 - Support Staff (28)
 - Administrators (8)
 - Others (67)
- **District Residents (1088)**
 - Parents of Current Students (925)
 - Parents of Former Students (315)
 - Non-child Household (73)
 - Current Students (3)
 - Retirees (67)
 - District Volunteers (187)
 - Elected Official (8)

District Strengths Summary from Survey

- 1. Excellent teachers and staff**
- 2. School facilities**
- 3. Available resources**
- 4. Educational options and programs**
- 5. Location of district**
- 6. Academic achievement**
- 7. Supportive community**
- 8. Reputation of district**
- 9. Supportive parents**



Opportunities/Challenges Summary from Survey

1. Curriculum
2. Community relations
3. Educational options and programs
4. Staffing
5. Diversity/Equity/Inclusion
6. Social Emotional learning
7. Instruction



Preferred District Candidate Traits/Skills from Survey

1. Leadership skills
2. Communication skills
3. Integrity/Trust
4. Good decision maker/Problem solver
5. Child-centered
6. Strategic planning
7. Interpersonal skills
8. Commitment to the community
9. Collaborator
10. Managerial skills



Preferred Candidate Experiences from Survey

1. Successful superintendent
2. Classroom teacher
3. Strategic planning
4. School principal
5. Instruction
6. Personnel
7. District level administrator
8. Finance
9. Technology
10. Assistant superintendent
11. Multicultural environment



Next Steps

- 4-10: Review of Candidate Profile
- 4-10: Presentation of Candidate Slates
- 4-12; 4-13: School Board First Round of Candidate Interviews

