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**5:30 PM  
Board Work Session**

- I. **5:30–7:30 p.m. Work Session:** The Board will meet with Alma Advisory Group to plan the Search Process for the Permanent Superintendent **2**
- II. Adjourn

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INTERPRETERS FOR THE DEAF AND HARD OF HEARING:

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**ITEM FOR INFORMATION – WORK SESSION**

**Date of Meeting**

December 8, 2021

**Title**

Superintendent Search Process

**Presenter**

Judy Newman, Board Chair

**Description**

The Board will meet with Alma Advisory Group to plan the Search Process for the Permanent Superintendent



**Eugene School District  
Superintendent Search  
Board Work Session  
December 8, 2021**

**Draft** for Discussion



# Agenda

**Welcome and Introductions**

**Search Process Overview**

**Early Learning from Board Member Interviews**

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**Responsibility and Competency Brainstorming**

**Planning for Community Engagement**

**Meeting Wrap-up and Next Steps**



# Welcome and Introductions

Alma Advisory Group (Alma) is a mission-driven consulting services organization, founded by Monica Santana Rosen, a woman of color, who has dedicated her career to building the capacity of leaders in education to make bold and often complex moves on behalf of their students.



**Monica Santana Rosen** has spent the last two decades working to build strong diverse workplaces and enable leaders to do great work. Monica is best known for her work with large urban school systems working to solve their most pressing recruitment, hiring, development, and retention issues. Monica founded Alma to meet the needs of organizations working to amplify their success by supporting their staff, and giving them the space to do their best work.



**Kathleen Shiverdecker** has spent the past 25 years in various educational and human resource leadership roles in both public and private contexts. She served as the Executive Director of School Performance in the Aurora Public School system in Colorado and spearheaded HR's School Partner team in Denver Public Schools. She has supported significant improvements in on-time graduation rates and led the design of school leader recruitment interview selection and placement.



**Sylvia Flowers** spent seven years at the Tennessee Department of Education as the Executive Director of Educator Effectiveness and Talent, focused on implementing the state's educator education evaluation system and using human capital data to drive statewide policy, strategy, and technical support for districts in the recruitment, retention, compensation, professional growth, and recognition of effective educators.

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# Our Shared Purpose

**Our goal is to recruit, screen and select the next permanent Superintendent of Eugene School District 4J.**

**Our purpose is to lead a transparent search process, guided<sup>7</sup> by the input of the Board and the Eugene community, and designed to mitigate bias every step of the way.**



Please review and edit these statements to reflect the Board's priorities.

# Search Process Overview



# Where we are and Where we're heading

## Where we are:

- Gathering input and preparing to launch community engagement
- Drafting position description and beginning to recruit candidates in January

## Where we're headed:

- Community Survey
- Community Meetings & Focus Groups
- Recruiting Candidates for the role



# Key Steps to Mitigate Bias

- Engage the community authentically for input
- Clarify and agree on the responsibilities and competencies needed for the next Superintendent before launching the search
- Engage in evidence-based screening and interviewing
- Multi-stage interviews with whole group facilitated debrief

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# Why do competencies matter?

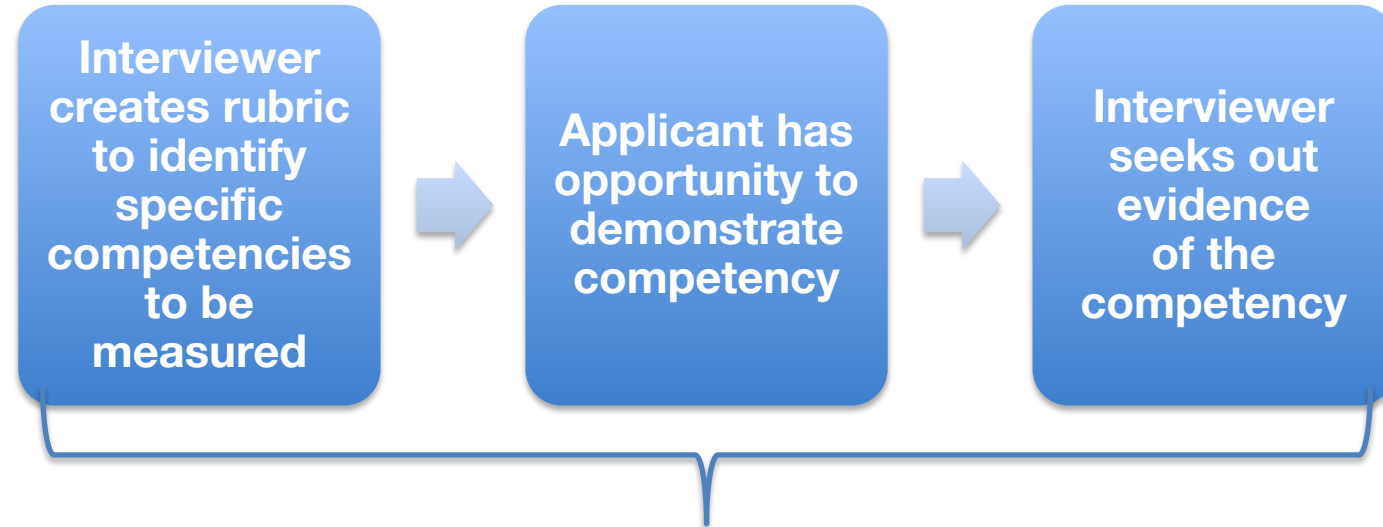
Having an agreed upon set of competencies for hiring allows the Board to:

- Clarify the knowledge, skills and behaviors needed for our Superintendent
- Reach shared language and agreement about how potential candidates will be identified and screened
- Evaluate candidates against these critical attributes, leaving out subjective or tangential criteria
- Use knowledge of strengths and development needs to plan for induction

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# How Is Evidence-Based Interviewing Different?



Leaves out “gut” or biased-based judgment as much as possible

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# Early Learnings

- **The board is made up of leaders deeply connected to the communities they serve, with a steadfast focus on student success.**
- **Inclusion and lifting up the voices of the community – this<sup>14</sup> is a shared priority for all board members.**
- **Rebuilding trust and governance work is top of mind as the board continues to strengthen relations.**



# Key Themes - Shining Strengths

- The 4J community cares about education, values education and continuously shows support for education through the passage of bonds and operating levies.
- Strong financial health and stewardship
- Building two new elementary schools and a high school to replace older buildings
- Strong staff, brilliant and dedicated teachers and administrators
- School choice programs such as the language immersions schools, as evidenced by the district's leadership in graduating students with the bilingual/biliterate certificate
- During the pandemic, the district maintained services such as meals for students and families

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# Key Themes - Shining Strengths

- Focus on student belonging, making students feel safe, and mental health
- Beginning the work to rethink student discipline and behavior
- District has been proactive about updating curriculum standards, Natives programs, ethnic studies, environmental work, holocaust education

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# Key Themes - Opportunities to Improve

- Improving graduation rates and preparing students for life after high school, especially for student subgroups
- Go further and faster on our work on equity and anti-racism and justice, providing training to staff and addressing incidences of bias, consistent and imbedded use of the equity tool in all layers
- Rebuilding trust and and reinvigorating staff morale
- Making the district the premier place to work
- Continuing to focus on mental health, counseling and social work
- Improving retention and recruitment, increasing the diversity of the workforce
- Supporting teachers and allowing innovation and creativity

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# Key Themes - Opportunities to Improve

- Building out a robust CTE program
- Continuing the work on inclusion and programming for students with disabilities
- Expand opportunities for project based learning
- 3rd grade literacy

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# Superintendent Responsibilities - “What”

- Building just and liberatory systems to ensure that students are prepared for life after high school
- Establishing the vision and mission for aligned academic and non-academic programming for the district
- Setting the tone for the district, managing the team, prioritizing and problem-solving, and holding the team accountable
- Building a positive work environment and culture
- Welcoming and listening to the community as partners
- Stewarding the resources, financial and human, with care, consideration and transparency
- Promoting innovation in the classrooms and supporting a diverse set of schools
- Advocating for the district and the community

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# Superintendent Competencies - “How”

**Advocate for  
Equity, Anti-racism  
and Inclusion**

**Innovative,  
Inspiring and  
Demonstrated  
Educational  
Leadership**

**Authentic  
Relationship  
Builder &  
Courageous  
Communicator**

**Ability to Manage  
Complex  
Organizations and  
Systems**

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# Competency Discussion

Discussion...

- Have we captured the strengths, opportunities, responsibilities and competencies?
  - What resonates with you?
  - What is missing?
- Are some things more important than others?

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# How Community Input Can Support the Process

- Strengthening the role description and competencies that will be used to recruit and screen candidates
- Informs interview questions and activities
- Community input following engagement with finalists will be reviewed by the board to inform their final decision

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**We plan to meet with stakeholders in January, and return in February to share what we learned and how input is informing our process.**



# Eugene 4J Community

## Students

- Seeking ways for students to lead discussion groups and bring feedback to the board

## Families/Caregivers

- By community, ethnicity, language and affinity group

## Community Members

- By community
- Includes community partners, religious and other community leaders

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## School Leaders, school-based teachers and staff, bargaining union leadership

- By network and by affinity group where possible
- Includes meetings with bargaining union leaders

## Central Office staff, district leadership

- By function and by affinity group where possible



# 3 Primary Activities to Participate

## 2 COMMUNITY GATHERINGS

Focus is to share about the process and engage in conversations with the community.

Breakout groups allow deeper input.

## INTERVIEWS & FOCUS GROUPS

1:1 interviews and focus groups with teachers, students, principals, staff, and community partners

Allows deeper discussions by role.

## STAFF & COMMUNITY SURVEY

Survey allows broader participation from the community, especially those unable to attend a community gathering or focus group.

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# Issue we want to solve

- Selecting the best dates for community engagement
- Determining the best communication strategy to maximize participation during the ongoing pandemic
- Ensuring as many people as possible know about and can access the survey
- Finding unique channels beyond zoom/virtual meetings for participation

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**We want your ideas!**



# Discussion

- Have we captured all the communities that we want to be sure to engage?
- What do you hope the community engagement process will help the board learn and/or better understand?
- How will we know we have successfully engaged the community throughout the search process?
- Are there any community engagement opportunities that we should add to this list? Do you have any ideas for solving the issues named on the previous slide?

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# Next steps and meeting wrap-up

## Guiding Questions:

- What is one important action discussed today that we should take to ensure a successful search?
- What is one question or concern that I currently have about this process?

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## **DRAFT** List of Stakeholders and Representatives

Student Input- - Affinity Groups , student councils, others?

District PTOs

Sped parents and students- (Broad representation)

4J Natives parent group

Lane AABSS Parent group

15<sup>th</sup> Night Student Advisory Group

Mayor's Youth Council

Equity Committee

EEF

EEA Leadership and teachers and specialists

OSEA Leadership and employee subgroups (transportation, nutrition / cafeteria workers, secretaries, custodians, maintenance, others?)

MAPS Reps- Principals, Central Office

Community Organizations / Groups / Agencies

Chamber of Commerce,

Workforce Partnerships

City of Eugene

Stand for Children

Arc of Lane County – Families Connected

NAACP

Lane AA/BSSA Rep

BIG

Centro Latino Americano

CALC

UWLC- United Way of Lane County

Lane ESD

Board / Superintendent

Connected Lane County

Peace Health? Trillium? Pacific Source?

Lane County – HHS

Lane Community College

UO- COE

Transponder

LILA- Lane Independent Living Alliance

LULAC

Rotary groups

12/7/21