



MARYLAND STATE BOARD OF EDUCATION

Invites Applications and Nominations for the
Position of:

**State Superintendent of
Schools**

Greenwood/Asher
& ASSOCIATES, LLC

The Opportunity

The Maryland State Board of Education (State Board) presents an exciting and challenging opportunity as it seeks a State Superintendent for the Maryland Department of Education who will provide leadership and support for more than 900,000 public school students in the state. The board is seeking an individual who shares its commitment to placing the interests of students first and foremost as it ensures each child is prepared for the opportunities of the 21st-century economy, while prioritizing solutions as Maryland students overcome the additional challenges presented by the COVID-19 pandemic.

Together, the 14-member board, the state superintendent, and the Maryland State Department of Education (MSDE) are responsible for setting state standards for student, program, and operational performance and success while respecting the local autonomy of each school district.

As in other states, there are challenges in terms of narrowing and eventually eliminating longstanding educational achievement gaps, particularly for those children who have traditionally fallen behind. The good news story is that Maryland values education and has been making impressive investments in providing and reforming education. In fact, Maryland is uniquely positioned to have the State Board, Governor, Legislature, parents, business community, and other key stakeholders focused and engaged in educating its children. Therefore, Maryland is seeking a dynamic educational executive who can seize the opportunity, build coalitions, inspire, and lead Maryland education.

The next state superintendent will have the opportunity to build upon the strengths of the outstanding Maryland public school system. In 2020, *U.S. News & World Report* ranked Maryland fourth in the nation for "Best High Schools." Some 212 of Maryland's high schools were ranked with the following results: 20 schools, or 9.4%, ranked in the nation's top 5%; 41 schools, or 19.3%, ranked in the top 10% nationally; and 84 schools, or 39.6%, ranked in the top 25% of the nation's schools. The rankings are based on six factors: college readiness, college curriculum breadth, math and reading proficiency, math and reading performance, underserved student performance, and graduation rate.



In 2019, Maryland was ranked the fourth best public school system in America by *Education Week*. Previously, Maryland had ranked first from 2009 to 2013 [no rankings were made in 2014], third in 2015, fourth in 2016, fifth in 2017, and sixth in 2018. The journal's annual "Quality Counts" report evaluates states based upon three indices: chance-for-success, school finance, and k-12 achievement and overall grades.

In 2020, six Maryland public schools were selected as National Blue Ribbon Schools. In 2019, two Maryland schools were awarded the U.S. Department of Education Green Ribbon. Moreover, in 2014, Maryland was awarded a federal grant that gives \$15 million annually to improve access to quality, pre-kindergarten programs.



Maryland students ranked first in the nation on advanced placement (AP) exams from 2008 to 2015, second in 2016 and 2017, fourth in 2018, and fifth in 2019. Additionally, approximately 31.5% of the 2019 graduating class took and passed at least one content exam, compared to the nationwide average of 23.9%.

The Role of the State Superintendent

The state superintendent of schools directs the State Department of Education and executes the policies and enforces the regulations adopted by the State Board of Education.

The state superintendent also directly oversees the Division of Rehabilitation Services, Juvenile Services Education and three independent units within the MSDE to include the Maryland Center for School Safety, the Maryland Longitudinal Data Center, and the Interagency Committee on School Construction (also serving as chair). The State Superintendent is also a member of several boards and commissions.

Current Goals and Objectives:

- Close the achievement gap;
- Increase college and career readiness;
- Reduce the need for remediation;
- Attract and develop great educators;
- Support a fair system of evaluation;
- Turn around the lowest-performing schools;
- Leading the state's COVID recovery plan for education; and
- Expand high quality school models.



Professional Qualifications and Personal Qualities

The next State Superintendent will have a contextual understanding of and a deep appreciation for Maryland's educational history to help every child receive the best education possible.

The successful candidate will satisfy Maryland's minimum statutory requirements for this position (Md. Code Annotated §2-302). The State Superintendent shall:

- (1) Be an experienced and competent educator;
- (2) Be a graduate of an accredited college or university;
- (3) Have at least two (2) years of special academic and professional graduate preparation in an accredited college or university; and
- (4) Have at least seven (7) years of experience in teaching and administration.

In addition, Maryland's next State Superintendent will possess the following:

- A deep understanding of learning theory, curriculum, and instructional practice;
- Knowledge of today's best practices in schools;
- Experience implementing meaningful educational reform;
- A proven record of innovative problem-solving, coupled with the ability to utilize a transparent, collaborative process in decision making that invites multiple perspectives;
- A financial background with the ability to manage hundreds of millions of dollars in state and federal funding, audit processes, and budgets;
- Experience and understanding of working within an increasingly digital world;
- Experience with policymaking and the executive and legislative branches of government, including working with members of Congress and the U.S. Department of Education;
- Leadership experience in large, diverse educational organizations, particularly one disrupted by the COVID-19 crisis; and
- Experience recruiting, working with, and retaining a diverse staff.

Skills

The successful candidate will have:

- The ability to work with multiple partners and respect opinions within and outside of education;
- A demonstrated commitment to diversity, equity, and inclusion that results in strong and positive relationships with individuals from a wide variety of backgrounds, perspectives, and experiences;
- The ability to translate knowledge into action to benefit all students;
- The ability to create a compelling and shared vision with diverse partners and stakeholders, communicate that vision, and to lead boldly to bring that vision to reality;
- The ability to build an inspired and effective team, engage members, and maximize strengths;
- Excellent communication and interpersonal skills;



- A proven record of innovative problem-solving, coupled with the ability to utilize a transparent, collaborative process in decision making that invites multiple perspectives;
- The ability to build strong relationships with the private sector, community members, and policymakers; and
- The ability to effectively deploy technology as a communication and teaching tool.

Desired Qualifications

The successful candidate should have:

- A commitment to and passion for inspiring and equipping each student for a successful life and improving learning opportunities for historically underserved children;
- The ability to empower teachers, leaders, and staff who carry out the vision;
- A focus on the development of the whole child, including skills and attributes necessary for success;
- A commitment to public education and the structure of public education in Maryland;
- The disposition to share with and listen to education /stakeholders;
- A proven record of innovative problem-solving, coupled with the ability to utilize a transparent, collaborative process in decision making that invites multiple perspectives;
- A highly communicative and transparent leadership style that fosters an environment of trust, excitement, and high morale among students, staff, teachers, districts, and the MSDE community;
- A record of achievement as a visionary leader who exhibits passion and who possesses the ability to inspire;
- An appreciation for student educational and extracurricular experiences;
- An ability to think creatively and strategically while demonstrating an entrepreneurial spirit and a willingness to take risks;
- Successful experience working with a variety of unions;
- A commitment to be visible and approachable and lead with dignity; and
- The desire to work with the Maryland State Board of Education to build public understanding and support for the state's educational goals.



About the Maryland State Department of Education

Under the leadership of the State Superintendent of Schools and guidance from the Maryland State Board of Education, the Department develops and implements standards and policy for education

programs that serves nearly 900,000 students from pre-kindergarten through high school. With an annual total budget of \$14.8 billion, the Maryland State Department of Education sets policy and regulations for 24 autonomous local school systems.

Vision

Ensure all students have access to a world class educational system that prepares them to graduate ready for post-secondary learning, rewarding work, and success in society and life.

Mission

Provide leadership, set policy, and advocate for continuous improvement of Maryland's educational system to achieve the following:

- Assist every student to realize his or her potential.
- Develop and support a strong accountability system to increase academic success for all students.
- Promote a safe, healthy, and orderly environment for learning and teaching.
- Ensure educator and administrative effectiveness.
- Promote students' physical, mental, social, and emotional well-being.
- Expand high-quality educational opportunities for students and parents.
- Work with districts to strengthen infrastructure.
- Increase communication and partnerships with stakeholder's statewide.

About the Maryland State Board of Education

The State Board appoints the state superintendent of schools (state superintendent), who serves a four-year term. The state superintendent is responsible for the administration of the MSDE and carries out the educational policies of the State Board. The state superintendent is the chief executive and also serves as secretary and treasurer of the State Board.

The State Board consists of 13 regular members, and 1 student member, all appointed by the Governor. Regular members serve staggered four-year terms, and the student member serves a one-year term. All members are eligible to be reappointed to a second full term but may not serve for more than two full terms.



MSDE FAST FACTS:

- > Budget: \$14.3B
- > School Districts: 24
- > Instructional Staff per 1,000 Pupils: 68.5
- > Professional Staff per 1,000 Pupils: 11.3
- > Total Students: 896,837
- > Attendance Rate: 93.5%
- > Graduation Rate: 86.86%

** More details on the state's public education system can be found here: [2019 Maryland Report Card: Maryland State Schools At-A-Glance](#)



Under its authority, the State Board sets the educational policy and standards for pre-kindergarten through high school and for Maryland's juvenile services education and vocational rehabilitation services, passes regulations that have the force of law, and is empowered to interpret the true meaning and intent of the law. The State Board also reviews and approves three annual budgets (i.e., the Department of Education headquarters budget, the state aid to local education budget, and state-aided institutions budget) before they are passed on to the governor's office for approval or revision

and then to the General Assembly for final action. Through an appeals process, the State Board also reviews and makes decisions on disputes that arise from each of Maryland's 24 school systems.

In Maryland, public education is a responsibility shared by state, county, and Baltimore City government. The State Board sets educational standards, certifies teachers, partially funds school construction and instruction, and monitors school performance. The State Board also oversees the State Department of Education. At the same time, local boards of education often set additional requirements, develop new programs, and provide substantial local funding.

In Fiscal Year 2020, federal, state, and local funds combined to provide \$14.3 billion for Maryland public schools with an average cost per pupil of \$16,345. Of these funds, state government provided the largest amount (\$7,001,857,332), followed by local government (\$6,695,462,025), and the federal government (\$653,457,025).

The Maryland State Department of Education has remained vigilant in providing information regarding the Novel Coronavirus (COVID-19) as it pertains to the health and safety of students and staff in schools. Multiple state agencies are collaborating on and are committed to the health and safety of students and staff in the school setting. MSDE is working collaboratively with the Governor's Office, the Maryland Department of Health (MDH), the Maryland Emergency Management Agency (MEMA), and all other relevant state agencies on COVID-19.

State Board's Statutory Powers and Duties

The State Board is organized and has the following general powers and duties as provided in Subtitle 2, Education Article of the Annotated Code of Maryland.

1. **Visitatorial Power**

The State Board is vested with the last word on any matter concerning educational policy or the administration of the system of public education. The power of visitation vested in the State Board is one of general control and supervision; it authorizes the State Board to superintend the activities of the local boards of education to keep them within the legitimate

sphere of their operations, and whenever a controversy or dispute arises involving the educational policy or proper administration of the public school system of the state, the State Board's visitatorial power authorizes it to correct all abuses of authority and to nullify all irregular proceedings.

2. Authority over the general care and supervision of public elementary and secondary education, as well as childcare facilities, juvenile services education, and vocational rehabilitation services. Among its specific powers are the following:

a. Quasi-Judicial Powers

i. With the advice of the attorney general, explain the true intent and meaning of the Education Article and the Board's bylaws, rules, and regulations.



- ii. Decide all controversies and disputes under the Education Article – the decision of the State Board is final.
- iii. Order public and non-public schools to correct deficiencies or to end operations if fails to meet the standards established by the State Board.
- iv. With approval of the governor, remove for cause any elected local board member.

b. Legislative Powers

- i. Determine the elementary and secondary educational policies of the state.
- ii. Implement the provisions of the Education Article that pertain to the public schools and adopt bylaws, rules, and regulations for the administration of the public schools.
- iii. Establish basic policy and guidelines for the program of instruction for the public schools.
- iv. Establish rules and regulations for the promotion of students in a public school and graduation from a public high school.
- v. Adopt bylaws, rules, and regulations for the approval and accreditation of all public schools and establish standards for and certify the approval of non-public schools.
- vi. On the recommendation of the state superintendent, establish standards and guidelines for planning and constructing school building projects.
- vii. With the Professional Standards and Teacher Education Board, develop rules and regulations for the certification of teachers and professional personnel and requirements for preparation of teachers and other education personnel.

c. Executive Powers

i. Appoint state superintendent of schools. The state superintendent serves a four-year term and is responsible for the administration of the MSDE and carries out the educational policies of the State Board. The state

superintendent is the chief executive, and also serves as secretary and treasurer of the State Board.

- ii. Institute legal proceedings to enforce the Education Article and Board's regulations.
- iii. Prepare and send to the governor an annual state public school budget including the appropriation for the Department and state aid to the counties and Baltimore City for current April 2020 Page 6 expenses, for student transportation, and for the construction of school buildings.
- iv. With the advice of the state superintendent, recommend to the governor and the General Assembly any legislation that it considers necessary.
- v. Accept federal funds allocated by Congress for public schools and serve as educational authority for the expenditure and administration of these funds.

Additional Information

➤ Kirwan Commission and the Blueprint for Maryland's Future

The Kirwan Commission on Innovation and Excellence in Education was a multi-year initiative to research and develop major funding and policy reforms to improve the quality of Maryland's public education system to benefit each of the nearly 1 million students, which will in turn benefit the state's economy and quality of life for all Marylanders.

Key components of the Kirwan Commission's work include:

- The APA Funding Adequacy Study: Expert analysis of what Maryland's educators and experts have determined needed to improve our schools.
- The National Center on Education and the Economy (NCEE) Framework: What experts recommend as the building blocks for creating an innovative and globally competitive education system.
- The passage of Question 1 on the 2018 statewide ballot amended the state constitution to shift more than \$500 million in casino revenues to actually increase school funding above present levels.
- The Kirwan Commission's Interim Report: Issued in January of 2019, based on the NCEE framework, and building on the Adequacy Study through the continuing assistance of APA.
- The Blueprint for Maryland's Future: Senate Bill 1030 is the legislation enacted in 2019 to launch three-years of increased funding for PreK, special education, teachers' pay, and



other programs (i.e., \$255 million in 2019-2020, \$355 million in 2020-2021, and at least \$370 million in 2021-2022).

- The Funding Formula Workgroup: Meeting in the summer and fall of 2019 to develop final recommendations for the full Commission to receive in November to incorporate into final legislative recommendations.

On March 14, 2020, the Blueprint for Maryland's Future Act was passed by the General Assembly. The governor vetoed the legislation on May 7, 2020. The summary is intended to describe the policy and funding provisions, including implementation timelines, intended under the Blueprint legislation as passed by the legislature and presented to the governor. However, if the legislature overrides the governor's veto of HB 1300, the bill will take effect 30 days following the veto override in precisely the same form as passed in the spring of 2020. Therefore, separate "companion" legislation would be needed to amend the timelines, funding, and other provisions contained in HB 1300.

➤ COVID-19 Response

As a result of the COVID-19 pandemic, Maryland's education community faced an extraordinary challenge requiring the deployment of individual and collective expertise to address the needs of students, families, staff and faculty. As a result, MSDE and partners redefined education as outlined in the Maryland Together: Maryland's Recovery Plan for Education, one of the first comprehensive education recovery plans in the country. This plan outlines 13 requirements necessary for the safe and successful reopening of schools, which continues with MSDE leadership and support.



On January 15, 2021, State Superintendent Karen B. Salmon announced \$781 million in additional funding to assist Maryland schools and students recovery from the impacts of the COVID-19 pandemic. This funding, allocated through the federal Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, provides grant awards directly to local school systems and the SEED School to assist in reopening classrooms, assess and address learning loss, provide targeted tutoring, and support other initiatives to help alleviate the impacts of the pandemic.

The new funding, more than four times the initial awards to state education agencies under the Coronavirus Aid, Recovery, and Economic Security (CARES) Act earlier this spring, is intended to help states and school districts reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19 on the students and families who depend upon public K-12 education. The funding allows flexibility so that local school leaders can address the needs of their individual schools and encourages investment in students with unique needs including children from low-income households, students and children with

disabilities, English language learners, racial and ethnic minorities, students experiencing homelessness, and youth in foster care.

In addition to the \$780 million in funding provided by CRRSA, the state of Maryland and the MSDE have already distributed \$400 million in emergency funding to assist with technology, supplies, materials, and equipment.

State of Maryland

Maryland has been called "America in Miniature" because so much is packed into its 10,460 square miles of land and water. You can find just about any kind of natural feature here, except a desert; that's because water is almost everywhere in Maryland. The "America In Miniature" title also applies to the role Maryland has played in the nation's history, from the founding of the United States to the present. And like the United States, Maryland is home to ethnic groups of every origin. Famous Marylanders include politicians, lawyers, painters, craftspeople, writers, health professionals, and religious leaders. Maryland was home to the first railroad, the first dental school, and the first umbrella factory. And Marylanders invented the gas light, the linotype machine, and the refrigerator.



Maryland is also called the "Old Line State" and "Free State." "The Old Line" nickname was given during the Revolutionary War, when 400 soldiers in the First Maryland Regiment fought a British force of 10,000 and helped General George Washington's army to escape. Washington depended on the Maryland Line throughout the war, and the soldiers' discipline and bravery earned Maryland its nickname.

The name "Free State" was given in 1919, when Congress passed a law prohibiting the sale and use of alcohol. Marylanders opposed prohibition because they believed it violated their state's rights. The "Free State" nickname also represents Maryland's long tradition of political freedom and religious tolerance.

The largest body of water in Maryland is the Chesapeake Bay, but there are also nearly 50 rivers and creeks, plus streams, lakes, ponds, and the Atlantic Ocean. These waterways have been sources of food, employment, transportation, and recreation for many centuries.

The majority of Maryland's citizens work in service jobs, which are located mostly in and around Washington, D.C., and Baltimore. The federal government is one of the area's largest employers.

Maryland is a leader in manufacturing, computers, communication, and other high-tech equipment. Not surprisingly, printing for the federal government and all those other service industries is big business. Food processing, from soft drinks and spices to seafood, is also important in Maryland.

Farming and harvesting seafood employ two percent of Maryland workers. Sixty-five percent of Maryland's farm income is from livestock, mostly poultry, and 35 percent is from crops. Flowers, shrubs, and trees are the leading money crops followed by corn, soybeans, tobacco, tomatoes, and apples. Marylanders have been making their living from the Chesapeake Bay since colonial days. Today, the yearly catch of seafood, from crabs to oysters to rockfish, is worth more than \$50 million.



Among the popular attractions in Maryland are the Fort McHenry National Monument; Harpers Ferry and Chesapeake and Ohio Canal National Historic Parks; Antietam National Battlefield; National Aquarium, USS Constellation, and Maryland Science Center at Baltimore's Inner Harbor; Historic St. Mary's City; Jefferson Patterson Historical Park and Museum at St. Leonard; U.S. Naval Academy in Annapolis; Goddard Space Flight Center at Greenbelt; Assateague Island National Park Seashore; Ocean City beach resort; and Catoctin Mountain, Fort Frederick, and Piscataway parks. Maryland is also home to professional sports teams including the Baltimore Orioles, the Ravens, and the Washington Football team.

Nomination and Application Process

Salary

Salary will be competitive and commensurate with qualifications and experience.

How to Apply

Greenwood/Asher & Associates, LLC is assisting the Maryland State Board of Education in this search. Individuals who wish to nominate a candidate should submit a letter of nomination including contact information for the nominee. Inquiries and nominations should be directed to Jan Greenwood, founder, at jangreenwood@greenwoodsearch.com or Julie Holley, senior executive search consultant, at julieholley@greenwoodsearch.com.

Application review will begin immediately and continue until the position is filled. The position is expected to begin July 1, 2021. Application materials should include a letter addressing how the candidate's experiences match the position requirements, a curriculum vitae or resume, and five references. Submission of materials as PDF attachments is strongly encouraged.



For more information about the Maryland State Department of Education please visit <http://marylandpublicschools.org>

The Maryland State Department of Education does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, or sexual orientation in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to department policy, please contact:

The Equity Assurance and Compliance Office of the deputy state superintendent for finance and administration at:

- The Maryland State Department of Education, 200 W. Baltimore Street - 6th Floor Baltimore, Maryland 21201-2595; or
- Call 410-767-0426 - voice, 410-767-0431 - fax, or 410-333-6442 - TTY/TDD.