

# MARYLAND BOARD OF EDUCATION

## MARYLAND DEPARTMENT OF EDUCATION

# LEADERSHIP PROFILE REPORT

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February 12, 2016



**HYA** Executive Search  
Hazard, Young, Attea & Associates

# Survey Participants

<b>Group</b>	<b>Personal Interviews or Focus Groups</b>	<b>Online Survey</b>
Board	12	N/A
Educator; Public PreK-12	90	306
Educator; other, higher education, military, private, charter	5	51
Elected or Appointed Official	13	29
Employer		11
General Public	42	69
Parent and/or Guardian of a student in MD Public Schools	6	206
<b>Total</b>	<b>168</b>	<b>672</b>

# Maryland State Superintendent

## Desired Characteristics

**After seeking input from its own members as well as parents, educators, students, and community through the state via focus groups, interviews, and an online survey, the Maryland Board of Education seeks a strong educational leader who:**

- Possesses and can articulate a strong vision for educational excellence as well as a solid track record of providing leadership to achieve that vision
- Understands the complexity of sustaining and improving excellence in a state with great diversity
- Has successful experience providing leadership and strategies to address achievement gaps
- Creates a highly visible and approachable presence throughout the State of Maryland
- Builds a collaborative and vibrant relationship with the MSDE staff, LEA's and the elected officials of Maryland for a shared vision of continuing the nationally recognized achievement of the schools
- Fosters trust and transparency
- Is a strong communicator who listens actively
- Is both collaborative and decisive, demonstrating both creativity and risk-taking skills, but also who will celebrate and build on the existing strengths of Maryland
- Is willing to make a long-term commitment to Maryland
- Possesses the ability to build relationships and trust with all constituencies in Maryland

# Consistently Reported Themes

## ***Strengths***

- Educational financial resources are strongly supported throughout Maryland
- Highly educated--many citizens with advanced degrees
- Location and size—Federal Government and a centerpiece of excellence for the Northeast corridor, 24 LEA's
- Long term and committed employees, support staff, teachers and administrators in every LEA
- Maryland is a vibrant exciting place to live for families and children
- Maryland schools excel at the highest levels of public education
- MSDE staff is high quality and highly valued
- State Superintendents have provided strong leadership
- Supportive community and supportive and engaged parents
- Top caliber instruction and curriculum

# Consistently Reported Themes

## ***Challenges/Concerns/Issues***

- Ability to continue to attract, develop and retain great teachers and administrators (Maryland is an import state)
- Achievement gap is large and not being addressed sufficiently at the State level
- Assessment and testing concerns—too much and how does ESSA change and impact
- Changing Maryland State Board of Education could be a challenge for the new Superintendent
- Charter schools and school choice—restrictive in Maryland and some want this to change but many support the current approach

# Consistently Reported Themes

## ***Challenges/Concerns/Issues***

- Diversity—all forms—is enough being done to meet the needs of a more diverse student body
- Establish a clear mission and vision for public education that is supported statewide, and also aligned with international benchmark
- High achievement record is hard to maintain and improve
- Many desire a more collaborative and communicative MDSE and MSBE
- MSDE is in good shape and doesn't need wholesale change
- Relationships with Annapolis and the Governor

# Maryland State Superintendent

## Desired Characteristics

**The successful candidate will satisfy Maryland's statutory requirements for this position. With regard to experience and accomplishments, the successful candidate will:**

- **Demonstrate a solid and relevant track record of increasing responsibilities and success in pursuit of educational excellence for all children.**
- **Possess deep knowledge and experience in the field of education with a track record of success in navigating the political relationships that impact it.:**

# Consistently Reported Themes

## ***Desired Characteristics***

- Accessible, approachable and visible
- Cares about students
- Champion high expectations for employees and all students
- Coalition builder—inspires through vision and can communicate a passion for education
- Community politician—with relationship building and ability communicate and connect with all groups and constituencies
- Educationally experienced preferably in Maryland with exceptional skills and knowledge of curriculum and policy



# Consistently Reported Themes

## ***Desired Characteristics***

- Excellent communication skills
- High integrity, honesty and ethics
- Humble servant leader
- Political skills are a must!
- Savvy with technology and data driven
- Strategic planning experience and track record
- Supervision for accountability
- Transparent to a fault

# On-Line Survey Participants

	Frequency	Percent
Educator; Public PreK-12	306	45.5
Educator; other, higher education, military, private, charter	51	7.6
Elected or Appointed Official	29	4.3
Employer	11	1.6
General Public	69	10.3
Parent and/or Guardian of a student in Maryland Public Schools	206	30.7
Total	672	100.0

# On-Line Survey

## **The top-rated characteristics respondents selected for a superintendent were:**

- Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.
- Listen to and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.
- Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.
- Provide support for all students, teachers, and school-based personnel to achieve personal growth and fulfillment.
- Foster a positive professional climate of mutual trust and respect among educational groups and interests.

**Percentage of Respondents Who Selected Each Item (By Subgroups)**

		ALL (672)	Educator [Public] (306)	Educator [Other] (51)	Elected/ Appointed Official (29)	Employer (11)	General Public (69)	Parent/ Guardian (206)
Number indicates rank order by overall results								
14	Strive for continuous improvement in all areas of education throughout the state.	27%	26%	39%	28%	27%	23%	27%
15	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	27%	30%	31%	17%	36%	22%	24%
16	Communicate effectively with a variety of audiences and in a variety of ways.	27%	25%	33%	48%	45%	26%	24%
17	Promote high expectations for all students and personnel.	27%	25%	31%	48%	27%	19%	27%
18	Serve as an effective liaison with local, state, and federal educational agencies and organizations.	26%	26%	41%	41%	9%	26%	23%
19	Align budgets, long-range plans, and operational procedures with the State's vision, mission, and goals.	25%	25%	25%	34%	0%	30%	22%
20	Increase academic performance and accountability for all its students, especially for low-achieving schools.	24%	20%	35%	34%	18%	28%	25%
21	Be an effective manager of the Maryland State Department of Education's day-to-day operations.	24%	22%	35%	38%	18%	29%	20%
22	Understand and support Science, Technology, Engineering, and Mathematics (STEM) education.	23%	20%	14%	14%	27%	33%	28%
23	Be accountable by operating under objective measures of success determined by state and national standards with data-driven actions to enhance learning for every student.	16%	13%	27%	17%	0%	25%	16%
24	Maintain positive and collaborative working relationships with the Maryland State School Board members.	16%	15%	10%	21%	18%	28%	14%
25	Utilize technology that links all data with analytic and instructional tools to promote student learning.	11%	9%	20%	24%	9%	10%	12%

**Percentage of Respondents Who Selected Each Item (By Subgroups)**

		ALL (672)	Educator [Public] (306)	Educator [Other] (51)	Elected/ Appointed Official (29)	Employer (11)	General Public (69)	Parent/ Guardian (206)
<b>Number indicates rank order by overall results</b>								
1	<b>Hold a deep understanding of the teaching/learning process and ensure that the Maryland State Department of Education supports quality instruction and student learning.</b>	50%	55%	47%	38%	27%	45%	48%
2	<b>Listen to and effectively represent the interests and concerns of students, staff, parents, legislators, business interests, and community leaders.</b>	42%	43%	45%	31%	55%	43%	42%
3	<b>Provide every student with highly effective teachers, educational leaders, and all other school personnel necessary to achieve success consistent with measureable goals.</b>	41%	36%	31%	28%	45%	43%	51%
4	<b>Provide support for all students, teachers, and school-based personnel to achieve personal growth and fulfillment.</b>	39%	45%	27%	17%	27%	33%	39%
5	<b>Foster a positive professional climate of mutual trust and respect among educational groups and interests.</b>	38%	44%	47%	31%	36%	49%	25%
6	<b>Promote meaningful engagement with parents, families and community members to support academic achievement and individual success.</b>	36%	28%	33%	24%	36%	32%	51%
7	<b>Have a clear vision for a world-class educational system that prepares all students to be college and career ready.</b>	34%	34%	33%	41%	45%	39%	30%
8	<b>Be innovative in integrating technologies, instructional strategies, and emerging skills that enable all students to reach their full potential in a globally competitive environment.</b>	31%	26%	47%	41%	36%	29%	33%
9	<b>Ensure that all districts provide safe and caring school environments.</b>	31%	28%	22%	21%	45%	28%	40%
10	<b>Lead in an encouraging, participatory, and team-focused manner.</b>	30%	35%	33%	14%	36%	26%	26%
11	<b>Promote student physical and mental health and fitness to help students achieve academically and develop habits of healthy living.</b>	30%	27%	29%	10%	36%	30%	36%
12	<b>Hold a deep appreciation for the diversity across the State of Maryland.</b>	29%	31%	39%	28%	36%	32%	24%
13	<b>Be visible throughout the State and actively engaged with governmental leaders regarding educational policy.</b>	29%	29%	33%	41%	55%	32%	25%