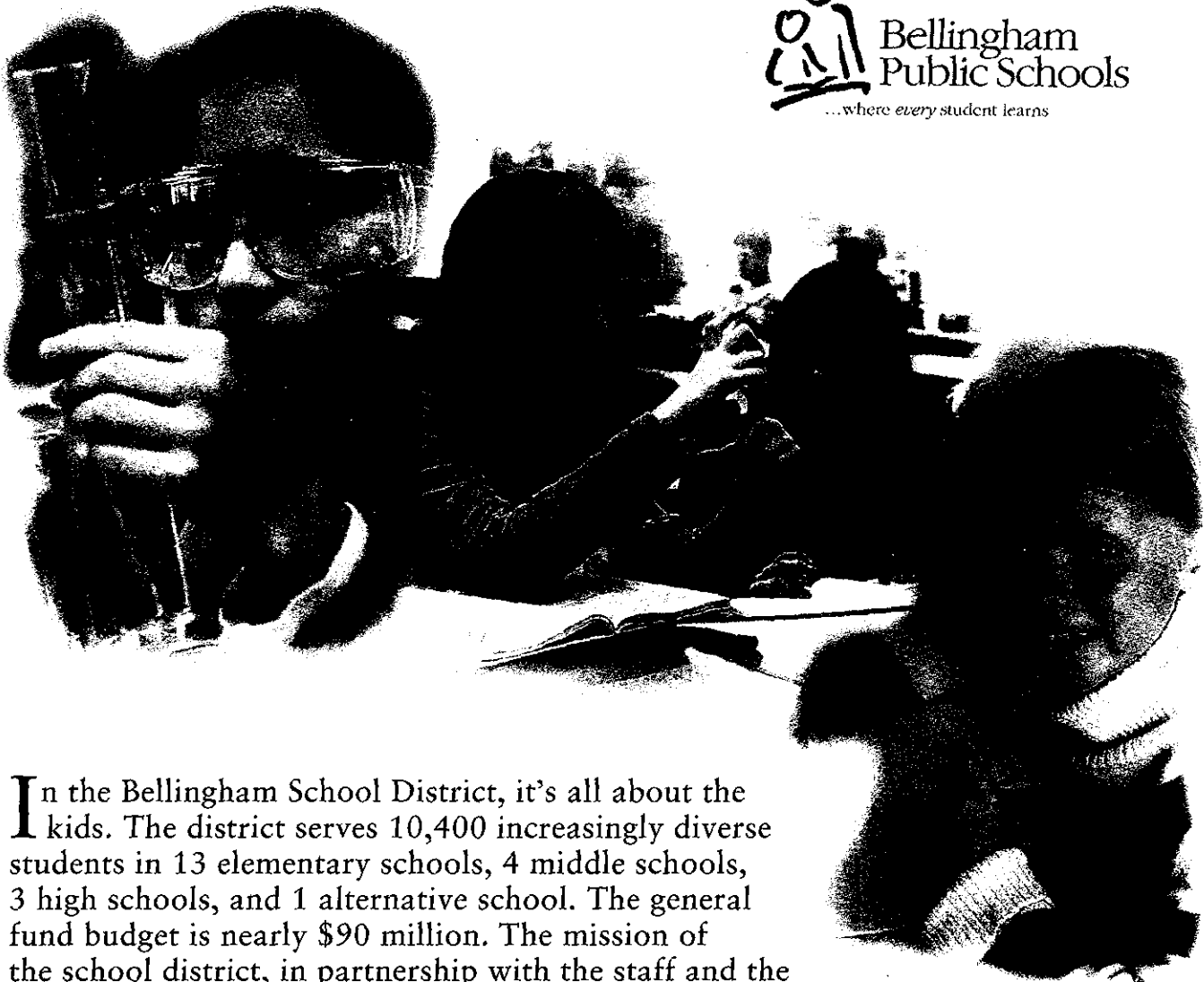


Cascade Consulting Group
Executive Search and Assessment

BELLINGHAM SCHOOL DISTRICT Seeks a New Superintendent



In the Bellingham School District, it's all about the kids. The district serves 10,400 increasingly diverse students in 13 elementary schools, 4 middle schools, 3 high schools, and 1 alternative school. The general fund budget is nearly \$90 million. The mission of the school district, in partnership with the staff and the community, is to provide students with the knowledge, skills, and qualities required to be successful in a changing and diverse world. The focus of the strategic plan is to prepare every student for college, career, and citizenship.

During the last few years, students have made significant gains in all subject areas. For example, 90 percent of the students in 9 of the 13 elementary schools score at or above the state standard in reading. The number of 7th graders meeting the standard increased by 7 percentile points last year, and among 10th graders, that number improved by 8 percentile points. The state of Washington has recognized the district as a model of a high-achieving school system.

The retiring superintendent, in cooperation with talented administrators, dedicated teachers, and a supportive board and community, has done an excellent job of getting the district on a path of continuous improvement in student performance. This direction, as reflected in the strategic plan, has a broad base of internal and external support. The strategic plan focuses on teaching and learning, personalizing learning in the school environment, and engaging families and the community in student learning. The staff in Bellingham schools is working hard to make the transition from a good school system in which many students succeed, to a great school system that progressively prepares all students for high levels of achievement. The transition from good to great is not easy and will require vision, leadership, maturity, resilience, and courage by the new superintendent, the school board, administrators, and staff.

Although the district has significantly improved student performance in reading and writing, it recognizes that more attention will need to be focused on math and science. The district also needs to ensure that all students, particularly those graduating next year, meet the 2008 state graduation requirements.

THE COMMUNITY

Bellingham, Washington, 85 miles north of Seattle and 50 miles south of Vancouver, British Columbia, is one of the most scenic and charming small cities in the United States. Framed by glacier-covered mountains, a beautiful bay, and the magnificent San Juan Islands to the northwest, Bellingham is one of the most livable cities in the country. A number of publications, including *Money* magazine and *Forbes*, have highlighted Bellingham as a desirable community for business and family life.

The city's easy access to urban amenities is matched by an abundance of outdoor recreational activities within minutes of downtown. Residents and visitors enjoy snow sports in the nearby mountains in the winter and boating in the summer on Bellingham Bay and around the San Juan Islands. Fishing, kayaking, swimming, river rafting, golf, and biking are readily available. Bellingham ranks second only to Santa Fe, New Mexico, in having the highest number of arts-related businesses per capita among all U.S. metropolitan areas. The community also offers a variety of cultural attractions, including museums, art galleries, theater productions, and musical performances. Bellingham is home to Western Washington University, Bellingham Technical College, and Whatcom Community College.



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ISSUES

ACADEMIC PERFORMANCE The district has high expectations and is committed to the continuous improvement of student achievement. The new superintendent must be focused on academic excellence, the continued implementation of the strategic plan, and the professional

development program that has been supported by the Gates Foundation and the National Science Foundation. A major issue facing the Bellingham School District and other districts in Washington State is helping students meet the state-mandated 2008 graduation requirements.

COMMUNICATION One of the most difficult challenges facing any organization is the ongoing integration of effective two-way communication to build trust, confidence, and respect among the members of the organization and its stakeholders. This issue is complicated because of increasing state and federal requirements, changing student demographics, diverse family and community needs, and limited financial resources. It will be important for the new superintendent to make effective, two-way communications a priority to help internal and external audiences understand the direction of the district, its goals, and how it intends to implement the strategic plan. Communications must be consistent, clear, and transparent so that the opinions and perspectives of internal and external audiences are honored, heard, and considered before final recommendations are made.

FINANCIAL MANAGEMENT Every state, including Washington, is facing significant challenges in identifying adequate funding for education. Doing more with less is a constant

struggle and will require new approaches, creativity, and the ability to capture additional existing resources in the community through expanded partnerships with educational institutions, public agencies, business, and the greater community.

CAPITAL CONSTRUCTION PROGRAM Last year the community overwhelmingly authorized the construction of two new elementary schools, a significant reconstruction of one of the four middle schools, and the retrofitting of some schools to meet seismic requirements. Construction of the first elementary school, scheduled to open in 2008, will begin shortly. It is not expected that the

superintendent will manage the projects, but it is expected that the superintendent will work in cooperation with the facilities manager on the construction schedule and the efficient expenditure of public resources.

LEADERSHIP During the next several years, Bellingham will face a variety of challenges requiring thoughtful approaches that both honor the history and traditions of the district and recognize current realities. Continuous improvement will require creative problem solving coupled with the ability to capitalize on the district's success and foster new solutions. Leadership will be required to develop and facilitate a process that nurtures broad-based participation in decision making while continuously moving toward a decision in a timely manner. The new superintendent will need to listen to diverse groups of stakeholders and balance competing demands with available resources. The board, the current superintendent, and the staff have worked hard to establish a consistent and clear direction for the district that the community has supported. Although some changes are necessary and will be welcome, significant changes would be disruptive.

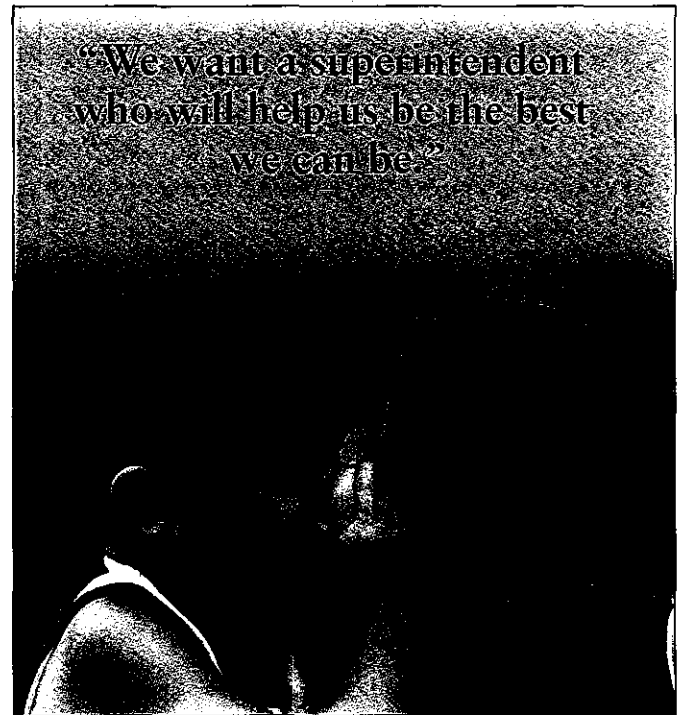
Several ongoing efforts will require the new superintendent's attention. For example, the superintendent will be asked to continue the implementation of the strategic plan, to work with staff to ensure that the curriculum aligns with state standards, and to work with high school principals and staff to adapt teaching and learning strategies to help all students meet state graduation requirements.

Although leadership will be required from the superintendent, distributed leadership should be encouraged from all stakeholders, particularly the principals. In dynamic organizations, no one person can or should be expected to know the answers or even all the questions that should be asked. Rather, a broad cross-section of stakeholders should be encouraged to participate in a decision-making

process that supports the airing of different points of view and creates a safe, civil, and constructive environment for dialogue. Honest and open discussions can lead to a stimulating problem-solving atmosphere that accepts creative risk taking and promotes a cohesive team effort in support of a vibrant and responsive educational system.

SKILLS REQUIRED

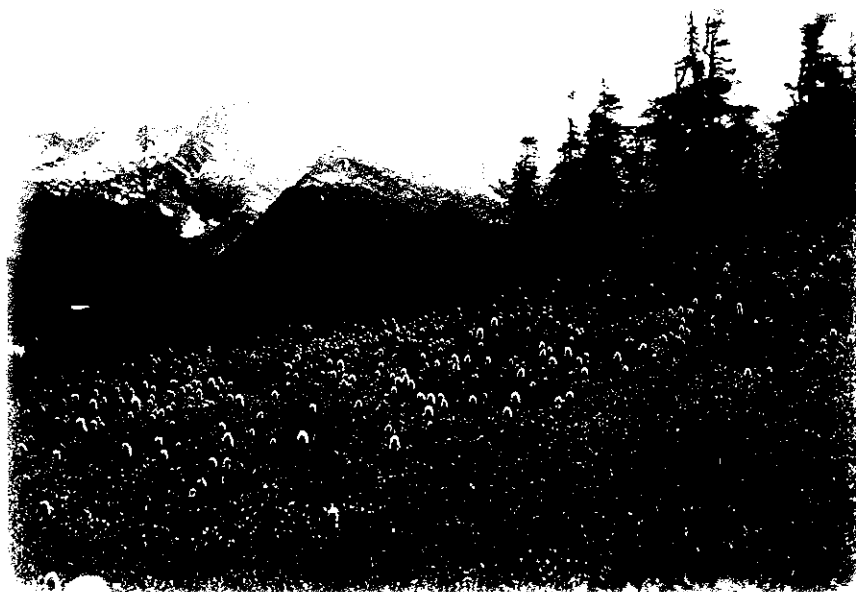
LEADERSHIP SKILLS Sophisticated leadership skills will be important to the success of the new superintendent. Changing demands and circumstances require innovative and creative approaches to both persistent problems and new challenges. The new superintendent must reaffirm the priority on student learning. He or she will need to clearly communicate district positions to internal and external constituents, help people see common issues in similar ways, develop clear alternative approaches to address the needs, assemble necessary resources, and motivate people to achieve district goals and objectives. The new superintendent will need to be a collaborative leader in the continuing efforts to implement the district's strategic plan. He or she will need to be a creative risk taker and a confident, situational leader.



It will be important that the new superintendent be visible in the community, as an active participant in community affairs; and visible in the schools, through direct and frequent interaction with students, teachers, administrators, and staff. The qualities of personal integrity and honesty are important to the community and the board.

FINANCIAL SKILLS A strong understanding and demonstrated skills in running a fiscally sound organization, especially in the public sector, are essential.

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desired but not necessary. Candidates should be able to demonstrate creative and innovative leadership in managing anticipated and unanticipated problems. Candidates should have experience negotiating collective-bargaining agreements and working effectively to continue building strong relationships with organized employee groups. A demonstrated high level of ethical leadership and management is essential. Experience working in a district that has shown continuous and substantial improvement in student achievement will be an important consideration for the board in the selection of the new superintendent. A background in curriculum and instruction, educational administration, and/or organizational development is preferred. A strong background in overseeing a fiscally sound organization is also preferred.

INTERPERSONAL SKILLS Effective leadership requires establishing and maintaining collaborative relationships. It is essential for the superintendent to have highly developed interpersonal skills, including the ability to inspire and motivate others. He or she must work constructively with the school board, teachers and support staff, parents and families, union leadership, business and government leaders, community groups, and the university to support continuous academic improvement of all students. He or she must be able to facilitate cooperation and, when necessary, negotiate differing perspectives and approaches.

COMMUNICATION SKILLS Effective communication between and among various constituents will be central to the success of the new superintendent. The new superintendent will need to be an active listener. Excellent oral and written communication skills are important, as well as the ability to build upon and implement a well-thought-out communications strategy. Effective communication requires the ability to establish a degree of trust between the district and the constituent groups. Good communication is especially important during periods of change. Without it, there is too much opportunity for misunderstandings to develop.

ACADEMIC SKILLS A rich and deep understanding of best practices for teaching and learning is desired.

EXPERIENCE AND EDUCATION REQUIRED

A combination of formal education, training, and experience that demonstrates expertise in leadership and management at a significant level of responsibility is required. This includes a minimum of a master's degree. A doctorate is strongly preferred. Previous experience as

INTERVIEW PROCESS

Applicants will be screened and assessed for minimum qualifications by Cascade Consulting Group/Hazard, Young, Attea and Associates. The board will select a number of people as semifinalists. Cascade Consulting Group/Hazard, Young, Attea and Associates will conduct preliminary interviews with this group. Final candidates will be chosen by the board and invited to visit the Bellingham School District for interviews with the board and others. Following the interviews, the school board will announce the appointment. We do not require the completion of an application form or the submission of college transcripts at this time. Final candidates will be expected to provide additional information to the district before the final interviews. Candidates who are interested in the position should visit hyasupersearches.com and follow the links to the on-line application process. Questions or additional information about the position can be directed to:

Mr. Lee T. Pasquarella
 Cascade Consulting Group
 One Bellevue Center, Suite 250
 411 108th Avenue NE
 Bellevue, WA 98004
 Telephone: (425) 455-8108
 Fax: (425) 637-5657
 E-mail: ltp@msn.com

Cascade Consulting Group

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October 14, 2008

Dr. Roberta Mayor
Interim Superintendent
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606

Dear Dr. Mayor,

Cascade Consulting Group, a national search firm located in Bellevue, Washington, is pleased to present you with a proposal to conduct a superintendent search for the Oakland Unified School District.

Cascade Consulting Group has 18 years of experience in conducting educational searches in California and throughout the country. We offer the Oakland Unified School District a team of people who have knowledge of the educational system in California, an understanding of the challenges faced by school districts in the state, and access to exceptional educators throughout the nation. Our team includes Dr. Rudy Crew, former superintendent in the Miami-Dade County School District, former Chancellor of the New York Public Schools, and former superintendent in Sacramento, California. He is widely acknowledged as one of the premier urban superintendents in the country and one of the most knowledgeable educators in the nation. Also on the team is Mr. Lee Pasquarella, president of Cascade Consulting Group, who has over 18 years of experience in conducting urban superintendent searches throughout the country. He has personally managed over 200 searches and has built an extensive network of talented leaders nationwide.

Our team is familiar with the circumstances, challenges, and opportunities facing the Oakland Unified School District. The new superintendent will need to be an exceptional financial manager, and must have in-depth knowledge of curriculum, instruction, and assessment, and a proven record of improving academic achievement for all students. Candidates must also have a gift for educational administration and organizational development. Although this is a difficult combination of skills to find, we are confident of our ability to identify, recruit, and help the board hire an exceptional leader for this position.

This proposal contains a brief description of our firm, a discussion of services, a timetable for searches, a statement of costs, references, and additional information on the consultants who will work in partnership with the board.

Thank you for the opportunity to express our interest in working with the Oakland Unified School District on this important search. If you would like any additional information, please call me at (425) 455-8108. I can also be reached via e-mail at ltl@msn.com.

Sincerely,

A handwritten signature in black ink, appearing to read "Lee T. Pasquarella". The signature is fluid and cursive, with a large initial "L" and "P".

Lee T. Pasquarella
President, Cascade Consulting Group



Cascade Consulting Group

411 108th Avenue N.E., Suite 250
Bellevue, Washington 98004
Tel: (425) 455-8108 Fax: (425) 637-5657
Email: htp@msn.com

**SUPERINTENDENT SEARCH
OAKLAND UNIFIED SCHOOL DISTRICT
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PROPOSAL OAKLAND UNIFIED SCHOOL DISTRICT SUPERINTENDENT SEARCH

BACKGROUND INFORMATION

Cascade Consulting Group is a national educational search firm based in Bellevue, Washington. During the past 18 years we have conducted more than 200 education searches. The firm has a national reputation for its ability to match the skills, talents, backgrounds and interpersonal characteristics of candidates to the needs of districts. This approach will be particularly important in the search for the new superintendent in Oakland.

During the last few years we have conducted a number of successful educational searches for urban school districts. These include the following:

- Superintendent – Inglewood , CA
- Superintendent – Nashville, TN
- Superintendent – Tacoma, WA
- Three Community Superintendents in New York Public Schools
- Deputy Superintendent – Paterson, NJ
- Instructional Superintendents – Paterson, NJ
 - This was a district under state control
- Chief Academic Officer – Portland, OR
- Chief Academic Officer – Hartford, CT
- Director of Professional Development – Hartford, CT
- Area Academic Officer – Baltimore, MD
- Director of Special Education – Baltimore, MD
- Director of Curriculum & Instruction – New Haven, CT
- Director of Data Research – New Haven, CT
- Curriculum Director – Minneapolis, MN

These experiences have given us an appreciation for the challenges facing urban school districts and an understanding of the skills, background, and experiences needed by candidates to be successful in these environments.

SEARCH PROCESS

Many search firms seem to believe that all districts are pretty much the same and that any “good” superintendent can lead or manage “any” district. This attitude contributes to the high turnover among urban superintendents throughout the country. We believe that each district must be matched with a superintendent who best fits its specific needs.

At the outset we personalize our work with the school board and design a process that fits the district’s unique circumstances. We provide staff assistance to the board during the entire process. We provide all necessary administrative functions required for the identification of issues, the search for candidates, and the development of a first-year work plan and implementation strategy.

The key elements of the search process include the following:

- Development of Recruitment Criteria
- Recruitment
- Initial Screening of Candidates
- Consultant Interviews and Presentation of Final Candidates
- Board Interviews and the Selection Process

Development of Recruitment Criteria

Selection criteria are based on what the board and community want the superintendent to accomplish.

The success of our approach is dependent on a thorough understanding of the district, its culture, the community, the decision-making process of the organization, and, most important, what the board and community want the new superintendent to *accomplish*. Our task during this phase is to identify organizational, procedural, policy, and educational issues that the board, superintendent, and district face in the next 12 to 24 months.

The information gathered during this phase of the search process includes the following:

- Identification of the issues that need to be addressed in the next two years.
- Assessment of the skills, background, qualifications, and personal characteristics the new superintendent will need to succeed as the district addresses identified issues. This forms the basis of the criteria to be used in the search.

We go beyond the traditional step of developing a job description to identify responsibilities of the position and significant issues that require immediate atten-

tion. We detail a specific set of skills each final candidate must possess to be successful. By focusing on specific skills rather than general qualifications, we ensure a field of candidates who are prepared to lead the district and effectively deal with the issues identified by the board.

To gather information on the issues to be addressed and on the skills the new superintendent will need, we strongly recommend a process that involves a series of in-depth discussions with constituent groups identified by the board. At a minimum, we recommend discussions with each board member, appropriate central office staff, principals, teachers, parents, business people, and representatives of community groups.

We recommend broad-based participation of stakeholders.

Once district and community discussions are complete, we will draft a report that details the organizational issues that we have identified and the desired characteristics of the new superintendent. The report detailing this information will be submitted to the board for review and approval. This is an extremely important step in the process. Background discussions provide a wealth of information on the perceived needs of the district by a variety of constituents, giving the board a snapshot of the organization as seen by major stakeholders. It presents their views on what needs to be done and the skills required by the new superintendent. This allows the board to check its perceptions against those of the major stakeholders.

After approval by the board, the report becomes a public document, the foundation of an action plan, and the approved criteria to identify, recruit, and screen candidates. The report can be used as the basis of a recruitment brochure.

Recruitment

We do not rely on passive recruitment. Instead, we actively recruit individuals who have established reputations for success and have the skills and experience

Recruitment and selection require a careful match between the skills of the candidates and the needs of the district.

identified by the board and community. We use a variety of sources to identify and recruit candidates. These include national professional organizations, universities, superintendents around the country, national and local education experts, and targeted mailings. Each of our recent searches has yielded a large number of outstanding applicants. We make a special effort to ensure that our search process provides equal opportunities for women and minorities by reaching out to these and other groups.

Each of our recent searches has yielded a large number of outstanding applicants. We make a special effort to ensure that our search process provides equal opportunities for women and minorities by reaching out to these and other groups.

We will coordinate a comprehensive advertising and informational mailing campaign as part of the recruitment phase of the search process. This includes plac-

ing advertisements in selected professional journals and mailing letters describing the position to a list of recognized educational leaders.

Initial Screening of Candidates

Shortly after the application closing date, we review the applications to identify candidates who meet the minimum qualifications for the position. A second review of applications includes telephone discussions with applicants, a careful review of academic and professional credentials, and a review of background information provided by the candidate. Based on this information, we meet with the school board in executive session and recommend a list of candidates for additional consideration.

During this meeting with the board, we seek authorization to travel to candidates' work or home locations for comprehensive interviews lasting one to three hours. We believe this is an essential aspect of the search process. Résumés and personal references present technical qualifications and background, while personal references typically provide another, but still limited, perspective on the candidate. These elements are important, but they offer information on only a portion of the skills needed to be successful in the complex and intensely human environment of public schools. Personal, in-depth interviews with the candidates provide the opportunity to explore other important considerations, such as personal presentation and oral communication styles, and more substantive areas, such as intelligence, integrity, motivation, and character.

Consultant Interviews and Presentation of Final Candidates

Our interviews consist of a set of questions developed to measure management skills, interpersonal skills, and personal traits and characteristics. These questions are combined with a set of questions developed specifically for the position, using the issues and the needed skills identified in the recruitment criteria.

We ensure that recommended candidates "fit" the district and community.

Based on the information gathered from personal interviews with each semifinalist and discussions with the board, we will present information on each of the candidates for consideration by the district. The board or its designee then selects an appropriate number of candidates for final interviews in the district.

Following approval of final candidates by the board, our team will perform the following steps:

- Coordinate a thorough review of each final candidate's references.
- Independently verify academic and professional credentials.

- Prepare a description of each final candidate's background, experience, skills, management and leadership styles, and personal information relevant to the position.
- Prepare sample contract language and research salary and fringe benefit information, if needed.
- Facilitate board member visits to the communities of the final candidates, if desired.

Board Interviews and the Selection Process

The final interview and selection process is specifically tailored to meet the district's needs and expectations. This may include individual interviews, panel interviews, use of an advisory committee, or a combination of selection components. During this final phase of the search, we play a coordinating role. We participate in final interviews as either an observer or active panel member, at the discretion of the board, and are available to answer questions and assist in final selection and evaluations.

Although negotiations with the selected candidate are the responsibility of the board, we can help establish the framework of negotiations by identifying issues and requirements of the employment relationship. If requested, we become an active participant in negotiations. We are also responsible for notification of all unsuccessful applicants at each stage of the process.

GUARANTEE

Our firm has a recognized record of success in executive search, and we are proud of the men and women we have helped to identify and recruit for significant positions of responsibility and public trust throughout the nation. We have confidence in our process and the candidates it produces for consideration by public and private organizations. We also recognize, however, that each organization invests a great deal of time, energy, and resources in the search process. *Therefore, we guarantee our clients that, should a selected candidate resign or be terminated for cause within one year from date of hire, we will conduct a replacement search at no charge, other than direct expenses related to the search.*

TIMELINE

Our search process normally requires approximately 90 to 120 days. This schedule can be adapted to the needs of the district.

Phases of the Search Process	Months		
	1	2	3
Development of Recruitment Criteria		<i>Criteria</i>	
Recruitment		<i>Recruitment</i>	
Initial Screening of Candidates		<i>Screening</i>	
Consultant Interviews		<i>Interviews</i>	
Presentation of Final Candidates		<i>Final</i>	
Final Candidate Interviews by the Board		<i>Board</i>	

FEE AND ESTIMATED COSTS

The professional fee for our services to the Oakland Unified School District will be \$28,500, plus direct expenses such as travel, advertising, long-distance telephone charges, editorial services, mailing costs, and printing.

The professional fees are billed at three stages in the search. The first payment is billed when the contract is signed, the second payment is billed after 45 days, and the final payment is due at the completion of the search. Expenses are billed bi-monthly and are supported by receipts. Professional fees and expenses are subject to state and local excise taxes.

Additional Optional Costs – *At the discretion of the board*

Estimated publishing and advertising expenses	
<i>Advertising</i>	\$2,000
<i>Brochure, if desired by the board</i>	\$2,000
<i>Editorial services</i>	\$ 750
Mailing & other costs of distributing information	
<i>Mailing (postage and stationery)</i>	\$ 300
<i>Mailing lists</i>	\$ 500
<i>Mailing services</i>	\$ 300
Long-distance telephone	\$ 500
Miscellaneous	\$ 600
Estimated optional travel expenses	
Interview 10 semifinal candidates	\$3,000

CONSULTANT INFORMATION

Lee T. Pasquarella

Mr. Lee T. Pasquarella will be the principal consultant and contact with the district. He has been conducting superintendent searches for the past 18 years in districts throughout the country. He has extensive experience working with volunteer and elected officials in the development of public policy, the implementation of organizational change, leadership training, and the development of public-private partnerships between education, government, business, and nonprofit groups. He is particularly skilled at working with the community during the search, helping diverse boards reach consensus, and providing the information needed by boards to make informed decisions.

Mr. Pasquarella has been active in K–12 and higher education and on issues associated with youth and families for over 30 years. As a public official, businessman, and active citizen, he has designed and implemented a number of educational programs in public schools. These include a school-based health, nutritional, and recreational program for senior citizens; a school-to-work transition program; a cooperative educational program between the community colleges and public school districts; a program to honor public school teachers and principals; a leadership and management training program for principals, administrators, and superintendents; and a series of public-private partnerships between government, business, and education.

Mr. Pasquarella is a former member of the Seattle Community College's Board of Trustees, chair of the Seattle Business Committee for Excellence in Education, a member of Citizens' Leadership for Education, former executive committee member of Partnerships in Public Education, former chair of MetroCenter-YMCA in Seattle, and former chair of KidsPlace. He founded the Management Academy, a consortium of 9 public schools and over 70 corporations working with principals on leadership and management issues in western Washington, the Superintendents Leadership Academy in Washington State, and the Center for Leadership in American Schools. He was awarded a Master's Degree in Public Administration from the Maxwell School at Syracuse University and an undergraduate degree from the University of Connecticut.

Dr. Rudy Crew, Former Superintendent of Schools, Miami–Dade County Public Schools

Dr. Rudy Crew became superintendent of Miami–Dade County Public Schools in 2004. He is a lifelong educator whose career has extended from the classroom to the chancellorship of the nation's largest school district, New York City Public Schools, where he served from 1995 to 1999. Before becoming superintendent in Miami, he served as director of district reform initiatives at the Stupski Founda-

tion, a private foundation created in 1996 to support the improvement of public education. Previously, he served as executive director of the Institute for K-12 Leadership (a partnership of the University of Washington in Seattle and WestEd, based in San Francisco), superintendent in Tacoma, Washington, and superintendent in Sacramento, California. Throughout his career, he has dedicated his talents to ensuring a quality education for children of all backgrounds.

A native of Poughkeepsie, New York, Dr. Crew holds a Doctor of Education degree in educational administration and a Master of Education degree in urban education from the University of Massachusetts at Amherst. He earned his B.A. degree in management from Babson College in Wellesley, Massachusetts. He has served as an associate in education at the Harvard Graduate School of Education; as adjunct assistant professor in urban education at California State University; and as adjunct professor at Lesley College for its college outreach program.

Dr. Crew is widely recognized as one of the most innovative and charismatic urban educational leaders in the country. He serves on the boards of numerous organizations, including the Washington Association of Black School Educators. He is a recipient of many awards, including the NAACP Educational Leadership Award, the Arthur Ashe Leadership Award, and the Association of California School Administrators Administrator of the Year Award, and the American Association of School Administrators Superintendent of the Year award.

SUPERINTENDENT SEARCHES CONDUCTED BY CASCADE CONSULTING GROUP (PARTIAL LIST)

Searches for Similar School Districts

Portland Public Schools (OR)

Chief Academic Officer – search currently underway

Tacoma School District (WA)

Superintendent

Nashville Metropolitan School District (TN)

Superintendent

New York City Public Schools

Superintendent – Manhattan

Superintendent – Staten Island

Superintendent – Boces

State of Michigan

Superintendent of Public Instruction

Horry County School District (SC)
Superintendent

Inglewood School District (CA)
Superintendent

Baltimore City Schools (MD)
Area Academic Officer
Director of Special Education

Paterson (NJ)
Deputy Superintendent
Instructional Superintendents

New Haven (CT)
Director of Curriculum and Instruction
Director of Data Research

Hartford School District (CT)
Deputy Superintendent
Director of Professional Development

Other Educational Searches

Stupski Foundation (CA)
Superintendents in Residence
Program Managers

Other School Districts

Billings School District (MT)
Superintendent

Santa Monica--Malibu USD (CA)
Superintendent

Kyrene School District (AZ)
Superintendent

Sunnyside Unified School District (AZ)
Superintendent

Rochester School District (MI)

Superintendent

Redmond School District (OR)

Superintendent

Bellingham School District (WA)

Superintendent

Mercer Island School District (WA)

Superintendent—2004 & 2008

North Kitsap School District (WA)

Superintendent

Peninsula School District (WA)

Superintendent

Tahoma School District (WA)

Superintendent

Central Kitsap School District (WA)

Two superintendent searches

Pasco School District (WA)

Superintendent

Snohomish School District (WA)

Superintendent

Everett School District (WA)

Superintendent

Marysville School District (WA)

Superintendent

Issaquah School District (WA)

Superintendent

Riverview School District (WA)

Superintendent

Lake Pend Oreille School District (ID)

Superintendent

Everett School District (WA)

Financial Manager

Shoreline School District (WA)

Financial Manager

Federal Way School District (WA)

High school principal

Highline School District (WA)

Director of Human Resources

Director of Curriculum Design and Assessment

EDUCATIONAL REFERENCES FOR CASCADE CONSULTING GROUP

Kathleen Harkey, former school board member in Nashville, TN
(615) 292-6973

Dr. Steven Adamowski, superintendent, Hartford Public Schools. We conducted a search for a Chief Academic Officer for Dr. Adamowski.
(860) 695-8401

Dr. Ron Epps, former superintendent in Columbia, SC, and former Superintendent in Residence at the Stupski Foundation. I conducted a number of searches for Dr. Epps in several urban districts. He is in a position to evaluate and assess our work in identifying and recruiting talented people for positions in urban centers.
(803) 518-5661

Superintendents and Others

Mr. Jerome Colonna, Superintendent, Beaverton (OR) School District
(503) 591-4401

Dr. Jane Hammond, former Superintendent in Residence, Stupski Foundation. I conducted a number of searches for her at the Stupski Foundation and when she was superintendent in Everett, WA.
(415) 509-4155

THE INGLEWOOD UNIFIED SCHOOL DISTRICT SEEKS A SUPERINTENDENT OF SCHOOLS



Inglewood, California, a suburb of Los Angeles, has a rich history that begins with the Centinela Adobe, built in 1834 by Ygnacio Machado, the son of one of the soldiers protecting the first settlers of Los Angeles. During the next fifty years the Adobe became the center of a vast farming empire.

Shortly after a railroad station was built in the area, Inglewood became the first settlement to be carved out of the 25,000-acre Centinela Ranch in 1888. The new town of 300 residents opened its first school for thirty-three students in a livery stable on May 21, 1888.

By 1908 Inglewood was a booming community with a population of 1,200. From 1920 to 1925, it was the fastest-growing city in the United States. The Air Age began for Inglewood in 1927, when the Andrew Bennett Ranch was leased by Los Angeles and converted into Mines Field (later LAX). Charles Lindbergh flew the first passenger plane into the airport with Will Rogers as a passenger in 1928. Until World War II, Inglewood was the hub of an agricultural area. Defense industries transformed it into an urban community when the war brought new workers and their families to the city. It was here that the U.S. Air Force developed the country's first intercontinental ballistic missile, the Atlas.

During the 1960s and '70s, Inglewood continued to grow and develop. It became the home of two major hospitals—Centinela and Daniel Freeman; the Hollywood Park Racetrack; and the Forum, until recently the home of the world champion Los Angeles Lakers basketball team and the Kings hockey team. Today, with a population of more than 100,000, Inglewood is the thriving center of the Centinela Valley.

THE SCHOOL DISTRICT

The Inglewood Unified School District serves more than 17,000 diverse students in two high schools, two middle schools, thirteen elementary schools, and a continuation school. The district operates with a budget of \$200 million.

Inglewood is proud of the national recognition it has received for its academic achievements at the elementary school level. The district is a leading implementer of a prescriptive approach to reading in the elementary schools. The district's instructional program includes a City Honors High School, Advanced Placement programs, technology high schools, an innovative middle school program called "Gear-Up," a middle school magnet program, a partnership with UCLA, and a continuing effort to achieve the highest level of literacy for all students.

In November 1998, Inglewood voters overwhelmingly passed a \$131 million bond measure to provide funds for the construction and renovation of schools. These funds are being used to create outstanding schools and educational facilities, including state-of-the-art science and computer labs.

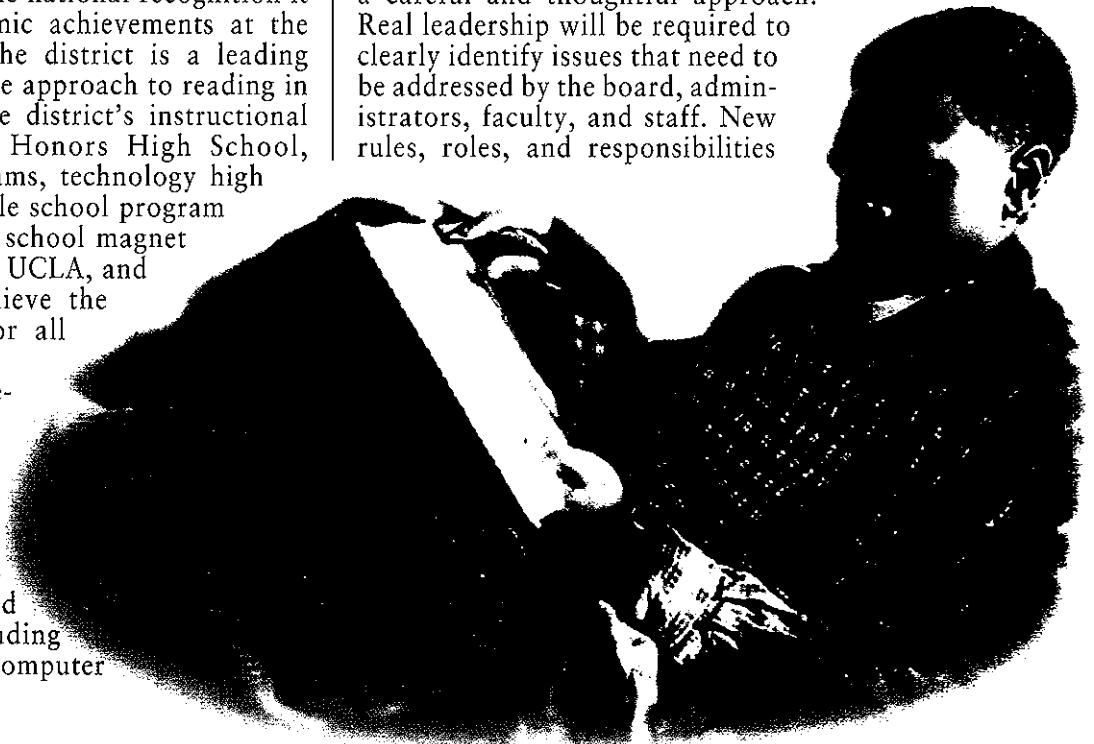
ISSUES

The following list of issues was developed after discussions with each member of the school board, the current superintendent, members of the superintendent's cabinet, teachers, principals, union leaders, representatives of the business community, parents, and other community members. The topics are not listed in order of importance. They are intended to provide an overview of the issues and challenges that must be addressed by the new superintendent, the board, and the district. This is not a comprehensive list, but rather a brief description of the main issues the district faces.

ACADEMIC ACHIEVEMENT Student learning is at the heart of the mission of the Inglewood Unified School District. The district is justly proud of the national recognition it has received for its elementary program, particularly in the area of reading and literacy. Students in second and third grade score well above

county, state, and national averages on state and national tests. This record of excellence needs to be continued as students progress through the system. Several efforts are underway and show promise of improving academic achievement. But additional attention and effort will be needed to support existing efforts, to continue to identify areas of weakness, to monitor and adjust programs as needed, and to develop new approaches to persistent problems. This, of course, is not an easy task, but with continual attention and leadership from the board and the superintendent, progress can be made in this area.

LEADERSHIP During the next several years, the district will face a variety of challenges that will require a careful and thoughtful approach. Real leadership will be required to clearly identify issues that need to be addressed by the board, administrators, faculty, and staff. New rules, roles, and responsibilities



will need to be clearly defined, articulated, understood, and agreed to by all major participants in the district's efforts to improve student performance. Leadership will be needed to develop a process through which participants accept both responsibility and accountability for outcomes. To accomplish this, the new superintendent will need to listen carefully and be a confident, reliable, and trusted leader. At times he or she may need to be decisive in the face of determined opposition, balanced and fair in the face of controversy. At other times leadership may require being a good follower. And at still other times it may require acting as a mediator, facilitator, or coach. It is important to recognize that although leadership from the superintendent is essential, leadership by the superintendent alone will not be sufficient. It should be encouraged from all levels within the organization.

The financial, program, and organizational challenges facing the district defy easy solutions.

Therefore, it is important that the superintendent be creative, energetically examine and challenge traditional views, encourage fresh thinking, and address persistent problems with new approaches.

ORGANIZATION AND MANAGEMENT Although leadership is essential, leadership alone is not enough. The new superintendent must have a demonstrated track record of excellent management and organizational skills needed to implement the goals and objectives of the board and the district. The appointment of a new superintendent offers a rare opportunity to step back and review established policies, procedures, organizational structure, and administrative responsibilities to make certain they are appropriate and consistent with the needs of the district. The new superintendent should make certain that all human and financial resources are aligned with the mission of the district and deployed as effectively and efficiently as possible. It is also important that the new superintendent, working in cooperation with the board, administrators, principals, teachers, and others, develop a clear and consistent system of program and staff accountability at all levels within the organization to make certain that everyone understands district priorities, his or her role in meeting the priorities, and how they will be held accountable for their work.

FACILITIES In 1998 the community passed a \$131 million bond issue known as Measure K. This provides for an ambitious renovation and modernization program. The new superintendent will need to examine the renovation and construction plan to make certain that it meets the expectations of the voters and serves the needs of the students and faculty. Successful implementation of this important program is crucial to maintain the trust and confidence of the entire community.

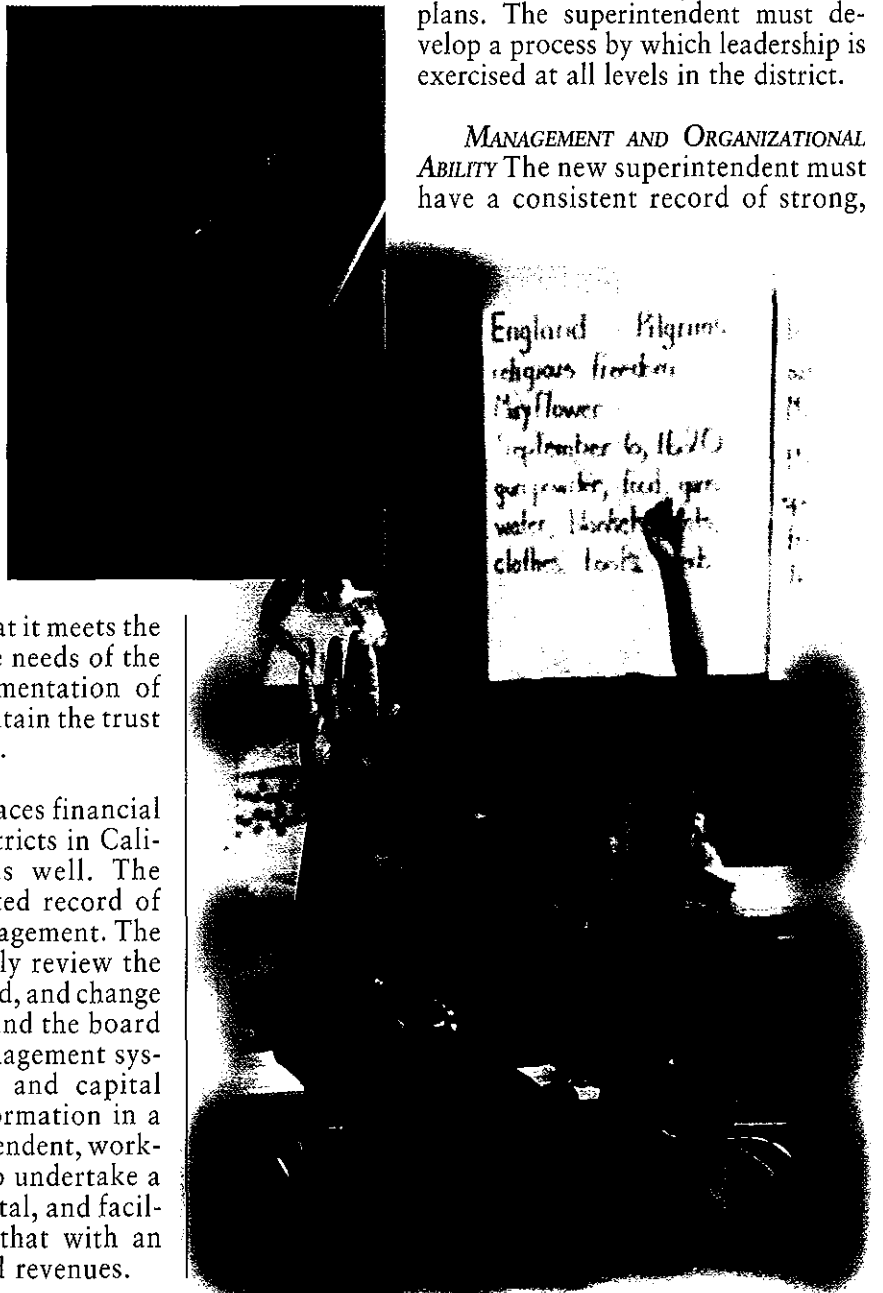
FINANCIAL MANAGEMENT The district faces financial challenges that are familiar to many districts in California and some additional issues as well. The superintendent must have a demonstrated record of excellent and conservative financial management. The new superintendent will need to carefully review the existing system, strengthen it where needed, and change it where necessary. The superintendent and the board must have confidence in a financial management system that monitors program, staffing, and capital expenditures and that displays this information in a timely and accurate fashion. The superintendent, working with the board and others, must also undertake a realistic assessment of the financial, capital, and facility needs of the district and compare that with an equally realistic assessment of estimated revenues.

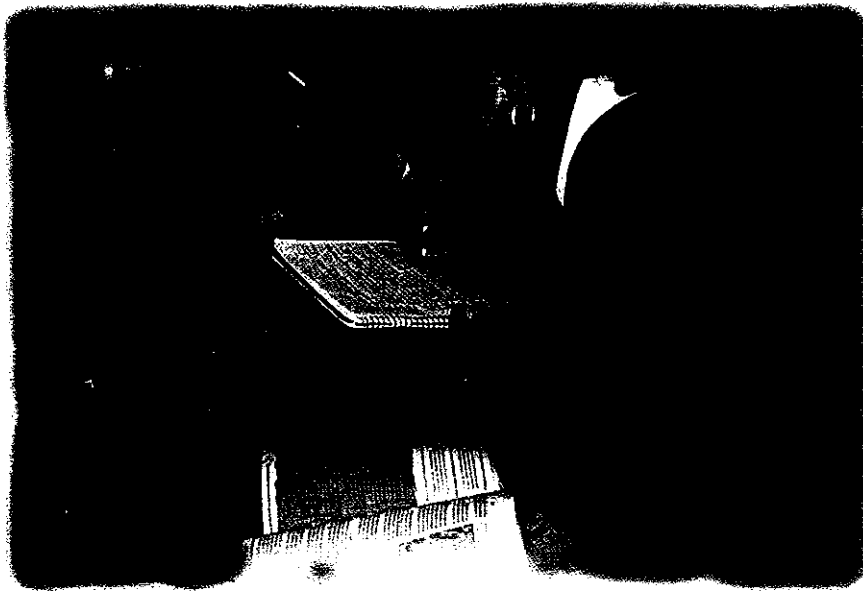
ACCOUNTABILITY The state of California has adopted state academic standards that students are expected to meet at designated grade levels. These requirements put tremendous pressure on the entire system but particularly in those areas that are underperforming. More effort will need to be taken to address academic, management, and leadership issues associated with the improvement of academic achievement, particularly in the secondary program. Part of this effort should include the development of a consistent and agreed-upon system of assessment and accountability.

SKILLS REQUIRED

LEADERSHIP Leadership is needed to identify changing demands, to clearly communicate the district's needs to internal and external constituents, to develop clear and consistent plans to meet the needs, to assemble necessary resources, and to implement action plans. The superintendent must develop a process by which leadership is exercised at all levels in the district.

MANAGEMENT AND ORGANIZATIONAL ABILITY The new superintendent must have a consistent record of strong,





EXPERIENCE REQUIRED

Although previous experience as a superintendent or senior educational manager is preferred, the district will consider candidates with relevant experience who have worked outside education. Direct management and supervision of a large, complex organization will be an important consideration for the board.

EDUCATION REQUIRED

A combination of formal education, training, and experience that demonstrates expertise in leadership and management at a significant level of responsibility is required. A minimum of a master's degree is required.

collaborative management and sound fiscal management. As the district establishes clear and consistent goals and objectives, the superintendent will need to make certain that the organizational structure meets the requirements of the district and the community. Although vision is important, vision without a management structure to achieve it is not useful. The new superintendent must also have a demonstrated understanding of the impact of the organizational structure on the outcome of decisions.

EFFECTIVE INTERPERSONAL SKILLS The superintendent must have highly developed interpersonal skills, including the ability to inspire and motivate others. He or she must work constructively with the school board, teachers, parents, business and government leaders, and community groups. He or she must be able to facilitate cooperation and, when necessary, negotiate differing perspectives and approaches.

EXCELLENT COMMUNICATION SKILLS The superintendent must have excellent oral and written communication skills. He or she must be able to communicate with the public in a way that builds confidence, high morale, and pride in the district. The superintendent must be a persuasive and articulate spokesperson for the district in front of all segments of the population, including senior citizens and others who do not have children in the school system.

On an informal basis, the superintendent should be a leader and active participant in the community, taking advantage of opportunities to project a positive image of the district and to open channels of communication with citizens in a variety of settings. The superintendent should also be visible in the schools and interact regularly with students, teachers, administrators, and staff throughout the district, as well as board members. Through high visibility the superintendent can demonstrate support for all school programs and serve as a role model for parents, staff, and students.

Central office experience in a district of similar or larger size with characteristics similar to Inglewood is preferred. For candidates with an education background, an emphasis on curriculum and instruction, educational administration, organizational development, and financial management is expected.

INTERVIEW PROCESS

Applicants will be screened and assessed for minimum qualifications by Cascade Consulting Group. The board will select semifinalists. Cascade Consulting Group will conduct preliminary interviews with this group. Final candidates will be chosen by the board and invited to visit the Inglewood Unified School District for interviews with the board and others. Following the interviews, the school board will announce the appointment. We do not require the completion of an application form or the submission of college transcripts. Interested candidates should mail, fax, or e-mail a letter of interest and a resume to:

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 411 - 108th Avenue NE
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