

Boston Public Schools

Superintendent of Schools

Desired Characteristics

After seeking input from the Boston Public Schools (BPS) School Committee members, faculty, parents, staff, students, and community via focus groups, interviews, public forums, and an online survey, the Superintendent Search Committee for the BPS seeks a strong educational leader who will lead the BPS toward excellence for all its students and who:

Has demonstrated:

- A systemic commitment to excellence and equity and an urgency for improving educational opportunities and attainment for all students, along with successful execution of systemic and systematic reforms to address these needs.
- Success in closing the achievement and opportunity gaps while improving educational outcomes for all students from early childhood to college and career readiness.
- Cultural competence in addressing the myriad realities associated with meeting the needs of all students in a diverse urban setting, including culture, disability, equity, gender, language acquisition, poverty, prejudice, race/ethnicity, sexual orientation, and success as adults in a diverse global society.
- Commitment to the academic, emotional, physical and social development of the whole child.
- Successful and respectful working relationships with key stakeholders to include, but not be limited to, students, parents, families, teachers, school leaders, staff, bargaining units, community, advocates, foundations, partner organizations, media, elected officials, the School Committee, and the Mayor.

Understands the need to and has the ability to:

- Effectively and efficiently lead a system of schools operating under a variety of structures with varying degrees of autonomy and flexibility in local decision-making.
- Rely on hard data when making decisions and in the development and implementation of a comprehensive monitoring and accountability systems for the academic, personnel, and fiscal operations of the District.
- Recruit, develop, evaluate, collaborate with, and retain outstanding administrators, teachers, and staff members at all levels that are representative of the diversity which Boston embraces.
- Create a collaborative culture among administrators and teachers that focuses on supporting the work of teaching and learning in the classroom and throughout the school.
- Work collaboratively with the School Committee and appropriate stakeholders in the development, refinement and/or periodic review of the District's mission, vision, and

comprehensive strategic plan to ensure that they provide the District focus and guidance in short and long-term planning and decision-making.

- Develop effective and efficient partnerships with the many community organizations, parent and family groups, not-for-profit agencies, businesses, foundations, institutions of higher learning, faith-based communities, public officials and other groups that have a strong track record in ensuring every school is led by a capable, qualified school leader.
- Succeed in ensuring students are attending schools in facilities that are state-of-the-art by garnering the requisite community and political support to reach this goal.
- Collaborate with other Boston schools for the benefit of all children within the city, including by continuing the ongoing engagement with charter and parochial schools through the Boston Compact.

Possesses:

- A commitment to engage in regular, direct conversation and dialogue with students and to consider students first when every decision is made.
- Effective interpersonal and communication skills (verbal, written, and listening), including the demonstrated ability to communicate with key stakeholders in a variety of public and private forums.
- A collaborative leadership style that is both inclusive and decisive.
- Tolerance for risk-taking, when appropriate, to better meet the needs of students and/or the District.
- Track record of being visible and actively engaged in the schools and community.
- The skills to lead the nation's oldest district, including marshaling staff in central office and 127 schools to promote a culture of excellence in every school and provide leaders at every level the support needed to do so.
- Integrity, drive, intellectual curiosity, humility, flexibility, and sense of humor.
- Deep interest and expertise about best practices in K1-12 instruction, school-based transformation, garnering public support for expansion of early childhood and updating facilities.
- Courage to always put the needs of students first in the face of conflict and criticism.