

APPENDIX I
SUMMARY OF INPUT INSTRUMENTS FOR THE VALLEY STREAM #30 SUPERINTENDENT SEARCH

SURVEY ABOUT QUALITIES OF THE NEXT VS 30 SUPERINTENDENT IMPORTANT QUALITIES	VS 30 NO CHILD	VS 30 PARENT	VS 30 TEACHER	VS 30 SUPPORT S	VS 30 ADMIN	VS 30 PTA/SITE B	VS 30 STUDENT	VS 30 BOARD	TOTAL
EXPERIENCE AS:									
SUPERINTENDENT		1	19	2	2				24
CENTRAL OFFICE ADMINISTRATOR			7	5	3				15
PRINCIPAL	2	2	71	5	3	1			84
TEACHER	2	2	91	4	3	1			103
EXPERIENCE IN:									
PROVIDING LEADERSHIP IN IMPROVING HIGH ACHIEV.		3	19	4	4	1			31
HOLDER OF AN EARNED DOCTORATE		1	5		1				7
SKILLED IN:									
PUBLIC RELATIONS		2	38	4	2				46
COLLECTIVE BARGAINING			11	1	1				13
INSTRUCTIONAL LEADERSHIP	2	1	57	7	3				70
HUMAN RESOURCES	2		23	6	1				32
BUDGETING, FINANCE AND FACILITY PLANNING		3	28	2	2				35
SHORT AND LONG-RANGE PLANNING	1	2	34	5	3	1			46
PUBLIC SPEAKING AND WRITTEN COMMUNICATION	1		38	4		1			44
WORKING EFFECTIVELY WITH AN ELECTED BOARD		1	32	7	1				41
THE POLITICAL/LEGISLATIVE PROCESS		1	3	2					6
TOTAL	2	4	95	12	6	1	0	0	119
Top 6 Choices									

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COMMENTS:									
T: I believe the most important quality the next superintendent should possess is to have prior experience as a building administrator. In order to work well with support staff one should be familiar with the day to day challenges these administrators face and provide assistance as needed.									
T: Confident--understanding--able to lead with shared discussion making as a key. Without the input of all facets of the educational community a smooth-day-to-day running of a school cannot exist. Sharing in the discussion is a great need. We have gone to top down administration from a NON micro-managed system									
T: The top quality that the new superintendent should possess: shared decision maker, values all special area teachers and programs, should have prior teaching or administrative experience, should possess quality instructional strategies									
T: shared decision making									
T: Have a background as a teacher, school administrator. It's important to understand the workings of a classroom and have the knowledge to know what it takes to run a school--as a microcosm of a district. A well run district is one that incorporates not just academic achievement but understands the importance of a well rounded program. The special area subjects such as Physical Education should have a recognized place and importance in the program.									
T: To have a strong appreciation and support for all areas and programs within the learning environment. To respect and recognize the abilities and professionalism of the staff and allow them to implement their creativity within the professional field to assure educating "the whole child". Someone who understands the needs and demographics of what a Long Island school needs. . .not a NY City school. Special areas are a vital part of educating the whole child. It is a necessity to recognize and support these programs while appreciating the value that they bring to the student body.									
T: To have an open and friendly relationship with community and staff. Character and dedication to the job is key as well. Understand and appreciate importance of special subjects in a school district. Someone who understands the needs and demographics of what a Long Island school needs, not a NY City school.									
T: Education experience--both classroom and administrative. They should be a Long Island educator not a NYC person! I want a good communicator who treats their staff with respect.									
T: We need a superintendent who wants to continue to allow our district to strive for academic excellence while meeting the needs of our diverse student population.									
T: Most important quality the Superintendent should have is experience with diverse population. He/she should be visible--longevity--fair--consistent.									
T: Classroom and principal experience. Good listener and communicator.									
T: To be supportive of teachers and staff. Should be fair. Understand that not all teaching positions are created equal. Different subject area teachers have different needs to run their program.									
T: I feel the Superintendent should have the background which provides him/her with the insight and understanding to work to meet the needs of the children, while keeping the needs of teachers and parents in mind. They need to strike a balance that keeps everyone in mind.									
T: Someone who respects teachers as professionals and will treat those working with children in a positive and respectful manner. Should have a solid understanding of special ed services. Experience with diverse population. Longevity/history in previous positions related to this position.									
T: A superintendent of any district, but especially VS30, should be actively involved in all the schools, working side by side with principals. He or she should be in close communication with community and be a ringleader to create and orchestrate positive school environments. There needs to be more camaraderie among the District 30 staff and it should come from the top. Teachers and other staff need to feel valued and respected, not treated inferior to administrators and monitored as if we were the students. Major concerns for administrators: interpersonal skills, school facilities and amenities for teachers and other staff, discipline of students and placement of children who require special services.									
T: The Superintendent should have good leadership qualities so they can engender good morale and a positive atmosphere between the principals and faculty in the district. If people are relatively happy in their work this will filter down to their students and help them be more effective teachers.									
T: Strong educational leader who is abreast of current trends in research. Supt should be able to serve for at least 5 years.									
T: Experience as a teacher, good communicator, shared decision making									
T: The most important quality is someone who has a vast amount of knowledge of the best instructional practices for general and special education students									
T: Should have background as a teacher and administrator.									
T: Have a clear understanding of the DIVERSITY of OUR district and how to enhance the cultural experiences to promote a more cohesive balance and appreciation for our differences. Approachable, family-oriented, strong knowledge about children with special needs (LD, ELL, SPED)									

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T: Experience. Clear understanding of elementary student needs. Approachable, easy to speak with.									
T: Experience, with an education background. Approachable, family oriented, clear understanding of the needs of OUR elementary students, longevity in position.									
T: Experience with an education background. Approachable, family oriented, a clear understanding of the needs of OUR students (diverse)									
SU: The most important quality he/she should possess: an understanding of education, particularly the "day to day" functioning. Additionally, understanding the multi-faceted roles of a support staff. The next Superintendent should possess a comprehensive understanding of the special education process/law. Experience with linguistically and culturally diverse students and families. Visible within the schools. Longevity.									
T: The Superintendent should come from an education background. They should understand the needs of each individual program.									
T: Knowledge of Long Island education; have experience in the classroom									
T: Want to be an instructional leader BUT work alongside his/her teachers									
T: A holder of an earned doctorate--someone with an earned doctorate will have a thorough understanding of the connection between research and practice.									
SU: People skills and speaking with parents, teachers, and children. Compassion and good listening skills to manage and organize energy and motivation for teachers/parents. The next superintendent needs to diversify the teaching staff to have representative staff of the community.									
T: Someone who understands the issues of District #30 and will be able to lead the district in a positive way. Currently, the qualities I'm looking for are not present in the current administration. Personal qualities: able to multi-task, good communicator, believes in shared decision making, organized, visible and available.									
Professional Qualities: 5-10 years experience as a classroom teacher, has been a principal, understands the practices and process of special education, will provide longevity and consistency.									
I feel the most important qualities are that our next Superintendent is an effective communicator who is an experienced educator. It is important for our next Superintendent to be consistent in his/her communication with the community and the staff and to be empathetic and understanding of what the educational process entails.									
T: Someone who can effectively communicate to the district 30 community (teachers, parents, students, etc.) in a positive way. I have seen how in the past this has worked well in the district.									
T: Someone who has experience as a teacher, working with children. Someone who is a decision maker and supportive of staff, faculty. Good communicator.									
T: Strong understanding of contemporary needs of children, as well as having inter-personal skills to effectively communicate with faculty needs, parent concerns and student demands. Our district is in dire need of a strong leader--one who is dedicated to many years of service. The recent year of transition has been detrimental to our growth and development.									
T: Someone who is an EDUCATOR, first and foremost. Someone to lead the district in a positive way, through effective communication, planning, good ethics and experience. Not a micromanager. I have experienced how effective this type of person is firsthand. If a leader does not possess these qualities it can negatively effect the district. Superintendent needs to possess a desire to stay in the district (too much turnover), knowledge of special ed, multi-task									
T: Open minded, shared decision maker									
T: The most important quality the next Superintendent should possess is open mindedness. The ability to recognize the skill and the talent of the educators in our district and to trust them to do their job is important.									
T: I believe it is important for the next Superintendent to be approachable as well as have a firm understanding of what each teacher's job entails.									
T: Someone who dynamic and able to understand the intricacies of working in a district with 3 different schools. Our district has 3 different schools with different needs.									
T: The next Superintendent should know a lot about curriculum and laws. Organized, honest, teaching experience.									
T: Teaching experience, organized, personable									
T: They should be able to work WITH the staff as well as have faith in their abilities.									
T: A leader that trusts the staff and faculty to do their job the best way they can.									
SU: Has been a classroom teacher and principal for between 5 and 10 years in order to fully understand the issues in the classroom and running of a school building, as well. The superintendent must understand all aspects of educating children. Personal qualities: Believes in shared decision making, ethical, visible, and takes responsibility for decisions.									
T: The most important quality that the next Superintendent should possess is teaching/principal experience. I feel it is imperative that this person has been a									

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classroom teacher for a number of years in order to fully understand the position of Superintendent. Interested in shared decision making, approachable, visible, understands needs for special education, longevity									
T: Experience in the classroom/school building. Firsthand experience for a number of years as a teacher and an administrator.									
T: The most important quality is that the person have taught in elementary ed for at least 8 years. Someone who still enjoys teaching children!									
I feel a Superintendent must have experience with children. He/she must know what needs to be accomplished in the classroom and what children need emotionally, socially and academically. The next superintendent, I feel, must have teaching/principal experience.									
T: I feel the next Superintendent needs to have a background in education as a teacher and the first and foremost goal is providing the best education possible for our children. Consider the change in the demographics and socio-economics of our community, well organized, a shared decision maker, here for the long term skilled and experienced in good judgment, fairness, understanding and ethical.									
T: Experience and knowledge in the area of special education should be knowledgeable with IDEA and RTI mandates as well as the diverse population Valley Stream #30 services.									
SU: Child-centered philosophy. Effectively meeting the responsibility of role, while always remembering the differences between running a business and running a school--to educate and meet the needs of children. It would be important that the individual is approachable and that mutually=respectful relationships with teachers can be established.									
SU: The administrator with good character and has the overall interest of the children as their first priority and business second. Someone who is approachable to and open to staffs concerns rather than having to use the chain of command.									
T: I feel that the most important quality that a Superintendent should possess is to be able to bring change to a school district but most importantly to keep the children as the purpose for all change.									
T: Experience as a classroom teacher before becoming an administrator. This will ensure a complete understanding of day to day problems teachers face. Experience with a multicultural population.									
T: I would like a Superintendent who is knowledgeable of Guidelines for special education and the upcoming mandates for special area services such as RTI and compliance issues for mandated special services. It is important that this person acknowledge services for students truly in need, especially in the area of identifying students for special ed services, rather than being solely concerned with the "numbers". I feel that the Board of Ed needs to be fully apprised of the wishes and concerns of the teachers and support teachers as well as those of the administration.									
T: An experienced teacher and principal. A superintendent needs to have experienced the classroom in order to best supervise, guide and evaluate his/her staff.									
T: The most important quality the next Superintendent should possess would be to have been a classroom teacher for a minimum of 5-10 years so they fully understand what classroom teachers face day to day. Their past experience should have been in the same population as Valley Stream.									
SU: Ability to effectively meet the needs of teachers and staff in all 3 buildings. I feel a person in this position should have a strong background in education and school administration.									
T: Should have experience in elementary school, not just high school. Special ed experience. Changing demographics demands forward-looking leadership.									
SU: Experienced in providing leadership in improving further a high-achieving school district. Whether it's a high achieving district or a district that needs improvement, an experienced candidate in providing good leadership in making improvements is always a big plus.									
T: Should have been a classroom teacher to understand the enormous demands of a classroom teacher. Should treat staff as professionals and be visible throughout the school day. Should believe in shared decision making. Should have worked in a community with demographics similar to that of Valley Stream.									
T: A superintendent should be visible, approachable, and treat his staff professionally so as to share decision making. The candidate should have experience working in a diverse community with low income residents. Should have relatively recent experience working in a school (preferably on Long Island)									
T: The new superintendent should be able to provide leadership and understand the changing demographics. Should have varied experience--elementary and special ed.									
T: The most important quality for the next Superintendent is that the person has experience of being an elementary school teacher (K-6) and has held the position for at least 10 years. As well, be aware of the special education needs of the students and give them the appropriate education mandated by the State. We would also like someone who is experienced as an administrator because our present administrative staff is not that experienced.									
T: It is very important for our next Superintendent to have knowledge of special ed guidelines so children can receive mandated services. We are not a business									

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We would also like someone who is experienced as an administrator because our present administration staff is not that experienced.									
T: The most important quality the next Superintendent should have is a strong knowledge of special education guidelines. There are children who need services and more support than what they are currently receiving. It is important to remember that we are working for kids. We need a superintendent that will give the students the services they deserve.									
T: The most important quality is experience as an elementary school teacher. A great deal of experienced. This is important because our future superintendent should have realistic goals and expectations for both the faculty and students. The new superintendent should be extremely knowledgeable in the area of special ed law. He/she should make the greatest efforts to assure that students and parents receive all of the rights, accommodations and services to which they are entitled.									
T: The Superintendent needs to be considerate to the children and staff of the district. Teachers need to feel as though they are professionals and treated as such. Aware of the needs of our district. Knowledge of special education laws: including what services students should be getting and how often. Capable of raising morale.									
T: The next Superintendent should be considerate of the needs of his/her professional teaching staff, in addition to that of the district's children and community. The next superintendent should also have knowledge of special education.									
T: Strong educational background with a knowledge of business and finance.									
T: Someone with integrity and awareness of the needs of the teachers and student population									
T: Understands the needs of teachers, students and parents									
T: That they have previous experience working as a TEACHER at some time during their career. In this way, the superintendent can relate to the needs of the children and more effectively deal with issues that are of importance to the teachers.									
T: Approachable.									
T: To be approachable and have five or more years as an administrator.									
T: The person needs to understand what a classroom/special teacher has to deal with every single day. They should have many years of teaching experience. Understand the process of special education, wants longevity, worked in Nassau or Suffolk county.									
T: I think it is important for the superintendent to have an understanding of what teachers are experiencing on a daily basis.									
T: A superintendent should be diplomatic in his/her dealings with all staff. The superintendent should also have an understanding of a teacher's every day experiences.									
T: Someone who can address severe behavior issues immediately. Treats staff professionally and respectfully. Classroom experience.									
T: Treats staff and students professionally and respectfully. Good judgment, fairness and understanding. Someone who will address severe discipline issues immediately.									
T: Treat staff respectfully and professionally. Able to deal with severe discipline fairly and quickly. There have been several issues of students punching, hitting, etc of teachers and other students. It takes weeks/months for administrators to get involved (usually after many parents complain).									
T: Experienced in good judgment, fairness and understanding and is an ethical humane person.									
T: Experienced as a superintendent in a highly diverse student population district and in the metro area. Skilled and experienced in good judgment, fairness, and understanding and is ethical, humane person.									
T: The most important quality the next Superintendent of the VS District #30 should possess is fairness. The person should be flexible, fair, and respectful of staff members. The person should also be understanding of the needs of the population of students that attend school in this district.									
T: Be visible and approachable. This quality would keep the superintendent in touch with the daily realities in the classroom and in the school.									
T: The most important qualities of the next Superintendent of District 30 should be a person who is open-minded, fair, respectful of the teachers and other staff members.									
T: The most important qualities of the next superintendent of district 30 should be someone who respects their teachers and really understands the population of students and parents that we deal with each and every day. Without lowering our standards, the new superintendent should be open-minded to the reality of our population. A leader we can respect because he/she respects us.									
T: Skilled and experienced in good judgment, fairness and understanding, ethical.									

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T: I feel our next superintendent should have classroom experience of at least 10 years in Long Island schools. The issues we face are different than that of the city. Superintendent should be fair in hiring new teachers and not hire their family/friends like the past couple of years.								
T: Willingness to include teachers in important decisions, treats everyone professionally and respectfully, able to address behavior issues, needs to have 5 to 10 years experience teaching in an elementary classroom.								
T: It is important for a person to have been in the classroom and understand the challenges of the teacher								
T: The most important quality the next superintendent should possess is integrity and understanding of the children of District 30. I would like to vote for our superintendent--watch candidates debate in front of teachers and the community.								
SU: Skilled in providing instructional leadership because a school district's first and foremost responsibility is and always should be to provide quality education to all students.								
A: Honest; this is a core characteristic. Leader, respectful, accountable and part of the overall team.								
A: There are many qualities that a superintendent must possess to successfully lead a school district. I personally feel the most important quality for the new superintendent to possess is the ability to be an instructional leader. Our district has been undergoing many changes in relation to educational philosophies, academic programs, and forms of assessment. Coupled with these adjustments, the district has also had to content with persistent administrative change in two of the three schools within the past five years. As expected, each administrator has brought his or her own educational philosophies, program desires, and ideas for assessment. In my opinion, the aforementioned changes, which all directly affect curriculum and instruction, strengthens the need for our superintendent to be an instructional leader. The district has great possibility and is filled with a talented and dedicated staff. Anything is possible here, provided leadership is strong and becomes consistent. This district greatly needs a clear mission and vision for the future that only and experienced instructional leader can provide.								
P: The superintendent should be a "learned individual" that has come up through the academic route (or even teaching route) but not through the administrative route because the Ed.D degrees have lower academic requirements than the PhD in virtually every respect. The candidate should be a true scholar as superintendent of schools. Such a person should have a PhD in any subject (which includes mastery of a foreign language plus strong scholarly content outside the field of education), except education--much the same qualifications for headmasters of prep schools and university presidents. The job of superintendent should be to improve the curriculum, the testing, and the quality of teaching and to set new, much higher standards for teachers and students. There should be an excellence in general knowledge. They should know about literature, philosophy, math, science, history, physics, chemistry, etc. in order to design and or approve rigorous curriculum in the district. I do not wish to have a superintendent with an EdD because most Administrators generally come from undergraduate schools of education where they studied barely more arts and sciences than a graduate of a two-year community college. Then they go on to take a master's and a doctorate in education. The content of these programs are narrow courses devoid of noneducational learning. In a typical such school, it appears that there is not a single required course in conventional knowledge, whether literature, or science, or math, or history, or philosophy. An EdD generally have a less cultured background than the typical college-educated parent. I would like for the candidate to put aside any previous educational/administrative biases, whether known or unknown, and be open to not only "hear" parent comments (which are often neglected and no action taken), critiques, recommendations, etc. but to seriously consider their point of view and act on them. The candidate should be able to have a statistical background and correctly analyze and apply this information to the district's test scores, and other types of statistical data. It would be helpful for the future candidate to have some experience outside of education so that they would be able to apply "real world" issues and knowledge to the district. The candidate should not be a "yes" man, but be able to challenge the district, BOE, etc. in issues that truly affect the community, school administrators, parents, students, etc. The Superintendent should be committed to building a traditional, rigorous academic program based on a teacher-centered delivery model. His/her mission should be to able to challenge every student, without exception, to acquire a core of academic knowledge, master basic skills, and pursue excellence in education. He/she should be committed to programs that are grounded in reliable and valid empirical research and not the latest educational "fads". Our district is a diverse community and desires to have high academic standards in which to compete both nationally and internationally. He/she should manage the district where the "bottom line" is what works, not what is trendy. The candidate should posses "Effective communication" skills and "Be Real". They should be able to reveal/divulge troubling information in the district and not to downplay problems in fear that public confidence will be affected-(downplaying issues DOES NOT HELP OUR STUDENTS). They should not only discuss the "neat things" in the district especially since it is unlikely to make any real difference. "Superintendents are always ready to tell about "neat things" their districts are doing to turn around troubled schools, develop the skills of deficient teachers, and reduce the achievement gap between poor and middle-class children. But when pressed they tell a different story. When asked whether the "neat things" are likely to make a big difference, many say "no" (see attached								

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article).									
P: The next Superintendent must be an excellent communicator and team builder. Communication with the community both in and out of schools is a vital part of the role of Superintendent. Communication is the catalyst for building great teams in a district. It also plays a significant role in delivering tough messages when needed and provides a more open forum for parents and community leaders to work together on matters affecting the district's operations. The next Superintendent must be approachable to all and committed to parent involvement. Additionally, this person needs to be fiscally responsible to the community they service. Which requires a "Hands On" understanding of the community, its demographics and its limitations. This includes and is not limited to a transparent view in which the district will be operated.									
P: The next Superintendent of District #30, Valley Stream, should possess the foresight to know periodic in-person checkups to the school. Should be made UNANNOUNCED. Look over the conditions of the school and observe classes such as the Gym class. Check all props being used. In appropriate materials should be removed from the school. Written warnings after a first verbal warning should be a must. Just as it is for the students. Lead by example. Also, the playground gates should be locked over the summer as it is always in need of repair from vandalism (the slides are missing bolts) and condoms, broken glass bottles and burns in the slides are a constant in the summer. Locking the gate will save money on repairs and maybe deter the druggies from hanging out there. Concerned the school cares more about the children taking off their hats in school on a cold day than the foul language some of the children use.									
NP: Someone who is capable and qualified in education and authority. Someone who had experience as a teacher in the classroom. Someone who was a principal. Someone who is a good speaker. Someone who will trust his staff with respect and compassion.									
A: Leadership in the past. The best way to view the future is to analyze past successes and failures. The ability to create a vision. I would want to know what the future goals the individual has for the district. Someone who can think "outside the box". There are many ways to do things--I would like someone who can think globally and isn't afraid of trying new things. A positive attitude about education and children. Strong people and communication skills--someone who is able to communicate his ideas, respect others, is approachable but is able to make decisions without the fear of being criticized.									
P: Understanding the needs of the students (strengths, weakness, diversity, ELL population). Having balance of all the above mentioned qualities, Superintendent must be an educator. Testing should only be in certain grades (i.e. 4th). Long term goal I would like to see: get rid of annual State testing (grades 3-8). Teachers are unable to teach, therefore students are not learning traditional subject areas (science, social studies). The district does a good job with reading and math as well as promoting the development of a well rounded child (i.e. character building, after school clubs, etc.). I would like this to stay and develop even more!									
A: I believe that a superintendent must be a person with integrity. The district will not find a "perfect" candidate; however, if the selected candidate is honest and sincere in his/her quest for excellence, he/she will be successful.									
SU: The new Superintendent should have instructional experience. He/she should understand the students' instructional needs, the district's demographics (cultural diversity), etc.									
P: I think the most important quality would be the ability to communicate and listen to the parents, educators, administrators to make sure our children are the first priority. The new Superintendent should also be experienced in the area of Special Education and work with the parents of special ed students.									
T: The next Superintendent should be someone who shows/exercises respect for ALL personnel in this district (not just classroom teachers)									