

Berkeley Unified Schools Leadership Profile Report

Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) on March 10, 12, 13, 14, 2012 for the new superintendent in the Berkeley Unified School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

Group	Personal interviews or focus groups	Online Survey
Board/former board members	5/ 2	
Administrators	36	40
Central office administrators	7	
Community	34	58
Faculty	21	78
Support Staff	36	60
Parents	13	422
Students	22	21
Total	176	679

The responses provided by the individuals and focus groups during the interviews are listed in two places: 1) "Overall Consistent Themes," which are listed beginning on page 4 of the report; and 2) all responses from individual and group meetings, which are on pages 14-40. They are listed alphabetically with no attempt to prioritize them. A separate appendix lists all comments made by survey respondents, in no particular order and negative statements about a single individual have been redacted. Finally, a first draft of superintendent characteristics, to be discussed with the entire Board on March 21, can be found on pages 37 and 38.

It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

Strengths of the District

Consultants observed that information obtained through interviews with various constituents noted similar perspectives from all groups about the strengths of the District. The Berkeley Unified School District Board is acknowledged for its willingness and efforts to partner with the City, the University and the community. The District educates students in a unique and diverse community, which enjoys strong City and District collaboration, as well as a number of partnerships with the University of California, Berkeley, and numerous community organizations. Strengths of the District were several, and chief among them was the curriculum offered in the Berkeley schools that is focused on educating the whole child. The majority of constituents also noted that the educational program is made possible through the generosity of the community and the electorate of the district. A significant strength is that Berkeley schools, K-12, have class sizes that are smaller than most districts across the state. These small settings have been maintained through the support of local tax measures. Local tax measures and bonds have also funded the new and modernized facilities. The highly educated, involved, and supportive community holds high expectations for their schools and students. Parents are very pleased that the district has strong teachers and leaders in their schools. The Board, administrators and teachers agreed that the district's improved labor/management relations are important to the educational process.

Challenges/Concerns/Issues Facing the District

While there is much to be proud of in the Berkeley Unified School District, the focus groups identified one area that is of major concern to virtually every group, and that is closing the achievement gap, and improving achievement among all students. There is concern that the achievement gap is not being addressed in meaningful ways and some students may not be able to fully access all the District has to offer them. Issues of equity, lack of engagement and involvement are perceived by families of color and Latinos, as well as students at B-Tech High School. In addition, improving services for EL students was identified as a need. Too few teachers and leaders of color are being recruited and retained is seen as critical. There is a strong need to raise expectations. Diversity in the community includes not only race, economics, and educational background, but also those with special interests. While the District's financial situation is seen as stable especially when compared to other districts in the region, the uncertainty of the State budget could be troubling.

2020 Vision has major goals and timelines; there is speculation that the timelines in the report are already out of date and adjustments may be necessary.

Leadership of the Berkeley Council of Classified Employees expressed frustration that communication with the District is not productive, and there is no partnership with this employee group. The Merit Commission is not seen as fulfilling its appropriate role. Contract issues, consistency of messages and necessary information related to job performance is not communicated with individual employees.

Desired Characteristics

The Berkeley Unified School District is seeking a skilled, experienced superintendent with a track record of success in closing the achievement gap and working with diverse communities. This collaborative, high energy superintendent should be able to manage competing interests and establish leadership at all levels of the organization. This individual should embrace diversity, be an advocate for students, and have classroom experience and knowledge of instruction including addressing core curricular needs.

S/he should be authentic, accessible, and visible in classrooms and schools, and consistently engage the community. This effective relationship builder must communicate well, be a good listener and to work positively with a school board. This requisite educator will understand finances and budget development, and have a working knowledge of bonds, parcel taxes and construction. This inspirational leader should be intelligent, honest and approachable, and demonstrate integrity in all his/her actions as well as having a sense of humor.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Berkeley Unified School District Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major financial challenges, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank all the participants who attended focus groups meetings or completed the online survey. Also, we would like to thank all of the Berkeley Unified School District staff members who assisted with our meetings and particularly thank Mark Coplan for arranging the interview schedule and meeting rooms and assisting us with transportation to and from interview sites.

Respectfully submitted,

Carolyn McKennan, Ed.D
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Overall Consistent Themes

Strengths

City/District Collaboration
Engaged and active parents and community
Enrichment programs, broad curriculum that focuses on the whole child
Fabulous/great facilities
Labor/management relationships have improved
School Board willing to partner with City, University and community
Small class sizes K-12
Strong engagement and generosity of community and electorate to district
Strong teachers and leaders
Unique and diverse community

Challenges

2020 Vision
Academic achievement gap persists
Diversity in community: racially, economically produces competing interests
Engagement and involvement of families of color
Extremes of educational background and resources in the community
Fiscal challenges given State budget
Improving services for EL students
Merit Commission problematic
Recruitment and retention of teachers and leaders of color
Vocal and activist community

Characteristics

Accessible and visible in the schools and becomes a member of the community
Authentically and consistently engages the community
Actively engaged in the community
Broad understanding of district operations: fiscal, management, educational
Collaborative, has high integrity and is able to manage competing interests
Demonstrated success closing the achievement gap and working with diverse communities
Effective relationship builder
Experienced Superintendent
Experienced working with Board members
Good listener and communicator
Person that can inspire others to act
Strong educator with experience addressing core curricular needs
Strong leader with a proven track record

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 679 stakeholders. Almost two thirds of respondents were parents (62 percent), about 11 percent were teachers, 9 percent were support staff members, another 9 percent were community members, 6 percent were administrators, and 3 percent were students.

Stakeholder		
	Frequency	Percent
Administrator	40	5.9
Community Member	58	8.5
Parent with a Child in Berkeley Schools	422	62.2
Student	21	3.1
Support Staff	60	8.8
Teacher	78	11.5
Total	679	100.0

The top-rated characteristics that respondents selected are:

- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.
- Effectively plan and manage the long-term financial health of the District.
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.
- Identify, confront, and resolve issues and concerns in a timely manner.
- Promote high expectations for all students and personnel.
- Have a clear vision of what is required to provide exemplary educational services and implement effective change.

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Teachers were significantly more likely than parents to select the Vision and Values item “Have an understanding of how equity is part of developing a high standard of academic excellence.”
- Parents were significantly more likely than teachers to select the Vision and Values item “Promote high expectations for all students and personnel.”
- Students and parents were significantly more likely than teachers and administrators to select the Community Engagement item “Identify, confront, and resolve issues and concerns in a timely manner.”
- Teachers were significantly more likely than community members, parents, and students to select the Communication and Collaboration item “Lead in an encouraging, participatory, and team-focused manner”.

Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (679)	Admin (40)	Comm (58)	Parent (422)	Student (21)	SS (60)	Teacher (78)
1	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)	46%	40%	41%	50%	48%	35%	38%
2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)	45%	50%	34%	42%	43%	55%	59%
3	Effectively plan and manage the long-term financial health of the District. (M)	44%	35%	45%	48%	33%	35%	36%
4	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)	42%	43%	33%	41%	67%	40%	49%
5	Identify, confront, and resolve issues and concerns in a timely manner. (CE)	42%	28%	36%	45%	67%	45%	27%
6	Promote high expectations for all students and personnel. (VV)	41%	25%	47%	45%	33%	33%	26%
7	Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)	40%	40%	34%	43%	43%	35%	27%
8	Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)	36%	28%	31%	38%	48%	40%	26%
9	Have an understanding of how equity is part of developing a high standard of academic excellence. (VV)	32%	43%	40%	27%	33%	33%	47%
10	Hold a deep understanding of the teaching/learning process and of the importance of educational technology. (IL)	31%	38%	28%	29%	43%	33%	38%
11	Lead in an encouraging, participatory, and team-focused manner. (CC)	31%	38%	17%	28%	19%	37%	53%
12	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals. (M)	29%	35%	41%	28%	24%	25%	24%
13	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. (M)	27%	15%	26%	31%	24%	25%	21%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
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Percentage of Respondents Who Selected Each Item (By Subgroups)

Number indicates rank order by overall results		ALL (679)	Admin (40)	Comm (58)	Parent (422)	Student (21)	SS (60)	Teacher (78)
14	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development. (IL)	27%	35%	26%	27%	10%	27%	27%
15	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning. (IL)	25%	23%	31%	23%	19%	27%	33%
16	Seek a high level of engagement with principals and other school-site leaders. (CC)	24%	23%	19%	27%	19%	20%	15%
17	Communicate effectively with a variety of audiences and in a variety of ways. (CC)	24%	33%	26%	24%	38%	22%	15%
18	Involve appropriate stakeholders in the decision-making process. (CC)	23%	25%	22%	23%	5%	17%	35%
19	Be visible throughout the District and actively engaged in community life. (CE)	23%	30%	19%	21%	33%	22%	32%
20	Strive for continuous improvement in all areas of the District. (VV)	22%	18%	14%	23%	43%	28%	18%
21	Be an effective manager of the District's day-to-day operations. (M)	20%	5%	17%	23%	10%	27%	12%
22	Develop strong relationships with constituents, local government, area businesses, media, and community partners. (CE)	17%	20%	17%	16%	10%	22%	22%
23	Maintain positive and collaborative working relationships with the school board and its members. (CE)	15%	28%	14%	14%	14%	12%	19%
24	Utilize student achievement data to drive the District's instructional decision-making. (IL)	15%	25%	21%	14%	19%	12%	12%
25	Act in accordance with the District's mission, vision, and core beliefs. (VV)	15%	20%	16%	12%	14%	20%	23%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M- Management
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