



CLARKSVILLE-MONTGOMERY COUNTY

SUPERINTENDENT SEARCH

Interim Report

Presented to the:

CLARKSVILLE-MONTGOMERY BOARD OF EDUCATION

Herbert Nelson, Chairman

Josh Baggett

Carol A. Berry

Jimmie Garland

Kent Griffy

Margaret Pace

Charlie Patterson

By:

Dr. Tammy Grissom

Executive Director

Tennessee School Boards Association

February 8, 2022

BACKGROUND AND PROCEDURES

On November 9, 2021 the Clarksville-Montgomery County Board of Education commissioned the Tennessee School Boards Association to assist with a Superintendent search. The Board requested that TSBA assist in establishing criteria for judging candidates for the position of Superintendent, as well as recommending candidates for the Board's consideration. The Board adopted the Critical Decision Sequence and Timeline appearing on page 3 and on December 7, 2021, instructed TSBA to begin implementing the process immediately. Suggested procedures for the Superintendent search process are on page 4.

The Clarksville-Montgomery County Board of Education recognizes the importance of its responsibility to find a new Superintendent for their system. The Board chose to use a process providing for additional community involvement including city council members, community and business leaders, central office staff, supervisors, principals, teachers, staff members, and the community at large. The Clarksville-Montgomery County school board members are Chairman, Herbert Nelson, Josh Baggett, Carol A. Berry, Jimmie Garland, Kent Griffy, Margaret Pace, and Charlie Patterson.

The Clarksville-Montgomery County Board of Education decided to hold a series of meetings. The meetings were held on January 25, 2022. Approximately 81 people attended the meetings and 677 responses were received through the online survey. The meetings were as follows:

10:00 a.m.	Parent Advisory Council
11:30 a.m.	Elected Officials
1:30 p.m.	Classified Employees
3:00 p.m.	School- and District-Level Administrators
4:30 p.m.	Teacher Communication Groups (K-12)
6:00 p.m.	Community Forum

Dr. Tammy Grissom conducted these meetings. The community meetings served four basic purposes:

- They offered participants an opportunity to learn about the selection procedures and to express opinions about the qualifications and characteristics desired in a Superintendent.
- They provided the search consultant with the opportunity to learn more about the school system through first hand contact with school personnel and community members.
- They provided valuable information for the Board of Education to use in selecting criteria to be used in screening applications and interviewing candidates for the position.
- They identified potential candidates for the consultant to contact regarding their interest in being considered for the position.

All of the meetings were conducted in a similar manner. First, the TSBA consultant described the steps of the selection process and offered participants the opportunity to ask questions about the process. Next, the participants were asked for their spontaneous comments on three basic questions:

1. What are the good things going on in the school district that you want to see continued?
2. What are the problems and/or challenges a new Superintendent will face?
3. What personal characteristics would you like the new Superintendent to possess?

Participants in the group meetings took the opportunity for involvement in the selection process. When asked to express what they would like to see continued for the district, the group participants' most common responses were: Academy programs, Grow Your Own Initiative, Spanish Immersion program, and quality teachers.

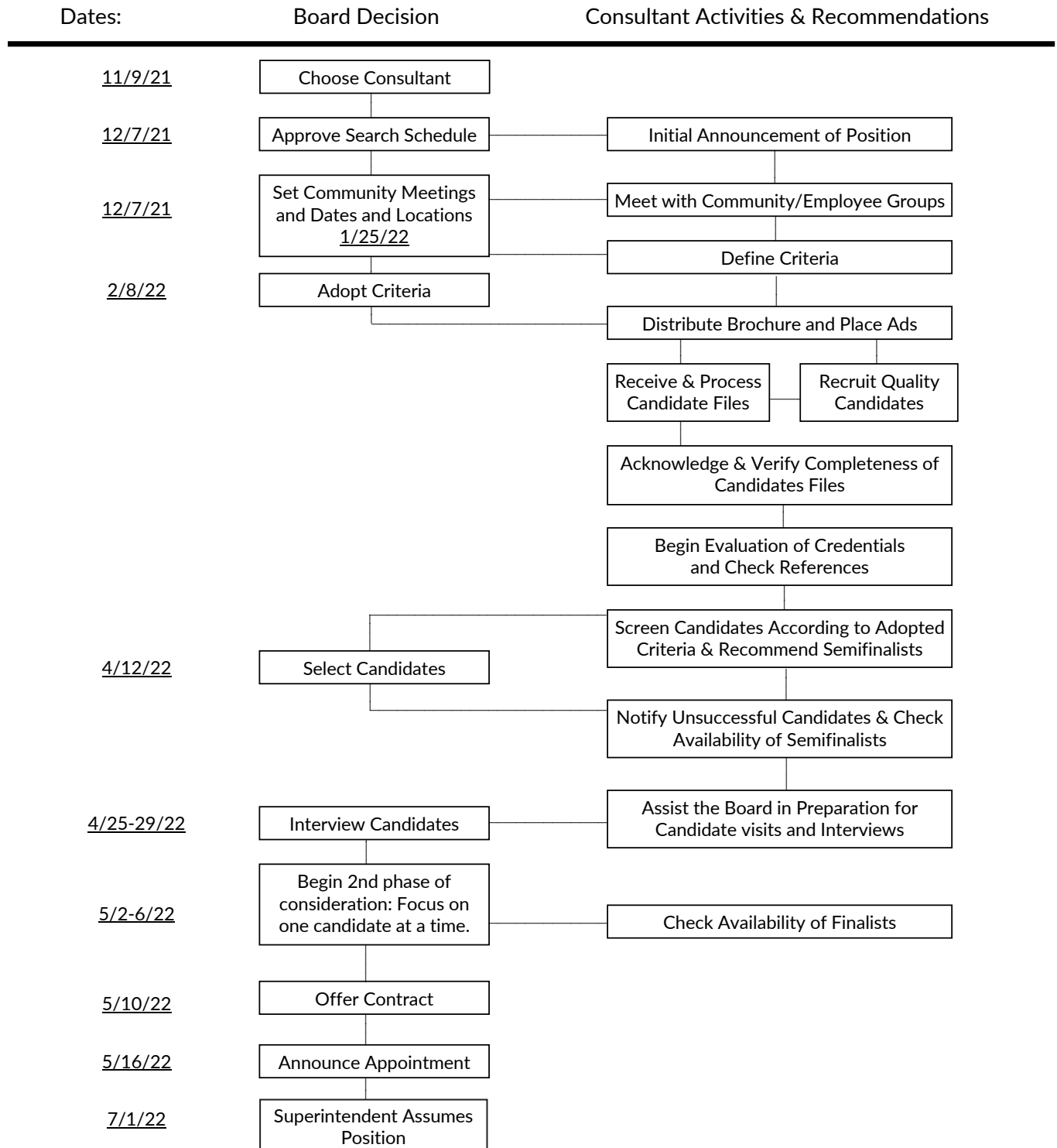
The most common responses to the question regarding challenges a new Superintendent will face included: Growth, impact of COVID, teacher recruitment and retention, bus driver shortage, and parental involvement.

When asked what personal characteristics they would most like the new Superintendent to possess, many participants responded that they would like the new Superintendent to have: Lives in the county, classroom experience, good listener, and good communicator.

Finally, participants were asked to complete a structured rating scale containing 21 items related to experiences, qualities or qualifications expected of a new Superintendent. Proposed criteria are based on comments from the meetings as well as the desired characteristics from the survey. In addition, participants were provided the opportunity to recommend persons to be invited to apply for the position. Each meeting was limited to one hour.

A summary of comments made by individuals in the meetings is included in this report.

**CLARKSVILLE/MONTGOMERY COUNTY
SUPERINTENDENT SEARCH
TIMELINE AND CRITICAL DECISION SEQUENCE**



PROCEDURES IN SUPERINTENDENT SEARCH PROCESS

1. TSBA will refer up to four candidates to the Board for consideration. The Board may accept or reject any of the candidates recommended by TSBA. New names may not be submitted by board members.
2. All members of the Board will interview candidates in an open meeting. Only school board members will be allowed to ask questions during the interview.
3. The Board will use the same questions to interview each semifinalist. Each board member will ask predetermined questions to each candidate. (The board member will determine the questions to be asked).
4. The Board will follow the same interview process and schedule for each candidate regardless of whether the candidate is local or from out of town.
5. At the end of the process, each board member will list but not rank his/her top two choices on a written and signed ballot. Only those person's interviewed will be included on the ballot. A board member may not vote for the same person twice on any ballot.
6. The candidate receiving the most votes may be invited to return for a second interview. This person will not be identified as the Board's first choice, but will become the Board's candidate of focus. The Board will follow the same procedure with the remaining candidate, if necessary. At any time during this stage, a motion to enter into contract negotiations would be in order.
7. An effort will be made to select a candidate who can receive a unanimous vote so the Superintendent will have a position of strong support from the Board.

OVERVIEW OF MEETINGS

The following is a summary of the comments made by participants. This summary does not necessarily represent consensus or majority opinion. It simply is a compilation of relevant comments made by participants in the group.

What are the good things going on in the school district that you would like to see continued?

Parent Advisory Council

- School district
- Excellent teachers
- Forward thinking school district
- Online school
- Academy programs
- RTI program
- Services to assist students beyond education
- District leaders that are open to feedback and suggestions
- Special education program
- District leaders that implement suggestions from Parent Advisory Council
- Middle college
- Partnerships with TCATS
- Grow Your Own initiative program
- Gifted programs
- Great administrators that work hard behind the scenes

Elected Officials

- Academy programs
- College and career ready initiatives
- Middle College
- Early College
- Spanish Immersion
- Grow Your Own initiative programs
- High graduation rates
- School facilities
- Strong curriculum
- Improved test scores
- Parental involvement
- Partnerships with stakeholders
- Competent staff
- Innovative school district

- Commitment to technology
- Great learning environment
- Professional development
- Close working relationship with the State Department of Education
- Good relationship with county and city leaders

Classified Employees

- Health office assistants through the ELC grant
- Additional health staff with ESSER funds
- Positive communication from the district nurse
- Strong district nurse
- Spanish Immersion program
- Recruitment of bilingual teachers
- Academy programs
- Special education programs
- Mental health counselors
- Behavioral specialists
- Academy program
- Diverse teachers and administrators
- Excellent benefits for employees

School- and District-Level Administrators

- Policy governance
- Innovation in the district
- Strategic planning process
- High expectations of students and employees that are known and communicated
- Focus on college and career readiness for high school students
- Academy programs
- Variety of school options for students
- Quality of facilities
- Quality of employees
- Induction programs
- Hiring process
- Teacher retention
- Grow Your Own initiative program
- Seek feedback from employees and community
- In house substitute program
- Excellent benefits
- Strong community partnerships
- Quality of technology for students and employees
- Breadth of knowledge of all district employees
- Quality professional development

Teacher Communication Groups (K-12)

- Technology
- Resources for reading

Community Forum

- Teachers that care about the students
- Academy programs
- Spanish Immersion program
- Grow Your Own initiative program
- Nurses
- Growth data
- Funding from the county commission
- Internships for students with intellectual disabilities
- Great teachers
- Some schools highlight teacher of the week

Online Survey

- Academy programs (37)
- Excellent communication to parents (24)
- High quality teachers (24)
- Career and college ready focus (19)
- Focus on technology (19)
- Grow Your Own initiative program (18)
- Virtual school option (18)
- Focus on students (12)
- Focus on social and emotional learning (11)
- Spanish Immersion program (11)
- Students can choose their path in high school (11)
- Extracurricular opportunities (10)
- Teachers care for students (10)
- Curriculum (9)
- In person learning (9)
- Keeping up with growth in schools (9)
- Mental health services (9)
- Safety measures for students (8)
- Special Education programs (8)
- Focus on high school graduation rates (7)
- Handling COVID protocols (7)
- Incentives and benefits for staff (7)
- No mask mandate (7)
- Professional development and training opportunities for staff (7)

- Provides resources to teachers (7)
- IEP support (6)
- Sports (6)
- Art and music programs (5)
- Community involvement in schools (5)
- Diversity and inclusion efforts (5)
- Middle college (5)
- Reading based instruction and literacy efforts (5)
- Staying current with educational research (5)
- Communication with the community (4)
- Diverse school system (4)
- Excellent schools and administration (4)
- Free lunch (4)
- Great instructional leaders (4)
- Many resources for students (4)
- Partnership with TCAT (4)
- Positive engagement between faculty, staff, and students (4)
- Student and teacher spotlight (4)
- Tutoring assistance (4)
- Accountability (3)
- AVID (3)
- Bus system (3)
- Encouragement of parental involvement (3)
- Focus on community feedback (3)
- Free laptops for students (3)
- Great social media presence (3)
- JROTC (3)
- Magnet school program (3)
- Recruitment and retention of quality teachers and administrators (3)
- Resources for students with parents in the military (3)
- Student centered data driven decisions (3)
- The effort to include the community on the search process (3)
- Academic coaches (2)
- After school programs (2)
- Aid for students with behavior issues (2)
- Consulting teachers (2)
- Emphasis on professional learning (2)
- Handle with Care program (2)
- Leadership academies for staff (2)
- Nutritious meals (2)
- Policy Governance (2)
- RTI programs (2)

- Second language programs (2)
- Sense of community (2)
- Spotlight on all programs, not just highlighting sports and STEM (2)
- Adult High School
- Autonomy
- Bully prevention
- Clean schools
- Communication from the school board
- Cosmetology and auto mechanics trade classes
- Departments lead with integrity
- Dual enrollment
- ENGAGE sessions
- Free breakfast
- Meals during school breaks and summer
- One on one learning
- Online counselor referral system
- Parental access to school board meetings
- Pep rallies
- RSOs
- Teacher communication groups
- Teacher mentors
- Transparency with stakeholders
- Treating all students fairly

What are the problems and/or challenges a new Superintendent will face?

Parent Advisory Council

- Getting the students involved in the district's programs and initiatives
- Getting more parents involved within the schools
- Providing information to parents and students about all of the programs in the district
- Lack of awareness of all the school offerings in the district
- Improving the maintenance of all facilities in the district
- Repairing gym floor at Clarksville High School
- Providing more funding for new facilities and the maintenance of current facilities
- Lack of portable buildings
- Growth
- Getting back to teaching basic skills
- Tired and burned-out teachers
- Lunch menus that are not nutritious
- Impact of COVID
- Students disrespecting the teachers
- Improving public relations in the district

Elected Officials

- Overcrowding
- Funding
- Teacher retention and recruitment
- Growth
- Planning for growth
- Low substitute teacher pay
- Special needs programs
- Lack of bus drivers
- Impact of COVID
- Staff shortages
- Low morale
- Bullying
- Providing more social and emotional learning
- Lack of strategic planning
- To include conversations the funding bodies in the strategic planning process
- Community does not have a high opinion of the school district and school board
- Discipline in schools and buses

Classified Employees

- Funding
- Lack of nurses
- Employees are overloaded, over worked and overwhelmed
- District administrators that lack knowledge of the medical model for school nurses
- Retention of school nurses
- Low pay for all classified employees
- Staffing shortage among all classified employees
- Recruitment and retention of all classified employees
- Low morale of office staff
- No incentives for staff
- Transportation issues
- Angry parents
- Classified employees feel under-appreciated compared to certified employees
- Personal agendas in the central office
- Good ole boy system

School- and District-Level Administrators

- Growth of the district
- Facility maintenance
- Teacher recruitment and retention
- Overcrowded schools

- Funding is dependent upon county commission
- Staffing shortages
- Impact of COVID
- Need more social workers and counselors
- Changing demographics

Teacher Communication Groups (K-12)

- Teachers feel like the district has lost their way
- Low morale
- Too many employees in district administration
- Teachers feel neglected and unappreciated
- Low teacher pay
- Students are behind academically, socially, and emotionally
- Impacts of COVID
- Lack of communication/collaboration between teachers and district administration
- Need more communication/collaboration between teachers in all subjects
- Teachers are under a lot of pressure
- Recruitment and retainment of teachers
- Children do not want to go to school
- Stressful learning environment for students and teachers
- Lack of funding
- Lack of teacher assistants
- Individual schools need to collaborate more and not be in competition with each other
- Teachers do not have enough time to teach all subjects
- Reading needs to be incorporated with social studies and math needs to be incorporated with science

Community Forum

- Student safety in schools
- Drugs in schools
- Coaches need to be more involved in communicating with students about their safety
- Getting all schools to recognize teachers and staff in the media, etc.
- Student discipline
- Bus driver shortage
- Food programs
- Students not showing up to school
- Lack of diverse teachers and staff
- Parents not being allowed in the schools
- Teacher shortage
- Technology safety
- Students are over reliant on technology
- IEPs and 504s

- Grading scale
- Growth
- Consistently underperforming schools even before COVID
- Low test scores
- Low graduation rates
- School lunch program
- School board members and administrators stuck in old ways
- Disruptive classroom environment
- Impact of COVID on high school students to be college and career ready
- COVID has impacted students' motivation to excel academically
- Schools are too big
- Teacher retention and retainment

Online Survey

- Issues from COVID (60)
- Recruitment and retention of quality teachers and staff (46)
- Overcrowded schools (25)
- Bus driver shortage (21)
- Low teacher and staff morale (20)
- Teacher shortage (19)
- City growth (18)
- Diverse population (18)
- Funding (17)
- Lack of discipline enforcement (17)
- Teacher burnout (16)
- Special Education leadership and program issues (15)
- Student behavior (15)
- Student safety (14)
- Unhappy parents (14)
- Rezoning (13)
- Student mental health issues (12)
- Violence in schools (11)
- Politics influencing system decisions (10)
- Standing up to a district stuck in old ways (10)
- Divided community (9)
- Teacher pay (9)
- Current school building infrastructure (8)
- Gaining trust of employees and teachers (8)
- Lack of parental support (8)
- Local politics (8)
- District personnel who are not doing their job and do not get removed from their position (7)
- Lack of diverse teachers and administrators (6)

- Providing support to teachers (6)
- Substitute shortage (6)
- Top heavy central office (6)
- Bad school food (5)
- Bullying (5)
- Gaining trust of parents and community (5)
- Good ole boy system (5)
- Grading system (5)
- Lack of adherence to 504 and IEP plans (5)
- Need for more schools (5)
- Social media challenges and trends (5)
- Weapons in schools (5)
- Working with city and community leaders (5)
- Learning the school system (4)
- Opposition to change (4)
- Relationship with funding body (4)
- Social and Emotional learning needs (4)
- Unequal discipline among student groups (4)
- Filling positions with friends of supervisors, not qualified personnel (3)
- Inconsistency among schools (3)
- Lack of community involvement (3)
- Low test scores (3)
- School board is set in their ways (3)
- Students losing enthusiasm to learn (3)
- Teachers feel unsafe at work (3)
- Achievement goals (2)
- Classified staff burnout (2)
- Culture of passing every student to maintain a 100% graduation rate regardless of grades (2)
- Custodian shortage (2)
- Drugs in schools (2)
- Freedom Fighters group (2)
- Gaining respect of employees (2)
- Internal communication issues (2)
- Lack of equity (2)
- Lack of mental health counselors (2)
- Low graduation rates (2)
- Middle schools experiencing difficulties (2)
- Over reliance on technology (2)
- Parent groups that do not get along with the school board (2)
- Racism in the community (2)
- Apathetic school board
- Being compared to previous superintendents

- Changing laws and policies
- City versus county issues
- Collaborating with the school board
- Military town
- Parents want to be allowed in the schools
- Rude and lazy teachers
- Separating church and the school system
- Tennessee academic standards
- Zoom issues

What personal characteristics would you like the new Superintendent to possess?

Parent Advisory Council

- Proactive
- Ability to recruit and retain teachers
- Charismatic
- Great interpersonal skills
- Visible in the community
- Friendly
- Honest
- Visits all schools in the district
- Multitasker
- Good listener
- Makes tough decisions and stands firm
- Explains reasons behind decisions
- Integrity
- Lives in the community
- If he/she has children, they should attend school in the district
- Supports teachers
- Public relations skills

Elected Officials

- Lives in the county
- Doctorate not required
- Certified teacher
- Classroom experience
- Great communicator
- Open minded
- Flexible
- Proven, practical, and effective leadership
- Diverse
- Centers equity and equality in the district

- Transparent
- Accountable
- Think outside of the box
- Innovative solutions to problems
- Champion for public education
- Believes in public education
- Respects the difference between public and private schools
- Intelligent
- Adaptive
- Thick skinned
- Ensures that faculty and staff are included in strategic planning
- Values everyone's input
- Supports and values all students
- Maintains ISO certification for the district
- Great negotiator
- Integrity
- Firm in decision making
- Consistent
- Decisive
- Progressive
- Understands the policy governance process
- Strong leader
- Strong moral values
- No fear leadership style, if it is right, do it

Classified Employees

- Good recruiter of staff
- Appreciative of classified employees
- Understands the important role that classified employees play in the school district
- Humble
- Transparent
- Dignified
- Community oriented
- Respectful
- Strong willed
- Strong minded
- Recent classroom experience
- Moved up through the ranks in their educational experience
- Open minded
- Common sense
- Prompt
- Timely

- Wants to stay in the position for longer than 2 years
- Makes decisions and remains firm

School- and District-Level Administrators

- Understands policy governance
- Values staff and stakeholders
- Positive
- Uplifting
- Encouraging
- Inspiring
- Relationship oriented
- Calm
- Excellent interpersonal skills
- Experienced
- Mature
- Integrity
- Visionary
- Strategic
- Political
- Good listener
- Team builder
- Seeks expert advice
- Ability to delegate
- Problem solver
- Instructional leader
- Holds all employees accountable
- Approachable
- Sense-maker
- Follows established policies regarding the hiring/selection processes

Teacher Communication Groups (K-12)

- Someone like Dr. Worthington
- Passionate about the district
- Cares about children and teachers more than data
- Visible
- Personable
- Real
- Teaching experience especially in reading and math
- Approachable
- Wants to stay in the position for a long time
- Good character
- Stands up for the kids to the State Department of Education

- Strong
- Confident
- Patient
- Possesses common-sense
- Has wisdom
- Principal experience
- Local
- Instructional leader
- Communicates with teachers
- Respects teachers
- Promotes quality teachers
- Promotes the school district with the media
- Trustworthy
- Calm
- Creates a fun environment for students and teachers
- Gives autonomy to the teachers
- Innovative thinker
- Creates a unified district

Community Forum

- Takes care of the teachers
- Firm
- Has strength to handle student discipline
- Addresses low test scores
- Hires staff that represents student demographics
- Is consistent with discipline among all students
- Reviews the grading system
- Considers going back to paper for learning versus technology
- Creates a family environment
- Great leader
- Transparent to parents
- Accountable
- Communicates with parents
- Prepares children for success
- Proactive
- Problem solver
- Is not afraid to ask for help
- Adaptable
- Commits to providing mental health services for students
- Builds partnerships with community organizations
- Collaborates with the school board
- Commits to the district's mission statement

- Integrity
- Local person
- Someone outside of CMCSS
- Does not use this position as a steppingstone and is invested in the district
- Supports all students
- Involved in the community
- Has experience with a similar sized district
- Not political
- Visionary
- Equity mindset
- Unifier
- Humble
- Admits to mistakes
- Resilient

Online Survey

- Good listener (47)
- Strong leader (32)
- Good communicator (30)
- Student focused (28)
- Approachable (23)
- Good sense of humor (23)
- Compassionate (21)
- Cares for students and staff (20)
- Has integrity (19)
- Honest (19)
- Open minded (19)
- Visible in all schools (18)
- Empathetic (17)
- Kind (17)
- Recent experience as a teacher (17)
- Personable (16)
- Listens to parents (15)
- Listens to teachers (15)
- Believes in equality for all (13)
- Experience working with a diverse population (13)
- Fair (13)
- Firm (13)
- Values all employees (13)
- Has an open-door policy (12)
- High moral character (2)
- Humble (12)

- Invested in the district (12)
- Makes decisions with the best interest of all students, employees, the community, and stakeholders (12)
- Understanding (12)
- Has strong interpersonal skills (11)
- Innovative (11)
- Transparent (11)
- Adaptable (10)
- Experience in education (10)
- Intelligent (10)
- Puts students and teachers before politics (10)
- Visionary (10)
- Caring (9)
- Respectful (9)
- Seeks to understand needs of students, staff, and the community (9)
- Friendly (8)
- Has a backbone (8)
- Has superintendent experience (8)
- Is not using this position as a stepping stone (8)
- Not political (8)
- Stands up for teachers (8)
- Understands teachers' struggles (8)
- Change agent (7)
- Encourages parental involvement (7)
- Goal oriented (7)
- Good problem solver (7)
- Hard worker (7)
- Not afraid of change or challenges (7)
- Receptive to feedback (7)
- Accountable (6)
- Compassionate for all diverse groups (6)
- Data Driven (6)
- Experience as a principal (6)
- Knowledgeable (6)
- Motivated (6)
- Passionate (6)
- Admits to mistakes (5)
- Calm under pressure (5)
- Creates a team environment (5)
- Decisive (5)
- Encourages teaching basic curriculum (5)
- Explains decisions (5)

- Good speaker (5)
- Local person (5)
- Looks at all sides before making a decision (5)
- Seeks out expertise (5)
- Stands up for what is right (5)
- Supports lower-level staff (5)
- Thinks outside the box (5)
- Understands current struggles in the district (5)
- Visible in the community (5)
- Bridge builder (4)
- Cares about student mental health (4)
- Charismatic (4)
- Confident (4)
- Culturally sensitive (4)
- Delegates responsibilities to qualified leaders (4)
- Encourages community involvement (4)
- Experience as an administrator (4)
- Flexible (4)
- Has common sense (4)
- Patient (4)
- Professional (4)
- Relatable (4)
- Values funding for athletics and arts (4)
- Will live in the city (4)
- A Christian (3)
- A parent (3)
- Addresses student behavior (3)
- Creates positive change (3)
- Diplomatic (3)
- Direct (3)
- Encouraging (3)
- Enforces a no bullying policy (3)
- Focuses on entire district (3)
- Genuine (3)
- Good personality (3)
- Has wisdom (3)
- Is a person of color (3)
- Loyal (3)
- Not local (3)
- Public servant (3)
- Realistic (3)
- Strong instructional leader (3)

- Unifier (3)
- Ability to lead (2)
- Adheres to policy and laws (2)
- Assertive (2)
- Believes in science (2)
- Cares for Title 1 schools students/staff (2)
- Communicates with parents (2)
- Continues CTE programs (2)
- Critical thinker (2)
- Does not show favoritism (2)
- Educated (2)
- Effective (2)
- Enforces discipline (2)
- Engages with struggling students (2)
- Forward thinker (2)
- Inclusive (2)
- Inspirational (2)
- Keeps up with new educational trends (2)
- Loves Clarksville (2)
- Loves kids (2)
- Loving (2)
- Military background (2)
- Organized (2)
- Outgoing (2)
- Positive attitude (2)
- Practical (2)
- Proven track record of success (2)
- Religious (2)
- Responsible (2)
- Responsive (2)
- Sympathetic (2)
- Values athletics (2)
- Values the arts (2)
- Ability to analyze options and commit to the best
- Ability to analyze performance
- Ambitious
- Articulate
- Attentive
- Believes in public education
- Bold
- Builds relationships with students
- Can strengthen partnerships with local colleges

- Collaborator
- Conservative
- Considerate
- Consistent
- Courageous
- Dedicated
- Dependable
- Down to Earth
- Easy going
- Emotionally constant
- Empowering
- Experience managing a budget
- Female
- Fixes infrastructure issues
- Forthcoming
- Free thinker
- Gets to know staff
- Gives constructive criticism to teachers
- Gives hope
- Godly
- Good conflict mediator
- Has a business mindset
- Has a doctorate
- Has a good heart
- Has a growth mindset
- Has a plan to raise compensation for teachers
- Has a plan to retain teachers
- Has attention to detail
- Has conviction
- Has fortitude
- Has guts
- Has had children in CMCSS
- Has negotiation skills
- Has self-discipline
- Helpful
- Implements changes to struggling populations
- Influential
- Intellectually curious
- Inviting
- Knowledgeable in special needs area
- Logical
- Not a good ole boy

- Not a micro manager
- Open to constructive criticism
- Optimistic
- Relates to younger generation
- Reliable
- Resilient
- Seeks input from employees
- Sees people for their merits, not demographics
- Sense-maker
- Shows gratitude to support staff and educators
- Started at the bottom and worked their way up
- Straightforward
- Strategic
- Timely
- Trustworthy
- Understands the difficulties of raising children in a military community
- Values student safety
- Warm
- Will enroll his/her children in CMCSS
- Willing to compromise
- Willing to have conversations with custodial staff
- Wise
- Works well with the school board
- Younger

CLARKSVILLE-MONTGOMERY COUNTY SCHOOLS SUPERINTENDENT SEARCH PROPOSED CRITERIA

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all the public schools, personnel and departments of the school system. The Superintendent is responsible for the management of the schools under the Board's policies and is accountable to the Board. Minimum qualifications include:

Candidates will be evaluated in accordance with their individual qualities as well as professional accomplishments with an emphasis on the following:

1. Has exceptional listening skills with a commitment to accessibility and an open-door policy
2. Speaks and writes effectively to communicate the successes as well as the needs of the school system
3. Has the wisdom to know when change is necessary and the ability and determination to generate such change even in the face of opposition
4. Has the ability to unify diverse groups and build and maintain high morale among employees.
5. Has experience in working with students, parents, staff, the community, and the school board in developing long-range goals and strategies for the school system and the determination and ability to accomplish those goals
6. Seeks information and ideas relative to the problem, makes decisions that demonstrate fairness, impartial judgment, appropriate analysis and sensitivity for those affected by the decisions
7. Fosters support, confidence, and pride within the community for the school system through timely information sharing and providing meaningful opportunities to be involved
8. Proven ability to work with the county commission to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues.
9. One who can determine the effectiveness and efficiency of school personnel and programs and take the necessary action to enhance operations.
10. Has a record of working effectively with a school board by keeping the board well informed, making clear and sound recommendations, standing firm with his/her decisions, sharing credit for accomplishments, and enhancing the reputation and effectiveness of the board

CIARKSVILLE-MONTGOMERY COUNTY INTERIM REPORT

Criteria Preference Rankings

Item	Parent Advisory Council	Elected Officials	Classified Employees	School and District Level Administrators	Teacher Communication Groups	Community Forum	Online Survey	Average	Overall Ranking
1. Successful experience as a Superintendent	4.00	3.58	3.43	3.35	3.00	3.61	3.74	3.53	18
2. Successful experience as a school principal	4.00	4.00	3.29	4.29	4.00	3.78	4.16	3.93	16
3. Successful classroom teaching experience	3.50	4.17	3.71	4.03	5.00	3.67	4.42	4.07	13
4. Successful central office administrative experience	3.75	3.83	2.57	4.17	3.00	3.56	3.41	3.47	19
5. Administrative experience outside of the school system	3.00	3.08	2.14	2.55	3.00	2.94	2.71	2.77	20
6. Earned a doctorate	3.00	2.00	1.71	2.77	3.00	2.94	2.75	2.60	21
7. Ability to initiate and adapt to change	4.75	4.83	4.00	4.68	5.00	4.72	4.54	4.65	3
8. Ability to listen	4.75	4.75	4.71	4.97	5.00	4.71	4.83	4.82	1
9. Ability to generate support from community/groups	4.50	4.45	4.00	4.84	5.00	4.39	4.41	4.51	7
10. Ability to work with and generate support from the entire board	4.33	4.33	3.86	4.71	4.00	4.56	4.22	4.29	10
11. Competent manager of budget and fiscal affairs	4.25	4.50	4.00	4.03	5.00	4.44	4.22	4.35	8
12. Demonstrates sensitivity toward cultural diversity	3.50	4.25	3.43	4.55	4.00	4.17	4.05	3.99	15
13. Demonstrates a sense of humor	3.25	3.58	3.29	4.10	5.00	3.50	3.56	3.75	17
14. Effective communicator, both oral and written	4.50	4.67	4.57	4.71	5.00	4.61	4.53	4.66	2
15. Exhibits strong analytical and problem-solving skills	4.75	4.67	4.43	4.55	4.00	4.72	4.49	4.52	6
16. Exhibits strong background in curriculum	4.00	3.83	3.71	3.68	5.00	4.06	3.99	4.04	14
17. Exhibits strong interpersonal communication skills	5.00	4.67	4.00	4.87	5.00	4.56	4.41	4.64	4
18. Features a track record of significant accomplishments in current position	4.50	4.25	4.00	4.13	5.00	4.17	3.73	4.25	11
19. Goal oriented/committed to long-range planning	5.00	4.67	4.43	4.58	5.00	4.39	4.24	4.62	5
20. Skilled evaluator of programs and personnel	4.50	4.00	4.00	4.26	5.00	4.33	4.08	4.31	9
21. Strong academic and instructional leader	3.75	3.92	4.00	4.23	5.00	4.11	4.23	4.18	12