

Stakeholder Input Report for

***Glendale Unified
School District
Glendale, California***

submitted by



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Glendale Unified School District Glendale, California District Stakeholder Input July 9, 22 & 28, 2015

Executive Summary

On July 9, 22 & 28, 2015 consultants Mr. William Huyett, Edward Velasquez and Ben Johnson II conducted meetings with district stakeholders represented in 33 different group meetings and three open forum sessions. They received input from approximately 200 plus individuals in these groups and an additional 280 people who responded to the online survey. Input was gathered regarding the selection of a new superintendent for the District using four consistent questions listed below.

Outlined on the following pages is an Executive Summary of the major themes expressed by the participants at these sessions. Following the Executive Summary is a compilation of all the input received from these groups and individuals in response to the four questions asked of each group and participant. The final section of the report will consist of responses by individuals who completed the online survey and responded to the same four questions.

1. Tell us what is good about your community.

- Big city with a small town feel
- Safe community
- Great location, close to downtown Los Angeles and not far from the beaches and mountains
- Diverse population, rich cultures and traditions
- The community works well with the schools
- There is a history of generations of families that have lived here
- Local culture of restaurants, entertainment, shopping and the arts
- Business invests in the school and community
- Strong educational foundation
- Good city police and fire departments

2. Tell us what is good about the district and the schools.

- Strong academic programs at every school
- Foreign Language Academies of Glendale (FLAG)
- Involved parents and PTA
- Extra-curricular enrichment programs
- High academic achievement
- Financially stable, no layoffs or furlough days during hard times
- Passed school bonds for construction, good facilities
- Great place to work
- Forward thinking, innovative schools and district
- Visual and Performing Arts Programs
- High quality professional development
- Good employees, people stay here for entire careers

3. What are the issues a new superintendent should know about when coming to this position?

- Sagebrush annexation
- Equity of resources and programs between North and South parts of the District
- Communication between the District, and schools and community
- The relationship between the teachers' union and the District, contract not settled
- Common Core implementation
- Decisions are made before input is given
- Rotation and assignment of administrators
- Roles and responsibilities of the Board, there is a need to improve governance
- Too much "say" by the community in the operation of the schools
- District administration supporting decisions of site administrators
- Issues of race
- Cost of Special Education

4. What are the characteristics, attributes and skills the new superintendent should have to be successful in this position?

- Strong communication and collaboration skills, be a good listener, personable and approachable, able to act on what is heard
- Visionary
- Focused on students' needs
- Courage to take positions that are in the best interests of students and schools but may not be in the interests of other entities
- Sense of humor
- Instructional leader, able to lead new initiatives with knowledge and foresight
- Strong fiscal ability, spends resources on identified needs
- Humble, gives credit to others
- Visible in the community and at the schools
- Truthful and consistent

Stakeholder Input
Reported as received from each Stakeholder Group

Name of Stakeholder Group:

Assistant Superintendents

1. Tell us what is good about your community.

- An hour away from everything; beach, mountains, sports, entertainment...without being in Los Angeles, centrally located to many attractions
- Rich with diversity; longtime residents who have grown-up here and returned to work
- Has something for everyone, social life, near L.A., home type community, know neighbors; Mayberry RFD culture
- Sense of community involvement
- Community involved in the education of the children
- A lot of growth, business is up and thriving and city is close to the Burbank airport
- Has gone from a Caucasian middle-class community to an urban diverse community
- Diversity of cultures
- Stability of community
- Family friendly
- Great shopping
- Great restaurants
- Big city but small town feeling; very friendly
- A city that is always looking toward the future without losing the past
- City collaborates well with school district
- Excellent colleges and universities

2. Tell us good things about the District?

- Large district: 30 schools, 20 elementary, 4 middle, 4 secondary 1 special needs school and 1 continuation high school; with many programs to support all students
- Teachers do what is right for kids and are dedicated
- Administration is dedicated to the students, the community, and staff
- Employees are exceptional
- Students are high achieving, many national and state recognitions; students do well
- Incredible partnerships: police department, educational foundation, realtors, city and school district are one
- Great collaboration: city, union, CSEA
- Great staff, efficient, effective
- Clean schools, well kept
- 400 million dollar bond construction program, one third in progress
- Involved in master planning of the remainder of the bond
- Great staff retention
- Out of district employees have their kids attending GUSD
- Well-respected district at the state level

- 7 dual immersion language programs; VAPA (visual and performing arts, 2 elementary magnets and CTE (career technology education)
- Stability of leadership; last 47 years, 5 superintendents
- High performing
- Progressive
- Strong leaders
- Very professional staff
- Strong school cultures
- Many opportunities for professional development
- Teacher leadership opportunities
- Always looking for student opportunities

3. What are the issues that you would want the new superintendent to know about?

- Glendale Teachers Association challenges that need to be addressed
- Changing board, uncertainty and agenda
- Strong community interest groups with divergent varied agendas
- Meeting future needs financially
- There is a new perception that the district will become unstable due to retirements and staff leaving
- Uncertainty due to changes in roles and responsibilities of administration
- Special education inclusion/one-on-one staffing of instructional assistants
- Lawsuit requiring the District to implement trustee districts for Board elections
- Measure S bond program
- Schools are not aligned with same bell schedule
- Challenging to introduce district-wide initiatives
- Curriculum concerns
- Strong cabinet

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Approachable
- Puts students first
- People person
- Collaborator
- Good communicator
- Someone who will take the time to get to know the organization before making changes
- Knows our culture
- Someone who understands the big picture
- Educational and social-emotional leader
- Someone able to be a good listener to groups and individuals
- A leader who is able to foster common ground understanding on how the district meets student needs
- Someone who can work with all stakeholders
- A leader who can participate in district and community events
- A person who is visible and a team player

- Someone with a sense of humor
- An educator who is strong in instruction
- A social/emotional advocate
- Someone who is student-focused
- Knows how to guide a strong team
- Able to build and create consensus with the board

Name of Stakeholder Group:

Directors/Assistants Directors

1. Tell us what is good about your community.

- Safe place to live
- Sense of community
- The people care and support education
- Parents are involved in the school district
- Large city with small town feel, very involved citizens
- Centrally located in the Southern California, not far from Los Angeles
- Amazing urban/suburban community where people come first
- Diverse community
- City supports the schools

2. Tell us good things about your district.

- District has good people
- District supports the whole child
- District values its diversity
- Students are priority
- Great employees
- Students are first
- Team mentality
- Best facilities
- Student performance is high
- Everyone strives to prepare students for the future
- Variety of programs that support district and community
- Safe schools
- Financially conservative
- People-centered district; teachers and classified
- Excellent staff
- People enjoy working here
- State of the art technology

3. What are the issues that you would want the new superintendent to know about?

- Negotiations not settled
- Staff ensuring the health and welfare of students, especially those with special needs
- LCAP (local control accountability plan)
- Budget/fiscal issues
- Funding and staffing
- Special education challenges
- Special education budget
- Serving and meeting the needs of a diverse community
- Continue to support and expand the implementation of the Common Core plan
- The need to create a sense of stability
- Address the issue of least restrictive environment for special needs students

- Open communication with the community and stakeholders
- Keeping the school community informed

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- An instructional leader
- Sensitive to different cultures
- A team builder
- A collaborator
- Someone who mentors and coaches
- A business and instructional leader
- A person who is a good communicator and is approachable
- Someone who is accessible, an open communicator and has a sense of humor
- A team leader
- Someone who supports the principle of shared governance
- A forward thinker
- Someone who is firm but fair; able to maintain district focus on kids first
- A strong lobbyist
- A person who is compassionate and a problem-solver
- Someone who will be involved in the community and has a sense of family
- A leader who holds people accountable
- Someone who is knowledgeable in special education and supports district programs

Name of Stakeholder Group:

Parent Advisory Committees; Special Education, Title I and College View PTA

1. Tell us what is good about your community.

- Safe community
- Excellent first responders
- Great weather
- Proximity to oceans, mountains and museums
- Great shopping centers
- Has everything for everyone
- Easy to get any where in Southern California
- Culturally diverse community

2. Tell us good things about your District.

- Employees are committed to student's success
- Community supports schools
- Caring families
- Administration values partnerships with teachers, community, businesses and parents
- Great schools
- College View programs serve special needs students
- Support programs for all special need students in the special education program

3. What are the issues that you would want the new superintendent to know about?

- Bullying problems at some schools
- Transfer of a principal
- Loss of enrollment at secondary schools
- In general elementary schools are wonderful and supported by parents; middle and high schools are viewed as weaker

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who is confident and has clear goals
- Good listener
- Great with people skills
- Someone who is open-minded
- Will learn first about the district and take input
- A good collaborator
- Someone who can value all people and their skills
- A team builder
- Someone who can learn from others
- Someone who is honest, trustworthy, patient, diligent and has integrity

Name of Stakeholder Group:

GUSD High School Students

1. Tell us what is good about your community.

- Great place to live because everyone speaks to each other
- City is environmentally focused
- Community is supportive of all schools
- City is diverse and has great opportunities between the city and the school district
- Community is accessible to services and activities and is ADA focused
- Safe community

2. Tell us good things about your District.

- Excellent staff, students are treated well
- High morale among staff and students
- Many Blue Ribbon schools
- Students are a priority
- There is a lot of communication among the schools
- There are many programs, events, clubs and sports that support all students
- High expectations for most students
- Inter-connectivity between schools: elementary, middle and high schools
- All schools work well with each other
- District understands the needs of the students at each school
- Strong focus on career pathways
- Strong collaboration between all schools
- Strong tutoring program for all students
- Special education students are embraced and supported, and have the same opportunities as all students

3. What are the issues that you would want the new superintendent to know about?

- Limited opportunities for high achieving students
- There is way too much standardized testing
- Some staff members need to be held more accountable for poor teaching
- Hiring practices/teacher quality
- Budget/funding for all students; summer school
- Some class sizes are too high (i.e. AP classes as high as 40)
- More access to college readiness programs
- Following students on social media
- Dress code equity
- More communication with colleges and universities
- More information on common core and testing
- Awareness of different grade/academic policies between programs and teachers
- Consistency of AP and Honors classes among high schools

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who is a good listener
- Who respects the privacy of students
- Someone who is a problem solver; thinks outside of the box; humble, approachable
- A change agent
- Someone who seeks student's opinions; puts themselves in the student's shoes
- Passionate and involves student's in district vision
- Someone who will be visible in the schools
- Someone who is trustworthy
- Will address current issues i.e. gender equity, cyber bullying
- Someone who will look at the effect of changes, not just the cost

Name of Stakeholder Group:

**Armenian National Committee, Committee for Armenian Students in Public Schools,
and Davidian & Mariamian Education Foundation**

1. Tell us what is good about your community.

- Safest city in the United States based on size
- Strong traditions and city values education
- Culturally diverse community
- A community that works together for the benefit of the children
- The leadership works well together; cohesive community
- Perfect size community; not too big, not too small
- Location is great, growing community but not too fast
- Old town community feel; civic minded community
- Great business opportunities

2. Tell us good things about your District.

- Facilities are attractive and well kept; well-funded bond initiatives
- Students are engaged and there is high academic achievement
- Clark Magnet school
- Faculty devoted to student achievement
- Low drop-out rate, good checks and balances on student progress
- Organized and engaged community, strong community involvement
- Dedicated and committed teachers that empower students to excel
- Staff takes the time and effort to meet students' needs at every school
- Current board and administration has a real sense of the community
- District collaborates well with civic and community organizations as part of the learning process
- The district is not afraid of change, a district that embraces change
- Very responsive to parents

3. What are the issues that you would want the new superintendent to know about?

- Disconnect between affluent and non-affluent areas of the district
- The need to serve all students, especially first generation students
- Large class sizes
- Administrative decisions sometime made without true dialogue
- Common Core curriculum
- New grading system
- The need for more services and help for new immigrant students
- The need for the executive level administration to reflect the demographics of the community
- More intervention for social programs is needed (i.e. psychologists)
- Counselors to student ratio
- School site staffing, need for more classified help
- Financial support to return services lost during the economic turndown
- Social and professional development for all staff

- Respect and honor Armenian culture and history

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Culturally sensitive, sees the value in teaching Armenian history
- Someone who will not make quick or major changes
- A person who is approachable, not easily intimidated and studies community needs
- Someone who will involve all stakeholders in decisions and see schools as the heart of the district
- A leader who is visible at the schools
- Has classroom experience
- Someone who is experience with a diverse community
- Will create stability with the administration
- A person who is a very nice but strong collaborator, trustworthy and embraces diversity

Name of Stakeholder Group:

Chamber of Commerce(s) Glendale, Crescenta Valley, Montrose

1. Tell us what is good about your community.

- Involved community
- Organizations in the community work well together
- Diverse community
- Many opportunities for entertainment, shopping and local attractions
- Safe community; home town feeling
- Great place to raise children

2. Tell us good things about your District.

- Impeccable reputation
- Great extra-curriculum activities
- Fiscally responsible district
- Diverse student population
- Involved students
- Lots of volunteers
- Heavily involved parents
- Board vision retreat, there is a focus on students
- Strong partnerships with businesses

3. What are the issues that you would want the new superintendent to know about?

- Board vision retreat
- Focus on students
- Stronger partnerships with business

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Bridge builder
- Strong communication skills
- Strong people skills
- Excellent collaborator
- Someone who is business minded and works well with chambers

Name of Stakeholder Group:

Services Clubs: Rotary, Lions, Assistance League, Kiwanis, Soroptimist

1. Tell us what is good about your community.

- A diverse community
- Close to a variety of events and activities i.e. theater and sports
- Fabulous weather
- People live and work here
- Center of activities; oceans, mountains
- History of diverse community
- One of the best places to live, sense of community/small city feel
- People care and volunteer
- Safe community
- Many opportunities for the arts and theater
- Great service groups, great opportunities to get involved
- Friendly community atmosphere
- Community embraces city leadership
- A community within a community
- Great shopping opportunities

2. Tell us good things about your District.

- “Flagglendale” (Foreign Language Academies of Glendale) program is unique
- Diversity of programs (i.e. robotics, music, film)
- Great API scores
- Strong collaborations with companies/universities (i.e. JPL)
- Strong educational foundation
- Community values VAPA
- For less fortunate students there is lots of support
- City organizations that support students
- Service clubs that support school initiatives (i.e. Interact, Key and Builders clubs)
- Scholarships for special needs students
- Great facilities, Measure S bond in 2011 provided \$280 million for construction and renovation of facilities
- Strong focus on technology
- Strong focus on special needs students

3. What are the issues that you would want the new superintendent to know about?

- Perception of favoritism among cultures
- The need to meet and hear the diverse groups
- Funding and budget
- The need to reach out to service clubs
- The need to share information
- Teacher union negotiations

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- A collaborator and someone who can bring groups together
- Someone who is proactive and personable
- A builder of bridges, a good listener who is focused on the needs of the district
- Someone who has humor; embraces diversity, puts students first and works well with all groups

Name of Stakeholder Group:

Personnel Commissioners

1. Tell us what is good about your community.

- Safe community
- Friendly town
- Great place to work
- Friendly neighbors
- Neighborhood watch

2. Tell us good things about the District?

- Strong sports program
- District is highly rated
- Congenial environment

3. What are the issues that you would want the new superintendent to know about?

- There has been no new hiring since the State's budget crisis

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Experienced
- Personable
- Someone who will stay
- Patient

Name of Stakeholder Group:

District Team Secretaries

1. Tell us what is good about your community.

- Great shopping opportunities
- Sense of community
- Great residents
- High volunteerism
- Many opportunities for sports participation
- Bob Hope airport nearby
- Nearby mountains, beaches, Los Angeles
- City works well with the district; strong collaboration with the city; safe community

2. Tell us good things about the District.

- Sense of community within the district
- Diverse student population
- Urban/rural areas
- Dedicated employees
- Schools are high performing
- Many programs to support students
- Great instructional program
- Great teachers and dedicated parents

3. What are the issues that you would want the new superintendent to know about?

- Sagebrush issue
- Crescenta Valley parents
- Least restrictive environment issue for special needs students
- One-on-one instructional assistants situation and training

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who will understand and work well in a diverse community
- Strong parent advocate
- Someone who is genuine
- Student focused
- A people person
- Someone who will live in Glendale; vested in the community
- Experienced

Name of Stakeholder Group:

Verdugo Woodland Dad's Club

1. Tell us good things about your community.

- Dad's club
- Connection of the Dad's club and schools
- Community that cares
- Strong collaboration with city and school district
- Strong parental involvement

2. Tell us good things about the District.

- Financially stable and solvent
- Programs for all students
- Great teachers

3. What are the issues that you would want the new superintendent to know about?

- More community involvement is needed
- Support and encourage community/parental involvement
- PTA is not the only organization that includes all parents; others need to be involved

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Visionary
- Sincere
- Someone of high integrity
- Someone who puts students first
- A person who is fair and will advocate for parents

Name of the Stakeholder Group:

Workforce Investment Board

1. Tell us good things about your community.

- Small town feeling
- Giving community

2. Tell us good things about the District.

- Teachers stay
- A lot of resources and support
- Strong relationships and opportunities and internships
- Great kids, teachers, family and facilities
- 1997 and 2011 measure K and S bonds passed
- Fiscally sound, strong board
- No lay-offs, furloughs or salary cuts during state budget crisis
- No gang problems
- Strong collaborations with police department
- Kids first; social emotional support
- Resources assigned to needs of each school
- Strong teacher leaders

3. What are the issues that you would want the new superintendent to know about?

- Address the need of CTE growth; more staffing
- Current technological and academic needs
- The need for a liaison with Workforce Investment Board (WIB)
- The reorganization of the Workforce Investment Act programs

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Continue relationships with WIB
- Someone who will focus on career pathways
- Responsive to input and help
- Politically savvy
- An excellent judge of character in hiring; experience in H.R.
- Someone who understands the value of those who wish to stay in the community
- A person who can foster stability and longevity among the staff
- Experienced with business and community
- A strong collaborator

Name of the Stakeholder Group:

Counselors

1. Tell us good things about your community.

- Great weather
- Strong community; a large city with a small town feeling
- Many citizens who grew-up in the city remain to live and work here
- Diversity; many cultures
- Safe city
- City has developed; city is close to beaches, mountains, deserts
- Many career opportunities
- Home values have maintained
- Beautiful community with friendly people

2. Tell us good things about the District.

- Cutting edge in technology instruction
- Fiscally responsible
- Just the right size; not too big and not too small
- Many programs offered to meet the needs of a diverse student population
- Strong collaboration among the schools
- Good place to teach; everyone supports one another
- Strong collaboration with colleges and universities
- High college admission rate
- Welcome center established to help immigrant students assimilate and place academically

3. What are the issues that you would want the new superintendent to know about?

- Student to teacher ratio
- Restoration of services with purpose, planning and vision
- Ivory tower district office
- Negotiations
- Meetings where we feel it is a waste of time
- Not being invited to LCAP planning
- Disconnect between district administration and school sites
- Support for counselors

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- A strong communicator and collaborator
- One who is transparent
- A leader who listens before making decisions; taking into account recommendations
- Someone who is willing to take on difficult topics
- A person who has a positive experience with counselors and knows counseling functions
- Someone who knows the ACCSA model
- A leader who will observe and allow participation in the decision-making process
- A good listener

- Someone committed to students and schools
- An educator who will put an emphasis on college
- Someone who understands and can communicate roles and duties

Name of the Stakeholder Group:

City of Glendale-Fire and Police and Glendale City and Community Officials

1. Tell us good things about your community.

- Safe community
- Unique community; government, non-profits, district all work well together
- Urban community with small town feeling
- Efficient/effective services for constituents
- Everything here one would want; shopping, fine dining, urban/suburban feeling, great schools, entertainment
- Close to Los Angeles attractions, beaches, mountains
- First responders are world class and innovators
- The community rallies around issues that effect children
- This is a large community that acts as a small town in a supportive way
- Diversity is a strength, we are supportive of our diversity
- There is support from the business community for the schools
- There are lots of amenities in Glendale in that it is a safe place, with many activities and things to do or experience
- This is a large community that acts as a small town

2. Tell us good things about the District.

- Teachers care and are compassionate
- Strong collaboration with the community
- Students are prepared for college and career
- Schools are interactive with the community
- Schools are well-prepared for disasters
- Great collaborations with fire and police
- Marshaling of resources
- The schools meet the needs of diverse families, they serve students from free and reduced lunch as well as affluent families
- The district and the schools have high expectations
- The schools meet the needs of all children
- GUSD gets positive data from overall student performance and individual program results

3. What are the issues that you would want the new superintendent to know about?

- Mental health services are lacking; needs to be addressed
- Funding/resources for police services in the district
- There is a lot of downtown development that might overwhelm the school district
- Safety concerns are always an issue
- Drugs are somewhat an issue in the northern part of the city
- Opening the school fields to the public to provide more open space for recreation
- The city depends on student use of the transportation services to get to school and help fund the bus system

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Opened minded, someone innovative
- Focused on students
- Willing to dialogue issues and challenges
- Someone who will support students with current programs (i.e., fire academy)
- Someone who is doesn't have to have all the answers, but will reach out for help
- A risk-taker
- A person who believes in servant leadership
- Collaboration skills, knows how to partner with other agencies
- Courageous, able to push for causes that benefit kids
- Someone who is involved in the community
- An empathetic communicator
- Someone who is passionate about public education, a true believer
- An engaging person, someone who will show their emotions on their face that they want to talk with you

Name of the Stakeholder Group:

Assistant/Associate Principals

1. Tell us good things about your community.

- Diverse community; many cultures
- Family oriented
- Great place to raise children
- Diversity in economic status
- Big city with a small town feel without the traffic congestion
- Close to L.A.; mountains, beaches, entertainment, dining, activities
- Awesome school district
- City is progressive; many opportunities
- Very safe community

2. Tell us good things about the District.

- Great assistant and associate principals
- How well all schools work together
- Caring staff; certificated and classified
- Schools offer many programs to support all students and parents
- Strong professional development at all levels; research-based but developed by practitioners
- All secondary schools are Gold Ribbon Schools
- How well we balance professionalism with fun
- Lots of support for teachers
- Close knit district
- Strong special education program
- Longevity of employees
- Intelligent staff that helps each other shine

3. What are the issues that you would want the new superintendent to know about?

- Active parent groups
- Equity among sites
- Budget at each school site
- Discrepancy of services between northern and southern schools; equity vs. equality
- Tradition sometimes gets in the way of moving forward
- Special education compliance issues
- 504 student numbers
- Secondary school needs are different from elementary schools
- Textbook adoptions
- Staff evaluations of administrators
- Tension with the teacher union
- Some teachers spend their entire career at one school
- Some issues with English Language Development programs
- The lack of experience of secondary administrators
- Stop moving administrators

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who is a strong listener; says what he/she means; a doer
- A leader who will take site administrator recommendations under full consideration when making a decision
- Someone with secondary experience
- A superintendent with a clear vision; gets the job done
- Less of a politician; more of a practitioner
- Someone who is positive and energetic
- An instructional leadership who puts students first
- A team player who leads by example; gets down and dirty
- Approachable; knows names of staff
- High character, strong advocate for staff and students
- Sense of humor
- Experienced
- Down to earth individual
- Someone who can balance work and family

Name of Stakeholder Group:

Glendale Educational Foundation (GEF)

1. Tell us good things about your community.

- Community comes together; represents various aspects; people work together for what is best for the community
- Support from the business community
- Diversity in every aspect (socio-economic, ethnic, race etc.)
- Higher educational levels
- Community involvement; could be challenge to connect with all that is going on
- Well-educated community (50% college, 20% graduate degree)
- Offers a “whole city” entertainment, culture
- Welcoming community
- Every activity includes the school
- Different communities within the larger community
- Incredible location (close to downtown LA & Pasadena)
- Evolving community rich with a variety of heritages and cultures
- Surrounded by mountains
- History of collaboration

2. Tell us good things about the District.

- Strong PTA
- Dual Immersion Program
- Enrichment Programs (save the music campaign)
- High standard of teachers
- Ongoing attention to instruction
- Academic achievement
- Recovery programs to assist students falling behind
- Resources available to help all students
- Alignment of feeder schools to high schools
- Variety of academic programs
- High level of communication with PTA and GEF
- Proud that students have excelled
- Robotics

3. What are the issues that you would want the new superintendent to know about?

- History of educational foundation for all students in every school; does not work for the superintendent
- Collaboration with staff and teachers;
- Bond issues
- Sagebrush border dispute
- Trustee areas, District being sued over at-large elections
- 67 Languages spoken in the District
- Varying levels of parental involvement
- Increase of dual income earners decrease of parent involvement in some schools

- Knowing the history of community (dynamics of the board, history of district)
- Relationship with the city has changed
- Accelerated Summer School Program (currently funded by GEF)
- Transparency
- How do we make career pathways work?
- Logistics of FLAG and magnetic programs; sustainability

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Special education needs to be an area of importance
- History of achievement
- Long-term vision
- Good grounding in governance
- Transparent, honest, open
- High level of communication
- No surprises
- Good listener
- Strong leader with calm confidence
- Politically adept
- Champion for education
- Good relations with business community
- Love of arts and learning

Name of Stakeholder Group:

Glendale PTA

1. Tell us good things about your community.

- Sidewalks (ability to do things outside)
- Sense of community
- Very diverse community
- Safe city
- Multicultural community
- Good interaction with various diverse groups
- Huge Armenian community, family oriented
- Community involvement
- Bedroom community
- Good infrastructure, clean city, no fences
- Doesn't have "interesting reputation"
- Neighborhood schools are the heart of the community
- Parks
- Deep rooted generational communities
- Community takes care of itself

2. Tell us good things about the District.

- Magnet for the arts program
- FLAG (seven languages)
- Richness of programs
- High achieving district
- Resources to help students that are struggling
- Flexibility to bring innovative programs
- Take care of minorities (Title 1, EL students)
- Forward thinking district
- Maintained arts programs
- Kept programs even with declining budgets
- AP Programs: significant variety of offerings for students
- Career academy programs
- Transparency within district
- Something for everyone in the district
- Proactive
- Accessible to parents
- Visual arts
- Good athletics programs
- High level of community involvement
- Foundations that support the district
- GEF
- Parental support
- Incorporation of common core
- Strong PTA

3. What are the issues that you would want the new superintendent to know about?

- How to enhance parental involvement
- District needs a good instructional technology infrastructure; there are weak websites
- Many parents within district are not tech savvy; district went too fast for online communications
- Socio-economic issues within much of the district
- Unique issues within the sub-communities of the larger community
- Outreaching to the communities south of the 134
- Issues of diversity both ethnic and socio-economic
- Dual immersion program (impact on facilities)
- Decisions seem to be non-negotiable
- Challenges with needs a public relations person

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Secondary experience
- Connects with students (openness to students)
- Innovative
- Flexible, open to new ideas
- History as a teacher
- Humble, grateful and respectful
- Treats people as professionals
- Recognizes that they are dealing with children
- Positive interpersonal skills
- Networking with everyone
- Good listener
- Good soft skills
- Engagement with others
- Public relations development
- Open minded
- Present in community
- Be available
- See parents as a tool and ally for change
- Great communicator

Name of Stakeholder Group:

Superintendent Group Secretaries

1. Tell us good things about your community.

- Great support from the business community (music)
- Glendale Educational Foundation
- Diverse community
- Strong PTA
- Parents and communities support the schools
- Hands-on support
- Good relationship with the city and chamber
- High level of communication with key stakeholders in the community
- Large geographic area
- Diverse socio-economic communities
- Safe community
- Good collaboration
- Bring together different people for common goals
- Great parents, involved parents
- Diversity of Glendale
- Accessible leadership
- Everyone knows everyone
- Information is available to the community
- Holds leaders accountable
- Community does not work in isolation

2. Tell us good things about the District.

- Staff
- High performing schools
- Large number of distinguished schools
- Golden Ribbon recognition
- Model continuation high school
- Caring and vested interest in students
- Diverse programs to help students succeed.
- Pathways for language (immersion K-12)
- Diverse community
- Financial stability
- Excellent benefits
- Monthly staff meetings
- No layoffs or furlough days during difficult times
- Big CTE programs
- Special education programs are positive
- Healthy Start office, exceptional team supporting children
- Healthy Start Collaborative (growing)
- Unity
- Renowned district, selling point of the community

- Culturally conscious
- STEM programs
- Funding of the arts
- Varied offerings to help students succeed
- Athletics
- A sense of community within each school area
- Site specific needs addressed at the school level
- Leadership aligns needs in high poverty areas

3. What are the issues that you would want the new superintendent to know about?

- Understanding of special education
- Financial knowledge
- Need to improve relationship with Glendale Teachers Association (GTA)
- Negotiations with GTA
- Process too long to address poor performing employees
- Challenge hiring special education teachers
- Sagebrush takeover effort with La Canada
- Execution of bond projects
- Construction and development growth in the city of Glendale
- United governance team
- Need better communication
- Increasing involvement of diverse parent groups
- Parents frustrated with poor communication
- High expectation that someone fantastic will take on this role
- Large Armenian community
- Integration of various sub-communities
- Crescenta Valley parents often feel disenfranchised
- Assistant superintendents are regionally aligned to areas
- Understand the profiles of the board members

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Need for a strong leader
- Diplomatic
- Experienced
- Decisive
- Ethical
- Strong work ethic
- Good communicator
- Soft skills
- Sense of humor
- One that does not depend on consultants and lawyers to make a decision
- Fiscally responsible
- Has high moral conduct
- Great communicator
- Responsive and instills that in his team

- Able to create customer-centric organization
- Highly visible
- High ethics
- Does not work in isolation
- Ability to develop a governance team with shared vision and purpose

Name of Stakeholder Group:

Glendale Teachers Association

1. Tell us good things about your community.

- Close to LA
- Richness of culture
- Great food
- Teachers enjoys living among families and students
- Same community experience as students
- Teachers are committed to the community

2. Tell us good things about the District.

- Great teachers
- Creation of instructional tools
- Amazing students
- Diverse populations
- Great parents/ involved parents
- Lot of community organizations are involved and support the district
- Non-profit support

3. What are the issues that you would want the new superintendent to know about?

- 34% financial reserves (not spending on students and employees)
- Too fiscally conservative
- Feedback from teachers misrepresented to the Board
- Philosophy of Board bolstering their resume
- District administration has too close an affiliation with University of Southern California (USC)
- Feeling that decisions are made prior to committee meetings
- Employees feel like pawns
- Believes the district will soar with the right leader

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Union friendly superintendent
- Someone that is not divisive
- Supports employees
- Collaborative leader
- Will represent teacher point of view
- Prioritizes teachers
- Includes teacher input in decisions
- Represents teachers honestly to Board
- Does not use teachers as a scapegoat
- Includes teachers in significant decisions impacting the classrooms
- Someone who honors the contract
- No connection with USC

Name of Stakeholder Group:

Glendale School Management Association

1. Tell us good things about your community.

- Hometown feel
- Largest town/smallest city
- Diverse
- Unusual community with large businesses
- Safe community
- Leaders that are genuinely invested
- Supportive business partners
- Connection with colleges
- Very central to everything
- Politically savvy community
- District has a good reputation
- Superintendent has a strong relationship with city, fire , police and sheriff

2. Tell us good things about the District.

- Fabulous special education program
- Pre-school program
- Autism preschool programs
- FLAG, Arts, PE
- Community supported bond for facilities improvements
- Represented well in the press
- Well-maintained facilities
- High number of employees went to school in GUSD
- Welcoming and warm district
- Collaborative departments
- Student centered organization
- Historically visionary Board and superintendents
- Longevity
- High Qualified employees at every level
- Good sized district; opportunity and mobility
- Always wanting to improve
- Professional development is a priority
- Music and art
- Language immersion (pre-school)
- Child care
- Active and supportive GEF
- PTSA & PTA

3. What are the issues that you would want the new superintendent to know about?

- Least restrictive environment issues with special education students
- Lack of training with special education students

- What is the new model to build better collaboration between the special education teacher and general education teacher?
- Tense relationship with teacher's association
- Good relationship with CSEA
- GTA leadership does not seem to represent the desire of their members
- Structural deficit (spending)
- Growing in enrollment in elementary but declining in high school
- Staff needs to feel valued and supported
- Sagebrush boundary area
- Voter's Right Act

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Visionary
- Instructional leader
- Creative & positive work environment
- Secondary experience
- Approachable
- Collaborative
- Sense of humor
- Sense of warmth
- Team-player
- Lead by example
- Caring but still hold people accountable
- Likes and wants to be around kids
- Decisions to be made by what is in the best interest of students
- Desire to be apart of the family and community feeling within GUSD
- Strength
- Develop a strong and trusting governance team
- Helping the Board focus on their priorities of governance, vision and working with the superintendent
- Tech savvy
- Highly visible and active in the community
- Can implement systems and process
- High morals and ethics
- Strong core values
- Continues to engage at least four times a year with the Glendale School Management Association
- Fiscally responsible
- Embraces diversity

Name of Stakeholder Group:

Adelante Latino/Glendale Latino Association

1. Tell us good things about your community.

- Diversity of community
- Various cultural groups
- More affluent than other communities
- Connects with the schools
- People are a strength (friendly, various groups get along)
- Safe community
- Central to various activities

2. Tell us good things about the District.

- Progressive
- Positive Risk Taking
- Partnerships with businesses
- Scholarships provided to students
- Strong connections between business and community
- Academies focused on provided various ways for students to succeed
- Gifted and talented education
- CTE programs
- Scholastic Bowl (academic competition)
- Resources are dispersed equitably throughout the District

3. What are the issues that you would want the new superintendent to know about?

- School sites need support
- Various clusters of ethnic groups throughout the community have unique needs
- Inter-district transfer permits are not allocated equitably throughout the district
- Needs of schools are often responded to based on parent complaints not the needs of the students; schools in lower social economic areas are not acknowledged at the level they should be

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Ability to connect with the business community
- Strong communicator to maintain dialogue with school sites
- Celebrates diversity
- Honesty
- Integrity
- Passionate about the purpose of our work with students
- Connected to the community and non-profit organizations to assist with the raising funds for student scholarships
- Continues to support various sub-groups within the district
- Leads by example
- Treats others with respect

- Has courage to do the right thing
- Listening and effective communication skills
- Positive attitude
- Has a vision on how to improve the achievement gap

Name of Stakeholder Group:

Personnel Commissioners

1. Tell us good things about your community.

- Friendly community; changed relative to make up; growth in various ethnic groups
- Relatively safe community
- A good place to raise children
- Large Armenian community
- Great food
- Jobless rate lower than the country
- Great healthcare
- Well maintained infrastructure
- Neighborhood watch programs

2. Tell us good things about the District.

- Sports programs: Good rivalry between high schools
- Congenial environment; people are helpful and cooperative
- Provided with materials to be an effective commissioner
- Very friendly staff and easy to get along with
- Believes a superintendent would appreciate the supportive environment

3. What are the issues that you would want the new superintendent to know about?

- Good relationships
- Annual state of the district breakfast; major turnout and strong financial support
- The district is now hiring; better financial situation

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Experience, time doing the job somewhere else with a degree of success
- Personality plays a big role
- Someone who will stay awhile
- Patience; long board meetings
- Would like someone from inside the district with knowledge of the institution

Name of Stakeholder Group:

CSEA Leadership, Classified Union

1. Tell us good things about your community.

- Lots of community involvement; most of us live and work here
- Everybody who works here has the interest of kids
- Everyone knows everyone; we are all together
- Great youth and sports programs; soccer has exploded
- People are welcome to give back to the community
- Businesses help out the schools; Lexus and Nestle are community supporters
- La Crescenta, Hoover and Glendale are all separate areas but they all band together
- Diversity: Latino, Armenian, Korean, Filipino, Hispanic and we all get along

2. Tell us good things about the District.

- Private schools have it hard because our public schools are so good
- District offers a variety of trades
- Academic programs offer a variety of ways for our students to be successful
- Robotics teams at each of our high schools
- Students are given choices to be in school
- Wonderful place to work
- They take care of you; district wants to find ways for their employees to improve, not to get rid of you
- Frugal district; no furlough days or downsizing
- Treated as part of the team; felt that the District listened
- Open door policy
- District takes the input of students
- Recent superintendent treated all people equally

3. What are the issues that you would want the new superintendent to know about?

- We have collaboratively worked hard to support the district
- Person needs to live in the community
- Understand that there are in essence two districts within one (downtown and north Glendale)
- The next leader will need to be equitable with different groups in the community
- Strong Armenian community can often have greater influence over decisions
- Bullying and how children are treating other; suicide at one of the schools was related to bullying
- Sagebrush continues to be an issue. District needs to listen to all of the stakeholders about the issue; “We don’t want to give our schools away.”
- People often hired from who they know not what they know; people with test scores that are lower often get hired over more qualified people

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Be the face of the district
- Someone that doesn’t just hear but acts

- Listen to CSEA
- Humble
- Vested interest in the community
- Compassionate
- Good communicator
- Fair
- Honorable and genuine
- Students first
- For the people and community
- Unifier
- Engaging
- Sharp and quick witted
- Faith in CSEA
- Trustful
- Values employees to provide training

Name of Stakeholder Group:

Past Board Members

1. Tell us good things about your community.

- Diversity is a great asset but has challenges
- Sense of history
- Longtime established community
- Good collaboration but could be expanded
- Lots of community participation
- Caring
- Engaging community
- Largest small community
- Convenience of getting to other places
- Lots of change has occurred over 50 yrs
- Vibrant downtown
- Connection to big city life but living in a small town
- The weather

2. Tell us good things about the District.

- Amazing teachers
- Amazing parent participation
- Cabinet is exemplary
- Strong education foundation
- Excellent Board leadership
- Great attention to instruction
- Collaboration that has been required with teacher leadership
- Programs like FLAG and dual language programs
- Considerable strengths in the area of arts
- Partnership within the community
- Forward thinking district; anticipation of potential challenges and opportunities
- Not too large a district but has the opportunity to provide significant choices
- Fiscally responsible
- Pride in your neighborhood school
- Often comes together like a family
- Fiscally responsible but always provided for the future of their students

3. What are the issues that you would want the new superintendent to know about?

- City officials don't fully understand the financial impact of school decisions
- Council members
- Aware that the composition of the Board has changed dramatically
- CTA has too much influence on the Board
- Armenian National Committee has significant political impact
- Board members should potentially recuse themselves of certain issues due to relationships that could impact them personally
- High level of transparency to the community

- Closed sessions need to be closed
- Redistricting will be a challenge
- CSEA has been great to work with; used interest-based bargaining
- Last three superintendents did not stay as long as we expected; a concern is that it may be because they do not live in the district
- Too much movement of key leaders
- Some parents are very vocal and have impacted employee movement within the district
- Living in the district is important
- Sagebrush, “Is the superintendent going to keep the district whole or allow portions to slip away?”
- Challenges within the Board

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Very strong and understands the importance of handling the Board
- Tough and can bring people together
- Board and superintendent roles
- Customer-centric
- Honesty with the Board
- Transparency and not playing games
- Ethical

Name of Stakeholder Group:

LCAP Committee

1. Tell us good things about your community.

- Dynamic leaders and businesses
- Great parks, recreation and library services
- Many attractive and safe neighborhoods
- Diversity and the historical roots of the community
- Location and accessibility to LA, mountains, beach
- Safe city
- People are vested and care about the community
- The district

2. Tell us good things about the District.

- Progressive
- The people
- Administration and teachers
- Open to suggestions
- Collaborative and inclusive
- Forward-thinking
- Large district but small feeling
- Teaching staff positive working on and improving common core
- Blue Ribbon Schools
- Really good job at educating everyone
- Inclusive (lots of clubs and volunteers)
- Not isolated, connected to the community

3. What are the issues that you would want the new superintendent to know about?

- Tenured teachers are often moved from the school site before those who are less tenured
- People have often felt retaliated against when issues of concern are raised
- The Beginning Teacher Support and Assessment Program not being implemented as intended
- High turnover of probationary teachers
- Colleges hesitant to place new teachers into the district
- Teachers are unhappy and feel overworked
- Concerned that GTA has not settled
- Class sizes are going up
- Challenge with the implementation with common core; perception is that some teachers are not prepared to implement
- District moves people around too much; challenge for parents to connect with counselors and principals when changes occur to frequently
- Communication is limited

- Sagebrush community does not feel they are part of the district; some people feel that they do not have a voice
- Counselor ratio to students is 1/600
- Limited classrooms assistants except for special education

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Ability to bring people together
- Great communicator
- Taking time to understand the backstory of the community
- Fairness
- Integrity
- Accountable
- Ability to answer questions
- Listens
- Partner
- Approachable
- Honest
- Believe that teachers matter
- Effective transparent communicator
- See the big picture
- Visionary
- Understands the various needs of the district
- Ability to unite
- Visible
- Invested
- Ability to build relationships and partnerships
- Open
- Superintendent that will engage with students

Name of Stakeholder Group:

Citizens Bond Oversight Committee & Facility Advisory Committee

1. Tell us good things about your community.

- School district and the affordability of the housing
- Small enough that it does not feel like a large city
- Close to LA and its cultural aspects
- Geography; close to the beach, the desert and the mountains; very enjoyable
- Safe place to be
- Close to the Jet Propulsion Laboratory for those who work there
- Home of largest Armenian population outside of Armenia; community very welcoming; always felt at home here
- Diverse, open and safe community
- Small town feel to the community
- Support groups for police and fire
- Community passed two bond measures
- Ethnically diverse
- Weather

2. Tell us good things about the District.

- Positive experiences with staff members; they understand how to gain the best value for their resources
- Positive track record of benefiting students
- Innovative things at the district
- Immersion programs
- Technology programs
- District in tune what is best for the schools
- District is attractive to teachers
- Parent participation very high (music, science, good mix of parents)
- Scarcity of charter schools in the area due to the quality of public schools
- Alternative options to help students succeed
- Glendale Education Foundation is still growing and provides \$2-3 million for students
- College View (Special Needs School)
- Staff is very responsive
- School Board gets it; even if there are issues with one or two the overall Board understands issues
- Dual immersion programs

3. What are the issues that you would want the new superintendent to know about?

- Historical friction between city and schools
- Certain portions of the population remain unrepresented
- District Trustee Areas
- Racially inequality at Clark Magnet High School
- Sagebrush annexation attempts
- Relationship between Board, superintendent and teacher's association

- Two cities within one district (La Crescenta and Glendale)
- Limited programs that prepare students for college and career
- Socio-economic: people that are not as wealthy fall through the cracks

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Open to multi-cultural community and work with all equitably
- Reach out to the community
- Fair-minded
- Aware
- Diverse
- Good PR with people
- People person
- Kind
- Open minded to new ideas and ways of doing things
- Energetic

Name of Stakeholder Group:

Secondary Principals/Workforce Investment Board

1. Tell us good things about your community.

- Diverse
- Partnerships
- Opportunity to work
- Safe
- Good reputation of schools
- Technological involvement/animation
- Strong business community
- Strong relationship with WIB (Workforce Investment Board)
- Growth in the community
- Relationship with city officials (fire/police)
- Small town in large community
- Sense of tradition and history
- Philanthropic community
- Arts focused

2. Tell us good things about the District.

- Longevity of staff
- Low turnover
- Balance instructional/professional development
- Principals are given autonomy in some areas
- Strong relation with WIB (opportunities for internships)
- Great families, kids, and teachers
- Great facilities
- Passed two bonds for facilities
- Strong Board members that understand the big picture
- Weathered the Great Recession storm without layoffs, furlough days, benefit changes
- Lack gang activity
- Safe environment that allows education to happen
- Puts kids first
- Resources are aligned to the specific needs at each high school
- Trust in the community that allows issues to surface that can actually save lives
- Parents involved
- Has developed teacher leaders, allows for internal staff development
- Sense of ownership

3. What are the issues that you would want the new superintendent to know about?

- Navigate the political game
- Challenges with negotiations with the GTA
- More secondary experience (high school) on cabinet
- Structural concerns of cabinet/leadership team
- Process for resolving concerns

- Decision making for even minor issues takes too long and has significant impact on site issues
- Poor internal communication
- People feel that they need to work three times as hard to get minor things done
- Decisions for staffing take too long to resolve
- Master scheduling timelines have a negative impact on hiring highly qualified candidates and planning
- Staff is spread too thin; there are too many priorities to effectively execute all of them well
- Implementation of tools or strategies are not well thought out
- Lacking effective processes
- Lack of appreciation for the role of principal

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Ability to pull cabinet together
- Visionary
- Commanding presence but still approachable
- Instructional leader
- Diverse candidate
- Fosters connections between elementary, middle and high schools
- Team builder and collaborator
- Listener
- Empowers others
- Servant leader
- Strategic leader
- Analytical leader

Name of Stakeholder Group:

Glendale Community College

1. Tell us good things about your community.

- High level of community involvement; people care about the community
- Easy connection to freeways
- Small town feel; ability to connect with leadership throughout the community
- Well-connected
- Diverse; large Armenian community
- Leadership is strong and positive; overall is about is best for serving others

2. Tell us good things about the District.

- Impressed with the vision of the district
- Improving every year
- High visibility of the district's mission and personalize it for employee
- Impressed with the implementation of common core

3. What are the issues that you would want the new superintendent to know about?

- Recognize the political influence of Armenian community
- Trustee areas; small number of people will have an greater impact on elections
- Need to improve counselor education
- Better job of economic development partnerships
- Diversification of the economic base within the Glendale
- Pathways are positive but should be enhanced to develop career opportunities within the city of community
- Union has a significant influence on local elections
- There needs to be better alignment with counselors and community college to support students

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Open-minded
- Collaboration
- Visibility in the community
- Transparency of decision-making
- Ability to work with the GTA and unions

Name of Stakeholder Group:

Crescenta Valley Town Council

1. Tell us good things about your community.

- Tremendous parent involvement
- Generational connection and pride
- Diversity
- Community oriented: people know and help each other, transparency
- Very Mayberry
- Connected personally and through social media: “Next Door” postings, Crescenta Valley Weekly, School Newsletter
- We make it happen; do not always rely on the district to make things happen
- Protective of each other especially with children
- Put everything into the youth
- Selfless-investing in children

2. Tell us good things about the District.

- Diverse district
- College View school serves students with special needs, \$26 million state of the art facility
- Arts schools
- Advanced Placement classes
- Accessibility to principals
- Programs for special needs students
- FLAG; variety of immersion programs
- School Board members involved in the community
- Proud district; people are proud of GUSD’s reputation
- Autonomy of principals and should allow for more of that to occur
- Allows staff to work with the community
- La Crescenta community is an extension of the school community
- Several scholarship programs to support students
- Prayer breakfast, large faith-based community
- Events for students seem to be centralized at Glendale HS

3. What are the issues that you would want the new superintendent to know about?

- Overall drug problem
- Events for the district are pulled out the La Crescenta community
- Poor communication with the community especially as it relates to issues that can impact the La Crescenta community
- Sagebrush
- Community of La Crescenta feels that they are the “red-headed” stepchild of the district
- Concern that taxes are not equitable
- Networking with the County is not as consistent as the City of Glendale
- The district calls us the whiny people on the hill
- Residents feel there is a deliberate move to keep residents out of the loop

- Technology is lacking; some of our schools do not have websites
- La Crescenta elementary school remodeling
- Sensitive to special education student

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Ability to have direct communication with La Crescenta community
- More active with city officials in all communities
- Utilize technology
- Truthful & consistent
- Transparent
- Open-minded
- Sensitive
- Accessibility
- Visibility
- Great communications skills
- Accessibility with students
- Humility: recognizes own strengths and weaknesses
- Creative
- Hire people that will enhance their shortfalls
- Not a micromanager
- Wants the superintendent to “have our back”
- Recognizes the importance of CTE

Name of Stakeholder Group:

Elementary Principals

1. Tell us good things about your community.

- Larger community but feels like a small town; historical
- Rich with culture
- Diverse community
- Embraces culture
- Warm community
- Everyone watches out for everyone else
- Centrally located (15 min from LA)

2. Tell us good things about the District.

- Longevity of teachers
- Professional development
- Generations of families in the district
- People who work in the district office have relationships with teachers
- Families are supportive of school efforts
- District has a good reputation
- Emphasis placed on children
- Proactive and forward thinking district
- Opportunity for growth
- Welcoming to new employees
- Principals feel supported by administration
- Mistakes are viewed as learning opportunities
- Feels respected
- High parent involvement

3. What are the issues that you would want the new superintendent to know about?

- Poor communication from the District
- Some departments operate in silos
- We are in the middle of spending Measure S
- Teachers have not settled their contract
- Management does not have a bargaining unit
- Organization has lost institutional knowledge
- Succession planning is not well thought out
- Fragmented implementation of common core
- Too many priorities
- Concern that only certain stakeholders will have a voice

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Visionary leader
- Expectations need to be clearly defined
- Sets the tone for the District

- Education leader that knows people
- Supportive
- Genuinely builds relationships
- Transparent
- Strong enough to deal with stakeholders
- Decision-maker
- Someone who will have our back
- Honor the progress, not perfection
- Accessible
- Approachable
- Responsive
- Allows time to meet with principals individually
- Sense of humor
- Values family
- Instructional leader

Name of Stakeholder Group:

Special Education Council

1. Tell us good things about your community.

No Response

2. Tell us good things about your District

- Diverse
- Inclusive

3. What are the issues that you would want the new superintendent to know about?

- Concern that some in the community do not recognize the need that special ed students deserve the same opportunities as other children
- Limited opportunities for special education students in high school
- GATE students have different needs

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Effective communicator

Community Open Forums

Glendale Cluster held at Roosevelt Middle School

1. Tell us good things about your community.

- Three hospitals in the city
- Property maintains value
- Family-friendly
- Geography: downtown, freeways, beaches
- Clean city
- Armenian community and culture
- Multicultural community
- City services, good infrastructure
- City responsive to citizen requests
- Small town feel
- Generations have lived here
- Farmer's Market
- Shopping
- Housing growth
- Green community

2. Tell us good things about the district

- Immersion programs and magnet schools
- Award winning schools (Blue Ribbon, Gold Ribbon, Distinguished)
- Ethnic diversity
- Opportunities for all students
- High API scores
- Good class size in comparison to neighboring districts
- Good teachers (caring, dedicated, concerned)
- Athletic opportunities (various CIF sports)
- VAPA (visual and performing arts)
- Magnet schools
- Technical and science program (Clark Magnet School)
- Longevity of staff
- Fiscally responsible
- Forward-thinking district/ innovative
- School site autonomy
- Variety of after-school programs
- Summer meal programs
- Transitional Kindergarten Programs
- Many teachers are subject matter experts

3. What are the issues that you would want the new superintendent to know about?

- Teacher salaries/negotiations still not resolved
- Administrator rotations
- Ineffective communication
- Change management
- Creative staffing to address immersion program (FLAG)
- High demand and limited capacity of the FLAG program
- Rotation of FLAG teachers
- Waste at schools relative to recycling
- IB Program at high schools
- Teacher assistants
- Health services and nursing ratio is low for a district of this size
- CSEA (painters, locksmiths)
- Class size
- Better cooperation between city and school
- Declining enrollment
- Loss of enrollment after the 8th grade

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Honest
- Politically connected at the state level
- Responsive
- Someone who equally respects all cultures
- Proactive and innovative
- Accepting of various leadership backgrounds and styles
- Courageous
- Leader to the Board
- Visionary
- Humble
- Effective communicator
- Able to work effectively with both unions
- Intelligent & wise

Hoover Cluster held at Tole Middle School

1. Tell us good things about your community.

- Diverse community
- Great core of families and parents that want to get involved in the community
- Nice weather
- Lots of support for the arts
- Safe community
- Amazing restaurants
- Close to many attractions; mountains, beaches, entertainment, Los Angeles

2. Tell us good things about the District.

- Fantastic dual immersion program
- Great sense of school communities; teachers, administrators and parents
- Talented students
- Children of staff members attend district schools
- A lot of activities for students; music, sports, after school programs
- Strong collaboration with civic groups
- Good rivalry
- Strong academic program (i.e., Advanced Placement courses)
- Tremendous support for parents and volunteers
- Staff and parents relationships are very positive
- Great outreach from the district
- Great programs for the parents (i.e., parenting classes)
- Great sports program (i.e., Lacrosse)
- Parents support academic programs
- Strong parent/foundation board

3. What are the issues that you would want the new superintendent to know about?

- Purchased curriculum programs to bridge the academic gap
- Teachers/staff professional development
- Smaller class sizes are needed
- Aware that the district is diverse and many challenges to be addressed
- Start times for the high schools and middle schools
- Decision-making process
- Adding Mandarin to the dual language program
- Negotiations
- Compensation fairness within the district
- Common Core implementation
- Common Core staff training/professional development
- Equity of pay compensation salary in surrounding districts
- Sustaining grant programs

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who is an entrepreneur; thinks outside the box
- A risk-taker with limited resources
- A visionary individual
- Someone who is bilingual/bi-cultural
- Culturally sensitive
- Someone who is caring, passionate, will advocate for students
- A good listener
- Someone who gets involved in the community
- An experienced classroom teacher
- Someone who is willing to stay
- A leader who is savvy with social media
- Understands how to use social media and will protect our students from cyberbullying
- Someone who knows technology for instruction
- Visible at school sites
- A person who collaborates; not top-down management style
- Someone open to new ideas and will stay away from “That’s the way it has always been”
- A person who empowers others
- Someone who recognizes all employees

Crescenta Valley Cluster held at Crescenta Valley High School

Community Meeting at Crescenta Valley High School

1. Tell us what is good about your community.

- Family-friendly
- Deep roots; generations of families who went to school in the district; live here and work here
- Our answers reflect the Crescenta Valley community
- Feels safe, small community atmosphere
- Strong sense of volunteering
- Many organizations that support our youth
- Sense of ownership
- Community and school district facilities collaborations
- Schools part of the heart of the community

2. Tell us good things about your District.

- Strong visual and performing arts, athletics, and science, technology, engineering and math (STEM) programs
- Strong parental volunteerism
- Staff is committed to student success
- Personal attention to student needs
- 100 clubs at Crescenta Valley (CV) High School
- District is open to volunteerism
- Good communication in the district
- High achieving district
- Great teachers committed to students
- Help/resources for all students
- Innovative district; one step ahead
- School district makes effort to hear issues of parents/students

3. What are the issues that you would want the new superintendent to know about?

- District that is politically, culturally and geographically divided
- Equity of supplies, materials, resources and issues
- Lack of communication
- Out of sight, out of mind; station fire event of 2009; no communication from district
- Common Core division between parents, teachers and administration
- Increasing divide from faculty and administration
- Lack of longevity with administration
- Inconsistency with grading policies
- Addressing the various needs of a diverse community
- The need for a public relations department; quality of communication/channels used
- Someone who knows technology
- Quizzes being taken by other students because same password used by all students

- Perception that teacher union and district do not get along, i.e. student calendar
- Integration of first generation families/assimilation
- Bullying
- There is a division among teacher and parents regarding Common Core
- Consistency of the report card system; lack of understand of the program
- The importance of learning the history of the community
- The Glendale Teachers Association and district office have a difficult time getting along
- School calendar seems random

4. What are the skills, qualities and characteristics that you want the new superintendent to have?

- Someone who likes to get in the trenches
- Visible at the schools
- Someone who takes the best of Common Core and previous programs and blends them
- A leader who has demonstrated respect for faculty and staff of current district
- Someone who will engage the community in changes and issues
- Builds relationships
- A communicator who is genuinely invested in process and collaborative decision making
- Someone who is not fiscally short-sighted
- A person who is connected to students; has an open door policy for students
- Superintendent who respects all students
- Someone who is innovative, a risk-taker, good listener, and transparent
- Someone who understands that unity doesn't mean we are all the same
- A leader who can marshal resources
- Someone who recognizes the value of old ways
- A person with an understanding of technology
- An educator who still embraces some curriculum used in the past that may still be relevant despite current trends (i.e. spelling test, writing cursive)
- Genuine listener (hears and acts upon it)

*Survey Monkey Results for Glendale Unified School District
August, 2015*

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

(278 Responses)

Administrators

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Love this community. People are friendly and United and help each other when possible. We have a lot of immigrant population and they need lots of guidance
- This is a diverse community.
- Low crime rate and close community. People know each other in the La Crescenta area. They are less connected in south Glendale.
- high level of interest in education - highly educated parents/guardians - history of longevity (many teachers and principals are former students) - high level of prosperity and sense of pride
- Most of our schools have very passionate communities. We have high concentrations of several different cultures within our communities, and the needs of these communities vary widely.
- Our community is extremely diverse. There are many strengths within our community from which to pull and a vast richness of culture that should be preserved and promoted. We have many resources both within and outside our schools that can be used to promote the success and well-being of students, families, and staff.
- Committed to education, innovation and the future Diverse, yet with high concentration of Armenians
- Focus on academic excellence
- Active participation, care about our children and our schools, caring.
- safe & family oriented.
- Most people are dedicated to getting a great education for children. We have parents from many cultures and professions especially relating to entertainment industry. Home owners who don't have kids want great schools as well.
- Glendale is a great place to work. It is diverse with various needs. It is growing, there are lots of wonderful community partners; great families. It's a good place.
- It is a close knit community.
- GUSD offers 7 dual language programs at 11 elementary sites, 2 middle schools and 1 high school. The new superintendent should have a strong knowledge and preferably experience with dual immersion programs. Our programs are growing every year and at this time 25% of all kindergarteners are in a dual immersion program.
- Glendale is diverse in cultures and languages. It includes well educated and business oriented folks as well as many businesses and restaurants. There are 3 hospitals and good access to medical care, a good fire department and police department.
- Glendale is a small, close-knit community. There are many resources and connections for our students. For the most part, it is an inclusive community. Our school community is a very close family and is always seeking connections with others.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- We have great administrators in our schools but unfortunately the district office and the cabinet are horrible choices and toxic people that are not fit for this community. All they care is their paycheck and title. They don't advocate for what's right.
- Depends on the school, however the district has worked to align programs and standards across schools, to develop curriculum with Common Core Standards, and improve teaching overall.
- High expectations and supported by community. Teachers collaborate to improve student achievement and prepare them for college and career. There are activities to connect students to school and we are working on providing targeted interventions.
- - continuity of staff (teachers and administrators stay) - parents are highly involved - high expectations resulting in strong academic achievement
- Students come first. This isn't just a cliché sort of statement - all of schools place a priority on meeting student needs.
- Our schools have extremely knowledgeable, talented, and hard-working staff who care about students and their success. We have many programs that are well-rooted, defined and supported that should continue and others that are just starting up and need to be supported. Dual Immersion, MESA, Robotics, etc. We have families and staff, who when they feel supported, will do whatever is needed to make GUSD the best it can be by supporting our schools.
- Always striving for better and more Dedicated to children and learning Varying needs and demographics across the district
- Collaborative
- Supportive of the staff if they feel that they want the best for children, expectations are high.
- parental involvement
- Teachers are caring and responsive. They do their best to meet all standards and provide a safe and positive school environment. School admin make effort to know students and follow through with discipline.
- There are great things happening at every school---there are lots of programs that although developed, still need to be supported i.e. robotics, tech in general, dual language programs K-12
- There are many opportunities for the students.
- The consistency of the professional development that all teachers receive is incredibly valuable for parents in all areas of the district to know that all GUSD children receive a quality education.
- GUSD has a large and stable school district with open communication. There is language diversity and schools with language programs. The district values health and has nurses to help students with health conditions achieve academic success. There are many programs to serve students of all ages and backgrounds.
- GUSD has a tremendous wealth of expertise and talent in it's ranks. There is a rich history of success and pride within our District, which is not always known to people outside of our circle.

**3. What issues should the superintendent be aware of as he/she comes into the district?
(This information is shared with the final candidates.)**

- The superintendent should clean the cabinet and hire fresh and normal People.. All the assistant superintendents need to Go
- There has been a significant increase in mental health issues among students over the past five years or so. A suicide that occurred on a high school campus, during lunch, 3+ years ago created a significant state of PTSD among students and staff. The staff have not fully recovered, and many left the school in the aftermath as long term support in handling the ongoing crisis was not provided by the district.
- There is friction between the teacher's union and GUSD administration from a breach of trust from years ago. The previous superintendent bridged that gap, but with all the pressures of CCSS and little salary increase in the past 8 years has made it a challenge. The administrators and teachers have high expectations and work well together in spite of the friction.
- - staff frustration with Common Core roll out - raises for staff - disparity between northern and southern schools - secondary students social and emotional welfare/suicide attempts/drug use
- We are working towards complete implementation of common core, and have done so by relying on the skills and knowledge within our district. Specifically, this year, our math coach model is being launched, and my hope is that our new superintendent will allow it to grow as it has been planned.
- There are numerous issues of which our superintendent should be aware: 1. We have a high percentage of students with "special needs" (SpEd, ELD, homeless, GATE, etc.). These groups need to be supported with programs, materials, opportunities and professionals that meet their needs. While SpEd, ELD, and homeless/living in shelters are provided for through LCAP, our advanced/GATE students have been underserved for many years. They need to be part of the equation as well! 2. There is a disparity between the northern and southern schools in GUSD as far as what is available to them as a result of what can be offered by families. While GUSD has worked to close the gap by instilling dual immersion and magnet programs in many of our southern schools, there is still work that must be done to establish "equity" amongst our varying socio-economic classes throughout Glendale. 3. Technology, while improving, is still unacceptable if we plan on bringing our students into the 21st century of learning. At our school, for example, we have 1 computer/chromebook for every 5 students...when everything is in working order, which is not usual. 4. Many families of students in southern schools need support in understanding our educational system and, at times, in educating themselves. We need to renew parent education classes, like those that were offered through Project Grace in years past, to support the development and comfort of our most needy families. 5. The district/state put many requirements on the school site. District personnel needs to provide more ongoing support for the expectations placed upon the site. Communication between district and sites needs to be improved in several areas, especially SpEd and compliance matters.
- There is a high level of immaturity in upper management. Some members have succeeded in ostracizing individuals by outright lying about their skills and starting false rumors. Some have extremely poor judgment regarding personnel issues. One in particular has a habit of "throwing people under the bus" to make himself look better. This individual also has poor judgement regarding his chosen profession. We in management have been schooled for several years to improve our management skills. We

don't see the basic management concepts being adopted at the highest levels, and it is very disconcerting. Glendale is a great district. It is slipping into decline because of habitual hiring from "outside", instead of promoting proven, dedicated individuals. Little is gained, and much is lost when hiring people who use Glendale as a resume filler.

- Everyone is overwhelmed with the excessive amount of expectations and demands - recognize that so many of us work beyond our work hours and days!
- Understanding Armenian culture is essential
- Need to develop trust among teachers, administrators, and families. Transparency is essential when working with our stakeholders. The children should be our filter when making decisions. Be careful of appearing to be a politician rather than a leader.
- Schools are in desperate need to have improved technology. Middle and high school kids need to have more daily integration of technology for more project based learning. Arts and science should be more heavily integrated. There is a huge cultural divide between Armenian and non-Armenian students. District has failed for many years to address, celebrate and integrate students. Parents also feel this and many non Armenian families blame certain groups for "problems" that exist in Glendale schools. How will Superintendent address this unspoken but important issue.
- The new Superintendent should understand race relations and be able to create equity amongst our diverse community. In addition, he/she should be aware of Dual Immersion Programs, the importance of technology and its up keep of both hardware as well as programs. This person better be able to manage all stakeholder groups i.e. the board, teachers, administration, and community...there are lots of strong personalities.
- We are here for the students. All decisions made should benefit the students directly. When new programs are being planning (such as iReady) they should not be rushed in to and teachers from all content areas should be involved, as well as counselors.
- Without a background in dual immersion it will be very difficult for the new superintendent to answer the community and parent questions that revolve around those types of programs as well as an understanding about the needs of dual immersion teachers in terms of support and the materials and translation requirements to have the necessary resources available to students in these programs.
- The community is very involved and sup. needs to be able to support them as well as support teachers and staff. The Board is very political and needs to be reminded their individual roles and purpose.
- The climate is quickly deteriorating. Many people across the district feel disconnected and disjointed. Where we used to feel very unified around our success as well as our mission, the recent, very rapid changes in upper management staff has caused feelings of unrest and mistrust. The unified feel seems to turning the other direction and it feels very, "each man for himself".

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Superintendents should be visible in the community. Caring and passionate about helping others. Specially the immigrant population and the EL kids
- FYI: My stakeholder group, counselor, is not represented in question 5, which perfectly demonstrates how my group is overlooked in the day to day running of the schools, not to mention the long term vision. I would like a superintendent who understands the central role counselors play in a school, and the potential we have to work collaboratively for

change and improved student success. With appropriate resources and support, counselors can bring results based improvement to their schools.

- Good communication skills, honest, and ability to negotiate. Values family time.
- honesty and transparency - higher level of visibility - communication of vision which includes all stakeholders - listen to constituents and don't be condescending; many of our parents are highly educated and don't want to be placated
- GUSD over the past several years as lead by Dr. Sheehan has placed a priority on meeting student needs above all else. Our superintendent needs to do the same! Sincerity, tactful directness, ability to see big picture and foresight to see how decisions today may affect us years from now.
- A great/effective superintendent should:
 - Have the best interest of students as his/her priority
 - Put the needs of his/her district and the staff, families, and students within it above his/her own!
 - Be positive, energetic, and kind
 - Never take things personally
 - Be able to communicate effectively with various sectors of the community, preferably be multi-lingual. He or she must make a concerted effort to communicate the needs and accomplishments of the district in a variety of formats: through written reports, communication with the media, public meetings and attendance at school events.
 - Be someone who has or can quickly develop positive community relations so that he/she can find the best ways to incorporate our community and all of its necessary resources within our school community
 - Possess excellent interpersonal skills
 - Be a person of highest character, a role model, someone who says what he she means and follows through on what he/she says
 - Be organized, flexible, have a sense of humor
 - Be a continuous learner- Be an instructional leader. He/she knows that the most important job of the school district is to make sure students are learning and achieving at high levels. He or she is knowledgeable of the best practices for maximizing student achievement and is supportive of teachers in the district. He/she knows that before any of this can be accomplished, the socio-emotional needs of students, families, and staff need to be met wherever and whenever possible.
 - Be intuitive
 - Find the “right place” for the “right staff “ and keep CONSISTENCY in staffing...there has been entirely too much movement of administration and other staff over the last few years. Families, students, and staff need consistency, they need a sense of comfort, they need to know to whom they can turn and not be confronted with major change so frequently.
 - Be a strategic thinker/problem
 - Be budget/finance-minded, but not “stingy”
 - Be “cooperative”/collaborative- He or she should work with the board and schools to set the vision, goals and objectives for the district, and then see to it that the goals are achieved.
 - Be a good manager. He or she directs the administrators to accomplish the goals of the district, monitors their progress and evaluates their performance.
 - Be a good listener. He or she must listen and take into account differing viewpoints of various constituencies, and then make the best decision.
 - Take risks (sometimes, when necessary)
 - Be flexible- He or she needs to be able to manage the politics of the job – to adapt to new board members, changes in state funding and changes in the school community while not sacrificing the district’s vision. A great superintendent takes a collaborative rather than a confrontational approach.
- GUSD needs a mentally mature individual, capable of perceiving the strengths and weaknesses of the team and allocating/moving team resources to meet the needs of the District. We DON'T need someone so enamored with their doctorate that they demand respect. We need someone that understands that respect is earned. We need a candidate

strong enough to demand excellence at the highest levels in the District. Willing to learn. Experienced enough to question nonsense, and not act on it.

- Must love children and education Good listener Genuinely care about the people who work hard to make this a great district See talent and not just rank/title/position Be visionary Be equitable Be kind and respectful
- Openness, effective communicator, approachable, visible
- Honesty, caring, respecting a variety of opinions. Education experience and institutional memory is important to have before making big financial decisions.
- A candidate who can bring together community members and leaders of all backgrounds, Help teachers gain trust in district leadership, provide more specialty programs for middle and high school students like tech, performing arts and science magnet programs, change PE programming to emphasize great cardio experience for all kids not just the most coordinated athletes, who is willing to be creative in attracting great math and science teachers to GUSD(pay a stipend to skilled teachers!)
- The new Sup needs to be a good listener and problem solver---ability to push people yet allowing them to do what's right for their positions whether at schools, DO or on the field. Friendly and remember people names. Good manager---I know that it's a position approved by the board...but he/she needs to be able to ensure that the right thing is being done from the perspective of an EDUCATOR for the good of the MAJORITY. We need a person that is going to be able to build on what currently exist and continue the upward trend of development.
- Experience as a Superintendent would be nice. Easy to get along with, approachable, understanding, discerning, visible
- A background in dual immersion programs. Strong knowledge of CCSS implementation.
- The sup. needs to be a good overall manager who loves children of all ages, the educational process and the mission and vision. A good leader.
- We need a leader who is a good listener. We are/were on the right path, going at a good speed, in the right direction and I think we all felt that way. We knew what the plan was, felt like we all gave input into the plan and had, for the most part, good buy-in into the plan. Our new leader needs to help us continue our good work- not completely change our course. And we are all afraid that is going to happen. Our new leader also needs to be inclusive. We have many different communities within our District- racial and ethnic communities, language communities, economic communities, belief communities and ability communities and we all need to feel heard, understood and included. Finally, we are a high performing District and our students are our number one priority. Our new superintendent needs to be a student first person and be able to make sound, confident decisions that are right for kids.

Classified Staff

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It is a safe, thriving and entertaining city
- multiethnic, multicultural,
- Participate . Cooperate . Lead .
- There is a lot of diversity and most parents really care about their students' future.
- We have a good culture diversity community, friendly people.
- It has 2 good shopping/entertainment sites: Americana at Brand and Glendale Galleria.
- Tight knit. Diverse.
- Our community has such a home town feel
- The community of La Crescenta very active school parents We take pride in our community feel that sounds Glendale gets most of the attention.. That is held community members of their fill
- safe neighborhood for the most part
- I enjoy the people I work with. As a community we are student focused. The administrators do a good job of recognizing staff achievements.
- My community is very diversified practically all countries are represented.
- Outstanding business and community leaders, service clubs, and foundations that assist the district. Involved and generous community members. Great relationship with the city.
- Clean, safe, diverse.
- Glendale is considerably safe. It is a great city with a great school district.
- Small community with great schools and very involved families. Generations of families return to raise their children here. Many families have known each other for years.
- Diverse community members & beautiful city.
- We have a supportive community with a lot of parent involvement. Overall, students are well cared for in their homes and have the resources to come to school ready to learn.
- In my opinion, Glendale has a rich culture and history. It has a good reputation among neighboring cities. The city is being modernized and developed for the past few years. Hopefully it will result in higher student enrollment.
- One of the many things I like about Glendale is the diverse community of people that make it up. We have people from different cultural backgrounds who live in the city and contribute to it and I think diversification in any community is a vital factor in moving it forward and bringing innovative ideas into action.
- Diversity.
- Its close proximity to DTLA and surrounding cities in the valley. How the homeowners and business owners take pride in keeping their properties well-kept.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- They are high performing, Nationally recognized, and effective and helpful
- dedicated professionals
- enthusiastic supportive staff
- Clean, immaculate , spotless . Descent . Showcase . U
- Teachers and administrators are very invested in the students.
- GUSD has a good teaching curriculum system and they prepare the students for high achieving goal.

- It has good API scores. Good campuses. Great employees.
- Mostly well maintained. Caring staff.
- So many of our schools have a lot of awards
- I work at Glendale High School biggest high school 27 acres In the school district we take pride achievements of our students and our past superintendent was very visible about visiting. This is a plus to be visible
- The Magnet and FLAG Dual Immersion programs are fantastic. Programs such as FACTS, Jewel City, College View provides a space for all students to succeed.
- GUSD is an excellent employer and educator. There is continued growth with both its students and employees.
- High achieving schools. Great CTE, Dual Immersion music and art programs. Ten ORG projects in the works. Our facilities are clean and safe. Highly skilled and dedicated staff members.
- Principals and faculty pay special attention to the quality of the school and the well-being of their students.
- GUSD schools are safe, have great teachers who care about the students and their learning. The principals and administrators are supportive and great leaders.
- We have one of the top school districts in the state. When families move to the Los Angeles area they always research the schools first. They purposely try and find housing in the Glendale Unified School District in order to attend our schools. Especially in the La Crescenta region of the district. All 9's and 10's in terms of scores.
- Very high standard of education, with great teachers and staff members.
- Our school staff is well connected and works well together as a team. We are fortunate to have many experienced teachers with a strong commit to the students.
- In my opinion, GUSD schools are student focused, culturllly diverse, tech savvy, encourage parent involvement, provide non instructional activities for students and many more.
- The Glendale Schools (similar to the city) have a diverse group of students and faculty members that make it a unique district. Additionally, the quality of education and community involvement in making the school a strong organization is highly valuable.
- Diversity.
- How the classrooms and offices try to keep up with 21st Century technology.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- They should be multi-ethnic/culturally aware and sensitive.
- Insufficient funds for special education
- reluctance to change, faculty and staff overwhelmed with Common Core challenges and not enough resources, both print and online.
- Most of the issues for lack of vacant position of custodial staff for long period of time . Excessive work at the work place . Under staff for almost a year or two .
- There is quite a difference between the north Glendale schools and the South Glendale schools in terms of income and priorities.
- The Superintendent should be aware of the rules and regulations, and be supportive to classified and certified personals.
- GTA is very difficult during contract negotiations.

- Lack on the part of some personal to look 1-10 years out in preparation. Some lack of moral in support and teaching positions.
- That we need to rebuild our staff. Very short handed.
- Is to collaborate with all groups the unions are very strong and the parents are very strong he needs to be able to work with all of us
- students being pushed through grades without passing classes and eventually not graduating because they are lost in the system
- The previous superintendent created an environment where faculty, staff, and administrators negotiated with positive results.
- The potential superintendent should be a people person, one who is sensitive to lifestyle changes of its employees more than its students. A happy employee produces excellent student.
- Contentious Glendale Teachers Association leadership; difficult to work with and often at odds with the district. Deficit spending. Board members not working together for the greater good of the organization.
- Speed limits around schools and high traffic areas
- We are a large and diverse school district. Many great staff members and families. The Superintendent will need to be transparent with the goals and the various issues that will arise for Glendale Unified. Be accessible to the all.
- We have a large community of Armenians so their needs and views should be taken into consideration.
- Our parent foundation continues to raise less and less support each year, making it difficult for it to support all of the non-funded needs of the school. I find it shameful that there is not adequate public funding for P.E., music, art, field trips, and computer education within the school system. The teacher's are worn out. The district adds new expectations with little to no communication and support to meet them. One example is the district's purchase of iReady. Teacher's were given a few hours of training prior to the school year and many of the "trainers" at the sessions were not able to address questions adequately. The follow-up training was somewhat helpful but it was too much information in one day for the teacher's to digest. I believe that iReady has the potential to be a great resource for our teachers and students but many only understand it as a diagnostic tool that provides information which few teachers utilize. Sadly, many teachers see iReady as time wasted doing more testing. What iReady offers and how to use it has been poorly communicated so this resource which cost the district a great deal of money is being grossly underutilized. Technology use and understanding is a key element of Common Core Standards, yet it is given little priority at GUSD. ETIS is grossly underfunded and under-experienced. Our school parent foundation provides most of the technology students use at our school. In addition, the parents have fully funded the technology education students are provided. The district created a "technology assistant" position for the coming year. The position created does not align with the positions parent foundations have been funding for years. It's creation does more to inhibit a schools ability to fulfill it technology education needs rather than supporting school needs. From a school/teacher perspective, the job created represents a narrow district-level understanding of technology use and teaching within its schools. Sadly, I have come to understand GUSD involvement with the teachers and schools to be primarily prohibitive in supporting student needs.
- In my opinion, This is a multi cultural district, parents are aware and involved, parents like to be communicated and updated.

- The complexity of running a school district that functions in a community of multicultural people and ensuring all backgrounds and cultures are equally involved and attended to. - The unpredictability of the economy and available funds. - The Sagebrush territory transfer.
- How to handle diversity and the different cultures GUSD has.
- The new superintendent must be able to make decisions based on what's moral and ethical for the district, its students, and its staff.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- They need to be proactive, have a clear vision for the future, transparent, must be community minded and open and accessible to its parents and community leaders and various community/cultural representative groups
- The new superintendent needs to be an excellent listener, whether it be parents, school personnel or students who give input/make suggestions for improvement.
- excellent interpersonal skills
- Know your people by name and the work they are good at. Communicate to all level of workers . Aware for all the issues in school site big or small . Be consistent. You are public figure , be present to all recognition of all schools parents teachers and students need your presence at all times .
- Willingness to be transparent with processes that affect students and staff.
- Having a good knowledge of the job plus friendly cataract and open door policy.
- Show genuine interested in his work and really care for the public education system. He should also be very considerate and acknowledge the work that the classified staff does in this district. Every cog in the wheel is important, no matter how small it may be!
- Ability to make uncomfortable disscisions. Understand the basics of the technology of the systems being put into place or stay out 9f the process.
- I hope the superintendent is very open to suggestions.
- "Policy be unbiased and be willing to bring on their own To be successful in the school district you better know the players and the people are to be successful. We care about our community and don't want superintendent that's just in here for a year to make money and leave and to take a lot of money and salary raises and bring in a lot of consultants that we don't need the money needs to go to the people that work for the district and the students public education is not a free-for-all for everybody superintendents and higher-ups to make a lot of money in and leave
- calm demeanor, pleasant smile, good eye contact when speaking without wandering eye that makes you feel that you are not being heard, approachable, down to earth attitude
- The new superintendent should have a vision; be compassionate; be able to connect to staff, faculty, students and parents; and to continue to lead GUSD in a positive direction.
- The potential candidate should be God fearing, well educated and preferably coming from the rank and file who worked his/her way up the ladder. GUSD needs someone who is sensitive to GUSD employee needs and aspirations.
- Must be a strong, experience superintendent who knows how to work effectively with board members. Decisive and visionary. One who does not need to depend on attorneys or consultants. Not afraid of doing the right thing. Good character and work ethics. Approachable. Sense of humor and integrity a must.

- Great awareness of the area and the people who inhabit it. Prefer someone who works with the people and gains a personal knowledge of the district.
- Has to be a people person. He/She should be approachable and willing to listen. I would like someone who is kind and attentive to children. Someone who supports his/her staff and stands behind them.
- Smart, friendly, empathetic with humility.
- Open to suggestion, welcoming, familiar with multi-racial community needs. A person like our previous superintendent Dr. Sheehan.
- Strong understanding of the day to day life of a teacher as they seek to nurture each students social, emotional and academic growth. Desire to connect and work directly with teachers, staff and students to meet actual school needs.
- In my opinion, An individual who's relational and caring towards students, their families and community matters. And who is highly educated and has a good character.
- The new Superintendent should possess the following skills, qualities, and characteristics:
 - Emotional intelligence - Goal oriented - Has a clear vision for the District to move it forward - Approachable - Effective communicator and good listener - Inspirational - Committed - Flexible - Community oriented and collaborative
 Lastly, the new Superintendent should have an in-depth understanding of the city of Glendale, its people, and the mission/vision of the District.
- Friendly, down-to-earth, accessible and a real sense of commitment to all staff members from the ones at the bottom to the ones at the top.
- Must be able to make fair judgment, must be knowledgeable in the financial/business and academic/classroom areas of a school district in order to make sound decisions. Must know how to appreciate staff because his/her staff will make every effort to make him/her look good.

Community Members

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Diversity
- appreciation for education volunteer spirit
- La Crescenta is a very stable for an LA suburb although it has seen a large influx of Korean families over the last twenty to thirty years. One of the reasons so many families, Korean and others, moved to La Crescenta is the quality of the schools.
- I loved growing up in this community, especially after going to college and hearing about other communities around the country. Yes, our community has its issues, but I think there are many good parts about it such as the following: 1. A lot of great people that are always willing to help you out, good schools, the mountains are gorgeous with a lot of hiking trails, we have great views and the community is kept up well.
- Crescenta Valley is a small community so people work together in many different activities (sports, scouting, etc).
- Diverse, supportive, engaged.
- Active parents, diverse parents. Involved business community.. could be more involved!
- Not much anymore, with the racing of cars all the time, building going up all over the place, nobody stops at the stop signs, parking is AWFUL!!!
- Vibrant city...
- high standards, high expectations, caring & knowledgeable staff
- Education is important, business', leaders and families are involved
- It is diverse and aware of how the world impacts us through language and culture . It is interesting with botha variety of small and large businesses as well as both numerous free and paid events to attend nearby.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- creative and effective teachers find ways to meet unique needs
- dedicated administrators, staff and faculty involved parents active support organizations in the community
- The schools in La Crescenta, like most schools in the GUSD, reflect their communities. A large number of families now have the third generation going through the local schools. The community is invested in the schools and support the programs. Crescenta Valley High School has been a community focus and center since it opened in 1960. Most parents have high expectations of their children and expect, often demand, that the schools meet those expectations, as well. Many teachers live in the community and their children attend the local schools, and quite a number of GUSD graduates teach in the schools. I think this speak to the quality of education that GUSD students receive.
- We have some very good teachers (along with some not so good ones). The schools are kept up pretty nicely with new technologies and facilities.
- Parent volunteers
- Full of kindness, love, and support, especially for the kids who don't find those things at home.
- outstanding teaching, progressive teaching approaches
- I can tell you that Clark Magnet is the best....I went to Hoover High and graduated 30 years ago, the place looks SO different and looks like a prison.

- This District has a great reputation and it has earned that by being well run and focusing on student success.
- high standards, high expectations, caring & knowledgeable staff
- They are excelling in academics
- There are so many people who care deeply about the students and do their best at their jobs.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- top down leadership does not work in our schools. The more teachers are empowered, the more creative solutions will be employed.
- Sagebrush concern that the administration fails to adequately solicit input from the community (solar panels, possible land swap of district headquarters) traffic around schools bullying on campuses and other safety issues
- I want the new superintendent to make children's health his top priority. If children are not healthy they are not learning. Health means removing and ensuring that toxins are not allowed in spaces where children work and play, this includes class 2B carcinogen from wireless technology such as wifi, chromebooks and nearby cell towers (chrome books must be wired), chemicals from cleaning products, chemicals from the rubber in fake grass fields, unhealthy school lunches and so much more. Our children are getting sick and schools need to do a better job in ensuring a safe environment for children to learn. Superintendent should never dismiss parent concerns. A superintendent who is compromised with the foothill schools, and not only uses us for our high scores....then....money and attention goes down the hill. Somebody who stands up high for us in the Sagebrush issue. We have 3 students who have gone through the schools in CV(the last one is a senior this upcoming fall).I have to say my biggest complaint is the lack of guidance for the students preparing for college. We have had to utilize outside sources for every step in the process because of the lack of assistance from the guidance counselors. We realize it a big district, but I attended a district that was even a bit larger and it was much more interactive when it came to the college process. I filled out the GUSD survey. We are constantly asked for our opinion, but I always get the feeling that the decision has already been made, so I am leery of these surveys. I am unhappy with the way the Sage Brush issue has been handled. I am not pleased that principals with little classroom experience are assigned to our schools. Our district has become a place where people put in a little time and then move up the ladder or move out completely. The schools need strong leaders who are vested in the community. It is in the best interests of all of GUSD if the new Superintendent is a firm supporter of not only all glendale-based GUSD schools, but also those schools in the CV area that are consistently ranked the highest-performing schools in all of GUSD. Concern and support does not always appear to be there from the broader GUSD, despite the excellence of the GUSD schools in the La Crescenta area. An example would be that a number of computers in the lab at Mountain Avenue elementary school were not working for extended periods of time without being fixed through GUSD computer support. This is especially troublesome where much of the testing and assessing of our children is now computer-based. My son was stuck on the same learning module at school for weeks because the computer kept freezing and failing in the lab. Only when it came up in discussion at home with us did we realize this. He was then able to complete the work at home in 20 minutes. The Sagebrush issue is a complex one. I believe that the new GUSD Superintendent needs to

be aware of the dramatic effect that any transfer of these students to LCUSD would have on Mountain Avenue AND other elementary schools in GUSD. To the extent students moved from other elementary schools, this alters composition of those schools in GUSD as well. I personally would be saddened to lose the many fine families in the Sagebrush area that have children who attend Mountain Avenue. However, I don't believe that GUSD owes anything to LCUSD OR to those parents who purchased a home in the Sagebrush area. All of us in the La Crescenta and Sagebrush area know that those people who purchased homes in the Sagebrush area paid substantially lower prices for their homes than similar homes in La Canada serviced by LCUSD. This was a reasoned decision on these parents part. To the extent there is any movement to a transfer by GUSD (a bad outcome), the financial impact to GUSD and the affected schools (beyond Mountain Avenue) by any transfer should be fully addressed -- GUSD should not be giving a discount to LCUSD simply because LCUSD wants to add the Sagebrush students because LCUSD has been suffering from declining enrollment for years. LCUSD's declining enrollment is public knowledge. The Mountain Avenue community also strongly supports a neighborhood school and this needs to be a top consideration in a discussion, along with a concrete plan for Mountain Avenue BEFORE any transaction might take place -- this has not be adequately addressed by GUSD in the past. Speaking as a parent and a teacher, I think the Superintendent should have at least 5 years of classroom experience, especially Middle or High school level. I have seen Superintendents that seem to be clueless about the reality of the classroom. They do no one any good if they are all theory and no reality. We need a superintendent who will put the needs of the children/students first as they work to create an environment that fosters critical thinking skills and creativity, but most importantly helps develop students who have a desire to grow into productive and contributing members of society. Hopefully, New Superintendent is the person who cares about La Crescenta including the Sage Brush issues. Dr. Sheehan sure did not care about La Crescenta and showed that his mind was somewhere else. I just would like for the superintendent to be proven to be highly ethical, effective and considerate of the needs of all the students of GUSD. Will the new superintendent treat the CV schools equally among all GUSD schools? Will the schools in the CV area receive equal amount of fund and resources as well as representation? GUSD Needs to really listen to the residents in the Foothills I would like to see a Supt that honors the wonderful staff in the Foothill community rather than constantly changing administrators. We have lost MANY wonderful people, who did what was right for kids, who had been a tradition in the Foothill area. People are transferred (or worse yet, forced out) with no explanation or reason. It has contributed to the decline of the Foothill area schools. We need to have someone interested in the schools up here. I know when Sharon Beauchum (spelling?) was on the schoolboard more attention was paid up here. The Crescenta Valley schools are constantly being short-changed when it come to funding. As a result, parents have to work extra hard to raise way more money than the other area schools. The CV school books are in deplorable condition but the Glendale schools have new and newer books as a result of significantly higher funding from the school district. That's just not right. We have no representative from our area on the school board and, therefore, no one on the board cares about our district except when it comes to school ratings. I would like an investigation done into the acquiring of the I-Ready testing. It was a complete waste of money and time and resources. I am furious the previous superintendent paid full price for a pilot program of I-Ready and I would like the new superintendent to demand a partial or full

refund. I also want a superintendent that will not give up the Sagebrush students. It will decimate Mountain Avenue's student body. The new superintendent should be committed to smaller class size and to listening to community concerns about overcrowding, traffic around the school sites, and curriculum. He or she should be committed to coming to an agreement with the teachers union on a contract that is now a year overdue.

- A school's reputation may take years to build, but takes no time to lose. Principals come and go, but it is the staff at each school that sets the tone years ago and carries on that tradition; however, an ineffectual principal can cause a quick decline in morale, particularly when no action is taken after many complaints were voiced. The superintendent must listen to the complaints and advice, but he/she must also act quickly to correct her/his own or another's error or mistake.
- We need principals and VPs with more educational experience at all levels of a child's life (elementary, middle and high school). Some of the higher up administrators have absolutely no idea how to communicate with a 14 year old middle schooler and there is a massive disconnect. Also, at CVHS specifically, there are too many teachers that went to the school his or herself. While this can be nice in a small quantity, I believe it makes many of the teachers lazy and stuck in the ways of how "it used to be" as they say. They need to really try and keep up with how education is changing and developing.
- Unique needs of all ethnic and non-ethnic students and how they relate to each other.
- Mental health concerns, both large and small. Suicide risk, self-harm behaviors, trauma exposure, self-esteem, LGBT issues. These issues are a lived reality for our students and they need to be addressed so our students get the support they need to be successful in school and in life.
- some unrealistic expectations from the teachers union - still no contract dissension on the board of education
- The parking, the street racing, to many buildings going up, WAY too expensive!!
- There is a large immigrant population of students and parents in Glendale. The superintendent needs to be able establish programs that allow for parents with language barriers to be equal partners while also assisting these groups of parents and students to navigate through the school system for successful graduation and admission to college.
- The new Board of Ed seems to have lost their way as far as their role. The new Supt needs to be able to establish clarity about appropriate and inappropriate Board actions and behaviors. There is also work to be done to get the Board to work collaboratively for the good of the students.
- The morale among employees is at the bottom. Much of this is due to the lack of upholding the already stated discipline policies within the district regarding student behavior and appropriate conduct. There is a strong feeling amongst many within the district (teachers, site administrators, aid's etc.) that there is a total lack of support for the people who actually work with the students from those down at the district office (the USC club). Perhaps the next superintendent can bridge the gap.
- there has lately been a lot of movement annually of administration - they should be left to build relationships for a longer time
- At times, it seems there is not an overall vision for the district that each program can organize around. This can result in both petty and significant challenges between programs (i.e. supply sharing/distribution, custodial service and playground equipment, facilities upkeep).

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- honor diversity and model that schools are communities.
- ability to work with a diverse community appreciation for contributions of all stakeholders collaborative problem solving style willingness to form partnerships with the city, libraries, non-profits, etc. to maximize community learning
- The superintendent should be open and accessible to the community, but support the staff and make overly demanding parents follow the proper channels/chain of command and not expect the superintendent to act until the parent has taken all the proper steps. The superintendent should visit each campus regularly and get to know the teachers. They're the heavylifters. It's important that they feel they are listened to and appreciated. The superintendent's vision and the goals and objectives necessary to carry out that vision, should be clearly communicated to the GUSD employees and the community.
- Be able to communicate well with students and parents, have secondary education experience, and have a deep understanding of the competitive college admissions process.
- This person should have long-term, working, in-the-classroom experience with students at all levels but especially secondary (high school). We need somebody who really understands students and parents from a genuine hands-on perspective.
- Open-minded, ready to learn from the community, but ready to take action when needed.
- openness ability to listen and not dictate collaborative with other groups in town like city, college, county
- Pay attention to what the citizens say, if they say there are problems, LISTEN and take action!!
- Need an experienced and successful Supt. Having the community interview the finalists will most likely discourage some quality, sitting Supts from applying. I am not sure why this is part of the process. I do not see it as a value added but rather as a negative.
- The next superintendent should be teacher support of. For the past 10 years the superintendents have been here to line their pockets at the expense of the worker on the front line, all the while playing musical chairs with site administrators and having no continuity at the school sites.
- a leader who can see all sides of an issue and not give into groups who want things for themselves at the cost to others
- The ability to reach out to more than just the regulars who are involved. Engage those that are not, reach out to the sources that raise funds for scholarships and just plain be engaged..
- Extensive classroom experience, I. Knowledge of special ed, language immersion and gifted student needs. Training and recruitment skills.

Parents

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Diversity
- Parents, Students, and Teachers are caring. We want a superintendent who will really care about the students and teachers. I do not believe the last superintendent did.
- parent involvement, interest in students achievement
- We lucky to high school who main focus is career technical education. It unique in our school district should be allow to grow to keep demand never changing world.
- We lucky to high school who main focus is career technical education. It unique in our school district should be allow to grow to keep demand never changing world.
- Glendale is a diverse and welcoming community. Many people state it is a "large city with a home town feel."
- We are a family-oriented community with moral values that are key in raising our children.
- Our community is supportive of all generations and is diverse ethnically with largest representative groups from western and eastern European ancestry as well as Latin cultures.
- Small-town feeling with a real feeling of community and sense of place. Yet very close to a major city.
- Parent and community involvement.
- Receptive to special needs of some students as well as general needs of students in general. Family oriented communities with parks and shopping. Safe community in general.
- Law abiding citizens, clean, quiet (not much night clubs as far as I know in La Crescenta) cultural diversity, people who value excellent education .active churches in community. Good and clean libraries.
- Small old town feel, charming shops and restaurants, close to Descanso Gardens, places to hike, safe
- Diverse
- We have a strong sense of community. Neighbors know each other. Residents of the Crescenta Valley take pride in our "small town" feel.
- People who care about their community regarding safety, environment and cultural events.
- Our community is culturally rich and diverse. It's a safe and a caring community.
- Our community is very supportive and makes every effort to listen.
- Most people are friendly and involved in the community.
- Cultural diversity, good schools, safe neighborhoods, clean environment, nice trails & other nature interests
- Community is comprised of families whose intent is to promote good education, well-rounded opportunities to excel in sports, music, and the arts. In addition, parents tend to be involved both inside and outside the classroom at the elementary school level, mostly. Families seem to be committed in keeping the neighborhoods safe, clean, and cohesive, welcoming for the most part other cultures and languages.
- Great residential neighborhoods. Sometimes we forget we live in a fairly large city!

- Although we don't live in Glendale (we live in LA), we are so excited about the FLAG program that our son Luca will start attending at Franklin Magnet school for Kindergarten in August. So far, all the Franklin parents I've met are much more engaged in their school and their children's lives than the typical public school parent.
- Our community consist of French, German, Italian and Spanish families and friends, who work together to create an amazing village at our Franklin Magnet Elementary school for all of our children.
- LA Riverwalk, down to earth neighbors who like animals (horses, etc.), intelligent parents that care about our local school (Franklin Magnet), nice parks and park services (Brand Park, the composting facility there, the public pool at Pacific Park), Alex Theatre, cyclists who are determined to cycle even though we have terrible drivers here, the worm bin guy who lives near Brand Park, people who are converting their lawns to draught tolerant landscapes and the programs the city supports that makes that possible, for a few things!
- It is safe. It has good libraries and beautiful parks.
- Glendale is a beautiful, vibrant and creative city with some of the world's best creative companies (Dreamworks, Disney) and some of the best schools in the region.
- Parents actively involved The language programs are strong Caring faculty
- It's near everything in Los Angeles, but the cost of living is relatively low.
- Safe
- Parents who care about their children's education. Parents are willing to work hard to do their part to ensure that their children can access their education in a positive way and support their school. Measure S rebuilding schools. Glendale is a great community (safe, clean, small).
- We are a culturally diverse community that cares about our children, their education and celebrating our ethnic differences.
- Community and family oriented, diverse and health conscious where folks share similar solid values. Driven to put their child's best interest at heart. Loving and hard working lot of natives and non, where volunteerism is seen as a pleasure.
- Glendale is a fairly diverse community in terms of race, ethnicity, and socio-economic status. We have great parks and restaurants here.
- Families first! super involved parents!
- When moving from Chicago to the LA area we chose Glendale because of the French immersion program
- Our community is a family type place where we help others and support others. Our school is not just a place of learning, but another home for our kids. Kids and families should not just go to school to learn and come home, but they should feel welcome in their school at all times.
- Caring, supportive community
- The Verdugo Woodlands is a community that is very active within the schools. We know our neighbors and we work together to help make the best possible experience for our children and their education.
- We have well educated parents that are actively involved in the school on a daily basis.
- community pride and spirit
- safe
- It's safe.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- parent teacher involvement involvement, choice of classes
- Teachers and staff are caring and work hard for our young people.
- high achieving, dedicated teachers
- We lucky to high school who main focus is career technical education. It uniqueness in our school district should be allow to keep on growing to keep up with demand how the world is chagnig. Clark's 7th period class and block schedule a wonderful thing, and is highly valued by teachers, students, and parents, as it allows students access to extra classes, allowing them to become creative and unique individuals prepared for post-secondary education and careers. The 7 period class day at Clark must be preserved for the student to compete in college and years in the workforce.
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- Our schools offer many programs, address the needs of all students and have high achieving students.
- Highly respected. Teachers and staff highly regard the families in the community. They're always looking for ways to keep us together, fighting for the same goal.
- We have many schools with creative teachers in the classroom supported by parent and teacher aides.
- Very personable admins and teachers. Small-town feel.
- Responsive to parental inquiries.
- Our experience has been with College View School exclusively. We are very happy with school there in general.
- Academic excellence. Active parent teacher associations.
- Parent involvement in the Crescenta Valley
- My children attend the FLAG program at Edison Elementary School. It is staffed with great teachers who give 100% of themselves to their students and their parents. Parents are highly involved in supporting the school within the classroom and extracurricularly. The administration is highly competent, accessible and very responsive.
- Lots of volunteers
- Highly effective, trained staff, administrators that value input from staff and community
- There are a lot of parents who donate their time and money to help make the schools the best they can be. Almost all of the teachers are very good.
- Franklin is global minded, and view children's education as preparing them to do well in school as well as the world at large
- Clean environment, and knowledgeable teachers.
- Our school is a small community within a community. The parents and teachers are extremely supportive of one another, and appreciate each other.
- They offer a wide range of activities and classes.
- Culturally and economically diverse

- Rigorous academic caliber of teachers at the high school level. Classroom curriculum is demanding and very competitive in keeping with the students' academic excellence and motivation to pursue higher level of education at the secondary level in order to apply to university level curriculum.
- Diversity. Foreign language, tech and arts magnets. I love our kids' elementary school, Franklin. The Italian program there has many very dedicated and goal oriented parents who are VERY enthusiastic about the immersion program. They have brought real community to our schools in the process of building up the programs and raising funds to make them more viable and productive.
- Only GSUD offers a diverse European languages program, and since my husband and I are from German-speaking Switzerland, and all our relatives live there, we are thrilled that GSUD will enable our sons to become more fluent in German to communicate with their relatives and to generally shape their brain development in the positive way that only the learning of a foreign language can. My husband and I speak four languages and are thrilled that Luca and Nils will also start on that path.
- "It takes a Village".. and that is our Franklin Magnet School. We are proud of all our committees who make it possible to have our fall festival, theater, art, newspaper club, math club, science fair and film festival during the school year for our children. In addition to the great support of our yearly PTA events and with support from our BFEF to continue offering our children the extra curriculum.
- My child attends Franklin Magnet School, and I could not be happier. We have an incredibly involved parent body and diverse student body. The kids are becoming fluent in a second language, learning to connect with other cultures, becoming world citizens, and experiencing the beautification of their campus by the parents and the grants that have been received due to the hard work of the PTA. Gardening is emphasized - being stewards of the earth - and the academic standards are high. Many new things, such as science fairs and school magazines and a new campus in production!
- Children are taught emotional intelligence to prevent bullying and stress, the enemies of good academic performance
- The only school I'm well acquainted with, Franklin Magnet Elementary, is an amazing educational institution. My son is in the French program and our experience of the school has been exemplary. We're very impressed with the depth and breadth of cultural exchange and quality of instruction in a multicultural public school.
- The foreign language program is essential. It's been a wonderful program
- The language programs at the schools are fantastic. The parent involvement at my school Franklin really makes a difference. Also the amity intern program is incredibly helpful.
- Right now there is so much change going on sometimes it feels like everybody is not on the same page. FLAG is the best part
- Active parent community, immersion model. Dedicated teachers that work hard. Resources are adequate (books, technology, building facilities).
- Our schools are outstanding when it comes to language immersion programs and other magnet programs. Awarding winning public schools offering Spanish, Italian, German, French, Armenian, Chinese and Korean have made Glendale the school district the one to follow when it comes to successful language immersion programs. A true educational asset to gusd that should be well known and celebrated!
- Committed teachers and caring loving staff working together to keep our kids safe and well educated.

- Families at Thomas Edison Elementary School care about each other and try to help each other out. The teachers and administrators are wonderful and dedicated.
- Great teachers! supportive administrators!
- Parents are very involved.
- Our school are a place that welcomes kids and families alike. They are a safe and secure place where kids can thrive in and learn as they are surrounded by other good kids who are there to support their friends in their process of education.
- Schools are run with an understanding of the specific community in which they are located. Glendale is a district that has a range of communities with various socio-economic and educational needs.
- The one thing that I like about GHS is the four VP offices. It gives the students more access to the resources they need at such a large school.
- We have a principal that supports the teachers. The teachers are high quality and experienced.
- Strong academic expectations, knowledgeable, hard working teachers
- Teachers, educators and clerical staff are great.
- Being renovated.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- drugs, lack of discipline at high school and junior high, poor counselors at Hoover High
- District needs to utilize effective change management strategies -- and better, broader communication planning prior to implementing change; Inefficient Health Services resources for the size of the district; Need professional HR and Public Info Officers -- not Educational Leaders rotating through the positions. Newer Principals need a lot more mentoring and leadership development
- Student, teacher and parent (overall community) needs. Text books for our school aligned to the new common core standards. Not something we can find on our own on line.
- Sagebrush - frustration of the CV community with the district
- Staff/teachers have too many group meetings and not enough time as individual to plan or coordinate for classroom work. The good teachers work until late at night to keep up with workload
- Staff/teachers have too many group meetings and not enough time as individual to plan or coordinate for classroom work. The good teachers work until late at night to keep up with workload
- The cultural diversity.
- I believe that there is a need to offer a greater variety of courses at the high school level and to maintain support and educational options for students not planning on the college track.
- There are a lot of different communities here with some very differing views about education.
- The Board is not focused on the needs of the district, but on their individual goals. The Board needs a leader to help them re-focus. Sometimes parents and Board Members think they know more than the educational leaders of the district and will argue educational decisions. There are budget and facility issues facing the district that will require a leader to get up to speed in a very short time.

- School needs and safety issues.
- The district always asks for community input but wholly disregards it or has made their decision prior to seeking community input - see the process used to install the solar panels in the La Crescenta area.
- Same sex marriage issues and education should be carefully (disguised as family friendly picture books) filtered out, because this can do grave harm to youngsters.
- Families in the Crescenta Valley are left out of many decisions affecting the school district. Funding compared to the schools in South Glendale is less. We have no representation on the school board for our area. I personally don't trust the GUSD nor the board to make good decisions for our area schools.
- Education in visual arts (painting, ceramic, sculpture, etc.), music and performing arts (dance, theater) is lacking. The new superintendent should make it a priority to reintegrate the arts into the core curriculum offered at our schools. We are doing a good job of integrating technology in the classroom. Equally important to the success of our students in the 21st century is the development of their creative skills, and we have not been nurturing this side of our students as we should be. Additionally, our culture of discipline should be re-evaluated and revamped. We know how important it is for our students to develop empathy and responsibility. When students make mistakes now, they are quickly "benched" during recess and/or lunch. That is the first line of intervention starting in the 4th grade. This strategy gives the students NO opportunity to take responsibility for their actions, consider how they impact others and make amends. This alternative approach is called 'restorative justice'. From my personal experience in my children's classrooms, teachers are very receptive to this approach, but they don't have any experience with it and don't know how to implement it. I DO know of two teachers in our school who have taken training in this model of classroom management (<http://www.echoparenting.org/professional-services/educator-training>) and they are consistently able to engage students who have trouble following direction, while maintaining an atmosphere of peace and cooperation among all students. The students learn how to manage their anger and frustration from these teachers in a way that the traditional model of discipline can't. I encourage the superintendent and the district to invest time and money in educating our teachers and admin staff on the philosophy of non-violent communication and restorative justice. The ECHO center provides excellent training opportunities for teachers, which have immediate positive impact in the classroom and in our students lives. NOTE: I do NOT work for the ECHO center. I have taken their introductory parent education course and it has benefited my family greatly over the last 8 years.
- Previous superintendent was way overpaid- see LA Times article comparing size of district, # of students, and superintendent salaries across the state- this mistake should not continue
- Very different needs dependent upon where you are in the district
- Dr. Armina Gharpetian recommended I forward my email to you through this survey: On Jul 21, 2015, at 2:36 PM, Phil Moore <philmooremusic@att.net> wrote: I don't have time to get to your meetings this summer. What is important in a superintendent is someone that can communicate effectively, getting parents and teachers involved in a positive learning environment as allies. Many parents and teachers are disappointed with the manner with which the district has rolled out the new curriculum and we assume the district is lost. The last superintendent did not instill any sense of confidence that the district had any curriculum plan, and he was arrogant and adversarial with parents

describing the new core as more “rigorous” without clear definition and our input as “growing pains”. He did send district folks to our school, which was a nice gesture. However, instead of giving us information on what they’re planning and doing with our kids, they asked for our input in the new curriculum. We still don’t know what specific actions determine grade assessments for each module. I think because a rigorous system of education doesn’t exist. It would be nice if you hired a superintendent that can instill confidence in the parents by conducting those who work under them to graphically show what’s being done and provide adequate training support for teachers. Today is a case in point: i-Ready was shut down for the summer. We found when we tried to log on and received an error message. I gave a call to your tech department and your man there said “oh yeah, access was shut down yesterday.” Holy cow, that’s rude. How about letting the parents know with an email? Clearly, I’m frustrated with a few years of inadequate communication, but does the tech department know how to use electronic mail. This is indicative of GUSD’s lack of ability to communicate useful information. Bore me with the details. I personally feel that the way the district operates, the district’s functional personality, if you will, starts at the top. If the superintendent wants parents working with them as partners, then those under their authority will do likewise. If the superintendent wants parents to deeply comprehend this new teaching methodology to bolster our kid’s learning, then they will implement effective learning tools for parents. Just pointing us to the district website and common core cartoons is silly. See you in three weeks, Phil P.S. When are you going to fix the uninspired wording in the grade school report cards.

- Overcrowding is an issue. There are concerns with the number of flag students added to Monte Vista. CV is also getting more crowded. We want to help the district as a whole but Crescenta Valley residents feel that their concerns are not heard.
- rampant bullying
- The FLAG programs are what draws families to Glendale. But in order to keep it thriving, it must be continued with more than just a language maintenance class. Be creative in finding a teacher to serve the FLAG programs as well as other HS classes.
- Lack of knowledge and resources for mental health and counseling in elementary and middle schools, limited adult support in classrooms and on the yard for kids with special needs, limited/lack of knowledge in supporting kids with learning disabilities and autism with common core curriculum, as well as their emotional, behavioral, and social growth, and limited knowledge of administrators about the needs of kids with autism.
- Communication has not always been a strength. Also, I feel that certain departments in the district have to be reevaluated. The most recent budget cuts left departments with bare minimums. Our district offices are just as important as our schools. They support and are the backbones our schools. Departments such as Professional Development and Special Education (both led by great people) need more support to ensure the success of our schools. Lastly, our hiring process of administrators needs to be more based on qualities, rather than whose turn it might be next. Great people are being overlooked and big mistakes are being made.
- Aware of cultural differences in this community aren't the ENTIRE community. We all are not Armenian or Hispanic not do we have a small socio economic range! Very broad needs in this area ranging from rich spoiled kids to immigrants and everyone in between.
- Past history of problems related to ethnic differences
- Families in the foothill neighborhoods are demanding; believe that funding in this area tends to be overlooked when compared to the lower Glendale area schools. Unfair that

parents/families in this area must contribute beyond their taxes to afford programs that are readily available to Title I schools. Families move to this foothill area to benefit from the high standards of teaching and property values but have to put forth more monetarily to supplement after school, extracurricular programs that would normally be afforded by the district.

- The decline of enrollment that WILL result from not fulfilling the "wish list" for parents with children in the language immersion programs in middle school-high school. Many are so disappointed with the single language class being offered (rather than the 2 minimum we hoped for), they are not willing to go to Roosevelt to continue for a single class in the language. I feel this will result in losing the Italian, German and possibly French immersion, since parents will naturally want to know their kids can progress in this language past 6th grade. 1 language class will not even keep them fully fluent, let alone learning more advanced vocabulary and writing. He/she should be open to district approved charters if GUSD is not up to the task of creating more viable language immersion programs past 6th grade.
- Not aware of any issues yet as we're going to start Kindergarten.
- Parents are active and are not the enemy. The new Supt should know that diversity in programs (magnet, immersion, etc.) is good. Enrollment is declining in the MS/HS because one size does not fit all and achievement is not there yet. Common core is a challenge, Measure S is good and parents have a choice when it comes to where they send their kids to school and the Superintendent should know that and look at parents as customers and as having value.
- We could use more art classes in our elementary school - a full time music and or art teacher. I wish our magnet school focus could shift over into the middle and high school levels. I would like to see environmental science (solving the world's problems with invention!) be included in some way in high school. I would advocate for arts in all level of school - dance, music, theatre and visual arts - as I believe they are very important elements in nurturing well rounded people, and that they can really help make connections with other areas of learning (music and math for example).
- Schools need lots of nature, trees, bushes, grass. Nature helps kids and adults relax and feel better about themselves and their lives.
- That language immersion educational programs are a central jewel in the Jewel city's role in the region.
- Money concerns. Space availability. A large influx of foreign students.
- Often times with GUSD there seems to be an initial 'No' response to any question and it takes a lot of time and frustration until you can get to a person who is inclined to make out of the box decisions in favor of the children, rather than sticking with a standard script. I've seen this especially with the afterschool program.
- FLAG programs are very important to parents and must be to the superintendent.
- Parents have a choice in where they send their children to school and many are exercising that choice at the Middle and High School level, particularly now in South Glendale where the schools are starting to get crowded. Parents are not the enemy and can provide useful feedback as a stakeholder. Specialized models (magnets, other models) are a great tool to retain/attract families and should be evaluated (thoughtfully), embraced, not watered down or publicly not supported to provide some notion of "equity" across the district. Transition to Common Core has been hairy, particularly in the area of math. Parents and teachers are having difficulties with it (not so much the students - ha!).
- Needs be positive and think of Glendale as a family

- Glendale is a community that cares about family values. It cares about our diverse cultural community. It would be nice if more could be done to celebrate all cultures and have glendale continue to grow as a community that celebrates the richness in all the cultures existing in the district.
- That most of the district and individual schools as a whole are actually unique in nature and not merely number order. That most parents are fed up with testing and ccss emphasis, and more advocates of whe language and hands on. That our teachers are top notch and not being heard, and neither are the parents
- I want to make sure that each school is receiving the resources they need to fulfill their mission. I also think the food could be improved in the schools with more fresh and cooked on-site food, as well removing flavored milk from the school district cafeterias.
- Politics of the community. Board is very divided. Obviously dislike for one another. Community feels very unstable because politcs appear to be more important than what's right for our kids.La Crescenta community feels very isolated, underserved, and uncared for.
- The need to extend the dual language programs past 6th grade.
- It is very sad to see that some schools are not performing well and each year the families get letters stating that some schools did not perform to the desired goal. They are then offered to attend other schools in Northern Glendale. This is not a good tactic, because it makes the students and teachers of the low performing schools feel bad. They feel like they are second class citizens and that the Northern schools are better. Though this may be true, the Superintendent must do what he or she can to help the struggling school and to uplift their character. When the students and families talk about certain schools, they make it sound as if it is a crime to attend those low achieving schools and it is a privilege to attend the other schools. Kids and families hear this and it makes them feel like they are from a lower class school or that they are getting a second class education. It would be nice to see those letters not go out to the families giving people options to change their schools, because it makes some schools get a bad reputation. The superintendent should do everything in his or her power to uplift those lower achieving schools and make them just as desirable for families to attend. Maybe those lower achieving schools could have a special magnet program or have some other special distinction that makes them more desirable and equally elite for families to feel better about sending their children there. We have amazing schools in our district, but when parents get those letters highlighting the negative aspects of one school and being offered the option to get permits and send their kids to other schools, then parents start to talk and they use fake addresses to move their kids out of some school and into others. We would really like to see this process changed in order to make all of the schools shine equally. This would be a huge benefit to our schools and our district.
- A superintendent needs...to value teachers...to understand that large class sizes are detrimental to the educational process...to focus on students, instead of just making a name for himself...to use the district's money to promote student learning, instead of hoarding it to show off the district's reserves...to realize that the FLAG program would be more welcome at school sites if it didn't take FTE away and increase the class sizes in the regular classrooms...to be present at school sites more often than twice a year...to be aware that happy, secure employees do better work than ones that are pressured, overworked, and under-appreciated...to show appreciation through deeds NOT words...to actively seek out and take into consideration honest feedback from teachers and staff, not just through surveys, but one-on-one conversations, about how things are going at their

school sites and in our district...to be transparent in his dealings and make sure they are aboveboard...to get teacher input on educational decisions like iReady or anything else that will impact the classroom.

- Communication with parents, students and the community needs to be addressed. That doesn't mean more long winded robo calls. It requires dialog between all parties. It means the district needs to listen more to what we are saying.
- It doesn't feel like the Board of Ed supports teachers. Stop spending money on buildings and pools. Help provide basic supplies and personnel support, especially for computer skills and PE teachers for primary grades. Class size needs to go down across all grade levels.
- Class sizes have increased over the years. I have not seen much of an effort to decrease the class size now that the California budget has increased funding. 37 students is an upper grade elementary class class is becoming more common and unacceptable.
- Glendale should not be a breeding ground for future superintendents. Administrators should be encouraged to stay at their site for as long as they desire.
- Cleaner campuses. More teachers and less students in classes. More technology.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- the ability to understand multi cultural society, open mindedness, understanding of excellence for students, offering more than just basic curriculum to enhance student achievement for higher education. why don't you guys bring back Mrs Hasmik Danielian to this district. community lost a jewel to other districts because of stupid politics.
- Honest, transparent, effective leader of change, prioritizes leadership development, community collaboration and holistic approach that is connected to the community
- Strong Teacher and Staff, and Community relations.
- transparent, teacher/parent friendly, problem solver, buy in to the community, outgoing, good communicator
- someone who understand the district and it many different facets and nuisances that each school bring to the district
- someone who understand the district and it many different facets and nuisances that each school bring to the district
- The Board and past Superintendents have supported expanding the use of technology in classrooms and maintaining a solid network infrastructure. The new superintendent must continue that vision and support.
- Someone who cherishes family core values. Not easily influenced by others, but of strong character. Aware of cultural diversity in the community.
- Hands on and an ability to bridge different constituencies to come up with something that works for everyone -- parents, students, teachers, etc..
- A passion for Glendale students--are they invested in the district or just using Glendale as a stepping stone? Commitment to the job (not leaving early every week), Do NOT look at a candidate who is in trouble at their current district! Why not look at internal candidates who have a proven record with GUSD and have already provided years of service?
- All the skills/qualities of Jay Schwartz, principal at College View. I would actually recommend her as superintendent except I would so hate to loose her at College View!

- No prior history within the district. Someone who isn't beholden to any particular group within the city.
- 3 Here is a trustworthy saying: Whoever aspires to be an overseer desires a noble task. 2 Now the overseer is to be above reproach, faithful to his wife, temperate, self-controlled, respectable, hospitable, able to teach, 3 not given to drunkenness, not violent but gentle, not quarrelsome, not a lover of money. 4 He must manage his own family well and see that his children obey him, and he must do so in a manner worthy of full[a] respect.
- New person should be able to see the inequalities in money distribution as well as considerations to the Crescenta Valley. Should be fair and make decisions based on what's good for the students and not what's popular.
- We need a superintendent who makes decisions based on solid research. Someone who is not afraid to stand her ground in a field that has become highly political, and easily influenced by commercial interests. This new superintendent should plan ahead for an exit strategy when new initiatives don't work well. For example, the district implemented i-Ready this year. It was a complete failure (the teachers were not consulted, the parents were not given advance notice, the tests took forever, the tests rewarded students who moved through the test quickly with video games, the results were grossly inadequate and useless, the teachers couldn't use the results to help their students, the home practice materials were poor at best). This was evident after just the fall testing session. And yet we continued to use i-Ready throughout the year. What we needed in the fall was a superintendent with the leadership to say: enough. I-Ready does not meet our needs and we are stopping this right now. In this age of trying these educational companies, make sure they have a track record of success. DO NOT engage with companies who can't demonstrate how exactly they have benefited students and teachers. And build an exit clause into the contract. No more carrying through the end on initiatives that don't work.
- Good communication skills, prior successful experience with district of comparable size with good test scores, experience with diversity
- Consensus builder, should have worked in the classroom, needs to understand budgets and management, but should put the needs of the kids first
- Ability to be fair, and listen to everyone's concerns.
- multi-tasking between diverse cultures
- Flexible, outside the box thinker and a visionary for the future of GUSD. Not simply putting populations to improve performance of schools without factoring the illogical commute patterns.
- in my opinion, the most important qualities and characteristics for a superintendent are: ability and willingness to take time to talk and truly listen to people who are in the trenches and allocate resources to improve conditions. Being present and hands-on are really important. Additional qualities and characteristics are integrity, honesty, compassion, and a preventative approach rather than reactive.
- TRANSPARENT, HONEST, communicator, supportive, trustworthy, FAIR, visionary, consistent, and most importantly, someone who remembers that OUR jobs are all about the students! We are in this for them!
- A balance of good people skills and wise administrative skills.
- Good listener, open minded, knows importance of parent involvement in schools, actively seeks PTA involvement
- Superintendent needs to have taught at all levels of general education teaching (elementary, middle, and high school levels) for a substantial amount of time (i.e., five years plus). Prefer a candidate whose intention is not to continue up the ladder of

administration but demonstrates a commitment to sustain, maintain, and improve what already has been established in our school community. Be fair to all groups of learning no matter the culture, language, or academic challenges. Be aware that parents in this community are committed to education and want what is fair for their communities as well as what is seemingly being disproportionately distributed to lower Glendale area schools due to socioeconomic background and demographics.

- Be open to change. We have some great programs with parent/student driven success, and we have them because GUSD supported these new ideas and worked with parents to get programs off the ground. We feel we have hit a wall with regard to the success continuing through middle and high school.
- It seems that it would be very beneficial of the new superintendent spoke at least one foreign language so that she/he can relate to the experience and education provided at the FLAG programs, and hopefully be an advocate for extending foreign language immersion beyond elementary schools. Other qualities would include deep understanding of cultural diversity, an openness to the latest innovation in education, and a drive to continually improve his/her own skills as well as those of teachers and students.
- I said strong vision, decisive, and inclusive. The Supt should get rid of under performers and admin with not good attitudes. They should be able to think long term and short terms, understanding that parents think short term while administrators think long term. And that's ok. And to empower teachers and principals and encourage them to try new things and not be afraid to fail. Foster Transparency - and listen/act when parents bring up concerns weather it's related to teachers and/or consistency in teaching across all target languages at one school in one grade level.
- Vision, leadership, empathy, intelligence. I think this position requires someone who is able to get to know the community and its needs and to appreciate the things that are working well and to support those things.
- Be an expert in child psychology or psychology in general. Happy children do much better in school!!
- Open minded, experienced, kind, and committed to continuing and broadening the high quality multilingual educational programs the city offers.
- Strong communication. Excellent strategy skills. Thoughtful leadership
- Open to new ways of thinking, open to parent involvement, eager to empower the people who work for him/her.
- Care about our children and put children 1st. Hire qualified teachers that have experience and high qualifications.
- Characteristics - bold, decisive, strong leader with a strong vision. Skills - to be able to identify and eliminate waste, incompetence, and bad attitudes among support staff/administrators and take action quickly to correct it. To empower positive contributors to take chances and make mistakes, if necessary, without retrobution. Set a positive example of working with the community. Make "bureaucracy" a thing of the past. Someone who understands both the short-term and long-term impact of decisions and understands that parents are looking short-term and administrators are looking long-term and that does not necessarily put them at cross-purposes but helps provide a thorough perspective.
- Positive, clear, set goals, have high expectations be willing to work at achieving goals.
- A candidate that cares about culture and language and diversity. Someone who wants to bring the school district and community together working to make this city known fit it's amaIbg and unique school programs. Glendale is really putting the city on the nap when

it comes to language immersion education. Waiting lists to get into these schools are getting longer each year. GUSD is doing outstanding work and the community should be aware of it and be proud. It reflects so positively on the city.

- Empathetic and creative. Should think outside the box and have good communication skills and know his/her clientele very well. Maybe a history major in BA or MA degree range
- A leader who listens to the people around him/her, who inspires people, who has experience in a diverse community, who supports our foreign language academies, who is open to innovative and creative ideas rather than staying with how "it's always been done", who can work peaceably with the teachers and staff unions and not be antagonistic.
- Ability to be present and take the helm of a ship that has strayed way off course. We all appreciated Dr. Sheehan's informality but he let the board take control. What was once a premier school district has become a breeding ground of gossip, disrespect, innuendo and hate. Our board is far too concerned about their individual aspirations with the exception of Chris Walters. The union has taken over. I am saddened after 20 years raising kids in this community that our school system has become a joke. Schools are no longer the priority. Funny huh?!?
- Someone who is familiar or willing to learn about immersion programs.
- Some superintendents have been more business like and conducted their work like a business. They acted like they were the elite and the rest of the constituents were below them. Dr. Sheehan was not like that. He was a very warm and caring superintendent. He cared about all kids and all staff. He made us feel like he was one of us, and that he was supportive of our daily duties. He came into our classes with a warm smile, a hug or hand shake, and genuinely cared about the teachers and kids. We need another person like that. It will be hard to fill his shoes.
- A superintendent needs to be honest, forthright, and intelligent. S/He needs to be a kind, considerate, human being instead of a power hungry self-promoting egomaniacal megalomaniac like Dr. Michael Escalante, who needs to be excised from our district like the malignant tumor that he is.
- She or he must be willing to listen to concerns. Must be informative with intended plans for GUSD. And most importantly, she or he should be willing to be completely invested in our city. I feel very strongly that our superintendent should be required to live within our city's boundaries and truly be a part of our communities.
- The superintendent should be a teacher and have experience in primary grades as well as middle school. The superintendent should be familiar with CCSS and have a vision of what it needs to look like in GUSD. He/she should value teachers and work with them as allies not enemies.
- He/She should have strong communication skills and be able to establish a strong rapport with students, parents, and teachers.
- Don't divide the district to us vs. them. Bring groups together. **NO LIP SERVICE.**
- Someone who knows the community. Someone who understands teachers and their daily needs. Someone who supports teachers and their daily needs. Someone who cares about students and their success.

Students

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- It is a tight-knit community that largely stresses the importance of an education and teacher support.
- Our school is diverse, close-knit and (for the most part) free of political jockeying that creates chaos and instability in the system.
- It is a multicultural hub. It has great schools and lovely homes. While we have a large population Glendale still has a small town feel. It centrally located to Hollywood and Pasadena too.
- Parents and students care about learning and achievement. The community supports the schools. We are safe. The schools and teachers are excellent.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- GUSD schools strive to be ahead of the curve in implementing the various changes in education and seek to cultivate high quality educators to deliver it.
- Dual language programs are high-quality with great standards for recruiting teachers.
- Language immersion programs are phenomenal. The teachers and parents demonstrate excellent involvement and investment in the children.
- The teachers are great; they give their all for their students. The support staff is wonderful.
- Teachers care about their students. The schools want to help kids succeed. We work hard to make our schools safe and welcoming places where every student can feel accepted.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- I'm unaware of any issues specific to GUSD that aren't typical to most districts.
- Schools in South Glendale that have higher low-income populations feel ignored and underserved when compared to higher income schools. Our teacher turnover is higher as is our principal turnover. We have more "first-time principals" and what feels like lower quality after school and enrichment programs. Our FLAG students are leaving for other more well established programs in the district, which jeopardizes the fidelity and continuity of the program at Muir, in particular. We need better retention strategies for the more nascent programs and a way to be able to compare the quality of programs (FLAG, after school and enrichment) across the district in a PARENT user-friendly way.
- There is very little support for families where both parents work. Many programs and events disrupt the business day. Communication is rather poor unless with the teacher. There is far too much reliance on paper and not enough on electronic communication. I'm not sure if this changed, but at the time, nobody on our block, which is under 1/4 mile to a one of the magnets, was accepted. Everyone was deep on the waitlist and there were 3-4 on our block at the time.
- There has been bad blood between the past two Superintendents and teachers. Teachers and parents have noticed a top down "my way or the highway" attitude. Also the teachers has only had 3% increase in salary in last nine years. We need someone who can deal with parents who harass parents.

- Class size is becoming a major issue. Teachers do not feel supported by the district in this regard. We want to be able to do an excellent job and have our professional judgment trusted.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- Accessibility and a proactive approach to issues and new movements.
- Absolutely must be committed (evidenced by their track record) to equity--closing access and opportunity gaps for the highest need students in the district. Absolutely must not be afraid to call out the fact that supplemental and concentration LCFF dollars are supposed to be used to serve the highest need students. Our current admits ration is too timid, calling these funds "base plus" and "base plus plus" which does not explicitly state the purpose of this funds but rather gives the impression that all students will get access to that money when that's not the intent of supplemental and comcentration dollars. Also, I want the new Superintendent to remain committed to building up quality FLAG programs at ALL schools that have them. Finally, Common Core is a big deal and I'm not sure how our teachers are doing with the transition. I hear good talk about it but I don't know if it's really working as well for the teachers and students as we all hope it will. So Common Core implementation and more project based learning are important. Some schools do a better job than others at project-based learning. As for qualities, we need a collaborator, a good listener, a tactical mind to execute the vision and strategic plan, and someone bold enough to challenge the status quo: to not just do what's always been done but to seek ways to accelerate best practices and improve learning even more.
- Strong communication, ability to develop and implement new policies, and willingness to take a phone call should a percent reach out.
- He/she needs to work with parents and teachers and the board. Our new superintendent needs to know what is going on in each campus by being visible on campuses. He/she needs to be able to engage the community leaders too.
- They should be authoritative, but not authoritarian. They should be able to listen to all stakeholders and solicit input before making decisions that will affect teachers and students.

Teachers

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Involved, Caring, Close
- Parental involvement
- Involvement of stakeholders; school, parents (some), and community support.
- Tight knit and concerned with the students well being.
- Most people are friendly.
- Our school community is welcoming and diverse. Families that live around Glendale vary from newly arrived families to families that have grown and flourished here for generations. As a teacher I have the benefit of working with children with many different cultural and linguistic backgrounds that enrich the learning that takes place in our learning environment.
- Glendale is known for its excellent schools that have well-qualified and caring teachers. The fact that many former students come back to work in GUSD speaks volumes.
- The majority of the parents care about their children education. It's a relatively safe area.
- I live in La Crescenta. It is a quiet community with several neighborhood schools.
- Glendale is very diverse and family oriented.
- Many families have lived/worked in Glendale for several generations. Glendale has a great police and fire department. We're a large city with a small town feel. Great shopping areas in downtown Glendale. We have several service organizations giving back to our community.
- It is good communication
- This community is usually peaceful.
- Diversity.
- A diverse community in which members respect each other and education is highly valued.
- Excellent students, teachers
- well knit community where we see each other out and about the neighborhood when not in school
- Glendale is a quiet, family oriented large suburb of Los Angeles. We have a very diverse population ranging in economic class from very rich to very poor and an ethnically diverse community with a large immigrant group from Eastern Europe.
- Glendale community is well connected and supportive
- We are an arts community with a strong percentage of our families working at studios in Burbank and Glendale. We have a lot of creative and gifted children with diverse cultural backgrounds. Our high population of immigrants from around the world make our arts offerings essential since art is the most universally adaptive content for students learning to speak english. The arts make common core come alive by supporting critical thinking at all levels. Our new superintendent needs to bring a more arts friendly focus to the district hiring a qualified arts coordinator whose background is in arts rather than in administration. Right now the arts are treated as outside of the core which just isn't true. We are losing kids to Burbank Middle School and Burroughs because of their superintendent's hire of a strong arts coordinator.
- Popular place to live and work. Cultural diversity is crucial to success.

- I do not know what to say about the larger community other than it is nice to have some diversity. I would love to see more outreach for parents -- such as parenting classes, reminders to them of the importance to communicate and be there for their children -- since infancy until they graduate from high school. . . (of course after that as well, though differently.)
- I believe there are very good schools in our community and people are very involved.
- Overall the community is upper middle class.
- Small enough to get to know people.
- We are diverse and family oriented. We build good relationships with community organizations.
- Students, parents and teachers are all interested in the same thing - quality education for our kids. It is a great place to work.
- Diverse good economy for area
- Many cultures!
- Glendale (both the city and the school district) are wonderful places to work that both care for the community members and are interested in their education, health, and well-being.
- Very active athletically, musically and academically small-town feel Will hold teachers and the district accountable
- My community is diverse, with many culture-specific factors. The new superintendent must be aware of (or open to learning) all the differences and uniqueness.
- We are all very supportive and helpful with each other.
- Lots of community involvement with the school. This community truly loves their children.
- I believe this is a diverse community that can be brought together to work collaboratively, with strong leadership.
- Good parent involvement.
- Schools are great, community is safe.
- I believe this is a diverse community that can be brought together to work collaboratively, with strong leadership.
- Good parent involvement.
- Schools are great, community is safe.
- High quality teachers schools upper middle class families lots of housing
- Glendale Schools used to be very highly thought of in So. Cal. several years ago. The last two superintendents turned the District into a business that worries mostly about money and how to not spend it, rather than about children. Glendale USD is no longer highly thought of by many. It is embarrassing to in this District any more.
- We are in fact a community, there is good community involvement and support. Parents have high expectations.
- Passionate about our schools
- Parents support the school but expect to affect the environment significantly. People are friendly, kind and considerate. Students could be more respectful, but, in general, are nice kids who work hard.
- Strong family and business community. Diverse community.
- Glendale is a close knit community. There are always parents who volunteer and work to make our schools a better place. Whoever becomes the superintendent should continue to welcome and encourage community involvement.

- We have a multicultural community that values education.
- Growing community. Safe, neat and clean. Quality neighborhood services (schools, libraries, theaters, entertainment, City Programs). Diverse.
- Family focused, tradition of strong schools
- PTAS has always been supportive and helpful in helping supply teachers with extras needed and have promoted educational goals among parents and students. Our school has good to excellent support from the community and we wish to continue this. The candidate should foster good relations with parents, teachers and students.
- Actively involved parents, stable income level, students who perform well on academic tests
- Family oriented. People really support the school district.
- We have many resources and community organizations which support schools.
- Supportive of school, children's education, youth service, and appreciative of teachers
- Our community is diverse where each school is unique and has students with different socioeconomic background and needs.
- Our community values immersion education as a means to prepare all students for a global community.
- tight knit, diverse community candidate should be sensitive to issues relating to different cultures, races, etc.
- Supportive business community
- Our community is a close knit one. It is steeped in tradition and pride. It demands rigorous academics and well-rounded extra-curricular opportunities for kids.
- Well-established and growing business community - entertainment, technology, aircraft related, financial, and a variety of other global industries
- It is ethnically diverse, great schools, thriving businesses, and terrific shopping areas. A combination of residential neighborhoods and hi-rise buildings. Conveniently located to a major metropolitan area, Los Angeles.
- Family oriented. Multicultural. Business support.
- Very diverse. Strong economically. Good neighborhoods and lots of families in the public schools.
- Lots of history and home town feeling(@ least in the foothills) Many educated and involved parents who work as school volunteers and in their care/concern for their children's education
- Families care about schools and a number of businesses support schools through donations. Family is community
- Community members are generally very supportive and generous, both financially and with their time.
- Supportive families Parents are generous with their time and want to help in classrooms/schools
- Supportive, involved
- Ethnic and economic diversity; civic engagement that is possible in a smaller city
- wide range of culture and economic status.
- We are a very diverse community, so our new superintendent should have knowledge of those cultures.
- We embrace diversity, as our community is very diverse. It it made up of many cultures and economic backgrounds. We have partnerships with many organizations within the community. Generally, the community is very supportive of our schools.

- Diverse population - smaller district - some decent parental involvement
- Old traditions and community support.
- It is multicultural .
- Glendale is a stable community, The stakeholders who live here are all on the same page--dedicated to quality education and opportunity for advancement. The attitude is one of fairness and willingness to work together in accomplishing established goals.
- Culturally, we are a district of many diverse communities - not just one community. The business community has access to close associations with the school district. There are many cultural institutions within Glendale and in the wider Los Angeles area from which educators and families can draw for learning and recreational experiences.
- diverse hard working supportive of our schools and teachers several of us grew up in Glendale and not teach here
- Diversity, excellent arts community.
- The community stresses the importance of education.
- Educated, involved in child's life, healthy activities, safety, diversity, small-town feel
- Communication in the community is good. Parents want to know what is going on, want to be heard, and are active participants in PTSA activities.
- Very diverse. Parents are involved.
- Booming economical status family oriented community values are similar and people are there to help one another
- Hard working. Professional. Believe that education is important for success Also very involved
- We have an educated population of parents and caregivers. They are dedicated to their children and their education.
- Community involvement is high
- Here in Glendale we have great parent participation and support for our schools.
- It's a well balanced community consisting of different socioeconomic status families. We have a lot of educated parents who are involved in their children's education. We have a large community of Armenian's who value educations and it is very important for them to provide the best for their children.
- It works as a community! Communicates, works together, for benefit of ALL
- My community is exceptionally supportive of our local schools and our children that attend these schools. We are a close knit community that takes pride of our neighborhood and contributions that each member brings to the community. Many of our teachers also live within the community.
- Glendale is a diverse community, as well as a community that values it's children
- ethnically diverse
- Glendale is a great and diverse community with a lot of families in the arts or film/entertainment industry being so close to Burbank.
- Glendale is changing for the better. Over the years I have seen the community become more welcoming of different people from all parts of the world.
- Students success is a top priority. Communication and collaboration are strong qualities within the community.
- diverse, growing, safe
- Connected, willing to help each other and supportive
- single family homes - small
- Everyone wants to live here. Just not families too expensive

- Parents care about the schools in our community. They are respectful towards teachers and they want the best for their children in terms of providing a high level and quality education and a safe learning environment.
- Importance on education
- The La Crescenta community is very much a small town. But, Glendale is big and really has three or four different communities that all have their pros.
- People in Glendale care about education and make it a priority.
- We are an urban community with a town feel. We have a unique demographic rich in Armenian culture and long time hispanic residents. Many of our neighborhoods are being revitalized.
- Diverse, good financially,
- Our community is multi-ethnic, rich in cultural variations, and proud of its co-existence. It serves the needs of all groups within its boundaries.
- For the most part the community is very supportive of our schools and the superintendent should be able to communicate with joy only other administrators and the board of education but the teachers and parents as well.
- The shopping, dining, and entertainment amenities of a big city but the intimacy of a smaller town. The ethnic diversity adds to the strength of the community.
- It is a wonderful, caring community. Teachers are VERY dedicated and work long long hours. They translate a lot of materials on their own time. They are all very professional.
- Our community is filled with hard-working people who truly care about the community we live in and the local schools. It's a modern day version of Mayberry.
- Our district is multi-generational. Students become teachers in the districts, veteran teachers have taught parents of their current students. This is a testament to the community's involvement, the positive affect the school has had on its graduates, and the desire for faculty and parents to continue the educational traditions they themselves have experienced.
- Family-oriented. Education is important.
- Diverse cultures. Great students and parents.
- The majority of the staff at the district level are knowledgeable, kind, and go out of their way to be of service.
- Many people are involved in the community and care deeply about the way our kids are educated. There is a lot of support from parents and community members. Though it is a big city, it's still very much a small community where many people know each other and participate in activities that are not just school related.
- We are a diverse community. North Glendale and South Glendale represent different communities with different needs, each just as important as the other. Our schools generally have good relationships with our community. People tend to stay in the community or come back to these communities to raise their kids. There is a tremendous amount of history wandering that halls of our schools.
- It's a multicultural community, & family oriented. Everyone values good schools & before & after school programs which is much needed for our community.
- We live in a beautiful, green city that has many places to shop, eat and enjoy.
- A more than moderate amount of parent involvement. Diverse population

- Our teachers live in this community; they don't just work here. They are neighbors and coaches; the work with the families to support student success. The parents are dedicated, but ill informed. There is little transparency between the district and the community. Too much misinformation.
- Families relatively intact.
- We are very family oriented. People help others out in need. We all help take care of our children as a community.
- The community is largely family based with people who value education and strive to make a better place for their children. The community is rich with prospering business and homes.
- Both parent and teachers work closely to assist our students to achieve their educational goals.
- Our community cares about the education of their kids. They are very involved with the schools.
- I'm not sure if this is "good" or just "not bad" -- Glendale does not seem to have the major social/economic/political problems that surface in the greater Los Angeles area.
- Glendale is a very safe city. We are located near many other cities.
- Importance of educating children, collaborative efforts towards mastery of goals!
- high value for education
- Family, Support, Clean, Safe, Future-oriented
- Glendale is a multi-cultural community based on a strong sense of family and support for public schools.
- This is a community that cares about their children and their education. Most families are very involved.
- The La Crescenta community is very special. We are one of the few true "small town feel" communities left in the southern California area.
- Traditional values regarding family and cultural traditions.
- Our community is diverse and generally committed to supporting public education.
- Strong parental involvement in La Crescenta schools
- The community is concerned about high quality education for its youth; It is diverse with a mixture of Armenian, Hispanic, White and Korean families.
- It is safe and clean. We work together to support the school and the children.
- I know many people in my community, both socially and at work. Most of the community really wants schools that are safe, engaging, and provide high-quality educational experiences.
- Diverse, multicultural, multilingual, grassroots, and hard working.
- Lovely neighborhoods and great community participation.
- Friendly, welcoming and helpful.
- Smaller, knowing each other, caring about each other.
- Community cares about quality of schools. Family is very important. Also, it is ethnically diverse.
- Strong supportive community. Actively involved in education.
- Parents are very involved in the education of their children. They volunteer their time and donate a lot of money in areas where the district falls short such as funding for technology, school supplies, PE equipment, field trips etc..
- In the northern Glendale region, families are very involved and supportive. There are several community events for families to attend. Community is very tight knit.

- Many long time Glendale residents still reside in city, and their children reside in the city. Glendale is large, but still a "small town". Kids of kids of kids go through our schools and live in our community.
- GUSD is a community of committed stakeholders who are collaborating to improve the quality and content of curriculum so that all students will have equal access to opportunities to learn and continue learning throughout their school experiences.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Caring, loving, supportive--like a family
- It is a small school where teachers, the administration, and Parents work together for the good of the students.
- Pride is growing. We are nurturing a learning environment that appears to be valued.
- The teachers, the arts, the rigor and the strong faculty community.
- They work collaboratively.
- I have only had the opportunity to work at Edison Elementary School. However, as a staff member, I feel confident we represent a dedicated and caring group of teachers and administrators. Our principal cares and works diligently to help us succeed professionally as educators and with our students and families. Also, through collaboration with other teachers across the district, in trainings and professional development, we strive to improve our teaching and continue developing/strengthening strategies or practices that have been successful for our students and our learning community.
- Students and teachers at our school have a sense of belonging and of being part of a family. The school offers many extra-curricular activities.
- We have very strong Career Tech education classes. I believe that these class help to support the A through G courses, making education more relevant.
- The vast majority of our students and parents are the best! They are respectful and support the teachers as much as possible. However, there are students and parents that don't understand the culture of the school. Unfortunately, they choose to either ignore the culture of the school or fail to recognize the difference between what they perceive as the goals of the school and the actual goals of the school. Another strength is the culturally rich and diverse backgrounds of our students and staff. Some people in the community see such diversity as a fault, This couldn't be farther from the truth. Being economically disadvantaged or a member of an under-represented minority can make it difficult to compete academically against those that aren't, but our students do compete and compete well. We have former students attending the best colleges and universities in the state.
- I have worked with kids from all the high schools. We have some amazing kids here. Such diverse skills and abilities, academically as well as athletic and artistically.
- We have quality teachers who work very hard to deliver the best education for the children of Glendale.
- We have many alumni return to teach in our schools. We have language immersion classes beginning in elementary grades all the way through high schools along with inclusion classes for special education students. Many schools in GUSD are Gold Ribbon schools. There is a high degree of collaboration between schools (high schools with each of the feeder schools).
- The teachers and students are good
- Having diverse administration and teachers.

- Administrators, teachers, and students respect each other and build upon each other's strength to improve teaching and learning.
- Wonderful arts program
- supportive principal involved parents students with special needs ... need more resources and support for assessing when issues are clearly seen in kinder and 1st instead of waiting for 2nd grade to get them help
- Even with all of our challenges economically and ethnically, we still manage to have some of the top schools on California. Our schools are the full package of focused educational objectives, terrific sports teams and a community service objective that is hard to beat.
- GUSD schools are progressive in their vision and instructional programs are student centered
- Our school is a Media Arts Academy school with a lot of creative and talented students in the arts. Although we are a title one school our students go to some of the top universities in the country and study art at some of the most exclusive schools. We have strong relationships with UCLA, USC and Cal Arts with a member of our faculty also on staff at Cal Arts. We are an arts cluster with Kepple and Hoover bookending Toll, which needs more arts enrichment. I am very pleased that Dr. Crowther is coming from Burbank because of the superintendent of Burbank's choice to hire a strong arts coordinator. This summer at the Museum of Contemporary Art 8 teachers from Burroughs Middle School completed MOCA teacher training and are prepared to implement the common core using the arts in all subjects. This attitude about the arts is where Glendale needs to be headed.
- Toll - The staff at Toll is simply amazing, and they are all high-quality teachers. Hoover - Hoover is ambitious, and I believe the success of Toll is carrying over into Hoover.
- All teachers work hard. We want to maintain high expectations of our students. We want to be supported with resources, smaller class sizes, more intelligently-planned prep time to ready at the beginning of semesters - this year was an improvement.
- Our schools are excellent. They offer such a diverse curriculum and extra curricular activities so students can be involved.
- Our school board is fiscally conservative, which resulted in no teachers being furloughed during the last 5 years of a down economy. Our school are well maintained.
- Great teachers and supportive parents.
- We have high expectations for our students and for ourselves. Our teachers are loyal. We care about the kids.
- CV is a great school. We have an extremely high API; many students take and pass AP exams; and the teachers are all high quality people as well as teachers.
- Experienced teachers -- willing to keep updated on current methods
- We have strong Art programs in the High Schools Our language emersion program
- The entire community is very vested in producing capable citizens and job-seekers. The quality of teaching in the Glendale schools is first notch and the parents and businesses in the community are great supporters of the teachers and students.
- THE TEACHERS Supportive parents location
- High quality teachers (for the most part). Dedicated staff, parent involvement.
- work well together, treat each other as a family, collaboration is an important tool at our school
- We are supportive as a faculty staff members and continue to strive to achieve to be the best that we can be professionally.

- The students are eager to learn. The community has shaped them into grateful, polite little people while instilling into them a love of learning. They are excellent pupils.
- Staff are motivated and encouraged to try new ideas.
- Highly qualified teachers.
- Safe environment for students and staff.
- Staff are motivated and encouraged to try new ideas.
- Highly qualified teachers.
- Safe environment for students and staff.
- Many schools are blue ribbon recognize schools special education department is excellent especially College View School which serves severely handicapped students
- Our schools used to offer many ways to help students to be the best they could be. All of those disappeared when they stopped spending money. Rather than the District buying big programs for the schools, what if the Superintendent was to speak to the people that work with the children to see what they think they need to do a better job, and then decide what needs to be bought?
- We have a highly competent staff, but have not always been trusted to do our work without (at times disrespectful) mandates from the District. We need our voices genuinely heard -- thus is why I'm sure the meetings scheduled for feedback on this selection process were poorly attended by Crescenta Valley staff.
- My school is well run, principal has been excellent at keeping the school efficient and calm and listening to staff. Staff and school administration has been respectful and cooperative and worked together professionally.
- We always try to recruit best teachers. Focused on academics. Safe schools.
- I have worked at a few school sites. The teachers work to make sure that they are making the best decisions for their students. I have had the pleasure to witness collaboration between parents, teachers and administrators to do some amazing things for our students.
- Our schools have amazing teachers.
- Safe and nurturing environment. Rich formative experience (Dual Immersion, After School Programs). Diversity. Strong sense of community through PTA and the Parents' Foundation initiatives, parents and community involvement, and school-wide activities. Collaboration among faculty and administration. Professional Development with and beyond District. Technology available.
- conservative approach, attracts teachers who stay in district
- Our school teaches both the wealthy and the homeless. We need to keep the playing field fair when it comes to bringing in home electronics. Some classes have allowed this and I find it unfair to the students who cannot afford these items. Also lost and stolen items is a problem now and will become more so if home electronics is encouraged to be brought to school. All schools are struggling with this issue. I do not feel that we are ready to go completely wi fi. Everyone tries, some are more at home with these devices than others and we need to proceed slowly so that everyone is on the same page. Faculty must receive training as to what precisely we need to do, have time to practice it and then have a time when we can practice with the students before it becomes a counted assessment.
- Dedicated and well educated teachers at CV, many of whom are alumni of the school. Excellent selection of elective classes including music, drama, visual arts, languages and athletics. Strong support staff.
- Excellent teachers.

- Caring teachers, administration which listens and is responsive to concerns raised by teachers and families.
- High achieving students, focused on education, staff/faculty like a family, excellent relationship with the community
- In our school parents' involvement is active and valued.
- Amazing teachers.
- Pride--in our community, our students, our schools. Schools in Glendale put students first.
- Our excellent, award-winning schools reflect the quality of the teaching staff and the willingness of the staff to constantly improve their teaching skills, which will enable their students to achieve the proper education, communication, and technology skills necessary in a global community.
- Dedicated, hard-working teachers and educators. Parents who volunteer to help. Foundations that raise much needed funds for programs. Wonderful students.
- Overall good teacher quality. Focus on student achievement.
- High expectations in academic learning. Community confidence in the GUSD. Strong teacher retainment and work ethic. Good students (for the most part).
- Rosemont has a close-knit faculty and responsive administration that is supportive of both faculty and students. Part of what makes this school work as a community is the longevity of most of the faculty members, including administration.
- Blue Ribbon Schools Great Students Wonderful & professional teachers who with all the staff work long and hard beyond the required hours for the benefit of the students and their education
- Highly qualified teachers, hard working and dedicated. Teachers implementation of ccss is increasing. Open communication between parents asks teachers.
- The administration is very supportive of the staff, especially our growing arts programs. They often schedule classroom visits and ask what they can do to help out. Parents are supportive, involved, and willing to help. Students are respectful and eager to learn.
- Dedicated teachers who work well beyond their "hours"
- Conscientious about teaching standards and meeting students needs
- Creative, capable, and highly proficient teachers working with families and community members
- Magnet program very successful
- Our schools work hard to create a positive learning environment for our students and to provide quality education for all of our diverse students.
- The teachers are motivated to learn new strategies/techniques to help students succeed. Many also are incorporating technology into lessons to help meet CCSS. Many of the schools were designated Gold Ribbon Schools this year. Speaking for the school at which I teach (middle school), administration is generally supportive. We have a large amount of technology available for both student and teacher use. The majority of students are happy at school, and we have a 7 period day to allow more elective choices. We are implementing capstone projects, along with CJSF this year. We have support classes for those students interested in a 4 year university upon graduating high school which are extremely successful. The counseling staff is very supportive of our students.
- Dedicated teachers - overall the students are wonderful
- GHS has an amazing teaching staff that collaborates to maintain a great School atmosphere.

- We've caring professionals. The teachers are well aware of the socio-economic & cultural issues.
- Our schools have a good reputation in the community and in the state in general. We are proud of our standing with the universities, as well as our partnerships with the community and local colleges and other organizations committed to preparing and producing students who are ready for career and college--as we are.
- Our students come from diverse backgrounds and cultures. Our schools offer a wide range of program opportunities in the arts, languages, and technology. School staffs are stable, with little turn-over, signifying that most teachers are happy to work here.
- high performing implemented the CC Standards highly qualified teachers
- high quality teachers with collaborative environments.
- Great teachers
- quality teachers, hardworking students, parents who want the best for their children, high expectations, caring staff
- Teachers at our schools have exceptional commitment to their students, their schools, and the community. They routinely work beyond expectations. The students in our schools and the families they come from value the education our schools offer. They are savvy consumers, knowing that our schools are good, and that they have opportunities because the schools are good.
- Parent support and involvement at my school is valued. Teacher collaboration is essential and ongoing at our school.
- Teachers who care. Administrators who care
- Amazing community/family environment between the students, teachers, parents/guardians, and staff Strive for high quality teaching Students feel safe and cared about
- Most teachers are highly educated with Masters Degrees. Very supportive of students.
- We have a highly educated staff with the majority of teachers holding advanced degrees.
- Terrific teachers willing to go above and beyond if treated in a professional manner
- The principals and teachers take great pride in their schools. Teachers work beyond the contractual day to make their classrooms an inviting and engaging place for learning.
- Our schools hire the best teacher that are fully credentialed and ready to face the challenges in our today's education system. We also have our FLAG schools that are teaching second language to our students!
- Work together to support and encourage All students
- Our local schools are California Distinguished School recipients and boasts high scores.
- GUSD is a district that has a long history of focussing on what is best for children
- ethnically & socio-economically diverse
- Franklin Magnet is a dual-immersion FLAG (Foreign Language Academy of Glendale) school teaching French, Italian, German, and Spanish from K-6. There are several other FLAG schools in the district in Korean, Japanese, Armenian, and Spanish. It would be nice if the superintendent is culturally aware and supports dual-immersion programs.
- Glendale Unified has an excellent overall community of teachers who are incredibly caring, and hard working and strive to be the very best teachers they can be. Our special education does great work with children, often under very difficult conditions.
- All staff members appear to get along professionally. Not only do we get along with each other but also with our school administration.

- The school has teachers and parents who work closely, and give consistently over and above what is expected. The PTA and Foundation work hard to support student needs in areas such as technology.
- great students, talented and gifted children from all walks of life, highly dedicated and intelligent teachers.
- Offer a variety of interests and educators work hard to accommodate all students' needs
- The faculty is there to do their jobs.
- Safe. Hard working students. Good facilities and some improved technology.
- Award winning schools and kids
- Our schools provide a good education for our students.
- High performance schools , great activities
- Lots of great teachers.
- We have excellent educators and support staff who care about students.
- We have experienced teachers and many school staffs that have collaborated for a long time. We have some excellent magnet programs in place. They all need support and grants to continue to maintain quality and to progress successfully. Class size in primary grades has stayed reasonable. Many of the principals are dedicated to building cohesive school communities.
- Diverse, district is very good financially, FLAG program
- Our schools have been through several administrations with numerous leaders who have had different opinions of what's best for our community. Among all that turnover, our schools have persevered, improved, met the needs of their student population, been proud of all their accomplishments.
- The schools are always rated some of the top in the state and a few are rated the top in the nation, such as Clark Magnet and Crescenta Valley high schools.
- Caring teachers, facilities in good condition, and many students whose hard work is evident from high achievement.
- It is an immersion school (Franklin). The entire school is language immersion and it is a gem of a school. There are lots of extremely involved parents (who think of it as a private school) and some amazing kids. The teachers are from all over (Germany, Italy, France and Mexico, Columbia, Peru, etc.). There are always new teachers because we are still growing the programs. It is a tough school for new principals because of all the stulls and the differences in cultures)in teachers and parents), languages and curriculum...book orders etc. It is much like a high school...lots of switching around of classes, etc. Great school..... has grown to almost 700 students.... people still think of it as small and easy but it is complicated and exciting.
- My kids went through Monte Vista, Rosemont, and CV. As a parent, I felt heard at the primary and middle schools. I found CV to be a place of haves and have nots. If your kid was an all star student or athlete, then they'd do fine. If not, then it's easy to have them get lost and fall through the cracks. I have one child who did well. I have one who did not. There has to be other ways to engage each and every student.
- Our schools value the shared leadership and resources of its teachers. Each site has its unique demographics and challenges. The more effective schools utilize the resources of their faculty rather than implement top-down cookie-cutter approaches.
- Parents are part of the educational team. Teachers care about the children and quality education to the extent that they use their own funds and their own personal time to enhance the learning experience.

- Great and dedicated teachers.
- Quality teachers who go above and beyond for their students.
- Our school has dedicated teachers and assistants who truly care about students and their families as a whole.
- There are many caring, dedicated teachers at all school sites. Most teachers go above and beyond to help the kids at the schools. Also, many parents are actively involved at the school sites and take great interest in the education of their children. Parents and teachers work together to meet students' needs.
- I love the diversity of our schools. North Glendale schools have impeccable reputations, and have earned every bit of it. These schools reflect the high demands and expectations of parents (that pay a lot of money to live there) and the surrounding community that anticipates well informed, skilled graduates. South Glendale schools have different demands and the teachers and administrators do an excellent job of meeting those demands. For the most part we have done an excellent job of putting students first. They are and always should be our priority! Our schools provide safe and nurturing environments for students to learn and thrive. I, and most people I know in GUSD, are very proud of where we work.
- We have lots of good teachers.
- Schools here for the most part are safe and clean.
- Majority of administrators and teachers are dedicated professionals with a grounding in effective pedagogy, On the whole, they are open to taking on new programs and challenges. Teachers want to be successful and want their students to be successful. Students on the whole are also dedicated to succeeding and want peaceable school environments and thrive on teacher connection and support
- Our teachers are amazing, and need time and support to meaningfully and purposeful transition to the CA CCSS. They care about kids and spend much of their personal time and resources to help students grow.
- Adults still in charge.
- We have parent involvement and that makes a huge difference. Some parents are very proactive in the educational needs of their children.
- Teachers work hard, district leaders try to stay ahead in state mandated policies, schools are generally safe and conducive to learning
- Our staff is wonderful. Teachers work hard and do their best to assist new generation with their education. I am happy to be a member of our school community.
- Our schools have outstanding teachers and support staff. Employees are passionate about their jobs and loyal to the district.
- The Glendale schools generally perform above the state average on tests (when we have such tests). At GHS, the parents are generally supportive and have a good respect for the teachers.
- The schools in Glendale are very good for academics. We even have a Community College and adult education.
- Love the leadership of the principal, the involvement of the parents, and the teamwork of the teachers!
- very quality teachers and staff
- Small, Support, Team-Work, Safe, Clean
- Our schools are (and have been) on the cutting edge of delivering the newest, most innovative instruction to our students.

- The quality of the teaching staff and their ability to reach the children, at all levels, is amazing. The schools are well maintained, clean and staff are respected.
- Our school is an amazing school with great kids and a great staff. When I started here everyone lived and worked in the area. That has changed a little. We have great teachers, but our Admin has changed so much that I really can't judge them. I think the constant change has really hurt our school.
- Great renovated facilities. Vocational programs ...small engines, public safety, culinary, business technology, general contracting
- The schools where I teach, Hoover and Toll, are diverse ethnically and socio-economically. We have a very experienced teaching staff that is genuinely concerned with improving student successes.
- We have competent leaders in the transition to Common Core
- CVHS is about high quality teaching and learning. The parents are involved in the school and kids come first. There are strong teacher leaders at many sites who have taken the lead in creating curriculum and moving the district closer to common core instruction.
- We have caring teachers. The administrators are supportive. The students work hard to reach their goal.
- CVHS has caring, dedicated teachers and staff. Most decisions are usually student centered. There are a variety of extra-curricular activities available for students to choose from. The school has high expectations for student achievement and behavior, and most students rise to those expectations.
- Diverse, families, students, teachers and admin.
- Caring staff and a school program that meets the needs of all students, not just the college bound
- Organized, structured and conservative.
- parent involvement is high. Hard working and dedicated (but insufficiently compensated) teachers.
- Focus on academics and preparing students for college and career. Promotes second language programs and beginning to integrate more technology.
- Students, staff, and teachers all care about the schools.
- The teachers are very dedicated and go above and beyond in the hours that they give to their students and their community schools.
- Our school is organized fairly well, and issues get addressed in a timely manner. We receive support and extra funding through PAC that helps carry out agendas.
- Many employees of GUSD are, in fact, former students of this District. Glendale Schools have a long tradition of "promoting their own employees" to management positions. Gives more continuity with transitions. We have an excellent teaching staff that does amazing things in our classrooms with our students.
- Staff and parents work well together to create safe, inviting environments for all. Students respect the work of all individuals to help make their experience the best it can be

**3. What issues should the superintendent be aware of as he/she comes into the district?
(This information is shared with the final candidates.)**

- crowded classrooms and the need for more support for special ed. students in inclusion classes.
- -Parents are involved -Teacher salary should increase as does the cost of living. We are over 10% behind since our last raise. -District needs to adopt common core instructional materials. Not teacher created.
- School discipline is seriously lacking.
- Renovations, teacher salaries, spending and implementing the common core.
- The class sizes do not follow the act of "NO Child left Behind" here are too many students, most with major special needs that one teacher can not keep up with.
- Teachers need to feel that they are valued. At this point, most teachers feel that they aren't. There is not much trust in the administration at the district level.
- The teachers have been working with an expired contract for 13 months. They continue to do their very best, but they deserve to be recognized for their hard work and dedication by settling on a fair contract - one that includes compensation for the extremely high cost of living increase. Teachers cannot continue to do their best if they are worrying about making ends meet each month.
- There is an issue with the cost of living, regarding housing, in Glendale. The high rate of rent and housing in general prohibits good families from owning their own homes. I believe this is contributing to the loss of student population as well. The cost of living in Glendale is 16.7% greater than the California average. The cost of living in Glendale is 58.2% greater than the national average.
- As mentioned above, there are students and parents unfamiliar with the culture of our school and the goals we wish to achieve. The ability to educate and acculturate these students and parents about our school culture and goals is imperative. Continued support of the rich cultural diversity found in the southern schools is essential. Although our parents may not be as vocal as those from the northern schools, our concerns still need to be heard.
- 1. Class sizes 2. Provide resources for CC and NGSS (real resources not on line something put together 3. Provide tools for teaching (should not limit paper usage) 4. Provide support for teachers in this time of change.
- I'm not political but i would love to see the bargaining with gta be resolved amicably. I hope the new superintendent is willing and eager to have a great relationship with the teachers here. Also, there are too many Common Core chefs already in the academic kitchen. Teachers need less orders and more support from administration to help make this transition be as smooth as possible for the kids.
- The teachers have not had a raise in several years while the cost of living continues to rise. It is time we were paid for our hard work.
- GUSD teachers have been working for thirteen months without a contract.
- Gangs fighting

- The teachers have been working under an expired contract for the past 13 months and have failed to receive even cost of living increases during the past 8 years. Teachers really want to have teacher and student textbooks that are common core aligned and written by professional curriculum writers. We would also like to have assessments that are written by professional assessment writers. Our teachers and our students deserve to have textbooks. Teachers should not be pressured to meet all of their daily tasks in addition to searching the internet for material as well as creating their own material. Using material made by district appointed committees of teachers which requires a lot of copies to be made for students, is still inadequate compared to textbooks for all written by professional writers.
- Help with ELs
- Previous superintendents have mostly failed to respect the teaching profession and have utilized their leverage to alienate teachers. The new superintendent should respect this community's educators both in words and in deeds. Although the "open source" idea might look good on paper, both teachers and students definitely need textbooks to at least guide the teaching/learning in the classroom and at home.
- Safety Teacher Contract/Salary Student Discipline
- the school sites with SDC classes and a large student population in special ed need more appropriate support the process of enrolling students and the need to change classes and heir staff the first week of school is difficult for all when such changes happen last minute --- my suggestion is to allow for classes to grow when projecting enrollment in June
- Our teachers need more support from the district office. We have been asked to make so ms y changes in how we teach these past 5 years and we have not been compensated for the extra work it has brought us, financially or categorically.
- Focus on science and Math, district wide discipline policy.
- The old superintendent was very anti-counselor which is a great disservice to the schools in our community. Currently La Canada High School has hired more counselors and is reducing the ratio of counselor to student to the lowest ratio in the state. La Canada understands that the relationship between student and adult at the High School level especially with a counselor can be the most important safety net for a kid with little or no guidance at home. As a title one school our counselors and teachers are a front line of defense for poor children and they are currently overburdened with enormous and unrealistic student to counselor ratios.
- There has been a huge amount of change in administrators and no one gets a chance to improve on their previous year.
- Small class size should be a priority. Hire teachers to accommodate this need -- therefore always make this a priority with allocation of monies. Every school should have enough personnel to deal with students needs -- counseling, psychological, and discipline. This personnel should be highly competent. This year we have been notified of a cut in terms of funding for discipline issues (in-house). Also, please hire competent security that establish a good rapport with students and are capable of having authority and the respect of students. Our school had a couple amazing ones, though because of the low pay they have left our school. I know the district "outsources" for this, and so does not have much control over the issue. Therefore, please revisit and find an appropriate solution. I want respect, safety, and a level of high expectations on our campus.
- Classroom overcrowded. Teachers working without a well deserved contract and raise.

- Over the last 5 years teachers have had a very small increase in salary. At the present, with one of the largest influx of new monies from Sacramento, the district is reluctant to offer more than 3% increase this year, and has allowed our contract to lapse for over 1 year. That is not good negotiation on the part of the district. It doesn't send a good message to the people that are on the front lines with the people our district is supposed to be serving, our students.
- teachers have been treated poorly for a long time. Told to work for free, no raises (we are told how poor the district is no matter how much money we have. Threatened to RIF 108 teachers and ended the year with 100 million in unaudited actuals). Teachers feel unappreciated.
- Our classes are too big. How am I supposed to teach a foreign language to 39 students?! We don't have the resources necessary for Common Core. The book I use was updated in 2004. It teaches the future tense with activities referencing 2015. The vocabulary includes VCR and radio-tape player. We need new books! Placing many new administrators at one school site (at the same time, or in only a couple of years) causes problems. Staff and students need consistency. New blood that comes in to change what isn't broken is not very welcome.
- That the teachers have been without a contract for 13 months, and will not settle for a minimal raise. That the teachers feel our voices are not heard in regard to matters such as these - choices for new Superintendents or Administrators.
- Parent involvement at secondaries lacking in many schools. Socio economic status of families
- Teachers need to be paid more
- There has been some real friction and distrust between the Board of Education and the teachers union, but truly, both sides are doing their best for students. The biggest friction concerns money (like any family!) and this could be alleviated with a more transparent system of accounting for the district's expenditures and plans.
- -our school site still needs major updating, yet they built College View and are talking about re-building the district office. -The last two sups have created a business model that's not working. Teachers are being asked to do more and more while they fight to pay us less and less. - The district does not want associations working together ("me too" clause causes animosity, they promote union presidents to management, pit groups against each other) - The former sup moved several admin staff before leaving, and many have never been in that grade level before - For years members have told me this feels like an "anti-teacher district"
- Teacher pay raise, smaller class size, more special education teachers/staff are needed. Retraining all educators on special education.
- In eight years, teachers have only received a 3% raise while the district is getting money for that. We have not received a contract for 13 months.
- Work on concrete Common Core curriculum for teachers and have funds to help students who may be falling behind their appropriate grade level.
- The district has created a lot of animosity between its teachers and itself by not settling on a fair contract with us. As a teacher, I feel deeply violated. I feel unappreciated.
- There is strong favoritism.
- Teachers are working on an expired contract.

- The GUSD has a top down structure that doesn't sincerely value the voice of the staff that is in the classroom or on the campus. I would like to see a complete way in the way business is done. We need an overhaul in the trust we give our staff.
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- There was a history with dr. Escalante of being forward with women in the district and making them feel uncomfortable. This problem did not exist with sheehan and we dont want something like this to return . so it is important that there's a line drawn between the superintendent and employees and specially female employees so there is not a culture where women feel harassed by the superintendent also escalate set up a "good old boys" network from USC it might be a good idea to lessen GUSD and USC relationship.
- Teachers are not 'bad guys!' Please work with them, ask them what they think, interact with them, respect them. The District does not need any more people hired from USC. Please remember the focus is supposed to be on the... CHILDREN.
- We've unfortunately become accustomed to arrogant leadership as opposed to a Superintendent who truly listens to and values our input as to curriculum, most notably i-Ready which is widely and strongly disliked.
- There is a lack of transparency. The roll out of common core is confusing - different, conflicting information from various sources.
- At least some schools run well and have cohesive respectful staffs, I am in one that does. Current GUSD administration is not perceived by me to understand the concerns and issues of the classroom and do not truly collaborate to make the best decisions for students. Decisions are made with consequences that could be avoided or minimized if teachers were involved more in the original decision, could see some of these problems. It takes more than Survey Monkey surveys to understand what staff wants and needs, it takes real respect, conversation, and collaboration to build schools and school districts that are successful for students and supportive of staff.
- How are funds provided to assist most needy schools to address achievement gap? Special education cluster is a huge concern causing safety issues for staff and students, and also negatively impacting general education, with lack of support from district office.
- Split classes are always a problem. I think that they should be eliminated. In my experience, parents do not like them and they do not benefit student learning. When parents hear that their student is in a split class it immediately puts them on edge. Also, it has become very difficult for children with special needs to get support. Increasingly the sole responsibility for meeting their needs is on the classroom teacher.
- The school district does not include teachers in educational decision making.
- Hardly a teacher raise in salary since 2002 - cap on insurance benefits imposed during this 13-year stretch!
- Population Growth and Trend; Non-English Speakers Median Incomes and Poverty Rates by area; Growing rates in different settings (entertainment industry vs foothill communities)
- needs to build rapport with teacher Union, Over crowding of classrooms Curriculum aligned to common core

- Teachers want books, a pay raise in line with other districts and the union wants to be able to communicate with the new superintendent in a positive manner. Parents are not happy with the school calendar but they do not seem to know how to change it. they should be informed.
- Total lack of trust between staff and 4 new administrators at CV. "Us (admins) vs. them (teachers)" attitude adopted by new admins last year despite the fact they were all previously classroom teachers themselves! VERY LOW morale at all levels with good people looking for jobs outside CV and the district due to the situation. Please read the end of the year surveys to get the whole picture.
- The superintendent needs to be knowledgeable able all students - including those with special needs.
- For me personally, I feel our school site is not as secure as it could be. Our support staff is overwhelmed by the amount of visitors signing in and out each day. When we had reduced office staff, it affected their ability to do their work (which supports teachers and students). We need more support staff to accommodate the volume of visitors and to get assigned tasks done. In primary grades, our class size increased to 26. My classroom was built for 20. We are increasingly accomodating students with special needs and sometimes a 1-1 assistant. To do our job well, I would love to see our class sizes reduced by 2-4 students at least. That would be a huge step towards reducing stress due to crowding and meeting needs for emerging literacy.
- There is a need for more teacher collaboration to prepare materials aligned to the CCSS.
- Each school has different wants and needs; it is important for the superintendent to pay attention to those individual needs and fully understand the background; where teachers and students are coming from.
- Immersion programs to be truly effective need to be continued until grade 12. Currently, there are no provisions for high school, and middle school programs are not set up to include languages.
- Teacher morale has been down and teachers are looking for a phenomenal instructional leader who is interested in placing focus on the goals of education, and not the BUSINESS of education. Teachers need a superintendent who will value the classroom teacher's work and support teachers by proper compensation.
- teachers should be paid higher wages
- There has been a tremendous shift in the last several years. Almost all administrators are doctoral candidates from USC, and those who are not seem to never be hired. Staff is shuffled from school to school and school communities have been dismantled. There needs to be stability and institutional memory, otherwise the pride and traditions of our amazing schools will be lost.
- GUSD is implementing the Common Core strategies and curricula, and many teachers attended the Teacher Summer program, showing that teachers of all ages and years in the district are interested in both self-improvement and in the success of their students. New teachers can learn a great deal from the teachers who have many years experience - these more experienced teachers should always be valued because teaching is both a professional career and a commitment (many teachers left good positions in order to share their outside experiences with students and to assist them to become the future leaders - this is especially true in the science and technology fields). It would be valuable to have more experienced teachers assist the newcomers in their departments and to be a source of guidance to them - this might assist the administration in training the new staff.

- There are too many overcrowded schools and classrooms. Teachers are underpaid and should be given a fair and substantial raise. There are separations between ethnic groups at school sites, both students and parents.
- Special Education cluster has been detrimental to regular ed and special ed. students and has costs have increased. Lack of planning and support. ETIS is overwhelmed and is slow to respond to requests. Lack of technology resources for low income schools. Even with increased state funds, less money given directly to schools. District is spending more money on district personnel and budget decisions.
- Be willing to be a visible leader and someone who is willing to take heat for unpopular choices especially regarding discipline in the schools. Don't follow what the larger districts do. Be creative. Financially support our teachers and facilities, i.e., upgrades to middle school locker rooms badly needed! Our lockers are from the 1950-60s!
- We are in the midst of a huge transition to CCSS. This past summer, the teachers' academy was a huge benefit to many teachers as we work through that transition. While our teachers are our best resource for the transition, we also need outside resources to support us.
- Competency of all students in ELA & Math Decrease of State money for education Parents who do not have adequate English language skills Negotiations needed with union for Teacher salaries
- Special ed needs to be revised, mainstreaming without assts hinders others learning. Not enough material for each student in each class. Not ENOUGH PAY for teachers. Decrease class sizes (32 is not 38/39). More technology in classrooms. More resources (rti/tutoring) for students not on iep's but in serious need.
- Negotiations with GTA are not resolved
- We are all on a learning curve as teachers/students continually transition into teaching/learning Common Core standards. We need a continued atmosphere of understanding and support. We need a great deal of school autonomy. We cannot take on too many changes/new programs or approached at once.
- Our students and teachers need stable administrations at each site. In many schools, constant/frequent administrative changes are extremely disruptive.
- Not an issue but important to understand Armenian, Hispanic, Filipino, & Korean cultures have strong influences on school climate.
- The transition to the new standards has been difficult. A lot of great work has been done, but there is much more work still ahead of us.
- Again, speaking of my middle school, many teachers right now feel overwhelmed with the changes CCSS are bringing. We have had so much professional development on so many things, it is difficult to keep it all straight. As a result, the message from the district is often unclear as to its focus. We also have a VERY high turnover of administration, which has lead to a lack of consistency. This lack of consistency has also been a detriment to morale.
- Teachers need a serious raise - if you fail to give teachers a decent salary raise you will lose good teaching candidates in the future and lose some of the good teachers you have now. Need some assistance with chronic discipline problems - these students need help and we are not equipped to do this.
- Keeping the traditions of this old community.
- Be cultured, fair, non-judgemental, & caring.

- The superintendent must be personable, comfortable working with a wide range of stakeholders, must be ready to work very closely with our schools and personnel, and our families. He/she must be aware of our population and be willing to learn of its composition and the history behind it. He/she must be aware that we need more consistency in our schools' programs and a more realistic and clearly defined pathway in our school to career programs at the secondary schools. I would also like to see a spotlight on how administrative moves are made at the district. I do not believe they are made with the students in mind. The students are the most important stakeholders and their success counts on a set of administrators whose effort and time are consistent over the long term.
- It has become increasingly apparent that much of the professional development offered in past years has involved outside speakers or consultants who emphasize the subjects of "raising test scores" or "increasing rigor," or have teachers analyze data or results from tests that are seen as ineffective and which do not paint an accurate picture of the learning or teaching that goes on in a classroom. Often these speakers provide generalized lists of do's and don'ts or powerpoint slides, offering little or no hands-on opportunities for experiencing or sharing strategies that teachers have used over the years to great success. Also, there is concern over the recent tendency in some districts to run school districts like a business with a CEO as opposed to helping to develop a culture that honors collaborative decision-making. Finally, there is a perception that the Board's interest in the bottom line and saving for "rainy days" takes priority over the need to offer fair salaries and cost-of-living increases to teachers who have gone for years without such consideration.
- We are an outstanding district Highly qualified teachers and administration are employed in our schools High performing schools
- The surplus of money would be better spent on teacher pay and student resources.
- SPED problems with the push-in model.
- Every school in the district is unique. Setting rules that govern all schools and not considering the specific culture of each school is a mistake.
- Our schools have suffered in the last decade because of poor communication/lack of input sought from the district level. Administrators move through positions quickly, routinely, meaning that long-lasting relationships between admin and teachers/community are a thing of the past. Money has been spent without input from teachers, administrators, or families (Focus on Results, i-Ready, a new parking lot, for example). Measure S funds are being spent to remodel schools with little to no input from teachers at the schools, while teachers are being told certain items are "board priorities," yet to our knowledge, the board has not even seen the construction site. Communication and transparency used to be a part of GUSD. The USC/Escalante model of the last 10 years has changed that.
- Lack of suitable materials to teach common core. Hurried implementation of Common Core has lead to parent and student angst. Teachers then take the brunt of it.
- That the community is involved. That special education is very impacted.
- GUSD has been wonderful in their fair and professional treatment of their teachers and staff.
- Low morale of staff

- Dr. Sheehan has left the district in a mess. There are many unresolved issues that he has either exacerbated or created. The teachers, staff and community were lied to when he brought the Korean Flag program to Monte Vista. We were told that the upper grade Flag students would be transferring to another under utilized school. Now we are facing overcrowding as they attempt to bring in temporary buildings to accommodate upper grade Flag. Additionally, there are the problems with Mountain Avenue and the negotiated settlement with La Canada School District. Teachers and students have suffered with a lack of readiness in regards to Common Core Standards. We rushed ahead with implementation and tried to teach without curriculum. Meanwhile, the district drove the staff crazy with piecemeal and fragmented attempts at a patch. The books that we did have, were insufficient in depth and scope as well as number. Staff has lost all respect for Dr. Sheehan and his decisions. The fact that he has left behind such a mess and has taken key staff members with him speaks volumes about his character.
- Teachers are underpaid for the amount of work asked by the district, communication has been poor, leadership has been poor
- The Districts implementation of Common Core has been hit and miss. They have not given the teachers the resources they need in order to implement the new standards. And the District is making decisions without surveying the teachers, the ones that are actually doing the work. As class sizes remain high, teachers need the resources to meet the needs of students. Bargaining has been at a stand still. The District is not bargaining with GTA in good faith. We need to settle and give the teachers a fair raise.
- Transparency goes a long way.
- The prestige of our district as a good and successful district does not match with the teachers' salaries. Our superintendent has always been one of the highest paid in the state , where our teachers are one of the lowest. The teachers are the real reason why we have a good district. Superintedents come and go, teachers stay.
- How our district works, what it is currently working on, and how she/ he can support it
- Our teachers do not feel that the district value and support them. The district fails to compensate our teachers competitive salary yet expect so much from them.
- Our next superintendent should be aware that ther has been too much shuffling of administrators. In order to maintain the high quality of Glendale Schools, it is critical to have some continuity. We need to continue to implement the high standards without leapfrogging from one theoretical program to another
- nepotism has always existed at GUSD
- FLAG schools have very active parents and teachers who will fight for what they believe is best for their students. With the growth of the FLAG program, it is important for the superintendent to make room, hire language proficient teachers and curriculum translating staff (so the FLAG teachers aren't teaching AND translating the curriculum) so that the program can continue to be a success and the students can truly become bilingual/biliterate when they graduate in 12th grade. It would be a travesty and a great waste of time/effort of K-6 FLAG teachers for these students to not have language courses in middle and high school. Glendale teachers should be paid comparably to the surrounding districts, even the substitute teachers. We will lose good teachers if Burbank/LAUSD/SoPas pay their teachers on average \$5-6K/year more than Glendale.

- In my many years with Glendale Unified, I have never seen special education teacher morale at a lower point than it is right now. I have often wondered if our superintendent has any awareness of this low morale. While I see special education teachers/staff continue give their students the very best that they can give, they feel unsupported and ignored by our special education administrators. The comments that I hear so often by every special education teacher is that when making decisions, administration never asks their teachers about what is important to them and doesn't seek input about how to solve problems/how to make things work successfully. Phone calls and emails (by both teacher and parents) to special education administrators are often completely ignored--with not even an acknowledgement that they have been received. I think that some fair hearings could be avoided if there was better communication between special education administration and teachers and parents. The special education administrators detachment, lack of support, and lack of communication is of great concern to ALL special education teachers. A last thought: Deb Rinder was the best thing that has happened to our Special Education Department in recent years. Sadly, she didn't stay long.
- There has been animosity between the superintendent and the teacher's union since the beginning of Mr. Escalante and through Mr. Sheehan's terms as head of administration.
- The district has started the implementation of Common Core. There have been many gaps including the lack of a standard curriculum across the district for teachers. In the past year most teachers were extremely stressed trying to do the right thing for students with limited curriculum information or at times a plethora of information to sort through and distill for use.
- We have had a great many hires from outside of our district. It's time to recruit from within, to support and nurture the expertise of the teachers within our district to become the leaders of GUSD.
- Classes are overcrowded and teachers are severely underpaid. By lowering class sizes from 38-40 to 34-36 we could truly accomplish CCS goals.
- That we need math books and not just open sources. There needs to be a more effective way of separating disruptive students from those students who want to learn.
- Teacher accountability - many teachers take advantage of hard working students and do not teach each and every day - evidence seen first hand from me as a GUSD teacher and a parent with 4 children in the district. Principals spend way too much time away in meetings and not with students and keeping teachers accountable. Too many teachers are breaking their contracts and nothing is done about it. Students are too afraid to complain for fear of lowering their grade (high school). Is it OK to show a youtube video of another teacher teaching a lesson while you sit at your desk?
- North medium income \$107,000 South Medium income \$39,000. South very under represented and blamed for bad things
- Respecting teachers and providing them with positive working conditions.
- We need more general education interventions as too many teachers rely on Special Education out of desperation when many students can and should be served with general education interventions especially at the elementary level
- There is a difference between the five high schools, and decisions need to be made so that each of those schools can work to help their population. One size fits all is almost never going to be the best approach.
- Previous superintendents created a divisiveness between teachers and the district.

- The common core has been handled poorly by the district leadership. We've been asked to teach sequential programs out of order. This has mainly left teachers to figure things out for themselves. Purchased programs do not match the Common Core Standards. Math is a particular weakness. A portion of the district has been using a version of Everyday Math that has not been on the state approval list in years. The district has not provided a cohesive math program with researched based scope and sequence to support math, just a series of online math lessons. The teacher leaders who worked very hard on using our current Everyday Math program to meet the Common Core standards did not have experience with the program and unfortunately spent numerous hours compiling a plan that does not match the tenants of a spiraling curriculum. The current perspective from the district that site administration serves mainly as a stepping stone to the district is disheartening. There is a culture with insider terms for people who choose to stay at a school site for their careers. School site administration should be honored for the important skill set that it requires and not just a means to an end.
- Bias to hire usc grads, special ed population not at home schools (pushed out of magnet and FLAG schools, caseloads for special Ed teachers is out of control, lack of teacher input, big difference between north and south schools, top admins in sped have little experience in sped, little focus on research based programs (iReady), FLAG complicates special Ed services and possibly student progress, no response to intervention consistency in district and good Interventions lacking, prejudice between races
- The district is tired of having administrators being moved around from school to school or to district every summer. This disrupts continuity and seems to serve the needs of those in administrative positions instead of sustaining smooth, ongoing, collaborative cycles from one school year to the next.
- The biggest issue has always been how can ETIS keep up with all of the technology.
- There are a number of students who are long term ELD students even though they were born in the U.S. and have attended all of their school years in this country. They need more literacy skills support.
- Dual immersion is a big part of the district -The more consistent we are, the better. There are a lot of policies that are not written down (and should be)...in looking at individual schools, rules really vary from school to school.
- Drugs are an issue in the north. FLAG should be reviewed with fresh eyes.
- Teacher morale is low, and this is directly due to past practices of the last two superintendents. Administrators have been routinely shuffled among the sites with no regard to the institutional knowledge that is unique to the individual site. This erodes the effectiveness of the site, as much time is devoted to training new administrators as to the unique needs of the school. This was not the case prior to Escalante.
- Substitute teachers work hard for little compensation and no benefits whatsoever. We have no union to represent us. It would be nice to be recognized as a vital part of the team and given a little respect by permanent teachers and staff, parents, and students. The way substitutes are dinged on the compensation level should be reviewed.
- Teachers have not been supported by administration for years. Intimidation and bullying have been the rule.
- Not enough materials and resources for teachers. Need smaller classes.
- There is a lot of frustration among many who see those who advance or get high ranking positions if they went to school at USC.

- Sagebrush will be an issue, not just for the schools but also for the overall community outlook and value. There is definitely a concern for cultural diversity and sensitivity. We need a superintendent who will unite the diverse population of Glendale and the foothills rather than divide it further. We recently moved the school start date to August. The climate in Glendale needs to be considered as the start date is considered. It is cold in June and very hot in August. I've seen teachers and students burn out much quicker with the August start date.
- There are lots! A big issue- raises! Let's get the negotiations back on track. Let's be open and honest, and get this settled already. If you graduated from the USC doctoral education doctoral program, some will consider that a strike against you. GUSD seems to have more than our fair share of USC Ed D's. The Armenian culture is not the only culture in Glendale. Please be aware of this. If you speak multiple languages- fantastic. Please let that be something that makes you open to all communities, not just one or some. There are some unresolved, or what appear to be unresolved, issues at some schools. Please be aware of these issues ASAP and let us know you have a plan in place. I understand you may not be able to state what that plan is, but tell us you have a plan. There has been a lot of talk that what gets taught at one school should be really darn close to being the same at all schools. That's not realistic. "One size fits all" really does not apply to any school in this district. Please let us have flexibility and meet the needs of our diverse learners.
- Only 25% of California high school graduates go on to finish college. What do we do with the rest? WE NEED TO BUILD CTE, we must stop cutting career classes. This is the only way to help prepare the 75% for a career!!
- Value the multicultural communities like Glendale. Value teachers and staff's hard work. Value before & after school programs and provide classrooms for them. Threat EELP teachers the same way they threat other teachers. Salary increase for all.
- Many teachers and parents are struggling with violent and disruptive special ed kids being mainstreamed into classrooms that are not beneficial to them. This is a serious concern at our school site.
- Efforts with Common Core State Standards need to be more guided by a firm, clear District vision and clearly articulated. Professional development for same needs to be more clearly defined and delivered. Perhaps using an entity outside of the District who has a proven track record for successful CCSS implementation should be considered. Union issues and relationships. Fiscal solvency and plans.
- Leadership! Too many principals, coordinators, etc have positions for the wrong reasons. They have completed a requisite, imaginary checklist or they have been moved to lessen damaged. There is little curricular or instructional practice or expertise. They possess few skills with people or purposeful decision making.
- Teachers sense an adversarial relationship with administration.
- We need more direction/guidance with regards to common core.
- 1. Large Armenian community that expects to be heard and served. 2. Favoritism to newer USC personnel seeking promotions resented from more established and capable staff. 3. Common core articulation and planning along with no buy in to intermediate testing going on with program bought by former admin. 4. Too much emphasis on red tape and not enough on educating students.
- It will be difficult to work/start as the superintendent in GUSD if the candidate is not familiar with our community, demography, culture of people who make the community.

- There has been an excessive amount of transfers and changes in the administrative staffs at the schools. All these changes create instability and are disruptive to the classroom.
- Many teachers have taught in the district for a long time (31 years for me), and have the expectation that the central staff at the Board will be accessible. Some superintendents have been more informal than others, and I think I speak for many teachers in appreciating a casual, informal personality-type.
- We are a very diverse community. There can be some culture class but for the most part there are no major problems.
- Dr. Sheehan did a wonderful job involving the community and the teachers in surveys to focus on the needs of the schools. It would be nice to have that sort of attitude be continued.
- implementation of Common Core. Using open sources for math may be a mistake
- Teacher Salaries, Text-books, I-Ready,
- While Glendale Schools have forged ahead in implementing CCSS, there has been a disconnect between teachers and district administrators, dating back to the previous superintendent and this is a shame frankly. We look forward to working with a leader who values and trusts teachers.
- Maintaining the high quality of staff * Increasing staff development * Keeping informed of the needs of the children and the community
- Make sports a priority. When schools are successful in athletics there is a good feeling and good morale surrounding the school. This is seen in the students and in the staff and community.
- Students that are socially promoted to 9th grade...about 20% (White flag students) The issue is willingness, not ability. Said students negatively campus climate by disrupting the learning environment.
- We had very good leadership under Dr. Sheehan, and I hope we can find someone who is as supportive of our teachers and administrators as he was. Our teachers have a lot of experience, and we should be trusted and involved with decision-making. Our language programs are very strong, both dual immersion and foreign languages at the high school and middle schools. Let's keep those going! Finally, we need to improve student motivation and parental involvement in our schools, especially the lower-income schools.
- Parents need support transitioning into Common Core and the Common Core report card. The district needs a long term vision for the future of FLAG programs, and needs strong administration support for continuing to develop systems within the district so that students can succeed through High School graduation. This means support for professional development of teachers in the target language, and having teacher specialists/principals develop relationships with other school districts toward promoting bilingual education. e.g. college credit courses in Korean or AP Korean.
- There are administrators at some school sites who do not have developed leadership skills. They have the lingo but do not know how to put it into action. They do have the PR skills necessary to deal with the community.
- The recent shuffling of administration has caused a decline in staff morale at CVHS. Fixing this should be a high priority, as CVHS is an elite school and deserves to be recognized as such. Stop penalizing high achieving schools by making them your combination dumping ground/training ground. DO NOT renew iReady for the secondary schools.

- Reevaluate FLAG program. Perhaps we have spread ourselves too thin and adopted too many languages. Maybe we should stick to Spanish and one other and spend the money and time to translate materials for common core. Afraid that FLAG teachers are not prepared and supported the way they should be. 2. Look into many people getting paid consultant rate of about \$100 an hour at district level, while teachers get paid less than \$30 sub pay to do extra work. 3. Finalizing negotiations with teachers who have been waiting for over a year for retro checks. 4. Do more research before adopting programs (mostly about i-ready that was not piloting). This is used for intervention and home schooling. 5. Think about having PE teachers K-12. Not leave K-3 up to school.
- Principals need to stay at schools longer than 3 or 4 years to be effective.
- Show concrete examples of Common Core State Standards implemented in class.
- More sensitivity to the needs and culture of the community and Its he demographics.
Teacher salary increase
- Stronger support for schools with most at-risk factors, including schools with most English learners and high poverty students. Be cautious that district mandates and PD complement (and not override) school-based improvement efforts. Need stronger instructional vision. Need to regain focus on being data driven to guide improvement efforts.
- Administrative shuffling. Too many changes at strong schools and not enough at weaker schools. Superintendent must listen to the voice of teachers. Negotiate fairly and hear our concerns when we have them.
- The transition to common core has been a tough one. Teachers spend lots of time and money pulling together a math curriculum (K-12) where one should be provided for by the district. Communication has been a problem at all levels. administrators to teachers, school to parents etc.. That is an area that requires great effort and focus. This is the biggest complain we as teachers hear from the parents. They want to have input and want to be heard and they are not. Teachers want to have input in such major decisions as purchasing i-ready, the wording on the new grade card, curriculum adoption (teachers had no input with the purchase of ELA curriculum 3 years ago).
- We want more educators to be involved in the selection of common core curriculums. Major purchases shouldn't be made without a few schools piloting first. If major purchases for common core are not made, piloted common core supplemental materials should be provided. Educators are still in dire need of a raise to keep up with rising cost of living in Southern California.
- There needs to be more stability with Prinicipals and Dept Heads. Changing leaders too soon or too often leads to disfunction at sites. This school board is very divided, and Glendale has never had that before. This school board has "their" agenda, which is not necessarily what is good for our students. This school board is beholding to too many "special interests" and it is not good for the health of our school district.
- Glendale has been focused on implementing the Common Core State Standards and on finding the best ways to review materials, provide materials and lessons, provide support for all stakeholders during the transition to CCSS. The District should not lose focus on the time and money invested so far and should be committed to continuing to work towards the goal of implementing the CCSS across all grade levels in a consistent manner throughout the district.
- GUSD has a policy of giving NO consequences regardless of the behavior. More and more students are out of control on a daily basis with nothing being done to turn it around. We have quit building character....we just want the money.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

- compassionate driven caring supports teachers understands students are more than just a number
- -good communicator -needs to be transparent
- Connectedness to the classrooms & teachers. Teacher appreciation.
- Honest; involved; in touch with teachers, parents and the community.
- Be supportive of principals who actually bring in the concerns of their schools and be helpful to solve them.
- Strong focus on improving teaching and learning with very effective professional development of all staff. 2. Strong/Authentic vision for our district, schools, and faculty/staff with strong problem solving skills. 3. Strong competency/knowledge as an educational leader and hands-on experience with the academic and curricular demands/needs in schools serving our community. 4. Strong vision that is inclusive of all parties involved (teachers, parents, students, community) and collaborative in spirit. 5. Ability to put student needs first while respecting teachers and staff as professionals working toward a common goal and mission. 6. Innovative, progressive, and informed about what works and what are best-practices that lead schools toward greatness and success.
- Someone who will listen to the teachers and try to work with them. Someone who is looking out for the best interests of the students.
- The superintendent should be someone who has a positive attitude and is willing to listen to all parties, keeping an open mind as he hears people weigh in with various opinions. The superintendent should be someone who believes in leaving principals at their school sites unless there is a problem. Principals are so important to the school community, and they work hard to establish a rapport with the families and teachers at their schools. Moving a principal just because (s)he has been at a particular site for 5 years does not make sense.
- I believe that the superintendent should be very real in the decision making processes and try as much as possible to not let the politics of issues stand in the way of making wise decisions. The superintendent should also have sense of technology and the use of technology as a tool. The superintendent should also be a good listener, someone that will pay attentions to details and have a sensitive nature towards decision making.
- Understanding the culture of the Glendale Unified School District is essential. The candidate should have intimate knowledge of our elementary schools, middle schools, high schools, and alternative campus settings. The candidate should be an advocate for special needs students and parents, ranging from the moderate to severe range to the highly gifted and those seeking alternatives to traditional school settings. The candidate should insist upon recruiting and retaining the highest caliber of certificated personnel by offering competitive salaries and benefits. Priority should be given to US citizens and US veterans. The candidate should continue to support STEM, CTE, and the Arts and aggressively seek funding from outside sources.
- Teacher and union friendly 2. Should be a good negotiator and give a fair settlement ASAP.
- Do NOT be a top-down administrator. Be open to the input of everyone that works here and is a stakeholder. Be willing to listen and possibly change your own ideas.

- He/she needs to listen to the teachers! He/she also needs to have the ability to bring together all the stakeholders for the good of the kids of Glendale!
- Communication skills - collaborator - accessible to all stakeholders - had years of classroom experience (10 plus) not someone who was on the fast track to administrator.
- Intelligent, fair-minded, appreciative of teachers, does not cow-tow to pushy parents . Knowledgeable about curriculum, second language learners, and actually knows what it is like to be in the classroom in Glendale.
- They should be diverse.
- The new superintendent should inspire teachers and communicate his/her vision appropriately. It is imperative that the new superintendent builds confidence and nurture positive relationships with the community and especially the teachers. He/she needs to possess problem-solving skills and work with the teachers to make Glendale a better place to teach and live. Ultimately, he/she represents the district and is the lead educator, and not someone who willingly or unwillingly antagonizes and alienates teachers.
- Honesty, transparent, caring
- -communication with staff and parents -truly listening to their needs and concerns -truly being understanding and supportive -years of not given a cost of living raise is unacceptable in other business, yet tolerated in education... I didn't realize I've been working with no contract for over a year -move the district to a more equal balanced budget... there are SO many wasted funds that don't help the children which is our main goal - continually ask, "How will this decision benefit our students, teaching staff, and parents?" first then ask how will it benefit the district's administration. Then, evaluate honestly if it is balanced. -being present in the community both at all school sites
- They need to be able to meet all stakeholder groups needs, not just focus on what makes financial sense or what will please parents. Our teachers need to know that they are respected and that their expertise matters.
- Superintendent should be a team player, who believe in treating teachers with respect
- We need a visionary leader who recognizes the unique creative nature of our community and see the implementation of common core curriculum as a unique opportunity to integrate arts education into all subjects with the arts teachers leading staff development at the district and at all sites.
- Good listener, competent, capable of making the right decisions for the good of teachers and students -- as this is the reason this institution exists. Support all that would enhance the school community, from having an adequate number of custodial staff to strong and competent services that support students and teachers. Intelligent, wise, . . . capable of making decisions that will in the short run or long run, protect and support the well-being of students, teachers, custodians etc, and our environment (this latter one, probably indirectly). Thank you.
- I believe it is important for the superintendent to possess good communication, empathy, listener, honest, sympathetic, flexible.
- Hi level of integrity! Be willing to honestly receive input and seek to solutions that are fair. In my opinion, fair is meeting the needs of our district to be fiscally conservative, but not giving the teachers fair projections as to what would happen if the increase in salary that the teachers requested. To tell us it would bankrupt the district in 3 year or any number of years, and find out later after further investigation of the real situation, that those numbers were exaggerated far greater than their real impact. We have negotiated in the past to have our health plan maintained if we would settle for lower salaries. Then later we find out that our health plan will be downgraded and we won't get

a fair salary increase several years later, is not a good thing. That is what I think of when I think of integrity, and it doesn't seem as if the district has bargained in good faith. The superintendent you hire should be a person that will see to it that the district does what it really can for the teachers.

- Honest, fair, no connection to USC, puts students first.
- Please be a good listener. Trust the opinions of those who work directly with students. Consult teachers before making district-wide decisions, especially decisions that involve millions of dollars. Put kids first. Choose administrators wisely.
- Highly effective communications skills; Able to relate to all employees; Prior experience; Business acumen
- The new superintendent needs to value and respect teachers. The district exists for the purpose of delivering a curriculum to students, and the teachers do that. The superintendent needs to see teachers as the solution, not the problem. Part of that is seeing her/his job as figuring out how to support us with the initiatives we want to enact, rather than finding ways to make us enact her/his pet initiatives. Another part is interacting in a positive way with our elected leadership at GTA. Michael Escalante made it clear he neither valued nor respected teachers. He hired administrators almost exclusively from his program at USC, making it seem that this was just a business for him and his cronies. The fact that he has continued to have a hand in appointments, and that almost all appointees have come from USC, is discouraging. It would be best if the new superintendent has no ties whatsoever with USC and Dr. Escalante.
- Personable, visionary, EDUCATOR. Hands on (not a sit in the office leader)
- Openminded, supportive of the Arts, approachable and accessible
- The new superintendent needs to have been both a classroom teacher (for at least 5 years, if not longer) and an administrator, so the he/she is able to envision how the remarkable number of changes with which the teachers are contending (Common Core and NGSS, specifically), as well as ever-climbing class numbers are really taking a toll on the abilities of teachers to deliver as excellent an educational experience for all students, as they would like. Flexibility would also be a needed characteristic, since life is all about change. Good money management skills are essential, since the funding for education changes every year upon the political climate.
- well-rounded - remembers his time in the classroom and at a school site - too many have completely lost touch - must be willing to negotiate and work with others, not be a dictator pushing their own personal agendas and pet projects (spending millions on solar panels during a recession??? Buying a \$3.5 million common-core computer program with NO input from teachers or even other district personnel?) - Transparent - approachable - strong but not a jerk - empathetic - willing to challenge his own district staff if things don't make sense or aren't working
- Must have been a teacher to understand the dynamics of the present issues firsthand. Great relationship with teachers, parents, partnering with local political groups, as well as organizations and businesses. Personable, accessible, and willing to delegate some of the decision making to local sites, as the needs vary from one part of the town to another.
- Treats teachers as equals, will visit schools occasionally, gives positive feedback
- Clear about the objectives, supportive and open to suggestions/ideas from the teachers to best fit the needs of the students.
- Someone who is fair, and who can see the larger interest in having satisfied employees.
- Treat all equally and fairly, make decisions after talking to the stakeholders and getting their experienced opinions, be transparent.

- Candidate should be a good communicator and mediator.
- Work cooperatively with the GTA. Our recent superintendents have been extremely anti-Union and it has caused a terrible rift in our district.
- Treat all equally and fairly, make decisions after talking to the stakeholders and getting their experienced opinions, be transparent.
- Candidate should be a good communicator and mediator.
- Work cooperatively with the GTA. Our recent superintendents have been extremely anti-Union and it has caused a terrible rift in our district.
- Candidates should all have several years experience as classroom teachers.
- Cooperative with those that work with the children. Willing to listen to others ideas. Know that the focus is the children. Realize that you are not better than your employees, you are 'one of many'... trying to build our children into the best people they can be.
- A willingness to collaborate. A doctorate from ANYWHERE other than USC! Our superintendent should have extensive and fairly recent secondary teaching experience.
- True understanding of classroom realities.
- There should be less cronyism at the GUSD level and more true collaboration between teachers in the classroom to meet GUSD administration's goals.
- Strong instructional leader. Currently, instructional focus of district is more fragmented. Initiatives are started and dropped partly due to lack of knowledgeable leadership. Superintendent needs to be able to look at data and prioritize assistance on what is best for students.
- The superintendent should be approachable and recognize the needs of the students and teachers. He or she should also have good communication and negotiating skills. Glendale has some very strong, experienced and able teachers. The new superintendent should be willing to listen to the teachers and consider what they have to say. Also, the superintendent should have significant (5 -10 years) of teaching experience. The person that is chosen needs to know what it's like to teach in a classroom and the challenges of students, teachers and parents.
- The new superintendent should be union friendly.
- Understands and supports the community Clear vision for the District goals and objectives; Instructional leader; Effective Communicator; Good manager; Good listener; Flexible;
- work with doing diverse people and needs Personable, needs to be like able Have extensive classroom experience, just not administrative
- Open with the process used to make a decision. Use precedents in making decisions. Be positive with parents, students and teachers. Understanding of what is going on in the district and remedy the negative items. Be available to discuss decisions. Listen to the Board, teachers, parents and students. Realize that without classified this district would come to a stop.
- Honesty; leadership; clear idea of what values he would like to see for ALL employees of the district; willingness to let go of admins who do not possess people skills rather than just promoting them to a spot at a different school or at an office in the district headquarters.
- The ability to listen, the desire to make him/herself available to all employees.
- Be a listener. Be thoughtful about implementing changes. Don't jump on bandwagons of district -wide trainings just because other districts are doing it. Appreciate the diversity of your teachers , students, and the varied talents /skills/qualities they possess.

Encourage innovation and allow us to do what we do best with students. Keep district testing to a minimum. We like to teach, not give endless and often meaningless assessments. Consider beginning an elementary program for students based on developmentally appropriate practices. Now that would be revolutionary! Have a sense of humor and be authentic. Dick Sheehan had a wonderful way of doing that with the masses. It made him very real and I am more likely to connect with you and to support shared visions of how to evolve in our ever changing world. Best wishes to you.

- In addition to having the highest qualifications and titles, the new superintendent should be respectful, honest and have integrity.
- The ability to innovate and be one step ahead of the present. Respect, understand, and listen to teachers and parents' suggestions. Consider the union as a positive innovative component of the educational process. Have some teaching experience.
- I think we'd be at a great advantage to bring back Dr. Kathy Fundukian - our former Asst. Super. I'm not sure if she's interested in the job, but she knows the district, has the knowledge and was much loved by all while at GUSD. She can also relate greatly to the majority of the population, which, in Glendale, happens to be Armenian.
- friendly
- The ability to put students first; be a administrator who understands secondary schools (the overwhelming majority of our district is run by primary teachers or secondary teachers who are not familiar with teaching in an academic setting with standards and assessments); genuinely listen to teachers concerns; be willing to make the tough decisions necessary to support students.
- The new superintendent should continue the good work of Dr. Sheehan in guiding GUSD in implementation of the common core. He/she should also be honest, goal-oriented in implementing programs to achieve student success in a global community, fair to everyone, value teachers as professionals and to solicit their input. Perhaps a superintendent from another graduate school may bring in additional ideas and perspectives. He/she may not know anyone well in GUSD and might be open to ideas and suggestions from all stake-holders, thus involving everyone in the community in GUSD.
- The new superintendent needs to be a problem solver and have skills that can bring diverse groups together. He/She should be a good listener and be visible to the school community. Honesty and integrity are important traits for that person to have. A good sense of humor helps.
- Strong instructional leader with clear vision. Keeps focus on what is best for students and understands challenges for at-risk student populations. Strongly supports principals as they support teachers as they support students.
- Support financially PE programs, teachers, coaches and athletics at all the middle and high schools! Be willing to compromise with all stakeholders. And be visible at our activities and schools, do more than just tour a school with the principal. Truly seek input from teachers not just administrators. Lead from the bottom up not top down.
- The new superintendent needs to be a clear communicator, who is able to read an audience. S/he needs to value and trust the teachers who are the district's greatest resource. The superintendent needs to support teachers so that we can support students' growth and learning during their tenure in GUSD.
- Flexibility & good sense of humor Effective speaker, empathetic listener, knowledgeable about legislative education issues, engage with staff and students regularly, Fighter and advocate for each child Leadership/vision/strategic thinker/problem solver
Communication & ability to work and have good Community Relations Interpersonal

Skills Character Competency & spine to work with GTA union support for public education

- Listen to teachers, creative with budget, work from bottom up, equity within system, puts teachers ahead of technology and put students ahead of test scores, come into rooms to work/assist not just observe and leave, be involved with all not just a few teachers... know our names!
- Ability to unite staff and administration from various schools and with a wide variety of opinions. A strong vision of direction our district should go in, and the ability to clearly communicate that vision to the minds and hearts of district employees.
- Be a good communicator Be honest and transparent Support the teachers and all of the extra work they do
- A good listener and thinker; patient, compassionate and understanding towards the needs of all students, teachers and families, including the wide range of needs in special education.
- The ability to stay detached from politics and keep focused on what is needed for students, teachers and families.
- Must have classroom experience.
- Our superintendent should be someone personable. He or she should be present at school sites and available to listen to all staff praise and concerns.
- Obviously, the superintendent should be a people person who understands each school is unique in its needs. Classroom experience is a must. He or she should have a clear focus, with 1 or 2 practical goals for the schools. The candidate needs to understand the unique responsibilities for overseeing a district as diverse as GUSD, and that there is no "one size fits all" when it comes to our schools and students. Finally, the new superintendent must support and trust in the principals, but at the same time, hold them responsible for effectively running the school. Listen to both the administration AND the teachers, as we are the ones on the "front-line." Teachers often feel unheard.
- Personable, honest and straight forward, interested in schools, staffs and students - interested in educating children not test scores.
- Hire employees that are ready to serve this community.
- Fair, sincere, multicultural !
- The new superintendent must be very knowledgeable regarding our core values as a district. (I believe we are very clear on what they are.) He/she must also possess an extensive, working knowledge of the school to career pathways in which we need to be involved, as well as the capability to follow through in the successful establishment of Common Core.
- A successful superintendent should be a good listener and observer. She, or he, should have had a positive experience as a teacher, and continue to spend time with teachers and students in class. A good superintendent should be an advocate for teachers, rather than one who appears to stand against them. A good superintendent should have a love of the arts as well as of the sciences, enjoy participating in community events, be accessible, and have a good understanding of the pitfalls of focusing too narrowly on hot-button issues such as accountability and technology. A good superintendent should be a clear, fair, and measured thinker and speaker, remembering that he, or she, stands for and beside all the students in our community, their caregivers and their teachers. Thank you.
- warm approachable visible collaborative partner with the union and teachers supportive

- Not be business minded, have been a teacher.
- No PhD
- Pilot programs before purchasing them. Get buy in from the teachers before spending money. Be fair, positive and enjoy what you do.
- The new superintendent should embrace healthy, successful campuses who love their administrators, rather than see them as adversaries. The superintendent should not come to the district to "fix" it with plans and programs. Rather, we have exceptional staff already, who are ready to be listened to and supported in the efforts we have in mind to improve our own schools.
- Open minded, willingness to listen to teachers, not just administrators. Superintendent needs to have student learning as top priority. Split classes are NOT best for student learning or teacher well-being. Money needs to NOT be the guiding factor when deciding teacher allotment at schools.
- Be available to teachers, e.g., responding to emails in a timely manner.
- a listener, someone who researches before making a decision.
- Strong leader, always work with moral and ethical values, focuses on the goal of high quality education for all students, maintain the positive supportive environment GUSD has for all it's students, teachers, parents/guardians, and staff.
- Teacher friendly Student friendly Supportive Organized Reliable Trustworthy Has buy in to the community and the district
- He or she MUST have a proven track record of success at another district. They must be honest and have the fortitude and moral conviction necessary to put students first. Also, they must possess a vision for education, not "fly by the seat of their pants," as it were.
- Needs to be a people person like Sheehan was, and not a jerk like Escalante.
- Needs to have excellent communication skills, ability to not alienate any party within the district, ability to listen in order to formulate a clear strategy while moving the district forward, logical thinking skills, ability to have a plan before trying to implement strategies without a end in sight.
- The new superintendent has to have classroom experience and administrative experience. We don't need any more former USC cronies. We need a hard working, smart, fair individual that is going to unite this District.
- Transparent, humble, understanding and remembering the day-to-day events in different classrooms across the district.
- Someone who is true to his/her words and does not leave as soon as another opportunity arrives merely for personal reasons. Someone who stays to see results or finish jobs. We just implemented common core three years ago, and now that it's time to review our superintendent decided to leave! Also not to hire people just from his/her school such as USC. This is district not a country club!
- Have worked in classrooms for minimum of 10 years! This way they will know the struggles of teachers, students, parents, staff, as a community!!
- To be Ethically moral when making decisions, to prioritize making the teachers and students first rather than the "district" thus boosting the morale of the employees sending cookies to school sites to thank teachers and Staff to show appreciation is not enough, transparency and accountability is a must. I represent several stakeholder groups: teacher, parent, and community member.

- Our new superintendent needs to be a committed individual who is not interested in using their time at GUSD as a stepping stone to more money. We need a person who wants to and has the skills to work with a very diverse community.
- Respect teachers and the fact that it is THEY, not the administrators who typically have very little classroom teaching experience, determine what's needed to make students successful. Pay teachers for their time & respect their time. Don't impose random programs you decide are "good" without asking the teachers for their input. (S)He has to be someone who truly respects the students & teachers.
- It would be wonderful if the new superintendent is multilingual, culturally sensitive, and practices cultural humility. The candidate should be a proponent of and be well versed in dual-immersion practices, as it does encompass 25% of the incoming kinder class district-wide and the program will continue to grow in the upper grades. The importance of educational technology - not what is offered, but how teachers are incorporating the technology in their lessons to facilitate student learning should also be of great consideration; our teachers need training and coaches to help them learn this. This person should have a growth mindset, as described by Carol Dweck, and be easily approachable by teachers to speak of concerns. This person will need to have the students' and staff's best interest at heart and not be easily "purchased" by big companies (LAUSD's Apple and MISIS crisis as examples of poor influenced choices). Recognize that GUSD teachers work really hard for their students and be supportive of that - top down demands don't sit well with us, providing appropriate reasoning for choices would be highly appreciated. Being data-driven is important to make decisions, however, students and teachers are NOT data, we're human - please talk to us if there is an issue and compliment us when we're doing well.
- He/She needs to be visible and directly connected to teachers, parents, and students. I have always been concerned that when school site teachers complete Monkey Surveys each year, we are only allowed to complete the survey about our own principal. Special education teachers are never given the opportunity to rate our special education administrators. We are never given the opportunity to rate our assistant superintendents or superintendent. A survey should be completed that allows the superintendent to know how teachers feel about the various administrators they work for, not just their principal. This would allow the superintendent to have a better perspective about how things are working for teachers, parents, and students. I also hope that administrators with university degrees from schools other than USC are viable candidates for the new superintendent position. The teachers have long felt that unless the candidate for superintendent is from USC, he/she doesn't have a chance. An additional note about a wide spread problem: When administrators sit in a meeting and text on their iphone throughout the meeting, both teachers and parents see and comment about it. It says to everyone that "I am just not that involved or interested." This has become a real problem in this district.
- The superintendent should be someone who is willing to truly compromise. Not someone who will give a token compromise and then dig their heels in unless they get their way.
- It is important that the new superintendent is able to balance the needs of all stake holders... students, teachers, parents, etc. The ability to listen to all sides of issues prior to making decisions.
- I would prefer he/she have extensive teaching background to fully understand and appreciate the foundations of the business of education.

- He/She should primarily keep students as a priority, not their personal interests. Should not spend millions of dollars on purchasing pointless tests, instead should stand by and stand up for teachers. LISTEN to the teachers, visit their classrooms and ALWAYS keep students' interests at the top of their list. New APs at all school sites should collaborate with their predecessors who should be available to continue their support during the APs' first year.
- Hands-on leader - lead by example. Loyal first to principals and teachers and not let the parents push him/her around. Each teacher needs to know they matter. Realistic goals are set for students and teachers.
- Communication, people, political, fiduciary, leadership
- The superintendent must be aware of the culture of the community, what are the values of the population living in this community, and make sure that the quality of education gets even better.
- Should be aware of the various sub cultures in the community and their special needs and strengths. Also the candidate needs to be aware of the needs of special Education and how to be proactive in seeking out solutions to real problems by surveying stakeholders such as sped teachers, language therapists, OT's, psychs, etc.
- Be able to let schools make their own choices. The superintendent's job is to make sure that the schools are meeting the needs of their individual students, not to make sure that all the admin is doing the same thing. Also, the superintendent should be able to read people enough to know that not every admin in the entire district must have a PhD, nor do they need to have gone to USC to get it.
- An educator who wants what's best for employees as well as the community. Someone who knows how to solve budgetary issues, keeping the entire community in mind. Someone with good personal skills.
- Respect for the skill it takes to teach, quality staff development, fair salary, would all be advantageous qualities. In the 90's the district and the teachers had an amiable relationship. Many teachers would like to return to that relationship. We have a unique student community and it will be important to learn about.
- Special Ed knowledge and advocate, passion for educational research (little early intervention but research repeatedly shows this as one of the most important things to provide), as unbiased as possible
- A superintendent's first and foremost concern should be work with the schools and the experts in schools, teachers, to identify the areas of need, support those teachers in their effort to improve the quality of education for their students, provide opportunities and acknowledgements of achievements, improve morale so that schools in turn can do their part in serving the needs of the community.
- A LEADER that can make quality decisions for the future of GUSD in all areas. As the LEADER he/she must make crucial decisions financially with no emotion involved.
- Someone who understands the importance of evaluating all aspects of education, not just material that can be included on standardized tests. Also, the superintendent should understand the importance of preparation for careers as well as college attendance.
- -strong leader -good communicator -caring -good listener -personable- good inter personal skills -takes action -visits schools -competent (had experience as a teacher, principal, etc.)
- What I most appreciated about Dr. Sheehan was his transparency and candor.

- Experience as a superintendent at a multi-high school district, experience as a teacher and administrator. (In other words, an understanding of ALL stakeholders.) GUSD needs a superintendent who sees education as an art rather than a commodity. Current practice is a top-down, corporate model, and this has been counter-productive. We need a superintendent who will welcome shared leadership and decision making from ALL stakeholders.
- This person should be part of the community - parents, teachers, students, etc. He or she should be accessible to everyone and not locked in an office protected by layers of bureaucracy. He or she should be fair and even-handed with compensation issues. Finally, the superintendent and the school board should not easily give in to ridiculous parent threats if a child is expected to behave appropriately in the classroom.
- Desire to recognize and reward the hard working teachers and actively seek out their expertise. Union friendly.
- A background in elementary school, an understanding that teachers are professionals and should be treated that way, and that no one group of students deserves more than another. (FLAG vs Regular classes)
- I wish they would have keen people skills and get to know and have an understanding of the value of all programs and all staff regardless of rank.
- the superintendent needs to be one who understands the cultural backgrounds of the majority populations here in Glendale. Again, it is imperative that the superintendent be able to unite these populations and not divide or exclude. The superintendent should be able to manage finances with a clear understanding of the needs in the classrooms. The superintendent needs to steer clear of micromanaging and let each site make decisions based upon the school's unique needs. Not all students at all schools have the same needs. The superintendent should be up to date on new teaching methods and should be supportive of professional development for all teachers. He/She must have a vision for implementing common core or any other state-mandated concept. Almost as important as having a vision, the Superintendent must be approachable, flexible, creative and optimistic.
- Let's start with honesty. We might appear to be a reasonably big district, but rumors get around incredibly quickly. Tell a lie, or a partial truth, and you better believe everyone will know and any kind of trust will be broken. We appreciate facts, not fluffy platitudes. Ability to delegate. Get to know the people that are here. Maybe you have to change some of the people that have been delegated to in the past. And some people are just amazing at their job and you need to recognize and rely on them. You are the face of our district, therefore your communication skills must be impeccable. We all appreciate a sense of humor, with good taste. Confidence, not arrogance, will get you far. There are fires that need to be put out- please take care of these quickly. GUSD could use a good morale booster. There are plenty of ways to do this. Doing this will show us you have the confidence to take care of things, and will give us confidence in you to do this for us in the future. Show us you are committed. We are used to a fairly transparent superintendent. We are used to a superintendent that visits classrooms and attends professional learning. I think it's important that the superintendent be well versed in what is happening in our schools, at all levels. Support what we have done with professional learning and our move forward with Common Core. Spearhead this move forward and seek out those people that are unbelievably knowledgeable and keep us moving forward. Be specific about what your goals are and share them with us. Being positive, in the face of whatever adversity comes our way, is very powerful. Being positive in the tiniest and

most unexpected ways goes a long way. Creativity. Please don't make rash decisions! Utilize all that we have to be creative! I hope you have amazing past experiences and mentors to draw from and reach out to. Your intuition will be on display constantly. Inspire us! Make us want to be here and do our jobs better, every day. I have worked with and for people that have each of these qualities, and I have worked with people that don't. Life is a whole lot easier for all of us when a leader of any sort meets these criteria.

- Value staff's hard work by raising teachers & staff's salary. Provide nice classrooms and facilities for Before & after school programs. Support teachers who work with students with special needs. Provides good workshops and training for all. Respect immigrants and help them with their needs.
- The superintendent must have many qualities but it is INTEGRAL that they come from an education background and have adequate teaching experience in a classroom.
- Leads by example Exceptional listener Deep and broad grounding in curriculum and instruction Honesty, integrity and transparency Passionate about what she/he does Problem solver Makes others better through encouragement, challenges, support, prof dev (a "multiplier" vs a "diminisher") Social justice advocate
- The sup needs to NOT be from the USC PhD program; they need to be someone with REAL curricular and instructional strength - preferably in a core content area. They need to be loyal and want to build lasting career in GUSD. They need to hire the best applicants - people whose goal is to be a teacher, be a principal, NOT use those positions to further their careers. The new Sup should get to know us, and most of importantly: all decisions should be about STUDENTS.
- Teaching experience. Live in the area. High School experience.
- Transparency is key. We need a strong leader to help guide us in the right direction with common core. Supportive, strong, caring, transparent, family-oriented, and personable are some qualities I would like to see in our future superintendent.
- Must have plenty of prior experience in and out of classroom - not just in a PhD program. A good attitude toward minorities of all types. Someone who is not afraid to speak up against a group if s/he sees . Someone who is not afraid to pull in and correct admin who is not performing well. Someone who will place capable people in high positions... Not just politically minded.
- The new superintendent should be willing to have monthly scheduled meetings with teachers who have concerns about their school environment, student learning, administrators, school safety and other issues. The superintendent should not limit his awareness of what is going on in schools solely based on school administration's view, perspective, judgement and knowledge.
- The superintendent should be willing to listen to the concerns of all stakeholders. The superintendent should be able to effectively articulate the district's goals.
- Open-mindedness, sense of humor, deep knowledge of what goes on in classrooms day-to-day, respect for teachers (but no insincere fawning over us), clear and articulate speaker, the commitment to keep good principals in schools instead of pressuring them to get an EdD and apply for "higher" positions, to be wary of fancy, expensive professional development packages that do little more than repackage established educational practices in new verbiage
- The superintendent should be aware of the cultural diversity. He should be supportive of special education students and the 18-22 yr old in the district.
- Teamwork, involved with schools and teachers, approachable and fair
- transparency... knowledge and experience with all education K-12.

- Listening, Team-Work, Support, Integrity, Commitment, Velocity in getting things done, Available,
- It is important for a leader to be in touch with those in the trenches and to listen to and value what they have to say. Making decisions that will encourage all of us to work together ought to be a primary concern especially as we move forward with the implementation of CCSS, the use of technology, and in times where we spend less and less time communicating with one another face-to-face.
- Flexible * Open minded * Willing to listen * The ability to stand firm when faced with choices about the welfare of students and staff
- A outgoing personality that wants to lead by example and not by being an authoritarian. We will follow a great example who cares about morale.
- Said individual must affect public pressure of ALL parents to hold their children accountable to do their best and not take school for granted; communicate the idea that the student body is only as strong as it's weak links...must have the courage to not simply focus on the AP students.
- He/She should be supportive of all staff members.
- Ethical and strong moral compass. Put forth students' needs first over financial gain. Has experience in elementary, middle and high school education.
- They should have a strong focus on children first, teachers second, administration third. Every decision should be made in light of "Is it good for kids?". Diplomacy and tact would help smooth over issues with the union and bring unity and peace back to our district.
- Have an open-mind. Be innovative. Care for children. Listen to teachers' and parents' suggestions.
- Transparency, effective truthful communicator, follow through. When asking for input from staff/community members, take their expert opinions into your decision making, don't just cram untested fads on the schools. DO NOT renew iReady for the secondary schools it wasn't ready when it was forced on the schools. The schools weren't ready (insufficient technology at CVHS and other non-title1 schools)
- Honest and motivating. 2. 10 years of teaching experience. Many admins leave classrooms too early. 3. Bicultural
- Accessibility and many more, but that is the first on my list
- Clear objectives and apply them that helps the teachers, students and parents.
- Provide strong trainings and opportunities to share among staff to decrease the amount of loss and waste basket.
- Strong instructional leadership. Hires most talented individuals and promotes staff based on demonstrated skill, ability, and passion; not simply earned doctorate or moving someone out of a position. Is able to take a strong stance and make changes based on what is best for students. Fresh perspective from outside district. Keep district financially stable.
- A good listener.
- The ability to communicate effectively with all stakeholders. A commitment to class size reduction. A commitment to a positive relationship with teachers and the union that represents them.
- Extensive background as an educator and administrator. Knowledge of the various communities/ family make up within the district, and knowledge of Common Core education and testing.

- Great listener. Someone able to take in lots of information, and in working with his/her team, able to make good decisions. Someone who can handle their school board members. Someone that all employees can feel like they can talk to him/her when they see them. Someone that can provide stability/support to all school sites and depts. Someone who will do great things for KIDS above anything else.
- Good listener * Fair in decisions * Knowledgeable with regards to new trends/laws/curriculum but not anxious to jump at the first thing he/she sees * A willing participant in all aspects of the running of the District

*Survey Monkey Results for Glendale Unified School District
Korean Survey
August, 2015*

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

(2 Responses)
Translation next page

학부모

귀하의 지역사회에서 좋은 것들에 대해 말씀하십시오. (본 정보는 양질의 후보 모집에서 도움이 되도록 사용될 것이다.)

- 이종교육 시스템이 좋다.
- 글렌데일에 30년 이상 살아온 경험으로 미루어 계속 좋은 환경으로 발전하고 있고 다채로운 인종들과의 화합과 관계도 좋은 편이라고 생각한다. 따라서 앞으로도 양질의 발전 가능성 또한 높다고 볼 수 있다.

귀하의 학교에서 좋은 것들에 대해 말씀하십시오. (본 정보는 양질의 후보 모집에서 도움이 되도록 사용될 것이다.)

- 글렌데일 시민으로서 학교 시스템을 좋아한다.
- 우선 학교들은 오랜 전통을 갖고 있으며 우수한 학생들이 많다. 초등학교, 중학교, 고등학교들이 함께 밀집되어 있어서 여러 행사들이 서로 상호 관계 속에서 실시되고 교장들과의 관계도 원만하다.

교육감이 우리 교육구에 왔을 때 그는 어떤 이슈들에 대해 인지하고 있어야 하는가? (본 정보는 최종 후보들과 함께 공유될 것이다.)

- 이중언어교육
방과 후 프로그램 - 더 많은 클래스
- 다채로운 민족들 가운데 독보적으로 다수인 민족이 있어서 다른 소수 민족들이 교육적으로 차별을 받지 않도록 힘써야 된다.
그러므로 사람들 사이의 상호관계 속에서 중립적이며 확고한 교육감을 원한다.

차기 교육감이 우리 교육구에서 성공하기 위해 가져야 할 기량 또는 인격은 무엇인가? (본 정보는 잠재적인 후보군 선발에 사용될 것이다.)

- 항상 배우는 자세 - 다른 교육구 시스템을 연구하여 우리 교육구를 더 발전시키는 일
- 다채로운 민족을 잘 어우르고 현명하며 정서적으로 훌륭한 성품. 교육 관계자들 뿐만 아니라 학생을 둔 한 명의 학부모로서 교육적으로 더 발전시킬 수 있는 분이면 좋겠다. 외유내강의 자세를 가진 분.

Parents

Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

1. I recommend dual education system
2. Postponed to the continuing development of good environmental lived for more than 30 years of experience in Glendale and have unity and relations with colorful race should also consider good.

It is therefore also likely to see the development of high quality.

Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

3. As a citizen glendale good things like the school system
4. First school with a long tradition and many excellent students.
Elementary school junior high school age conducted a number of events in correlation with each other as being dense and deserves also won relations with the principal.

What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

5. Bilingual education
afterschool program -more class
6. Among a number of unique colorful ethnic minority peoples in other nations it strives abstracts are not free from discrimination in education.
Want neutral and therefore a strong correlation among the people.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

7. Always learners - in other school districts more time developing our school district is to study the system work
8. Argo wise and emotional well Ouman not do such a colorful ethnic character. Education officials, not just the person who sikilsu Once you've hanmyeongui students want parents to further develop educational put the mind.
Oeyu lumen of minutes.

