Stakeholder Input Report for

Sunnyside Unified School District No. 12
Tucson, Arizona

submitted by

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February, 2015
Sunnyside Unified School District
District Stakeholder Input

Executive Summary

On January 16, 21 and 22, 2015 consultants Dr. Bill Dean, Dr. Edward Velasquez and Ms. Barbara Dean conducted meetings with district stakeholders representing 12 different groups associated with the Sunnyside Unified School District. Input from these groups was gathered regarding the selection of a new superintendent for the Sunnyside Unified School District. The consultants received input from approximately 160 individuals in these groups.

Outlined on the first two pages is an Executive Summary of the major themes expressed by the participants at these sessions.

Following the Executive Summary is a compilation of key words and phrases of all the input received from these groups and individuals in response to the four questions asked of each group in the Sunnyside school district.

The final section of the report consists of responses by individuals who completed the online survey and responded to the same four questions.

1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Weather and climate
   - Partnership with Cox to provide low cost Internet service
   - Strong multicultural environment
   - Pride in multicultural environment
   - Close knit families
   - Business partnerships
   - Very engaged community
   - Community support for the schools

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Computers and technology available to students
   - Caring staff who support the schools
   - Potential of the schools and hopeful for the future
• District is a manageable size
• Strong athletic programs
• Diversity

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**
   • Staff morale
   • Community and staff trust level
   • Perception of favoritism (toward buildings, people and programs)
   • District finances and state funding
   • Impact of a “culture of poverty” on students and families
   • Belief that there is inequity in terms of support for staffing and buildings
   • Concern for nepotism in hiring
   • Top heavy bureaucracy

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   • Bilingual
   • Have an understanding of and experience with diversity and cultures
   • Successful experience as an educator
   • Understanding of curriculum and instructional practices
   • Understands a “culture of poverty”
   • Fair and trustworthy
   • Need for a leader who can help heal the district and improve morale
   • Live in and be a part of the community
   • Compassionate and humble
   • Visible in the schools and in the community
   • Collaborative leadership style and good communicator
   • Able to work effectively with the board
   • Needs to put “students first”
1. **What issues (district, community and/or state) should the new superintendent be aware of he/she comes into the district? (This information is shared with the final candidates.)**
   - Finances; lack of funding
   - Diversity among parents, students, teacher
   - Technology; it’s very big in the district; what is the future for continuing what we've done
   - Curriculum issues; benchmarks for AzMERIT
   - Low performance, historically

2. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   - Compassionate
   - Like someone who has been successful in a low performing district
   - Someone who understands the geography of the district; the division created by the freeway and the longstanding structure that exists between the south part of Tucson and the rest of the area
   - Someone who understands relationships—making up for the past, someone with a thick skin
   - Someone who understands [that there is] district paranoia
   - Understands the politics of a district that’s gone from a superintendent to an interim to a new superintendent
   - Don't want someone who sees the district as a springboard to another job
   - Views the district as not just Hispanic but as multicultural
   - Committed to the community
   - Able to build relationships between the district and the business community
   - Trustworthy
   - Visionary
   - Understands 21st century skills
   - Understands being college and career ready and is tech savvy
   - Knowledge of working with ELL, Native Americans, special ed
   - Been a principal; has had site experience in a building; comes from an education background
   - Compassionate towards staff, kids and community as a whole, yet firm and understands there are boundaries they don't cross
   - Personality with character, poised, articulate and realizes they will be in the limelight
   - Track record of being involved with the community
   - Should be seen in the public, not afraid to see someone at breakfast or lunch and go up to them
• Being open is essential
• Knowledgeable about culture
• Innovative
• Supports service to schools by finding business partners
• Works with the tribal council
• Bridges the gap between school, home and community
• Creates a relationship between the schools and the tribe
1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Weather
   - Friendly community
   - Family-oriented
   - Culturally rich

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Community is passionate about everything—kids, schools, superintendent
   - Tech savvy district
   - Dedicated employees, many are long term
   - Nurse at each site

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - Developing a fine arts magnet school
   - At the same time 86% of the students are on a free and reduced lunch; this is a reality for families below the poverty level
   - No Internet at Summit View Elementary which makes for a challenge for students and families
   - Many business partners
   - Examine all departments, especially the school lunches; the food is awful and the kids toss it and sometimes this is the only meal they will get
   - Need to evaluate what happens when a student hasn’t paid for lunch; need to register child first so they don’t get to the end of the line with a tray of food, find out they have no money in the account so the tray is taken away and they are given a brown bag with a peanut butter sandwich. Publically embarrassing for the student.

4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)
   - Bilingual
   - Flexible and able to talk to the community
   - Be friendly
   - Visible
   - Personable; someone you can talk to, for everyone
   - Parents like 1 to 1 contact and want feel a family vibe; want the person to be down to earth
   - Intelligent
   - Good communicator
   - Educator; someone who’s been there
   - Knows finances; with new state leadership will be even more important
   - Prioritizes what needs to be funded
• Inspirational
• Good understanding of the community; realize what’s going on with the schools and the culture of the parents
• Open-minded; doesn’t play favorites; treats everyone equal
• Willing to sit with different groups
• Collaborator
• Families first
• Willing to advocate for the schools; stay within the policies and rules
• Not show favoritism to certain parents
• Wonderful if had children
1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Weather
   - Community that collaborates with local government and schools
   - Close-knit; family-oriented
   - Neighbors care and know about one another; associations are active
   - Deep family roots
   - Warm and welcoming
   - Physically active
   - Deep history and geography
   - Great place for outdoor enthusiasts; surrounded by mountains, clean air
   - Educational opportunities regardless of age
   - Informed citizenry
   - Large retirement community
   - Strong sense of community; cultural richness
   - Bit of renaissance; community on the rise
   - 250 days of sunshine
   - Business opportunities available; employment up since Dec. 2010 but still not thriving, have a way to go
   - Diversity of Arizona
   - Entrepreneurial spirit
   - Large immigrant community that tends to start new businesses at higher rate than other groups and because of this may not be too involved in schools
   - Great environment for astronomy, amateur star gazers, work closely with the University
   - Opportunity for business growth
   - Quality of life
   - Public library district with great programs and a key partner for schools
   - Institutions work well together; look at how to do things together
   - Renaissance going on downtown: amazing restaurants, micro brews
   - University of Arizona is a top research university
   - Strong arts community
   - Majestic mountains
   - Substantial aerospace business sector, military base, biotech, Raytheon, optics sector, tech sector (mobile apps)
   - Five star resorts; heavy tourism
   - Great pride
   - Cost of living low; affordable
   - Environmentally sensitive, conservators of the land
   - Wonderful College of Education at the university; looking for ways to connect with the district
   - Lots of available health care
   - Airport nice for size of community
   - Three hours from the beach
2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)

- Enthusiastic partner with businesses
- Strategic planning underway, staff is enthusiastic plus parents and community people
- Some good school facilities, inviting, pride in some
- High school using an academy model with a strong pathway program for bringing career and tech education under one umbrella
- Highly motivated, dedicated teachers and students
- Engaged parents
- 90-95% of students have connectivity to Internet; parents engaged particularly through technology
- Strong partnership with Pima Community College; 2 grants serve about 1000 high school students in district;
- Working on early college model with Pima Community College
- Also have dual enrollment with Pima CC
- 80-90% free and reduced district, challenging which makes it all more worthwhile to work here and get things done
- Strong athletic programs; strong ties with parents to SUSD through athletics
- Wonderful opportunity for students to shadow different professions
- Impressed with leadership and quality of leadership
- Strong leadership in career development
- Literacy Connects program that is integral to couple of schools—volunteers, both inside and outside the district come to help with kids; turnaround seen with reading scores
- Lot of history; lot of pride, many third generation families

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

- Important to understand the politics of the state
- High rate of poverty
- Certain fear by some parents who are undocumented and their children are first generation students
- Testing has become the curriculum; materials teach children rather than teachers teaching children
- Need for medical and mental services; lack of resources, lack of caring, lack of philosophical support, lack of leadership
- Employees have been here 1 to 5 years and 20 to 30 years; gap in employees who’ve been here more than 5 less than 20
- Challenge will be to take on emotional healing
- Predominately a minority district and the state has immigration views; there is a bias about district
- Need 100% support of entire school board in hiring the superintendent
- Since at least 1992 Sunnyside has passed the budget override until the last 3 years when it was voted down; this is a vote of no confidence; loss of $10 million over three years
4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)

- Needs to lead
- Someone who will mend and bring the community together
- Will have to work well with the state; have a new governor and superintendent of public instruction who ran on doing away with Common Core which Arizona calls the AZ College and Career Ready Standards
- Needs to address funding issues; intervention in some schools needed
- Can handle funding, politics and attitudes
- Improve teacher morale
- Visible, take part in the community
- Strong sense of being team player, collaborator
- Strong fiscal background
- Able to build on strengths we have
- Need someone who has been here for long time
- Need someone to help us heal first; take someone who has been here for long time, then move on to the curriculum
- Someone who can support what’s here
- Inspirational leader, enthusiastic, motivator
- Honor people already here
- First 3 to 6 months needs to identify where positive things are in the district
- If person comes from outside, won’t have much time
- Needs to be very smart, savvy
- Needs to have SPL (skill, passion, luck)
- Proactive
- Internal candidate
- An internal candidate may be a person who knows too much
- Has to understand early childhood education, especially language development; don’t have resources for strong early childhood education
- Knowledgeable
- Does the candidate operate from a strength model or deficit model
- Empathetic
- Given budget constraints, whenever cuts have to be able, needs to be able to explain why that was the right decision
- Impeccable, personable and professional ethics
1. **What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)**
   - One big family
   - Very close knit
   - Great weather and great food
   - Community cares about education; came together and got rid of two board members and got rid of the superintendent; grass roots action
   - Very deep faith
   - Pride of heritage; community and schools celebrate
   - Communities with communities really care about the whole community

2. **What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)**
   - Talented and well educated team of cabinet running the district
   - $3 million in scholarships
   - Top rated chess teams, softball teams
   - Great school board; involved in community and schools; supportive of teachers; vision for future
   - Teachers who have “stuck it out” are here for the kids
   - Technology
   - Hard working teachers; many went to school here and came back; positive for district
   - Great people are involved with the schools
   - Parent support is strong up until the 9th grade
   - Inclusive rather than exclusive
   - Focus on family literacy
   - Families push kids to do better, but it’s a push-pull because of fear of being undocumented
   - Diversity is strength
   - Hungry to learn; families take advantage of every opportunity given the kids

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**
   - Feel the community is mostly poverty stricken; looking to this district to educate kids and bring to a higher level
   - Lost good teachers
   - Retention is a challenge; leave for more money, less stress
   - Trust is still an issue; if you say something it can be used against you
   - Relationship with administration is one of us versus them
   - District is top down and top heavy
   - Faulty tech infrastructure; have laptops but not bandwidth; only 2 repair techs
   - Nepotism
   - Will inherit a strategic plan that is started without the superintendent; due to be completed by March
4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)

- Learn the community and listen; not say “I have all the solutions”
- Understand the culture and relate to the kids; be approachable to the students
- Understand that technology is strong but must know how to draw a line where tech stops and pen/paper kicks in
- Would like to have better communication with the superintendent
- Would like someone from outside the district with fresh eyes; the exception is the interim superintendent
- Be nice if the person was a teacher
- If the person is a minority, want someone more than a minority in name only
- Has a pulse on the community and a sense of the diversity and poverty
- Understands the pedagogy of the teaching process
- Technology was funded on a bond; bond now gone; so need someone with fiscal experience
- Visible—in the classroom and the community
- Make an effort to learn names of staff
- Not afraid of special ed kids
- Willing to roll up sleeves and have a good work ethic
- Address nepotism at the administrative level
- Willing to clean house of people not certified or qualified
- Have common sense
- Be less of a politician
- Not use SUSD as a stepping stone for career move
- Put kids over the programs that the cabinet comes up with
- Listen to and work with teachers; no more lip service
- Vision that will last a couple of years and give us a chance to be successful
Name of Stakeholder Group: Community #1

1. **What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)**
   - Very diverse community; recent surge of Somali families
   - Strong relationships with Pima County’s community stakeholders and businesses
   - Businesses use Sunnyside to recruit new business
   - Family, tight knit; families don’t want to leave; this is home
   - Amazing kids who want more, work hard regardless of adversity they face; even when things aren’t going well kids are in school; attendance rates are impressive
   - Academics, business, teachers are all threads that make us strong

2. **What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)**
   - Trust and respect between parents and teachers
   - The governing board and central office have very capable people
   - District doesn’t look just at a student’s academics, but at whole child.
   - Leading district in country using 1 to 1 curriculum with laptops
   - District considered one of top 25 with college and career programs
   - Open enrollment; parents know that their children will be cared for
   - Open enrollment is contingent on grades, attendance, behavior; there must be space and parents must transport
   - District puts students first; supports programs and once initiated they continue them, especially if they are effective
   - Many resources at University of Arizona and Ratheon
   - Teachers come back here to teach who went to school here; “we were influenced by our teachers; first they taught us and now they are our colleagues”
   - Hierarchy a little flatter, more horizontal than vertical
   - Relationships are key; people grew up here, are invested in the district; the district has a reputation for caring
   - Closed school is reopening and is being repurposed
   - Done good job of partnering with businesses; Cox gives discounts for Internet
   - Initiated a business partnership arrangement; 80 students were placed in internships in first year

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**
   - Going thru a healing process
   - Trust and equity are key to moving forward
   - Huge issue at high school is parent involvement
   - Attendance at high school is challenging
   - Need to be transparent about issues that impact the whole child
   - Listening to different groups of staff—teachers, administrators, support staff—as to their needs
   - Equity issue with special ed; they are sometimes left out; subpopulations need same interventions as other groups
• Morale is getting better; but not where it should be
• Financial issues; problem because the override that didn’t pass, board chose not go after it; and now state is cutting again
• Splintered board; it’s about what they want sometimes and not what’s good for kids
• Lot of substitute teachers working fulltime
• Don’t have librarians at every school now so share sites; they’ve become glorified clerks
• Music teachers are shared
• No physical education
• Every site has its own issues that need to be solved

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   • Must earn trust, have grit
   • Strong enough to make decisions that may not be popular
   • Superintendent needs to be out there and know the community
   • Truly feels that power is with the teacher
   • Someone who has a strong attitude about what’s good for kids
   • Creative and with vision
   • Bilingual and bicultural
   • Someone within the community who understands the issues
   • Be visible; out in the schools, go to football games, know people by their names
   • Good communicator
   • Explain why they make tough decisions
   • Vision for student learning
   • Be accountable
   • Compassionate toward the community as whole
1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Everybody knows everyone; close knit
   - Weather
   - Diversity
   - Sports oriented; good football team
   - If trustworthy, have character and integrity “they are down for you”
   - Kids talented in music, sports, athletics
   - Parental involvement at early ages
   - Success of students is underestimated; expectation is that kids are allowed to fail before they even start

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Technology; all kids have access to technology and the Internet; Cox allows lower Internet costs
   - Very good teachers
   - Committed teachers

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - Two board members were recalled
   - Superintendent was terminated; was over paid and he was running the school board instead of board governing him
   - Find a good one and get rid of administrators of the last superintendent
   - Want a new beginning; new administrators that he chooses
   - Board is off kilter as far as favoritism
   - Students first
   - Understanding of where we live—both high and low income families
   - We can qualify for after-school programs; outreach into the community
   - Equitable; not just something for one school
   - Need to stabilize the curriculum; too many changes; not enough professional development; not enough time to become proficient
   - Doing a 5-year strategic plan; college prep was talked about but how can we get them to reach for college when they can’t read and write
   - Good quality teachers leaving
   - Slowdown; don’t change vacant schools until we have time to figure it out
   - Way teachers have to teach is an issue and how much training they are getting
   - Quality of students graduating is more important than quantity of kids graduating
   - Get rid of Common Core
   - Neighborhood associations are strong; would like to see associations partner with the district and superintendent
• Athletics are important and it’s important to win but our kids need to be of good
class. don’t speak out against football
• Need good teachers who understand the value of reading and math
• Money is not getting to teachers

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   • Good communicator
   • Strong in curriculum
   • Positive change agent; need to deal with low morale
   • [Someone who won’t] dummy down the curriculum
   • Culturally sensitive
   • Good listener
   • Assemble a team that’s “not about me, it’s about us”
   • Don’t want someone who will intimidate us
   • Trustworthy
   • Great to have a vison, but have to be respectful
   • Involved, visible
   • Become a part of the community
   • Open door
   • Do away with computer program; just have a computer class
   • Be flexible
   • Bring in a friend [to work in the administration], just not so many
   • Reorganize the district and change the titles of positions to give the person an opportunity
to get rid of dead wood
   • Be secure enough to take criticism and not retaliate
   • Follow through on job responsibilities of staff
   • Person who knows about systems; is a systems thinker; understands that everybody in the
system is important
   • Has a strong elementary classroom base
   • Someone who has good success in a classroom; especially a diverse child
   • Has to be knowledgeable on Latino characteristics
   • Rewarding employees must be equitable
   • Needs to have equitable and competitive salaries
   • Put some of the resource people back in the classroom
   • Put part-time people back in the classroom fulltime
   • Must live in the community and know the community
   • Good attitude
   • Someone who will care about students and family
   • Ability to know and learn about schools
   • Bilingual
   • Adapts to change
1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Is progressive, willingness to work with the schools
   - Pay in the area is “great”
   - Very engaged community
   - Excellent spot for right person; could be a disaster for the wrong person
   - Can make a meaningful impact
   - Nonprofit community is huge and not coordinated but district is in a position to help coordinate
   - Large number of resources available
   - People interested in improving community and will invest time and energy “to make this a better place”
   - Community responsive to a vision and strong leadership to implement
   - There are firms in need of trained, skilled employees and opportunity training collaboration with the district
   - Community college offers multiple programs for skilled training of high school students and ready to cooperate further

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Rich talent base of staff and administration
   - District is a family, in the best sense
   - Tech program demonstrates district knows of need
   - Passionate staff
   - Small enough to make rapid changes

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - Polarized, opinion-rich community; issues change but always a need for collaboration
   - No succession plan or training for mid-to-high level staff
   - Culture of poverty

4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)
   - Visionary
   - Need the Pope
   - Collaborator
   - Don’t focus just on academics
   - Engage with the community to help families grow and be successful
   - Be humble but strong, has humility
   - Set limits and boundaries for superintendent and board
   - Bilingual, sensitive to the culture
   - Can’t make everyone happy; be courageous
• Know the culture of poverty and how to lead for improving
• High energy; confident
• Delegate without controlling or taking credit
• Needs to “hit the ground running”
• Needs to be from inside Tucson area or Arizona
Name of Stakeholder Group: East Central Office & Transportation

1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Small town feel; lots to do; tight knit community
   - Retention within community; stay here, work here, take care of each other
   - Supportive community, high involvement
   - Port of Tucson, based in Tucson and Sunnyside
   - Strong cultural base
   - Outdoor activities
   - Future growth will require school district facility expansion
   - Pride in community
   - Proximity to Phoenix
   - Weather
   - Strong Commitment to “safe and orderly” (law enforcement)

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Caring staff and watch out for one another
   - District provides opportunities for wellness
   - High poverty
   - Several prisons but despite this, schools are safe
   - [Inmates] control street gangs
   - No school burglaries in 4 years; hire off-duty Tucson officers
   - Strong model for policing
   - Alternative school settings; new arts academy planned
   - [School district] small enough to “change nimbly”
   - Strong career tech program in high school
   - Faithful bus drivers
   - Elementary activities

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - Crime in the city; hardly any crime in the schools
   - Strong community brings stubborn and passionate arguments
   - Improve bus fleet and salaries for retention and expectations
   - Sometimes “late adaptor”
   - Finances and balancing needs (loss of $12 million in maintenance and operations)
   - ELL population
   - Huge trust issue; long standing
4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)

- Ability to work with the school board
- Get to know staff; be approachable; ride the buses
- Relate to all and uniformly fair
- Operate and make decisions on what you know, not who you know
- Be trustworthy
- Good listener
- Loyal
- Supportive
- Back up what they say
- Understand local problems
- Kids first
- New vision [of operating]
- Strong character; loves community
- Collaborative
- No favoritism
- Knows how to succeed; has proven track record
- Openness
- Faithful; honest
- Bilingual
- Leader who has participatory style
- Relates to the culture
Name of Stakeholder Group: Cabinet

1. **What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)**
   - Outdoor activities
   - Weather
   - Diversity of population
   - Large metro but small feel; cultural opportunities
   - AZ Wildcats
   - Close to Mexico

2. **What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)**
   - Sense of community, tight knit
   - College and career ready
   - Service-oriented school district
   - Great dedication and commitment to kids; culture of caring
   - Ideally sized to produce results in a short time
   - Learning environments are unique
   - Open to change
   - Technology program
   - Not political back-stabbing; good, caring people
   - Caring board (for employees)
   - Supportive community (except for overrides)

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**
   - Salaries
   - Retaining teachers
   - Trust/relationships
   - Instructional gaps
   - Small portion of staff’s negativity created turmoil
   - Bad taste from the bad publicity, managing it
   - High emotional needs of community
   - Academic performance
   - High expectations
   - Quality product [produced by cabinet]
   - Strategic planning underway, to be adopted in June
   - Finances
   - Employee demands for increases in salary
4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**

- Be visible, be in the schools
- Know curriculum and be an instructional leader
- Understand the evaluation system
- Manage psychological climate of the district
- Need background in technology; how to use it effectively in driving the curriculum
- Humility
- Able to lead a team
- Know what curriculum is doing and support Common Core
- Instructional leader who knows good instruction
- Know what accountability is, know rubrics
- Understand state funding and politics
- Superintendent needs to bond with all 3 employee groups; be a collaborator
- Brings an existing credibility and trust
- Integrity
- Experienced, servant leader
- Deal effectively with the school board
- Know how to hire effective supporting staff
- Understands the “business” of running the school district
- Bilingual
- Good listener, approachable
- Understands working in a culture of poverty
- Tour classrooms during interview
- Personal affairs are in order
1. **What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)**
   - Community is growing
   - Strong families
   - University
   - Technology [Internet] available to the community at reduced cost
   - Community-based social service resources available
   - Weather
   - Downtown Tucson is revitalized
   - Southwest culture
   - Golf
   - Reasonable cost of living
   - Downtown street car transportation
   - Diverse year round recreation
   - Air Force base
   - Good job opportunities
   - Growth
   - Casinos
   - Four hours to diverse recreation

2. **What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)**
   - Longevity of district employment among family members
   - District partners with businesses
   - Students eager to learn
   - Small district
   - Strong technology
   - Social services available for families
   - Strong parental involvement
   - Passionate about school district; it’s a source of pride
   - Employee loyalty
   - Growing
   - Available Pre-K through 12 services for families
   - Families are loyal to the schools
   - Community pride about the schools
   - Remodeling of schools
   - Opportunities for professional growth
   - Good benefits for employees
   - High school career academies
3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district?** (This information is shared with the final candidates.)
   - Budget
   - Bad publicity
   - Unsolved scenarios; too many non-resolved issues
   - Recruiting and retention of staff
   - Salaries
   - Top down decision-making
   - Inequality of services [uneven]
   - Student performance
   - Trust
   - Politics
   - Pay increases
   - Communication; marketing of district
   - Alignment of action with goals
   - Equipment
   - Management system
   - Career advancement opportunities limited

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district?** (This information is used as we screen potential candidates.)
   - Trustworthy
   - Don’t promise what can’t deliver
   - Knows community
   - Communication skills
   - Experience in diversity
   - Will listen to all groups and want input
   - Approachable
   - Strong school business knowledge
   - Can motivate
   - Advanced listening and analytical skills
   - Not micro manage
   - Integrity
   - Understands college and career readiness
   - Able to learn
   - Business management skills
   - Truthfulness
   - Diversity skills, experience
   - Needs to support staff at all levels
   - Positive employment history
   - Look at old equipment and capital, and replace
   - Knows AZ politics and pushes for SUSD
Name of Stakeholder Group: SCEA

1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Family-oriented
   - Community is united
   - Climate/weather
   - Extracurricular opportunities, especially in sports
   - History of staying in the community after finishing school
   - Diverse, many different cultures
   - Open to learning about differences
   - Close relationship with Tucson police department
   - High poverty, but district works to assist

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Work well as team
   - Positions that other districts don’t have that support kids
   - Teamwork—willing to work for a lower salary
   - Close knit employees
   - “It’s not about money; it’s about pride in our work and doing better for kids.”
   - Award-winning school—Golden Bell school
   - Opportunity for advancement; instructional assistants can move up

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - High level of poverty; single parent homes
   - Many kids with no foundation so school has served as the foundation
   - District is complex; get to know it
   - Outdated equipment
   - Controversy over hiring practices; favoritism
   - Employee salaries low; staff retention is hard
   - Close knit district and staff has bred the climate of accepting favoritism

4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)
   - Good communicator
   - Strong leadership
   - Equality
   - Superintendent is the face of the district; needs to be involved
   - Be visible and understand what everyone does in their job
   - Humble
   - Educational background
   - Integrity
• Puts children first
• “We want a team not an ‘I’”
• Salary at reasonable level
• Ethical
• Open, shares information
• Trust
Name of Stakeholder Group: Retired Staff

1. **What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)**
   - Caring, close knit
   - Athletics draw families together
   - There is respect for teachers and school board, but if problems develop the community addresses them as a group, together

2. **What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)**
   - Collaboration between high schools
   - School board open to comments from teachers and the community
   - Manageable size

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)**
   - District is going through a healing process
   - Morale is low. “Some say, I don’t care anymore.”
   - Bureaucracy is too top heavy; “What do some of them do?”
   - Restructure the central office

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   - Knows the area and the family dynamics
   - Someone who has feelings for the problems and issues and can relate to family issues
   - Create a communication council for give and take
   - Organizational skills
   - Sees the big picture
   - Validates that staff is doing what is expected of them
   - Good communicator and follows through on promises and timelines
   - Treat everyone as an equal
   - Needs to be inclusive
   - “If you’re not accountable, you’re not reliable.”
Name of Stakeholder Group: SAA

1. What are the Sunnyside community’s greatest assets? (This information is used to help us recruit quality candidates.)
   - Resilient—as an example [there are] always socio-economic issues
   - Small, tight, culture and diversity; many, many return to live here and work in the Sunnyside school district

2. What are the strengths and assets of the Sunnyside school district? (This information is used to help us recruit quality candidates.)
   - Good administrative team working closely together
   - Pride in schools and programs
   - Community focuses on helping schools be excellent
   - Dedicated, competent staff
   - Technology hardware and infrastructure
   - Employees here because they want to be; pride in Sunnyside
   - Desire to make it better
   - Willingness to listen to one another
   - Richness of community—in traditions, customs, resources to assist kids and families
   - Willing to take on challenges and reach out to solve problems
   - Manageable size of district
   - Looking to the future

3. What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)
   - Take what’s here and move ahead; make hard decisions and move ahead
   - Budget
   - Recruitment of staff
   - Employee groups are more vocal
   - Morale; we have pride and resiliency but morale is a challenge
   - Diverse board; not always in agreement

4. What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)
   - Have a sixth sense; feel what the concerns might be and what’s best for kids
   - Connect to the community
   - Integrity; demonstrated in past positions
   - Awareness there will be a high level of scrutiny
   - Strong focus on academics and curriculum
Name of Stakeholder Group: Community #3

1. **What are the Sunnyside community’s greatest assets?** (This information is used to help us recruit quality candidates.)
   - Arts program; important to the community
   - Sports
   - Good employers and some who offer collaborative programs for kids
   - Life skill programs available
   - Strong post-secondary program
   - U of AZ offers a parent academy to help their children go to college
   - When there are issues and needs, we get together, have meetings and provide support services
   - People get together, distribute flyers and organize for change

2. **What are the strengths and assets of the Sunnyside school district?** (This information is used to help us recruit quality candidates.)
   - Diversity of students
   - Computer programs
   - Beginning to push for career tech more than college prep
   - Academy pathway programs available to kids early
   - Shadowing career opportunity at the middle school level
   - Technology
   - District has implemented career pathways
   - “Make a Difference Day” sponsored in collaboration with United Way
   - Drug prevention, treatment programs through community action programs
   - Nutrition programs well-received
   - Cox services at low cost
   - English classes

3. **What issues (district, community and/or state) should the new superintendent be aware of as he/she comes into the district?** (This information is shared with the final candidates.)
   - Disparity between residents and nonresidents when it comes to cost of college education
   - Nutrition programs need better quality food
   - Unequal arts, music, PE and after-school activities
   - Lack of equity in afterschool transportation
   - Laptops available but kids not using consistently
   - Not enough salary to retain teachers; “As a parent I worry that the quality of teachers may not be there as we expect.”
   - Like students to evaluate teachers
   - Art education is no longer considered important in the budget
   - Sports at some schools is based on preferential treatment
   - Some schools have no lockers
   - Not enough spots on teams for kids who meet the GPA requirement
   - Parents felt left out of decisions to put kids [back in elementary school] in 6th grade
   - Provide more options for kids not making teams
• Top heavy central office; use money for teachers
• Deal with all the uncertainty of opening a new school
• Wasting food
• More focus from the principals on families and students; “Our principal seems more interested in her own standing in the district than the students.”
• Families have stopped participating in school events because they feel like the school doesn’t care about them.
• 8-10 teachers leave each year from [an elementary school]; high turnover
• Parent moved her children to [an elementary school] where there is more stability and a principal who is more responsive; daughter has social anxiety so does better in a school where arts and music programs are strong
• Parent choice in school placement; for example obligating 6th graders to stay in certain elementary schools

4. **What characteristics, skills or qualities should the new superintendent possess to be successful in the Sunnyside school district? (This information is used as we screen potential candidates.)**
   • A superintendent who is bilingual and can relate to students
   • Listening skills
   • Integrity
   • Someone who has a background working with diversity
   • Understands this south-end community
   • Have a plan to motivate students to achieve
   • Be a motivator
   • Acknowledge and respect high performing teachers
   • Can work well with the board
   • Can support all students
   • Interested in schools and school improvement and will visit schools
   • Superintendent who is respectful in asking what they want
   • Show up for monthly principal-parent meetings
   • Someone who relates to parents
   • Interested in the schools and school improvement
   • Supports schools’ innovation
   • Superintendent who is accessible, who visits schools
   • Support for ALL students, not just some
   • Attend “cafecitos” at schools where many parents show up
**Survey Monkey Results for Sunnyside Unified School District No.12**  
February, 2015

*(NOTE—These responses have not been edited with the exception of deleting the specific names of individuals. The responses are printed as entered by the stakeholders.)*

77 Responses

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

- The Southwest Community is a rich, vibrant blend of Native American, Hispanic, Asian and Anglo cultures living in the same area for hundreds and thousands of years. It is very important to all groups to build upon the integrity of their Language, Culture, and Religion to support, nurture and educate our children in that arena.
- Willingness to support education and embrace how learning is changing in the 21st century.
- Teachers are committed to the success of each student. Sunnyside is a family oriented community. Schools are friendly and open. Visitors are made to feel welcome.
- Very supportive of our school sports. We are proud being Sunnyside. We will do what needs to be done in order to bring it out from under the dark cloud.
- Wonderful people who take pride in their community. People who strive to succeed and want the best for their children. Pride in culture. Pride in diversity.

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

- Our schools are part of our neighborhoods. So often in our cultures schools seem to exist away from the community. That person needs to bridge the gap and educate around what is relevant in our student's world.
- Student access to technology, instructional tools, innovative curriculum and project based learning.
- Professional, dedicated teachers. Students who are well-behaved and active learners.
- Most teachers and office employees really care about their children/students...and it shows.
- Wonderful, caring educators, many who have lived in our community their entire lives. A focus on doing what is good for children. An understanding that quality education begins with the family, prenatafly, includes high quality learning opportunities at the preschool level and carries on through early childhood (3rd grade) up through the higher grades. Strong parent involvement and parent education. Creative and caring administrators.
What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

- The differences in education within Tucson. Many parents in our community are sending our students to the east-side and to charters looking for something that works. We need to reclaim our schools and students and show them public education can do just as good and as it always has, better!
- What makes our district unique, what makes our students special and the journey which we have undertaken in order to arrive where we are.
- Most staff members are overwhelmed and are still dealing with the negative remnants of the previous administration. The interim Superintendent has done much to smooth over frayed relationships, but this will take time.
- Budget!!!!!!
- Sensitive to needs of a high poverty community. Multi-culturalism All stakeholders take great ownership in their community and their schools. Importance of diversity importance of culture importance of early childhood importance of the arts importance of academic success

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

- I have never believed we need to go around the nation looking for that perfect person. Look from within first, then go outside. The person needs to embrace the community as their's. The committe can not be swayed by a piece of paper. What is that person's passion. Their passion needs to lead the community to what we want for our children.
- Understanding how the learning landscape is changing, appreciation for new ideas and innovation.
- Integrity. Integrity. Integrity. Someone who is an instructional leader, who knows the strategies and programs that will improve teaching and will help our students to achieve. A real teacher.
- Stright forward and honest. Number one priority being the education of our students. This fell behind the #'s became more important
- The skills and characteristics that Genie Favela exhibits are just what we need in a supt. We should keep her for the next few years and let her continue the great work she has started.
- Great inter-personal skills. Ability to talk to and communicate effectively with all employee groups. Honest, fair, kind, polite, engaging, committed to students and families, interested and committed to our community. Willingness to visit us who are working "in the trenches" and possess a familiarity of the culture of our schools. MANY of us believe that there are candidates who possess these qualities living right here in our own community...some of them working or having worked in SUSD. Please remember and consider that.
**Classified Staff**

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

- Plenty of opportunities come up for this community. For the chance to come closer.
- Our community is a mixture of races. Many of the kids are offspring of people that attended or graduated from Sunnyside. We are a community of culture and strong beliefs and we are a united community.
- Family oriented, loyalty, always willing to help
- Strong sense of family.
- Our community is rich with culture and diversity.
- Even though living in a big city our community is like living in a small town. The people and families are very close knit.
- It is small and close knit.

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

- I am a Sunnyside High School graduate. My school was a good school when I attended back in the 70's. But schools and learning patterns have greatly improved from my days. My kid attends Gallego. I think the administrators, teachers and staff, strive for the same goal and that is to have the best school and the best learning experience for their students. Our schools have highly qualified teachers. Likewise, they also have good principals.
- TEACHERS, students, classified staff
- n/a
- Our schools care about the children and want to support their success.
- I like the majority of teachers. We use to have fun with teaching, not be told what to say for a lesson out of a book word for word.
- Friendly

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

- That teachers "DO" their "JOB".
- For years people have thought of Sunnyside as a struggling district with issues. In my opinion, we have come a long way from the early days. Teaching methods have changed and have greatly improved to help get our students to be successful. With the introduction of computers in kids laps have made a big difference in learning patterns. Administrators and staff work hard to keep the district polished. Every day is a different day, but the bottom line is that we all are striving for one thing and that is for the success of Sunnyside and the success of our students and to keep graduation figures high.
- That the board is their boss! And that kids are the number one priority!
- high expectations
- State mandated testing is difficult for our demographic.
• We need to establish one curriculum and stay with it for awhile, not switch off every year. The teachers start getting it down pat and they switch it up on them. The computers need to be limited I know we are in a tech savvy district but it is out of hand. I believe children still need to know how to write by hand and do math by hand. We need full time librarians, music and art teachers. Not every other week or every 9 weeks. Whatever happened to field trips? For some children these were the only times they ay have been able to experience a play, concert, the zoo, the biosphere etc. I think we need to get back to the basics.
• People have been involved in good old boy network for a long time. The district hires within (usually retired people from district) instead of bringing in new blood.

What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)
• The superintendent should be a people person and have good problem solving and communication skills with a genuine care for not only the students, but also for staff. One thing that I noticed from our current interim superintendent is the friendliness approach she has with people. When we came back from winter break, I think that is an important quality and I would like to see that continue. This shows a genuine care for staff. Also having an open door policy is important because it allows people to go with concerns or issues that they feel they need to address with the Superintendent and that too should continue to be an option for people. People should feel they can go to the top, if they have tried every other method to address issues.
• Cares about kids, teachers & classified staff, friendly, outgoing, willing to meet with community members outside the board meetings, will not intimidate
• Good listener Honest, open Able to communicate with news media Nonjudgmental Does not jump to conclusions Able to think through all situations
Community Members
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- The families work together.
- This community cares about the education their children are getting . . . not a great one in the state of Arizona though!
- San Xavier District is a close community, culturally and traditionally rich.
- We are a family.
- we have a very good sense of belonging and family traditions
- I have lived here for 38 yrs. Community looks after each other, if you don't do your job, we get rid of you.
- We need new administration. Not family run school board
- This community has always been proud to say that they live in the SUSD , until these last few years.
- this is a tight knit community with a need and desire to improve their schools. Plenty of diverse recreational opportunities.
- The Sunnyside Community has been my community for the last 40 years.
- Our Native American community is adjacent Tucson and is one two reservations within this region. The San Xavier Indian Reservation is located south of Tucson and we are known as Tohono O’odham. Our community continues to survive with our language, culture and traditions.
- Tight knit. Family oriented. Strong business community. People born and raised here who come back or never leave.

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

- The schools work hard to support all the students.
- Schools are great but the boundaries are not equitable! Some students are being bused to their school but they live across the street from a school of the same level!
- Santa Clara principal is caring and willing to go the extra mile to assist, be available, and visible to the community.
- The teachers & employees really care about the students. We have put up with low pay and a previous abusive superintendent for years and still stayed.
- all seem to be on task of creating safe and educational support for our students and their futures.
- Schools have many dedicated teachers and staff, ie., IA's, PIA's, etc., of course a few bad ones also, but many more good.
- The schools should have school supplies at all times.
- We have caring loving people who will bend over backwards in this district, for the children,and the teachers. But what is lacking is a trust in Leadership and this includes some principals, who seem to only care about their personal agenda. We need to get back to the days of Respectful, Caring Leadership.
- Medium size district that could benefit from solid leadership. Solid administrative changes could propel this district into a top performer.
- The sense of community in the schools are positive.
• A few things that are good about our schools are 1) there are supportive administrative staff that thrive for success for students despite challenging circumstances; 2) offers technology for students in learning and academia; 3) invites parent and community input in school learning and administration.

• Quality support programs that have been maintained over the years. High quality early childhood education programs. Strong commitment to the whole child, not just academics.

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

• Self contained special ed classrooms should be at each school. The special ed student's needs are not being met.

• The community does not trust the present administration because there is a lot of favoritism and nepotism going on in the hiring of staff not qualified for the position. For example: Asst. Super of Maintenance & Operations, Director of Maintenance and Operations, Director and Asst. Director of Transportation, Director of Professional Development, Director of Safety & Prevention, Community Liaison, etc.

• Understand and respect the need for O'odham families to continue educating our youth about our culture and traditions. Be visible to our families.

• Our "contracted" cafeterias are a disaster. The students throw away more food than they eat. They are not allowed to get seconds on food or milk, and most of them DO NOT like what is being served. When Sunnyside employees made up the cafeteria staff things went a lot smoother. The cafeteria workers were friends of the students. Everyone got along. The cafeteria workers have favorite employees that they give food to and extras when they want.....it is obvious to everyone, and there is nothing we can do about it. We all wonder where the extra leftover food goes. We also wonder why the menu is never changed in spite of the waste cans being full of food.

• The fighting with specific groups and their individual feelings and bickering. Time to grow together again. To much over administrative top heavy.

• The district is constantly changing, sometimes good, sometimes bad,

• Safety for our students and teachers and there staff. Stand by there policy.

• I would hope that the district would stop there scare tactics when trying to pass Overrides, Bonds etc. I would hope that this Superintendent would remove all those in Administration who are still carrying on the intimidating tactics of the former Superintendent.

• This miss-led by prior administration leaders so there is a mistrust that must be overcome. The nepotism that has placed unqualified personnel in prominent positions needs to be reversed and qualified personnel hired to these positions.

• District needs to focus on students' academic needs and not those of the district administration. Teachers' salaries desperately need to be raised.
• There is a significant amount of Native American students that attend SUSD schools whose needs are much different than the greater population of students at SUSD. This includes the cultural acceptance for students and the education of Native American history and culture.

• The district has experienced upheaval and is in the process of healing. The district failed to pass a recent budget override, and the state's new governor wants to pinch administration in order to put more money in the classroom. We are afraid of losing support services such as nurses, librarians, counselors and parent involvement.

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

- Compassion and a sense of urgency regarding teacher contract.

- The new super needs to be a PEOPLE PERSON! The person needs to have a heart to care for the district he/she will be in charge of! The new super needs to want what is best for the students and staff of the schools and not how to fill their pockets nor to want to keep his/her buddies in their positions because they are friends. The new super needs to know what is happening in the community and to listen to the people without thinking of him/her first!

- Patience, ability to develop partnerships, respect and rely on the strength of the partnership.

- I think he/she should get out of their office and meet with the students and staff. We had a superintendent once that did that and we all adored him....and knew who he was.

- definitely to be available and be seen in each school all the time. Be a fluent Spanish speaker should be highest priority. All residents would trust someone that can communicate with them and our children, students and parents.

- Number 1 is loyalty!, DO NOT leave in the middle of a school year because you get more money somewhere else, like other PRINCIPALS, etc.have done in the past! ask them if they have ever left. If you are loyal, that means you are an honest, trust worthy person, if not loyal then you are nothing but a hired gun.

- Should not get family members. And should get from the outside of the community.

- A communicator, someone who says what they mean and follows through. Someone who is in touch with the staff, answers emails, returns phone calls.

- A strong leader with knowledge of blending education and the business aspect of managing a districts transportation and facilities. This will enable qualified personnel to conduct repairs properly to benefit students and staff as well as the community.

- We need a complete outsider that will look at effectiveness on all levels not on - long standing relationships or wonderful personalities. Our students deserve individuals (superintendent and district administrators) with proven success to lead our district and raise student achievement.

- Characteristics that the new superintendent need possess is exemplary communication with individuals of all ages and numerous backgrounds. Additionally a strong sense of positive spirit toward advancing students at all levels.

- Ability to get to know the schools and families and not be insular. Involving the community in the decision making process.
Parents
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- The families want the best for their children. The families want to see activities and will support after school events.
- Traditions, people who will support each other, wanting to give the best to our kids.
- The ability to be resilient.
- Parents WANT their kids to be successful. Many don't know the school system, but we need to inform and educate them. MANY students DESIRE to continue on to hight education, but don't know how to get there. We have A LOT of potential in our community, but lack the skills to continue on.
- we are ready for change. We care about the future of our kids.
- Diversity of multicultural families. Long established families in district
- It is Strong and United
- Our community is enriched with heritage. Our community needs a candidate that will raise our students academic achievements by providing the support that our students need.

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

- The schools are doing the best they can with the limited resources we have.
- Dedicated staff and principal at Elvira!
- The musical and athletic programs.
- We are a small district and can do so many great things. We need a more cohesive administration where everyone has the same goals and do what is best for students not the adults or administration.
- There are many great teachers at every school. My child has done amazing research projects that involve the community
- This is hard because within the last 8 years they all are getting worse but hide behind "technology" label.
- Freshman Academy at Sunnyside HS
- The schools have caring teachers, administrators and other personnel.

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

- The district needs to put more money into the classrooms not the administration office. The classrooms need more teachers, more supplies, more assistance
- We need to pay teachers more and have a cohesive board/superintendent relationship that the community can feel proud of.
- The district is in need of mending. There has been a lot of recent change.
• There are too many "heads" trying to run our district and it does not seem to be making decisions on what is best for STUDENTS. It seems everyone is trying to come up with the next best thing to put on their resume. Too many unqualified people running the district. Directors are former principals of underperforming schools. Data should be studied prior to adopting new programs, digital curriculum or anything else.

• that as a community we want all of the schools to have art and music all year long not just half of the year.

• Employee morale is down; school sites are filthy & unhealthy, no preventive maintenance. Administrators are friends of old superintendent & think only of cashing their big paychecks.

• Teachers need a raise. Many teachers that I know are working two jobs to stay afloat. All positions should be evaluated. Do we need a community rep that makes 80 grand? No

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 come into our rooms and see what’s happening first hand. Don't relay on people to tell them. They need to be hands on and excited for our schools/children/teachers/staff

• Great listener, selfless, students first, honest, completely invested.

• A person who is able to be a good mediator. A person who has a positive disposition. A person who is able to take constructive critique. A person who is honest and is able to show complete transparency in all that they do.

• Have the student's best interest in mind! Advocate for our STUDENTS! Not for parents, not for administration, not for teachers. STUDENTS should be first and foremost and then teachers! I think we need someone who has proven to work with underperforming schools and have brought them up. As much as I wanted to stay local, I think the new superintendent should be someone out of our district (no in-house). New superintendent should be screen by committe represented by ALL stakeholders, not just Board or Admin. There should be parent representation, teachers, principals from EACH school in the district.

• Spanish speaker understands project based learning understands that even though the kids have computers they also need hands on learning

• Will not be afraid to question the administrators. Question their skills. How can you justify hiring & giving a 20 step upgrade for a newly created position of Internal Auditor if his only skill was winning a National Girls Softball Championship belonging to City Parks & Recreation? Clean House! Clean House with new trustworthy people in order for HIM to succeed. Disgusting & demoralizing place to send my children. I want to see drastic changes for improvement. CANNOT REMAIN AS IT IS NOW! CHANGE NEEDED! DRASTIC CHANGE NEEDED or I am moving out of SUSD!

• BILINGUAL ONE THAT HAS BEEN WITH THE SCHOOL DISTRICT FOR MORE THAN FIVE YEARS

• The new superintendent should be driven, caring, intelligent, passionate, honest and hard working. The new superintendent should have been a teacher for many years.
Students

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

- Great people come from this community and great people come out of Sunnyside. We might no have the best name or status. But we as Hispanic Americans, as Caucasian Americans, African Americans, and NAtive Americans, have been recognized throughout the country because we are part of this great district and city.

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

- We have great teacher. Teachers who work their heart out, who aren't getting the attention they need. I believe it is important that we as a district recognize our teacher daily because they including students are the strong backbone of the Sunnyside District.

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

- This Superintendent should be aware of the culture that is allthought middleschoold, highschools, and to the elmentaries, But the Superintendent needs to worry about some of the schools in the district who I am sadly to say as a student leader who are falling below. This includes my school CHallenger middleschool. And with our superintendent focusing on the little things in the district. The big things life our below grade schools can get back up. Some of the little things can be meeting with teachers, support staff and students and seeing what their doing to make this district better.

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

- I believe this new Superintendent should trustworthy, outgoing, an outspoken kind of woman or man who truly believes he/she can make this community a better place. With his or her leadership skills. I believe this new superintendent needs to really know what he's working with especially in a heavily Hispanic community. This person needs to be the woman or man who students and staff can be proud to say they he/she is the face of sunny side, and with the students and teachers who are with him/her.
Teachers
Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

- Our community is usually quiet but loud when they believe strongly in something. This could be positive or negative.
- Active neighborhood associations, positive school board members. Sense of pride in being a Sunnyside or Desert View graduate.
- For the most part, this is a close-knit community. The people living here care about their schools and the education of their children.
- We have eager, hard-working, intelligent and capable students. They are creative, social, empathetic, and highly connected. They are highly proficient with using technology as a way to level the playing field if they have gaps in skills or experiences. They want to be less passive, and we are at the place where students can take a giant leap into being creators, having a broad audience, and keeping their engagement going beyond the confines of the school day, their grade level, or any limitations of their teacher.
- 1:1 classrooms  Technology is available  STEM units in classrooms in elementary grades
- Very close, family oriented community. High School graduation rates are at an all time high. More students are continuing the education beyond high school than every before. Despite all our adversity, we continue to push forward and excel.
- It is welcoming and accepting of new people. It welcomes diversity.
- Students parents are hard working. The community is family oriented.
- The Sunnyside Community is filled with hard working parents, often each parent holds multiple jobs in order to provide financially for their families. This can make it difficult for students to have support with their studies at home.
- Our community is small but proud. We have many diverse families and children in our area.
- Parents love and want the best for their children. We, (administrators, teachers, staff, students, parents) are family.
- My community strives for the best and never quits.
- Parents are supportive, respectful, hard-working, motivated, and success-oriented. Community is willing to support technology in the schools.
- The Sunnyside community is rich with diverse cultures. There atmosphere is welcoming and it seems like everyone is family.
- Great students and teachers
- Kind and caring
- The community has a very diverse population. There are usually people related to other people who you might not realize are family members. Large family units with lots of cousins, aunts, uncles, and such.
- We are very close and hold certain beliefs in high regard. Such as: honesty, respect, dedication, and hard-work.
- We need a superintendent that is familiar with our demographic. We have amazing students who have many gifts and in my view the new superintendent must realize their potential.
- The culture and heritage in our schools is widely valued. Folklorico, mariachi, food, customs, tarditions, etc. Parents value who they are and like to have their culture admired and respected. Most parents are authentically involved in their child's' education.
• Our school community has great support of most parents. A lot of the parents attended our school and now their children are.
• Kind, caring people. Small-town feel—many families have lived here or gone to school here for generations. Strong pride in where they have come from and where they are now.
• Supportive, multicultural, diverse, family oriented, low income, child centered
• Sunnyside is comprised of caring individuals who strive to meet the childrens' holistic needs.
• Tucson is a wonderful place filled with culture, warmth, and lots to do for every age.
• This community has always had a feeling of family due to the fact that there have been generations that have attended the schools from elementary to high school.
• It has people who have lived in it for generations who have established traditions within the community and the high schools. It has graduated students who are now leaders in Tucson. Those leaders help students remember what was great about Sunnyside and what is possible to achieve.
• Ethnically linguistically diverse population
• The kids in this community have a kind heart. We have great parents that are involved.
• We have a high poverty and high ELL population. We need someone who understands the needs of our population (kids and parents). We need someone who does not show favoritism and who will make the tough decisions that need to be made, starting at the top.
• Our Sunnyside Community is a closed-knit group. We work together when the good of the student is involved.
• Close knit. Into our college teams. Great restaurants downtown. Trolley has brought the University and Tucson closer together.
• They want better things for their children
• SunnysideUSD has traditionally been on the "cutting edge" of education. This is a very innovative school district.
• Our community is a strong community who wants the best for our students and our employees. We strive to give the best back to our community every day and want a candidate for Superintendent who will help to foster growth and prosperity in the community.
• It's not a very large city, but large enough to have good resources. It is multicultural and accepting of those culturals.
• This community is filled with bright, talented, intelligent people. It can be a positive growth community.
• Very caring and social community. Many of the residents have lived here for many years and care about the children and their education.
• We are a community of strong people that strive for justice and peace amid a maelstrom of unharmonious events. Strength, patience, and courage are our trademarks of this community.
Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

- Craycroft is like a big family. We not only work together, but also support each other any way we can.
- Committed, caring staff, both classified and certified. All schools have parent involvement, nurses, counselors, PE coaches. SUSD used to have full time Art, Music, and Library teachers in elementary schools, because all of our students need and deserve the chance to learn and grow with exposure to more than the basics to be participants in our multi-literate society. We also had a more comprehensive preK program. Did these things really need to be cut? Perhaps our new sup't can find the cash somewhere in the Ginter Rd building. Access to technology and technology infrastructure is available at all schools, albeit in differing levels of implementation.
- Our schools have very committed teachers.
- Our community is extremely supportive. We have many resources to support students, families and staff. Our access to instructional technology provides boundless opportunities for learners and teachers to push beyond what we used to do, and to really empower our students. So many things are possible here!
- Teachers are learning about Common Core although teachers need resources. STEM units are being taught in elementary classrooms. 1:1 in grades 4-5 although teachers need more support and technology training. Teacher shortage within district - teachers are leaving and many subs in positions.
- Students and Parents work hard against a lot of economic difficulties. Teachers and staff taking pay cuts and going beyond what is required to help students. Students are working hard and staying involved in clubs and sports in school and in the community.
- They are a source of pride and kept in comfortable condition.
- Great administrator. Teachers are teaching with rigor and have high expectations for the students.
- Our IA's and teachers are always working in the best interests of the students. Each year seems to bring additional duties and responsibilities not to mention changes in programs. Still these undaunted public servants bear with the changes.
- My school is dedicated to educating the students. The staff donates hard hours to ensure readiness.
- Parents love and want the best for their children. We, (administrators, teachers, staff, students, parents) are family. We have our good and our bad but we have the best interest of the children at heart.
- My schools are interconnected with families and generations.
- Teachers who care, who put in extensive extra time (beyond contractual responsibilities). Students who are respectful, hard-working, motivated, success-oriented. Laptops for all students - lots of tech support. Some colleagues are great collaborators - often outside of official collaboration time. AVID is fantastic support for our students. Our AP program is rapidly growing.
- The Sunnyside schools are staffed with caring, professional, dedicated, and highly effective teachers.
- Great students and teachers.
- Caring staff
• Dedicated personal who stick it out through the tough times. Many who are very good at their job. People are willing to work together when given the opportunity. Technology rich environment that when utilized correctly can be very enriching for the students.

• We have great kids that are eager to learn, are capable of great things, and deserve a chance to compete at a higher level. Most schools are dedicated to doing what's best for kids. Which isn't necessarily cramming them full of information that will lead to a higher letter grade.

• I would hope that the superintendent would assist in the implementation of the We the People civics curriculum and would place a high importance on civics being focused on in the middle schools.

• My school has a large number of highly dedicated, caring, and trained teachers. I truly have never worked with more dedicated staff. We really care about the students.

• Our school is lots of activities to support the students.

• Strong pride in our academics and athletics. Ownership of students as a whole, not just MY kids. Teachers who come at 6am and leave at 6pm in order to tutor, do extracurricular activities, or just plan a great lesson for the students.

• Diverse, serves the whole child/family, focus on long term goals, outreach programs, community based,

• Even though Sunnyside serves a community of mostly low-income students, it promotes rigorous academic standards.

• my school is filled with caring teachers and instructional aides.

• Many of our teachers went through the Sunnyside school system and have given back to the community by returning as educators, which indicates that they had a good experience themselves. Right now, the best thing about our schools is Dr. Favela.

• Our schools have teachers who really care about the students. It has students whose families have lived within the district for generations and help keep traditions and values strong.

• Teachers have some technology

• Staff are great with students and other teachers. They are welcoming and hardworking.

• Our schools have wonderful, caring, and over-worked teachers. We love our kiddos, parents, colleagues, and our community. We need someone who will ensure that the district prioritizes staff members who work and/or deal with children before other employees.

• Our school right now is divided. Our morale is low and the teachers are looking for other jobs.

• My schools are both filled with hard working teachers who give their all to the kids.

• The teachers are very dedicated

• The faculty members work hard to keep up with the changes in education standards, technology, etc.

• In our schools we have teachers and staff that work hard to meet the needs of our students and help them to achieve all that they can. We have parents who are supportive of education and want the best for their children.

• Caring about the whole student and their connection to their community. Teachers who are devoted to teaching because of the students.

• The schools are attempting to move forward in scholastic standings.
• There are many great teachers who give so much to their students. We have great access to technology and wireless access is impressive and better than anywhere else in Tucson. Many teachers also live in the community and those that don't work here because of the students.

• The school strives to work with the family to inculcate positive outcomes for our children.

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's first priority should be the students and parents and next the teachers. If parents are not happy, they leave. If teacher's are not happy, they leave. We want and need a strong district that respects everyone and gives teachers more support financially and in the classroom.

• High teacher turnover and lots of long term subs due to inadequate pay. Climate of fear and mistrust persists from previous supt's policies perpetuated by his continuing hires and promotions. Top heavy, ineffective administration, classified and certified at district office and high schools. Too many directors and coaches( not talking sports, here)! Lack of job descriptions for positions, creating imbalance at school sites based on individual interpretation of job duties. Lack of enforcement by principals for those who do have job descriptions, but refuse to do it, because of personal preference or incompetence. Misspending of taxpayer monies on computer based curriculum that does not promote higher order thinking skills, or on books that will never be read for ELA because classroom teachers were never consulted.Kids only have time to be consumers, rather than creators. Lack of genuine teacher input into district curriculum and policies. View that teachers need to be told what to do, how to do it and when to do it rather than be treated as the professionals they are. Programs are deemed more important than professional judgement. Which leads back to high teacher turnover.

• The superintendent should be made aware that teachers love their jobs but are feeling undervalued and are due for a raise.

• Patronage-We need to step away from the "good-old-boy" system that is still alive and well. In the district and at the building level, positions are appointed, or, if there is a "process", the final candidate is pre-determined. It makes it very hard to question, to promote new ideas, and to move forward. We are stuck in what's easy and what we are used to doing, come late, leave early. Lack of support for district Initiatives - We have a vibrant community of students, families and teachers who utilize technology, and we are ready to keep pushing the envelope, but building administrators are holding us back. For the most part, they do not seem to have the buy-in, the skills, or the need to join what is happening, and they model their lack of support to their staff. Instead of going forward, we are going backward. Administrators especially need to have expectations set for them that they are on board with district initiatives, and not subverting what we have committed to. Then they need to hold their staff to those expectations.
• Curriculum resources for teachers who teach more than one subject (ex. grades k-3) should be improved (we need stronger resources, not just huge units that we have to sift through in ELA) as well as Teachers need more professional development. Teachers now are either attending math or ELA training even though they are teaching both. This causes differences in classrooms, misalignment across the district, and a heavier workload with teachers not being able to catch up on preparation - units are new and teachers are doing a lot on their own! Pay is low for all this work. Instructional assistants are not being trained sufficiently to support classroom instruction.

• District wide pay-cuts have made it very difficult for many, and a lot of teachers and staff are at the end of a very small rope. Teachers and staff have been continually asked to do more each year and with no pay increase and with less staff, for at least 8 years. We are one of the lowest paid districts in the nation and in the world, yet we continue to strive for the sake of the children.

• Teachers are not highly valued, although many are highly qualified, they are under-appreciated.

• Behavior issues and not strict enough policies academically for middle school students. Too many students are able to pass to the next grade without learning the curriculum. Too many behavioral issues that do not have consequences.

• Fatigue is a major issue in the schools. All of this extra effort has taken a toll. Morale is low. We had a boost in morale with the appointment of the Interim Superintendent but too much status quo regarding an over abundance of top down decision making combined with a sense of devalued professionalism among the teaching ranks. In addition, understand that the students with whom we work seem to be apathetic (too many don’t seem to have a sense of opportunities awaiting them). Also, from my point of view there seems to be a imbalance between the number of personnel at Central office away from the classroom and the number of personnel required hands on with the students. Communication is lacking. A new superintendent will need to improve communication lines which have been enhanced by the Interim Superintendent. However, communication between Central office and the classroom, site Administrative offices and the classroom, and within school sites is lacking. Finally, we are losing good teachers throughout the school year due to frustration (lack of support in addition to previous morale issues) and finances. "I can have similar frustrations but be compensated better, I'll go there." is the reasoning. Good luck!

• An issue in our district is teacher pay. Teachers have been working here for many years and have seen pay cuts. In addition, I feel any final candidate should have worked in this area or lived here to understand the diverse community.

• The superintendent needs to know that our district and parents are committed to providing technology and 1:1 computers for our children. This will help them out of the cycle of poverty and help them to be competitive in the workforce and in college.
• Our district is falling apart. We have dedicated teachers, wonderful students, some functional technology, and a really pretty website. Sometimes we get pencils and even writing paper. We have few subs and teachers routinely split up their classes when colleague is home with the flu. There is no planet on which this would be considered good for kids. The education of a hundred children is disrupted on at least a weekly basis, if not more. We have no materials and the computers are NOT reliable, which leaves us scrambling no matter how many back-up plans we have. There are cockroaches and the buildings are falling apart. Some students' main meal of the day is the revolting lunch that I won't eat no matter how hungry I am. I have seen Title I schools with decent food. It is possible. Our top students can barely hold their own against average students from elsewhere. We think they're a success because they are more academically successful than their peers, but despite all the public relations to the contrary, the bar is set really low. These children are better than this and they deserve better than this. The way they are treated is unethical. Please help us. These children are amazing and they are treated unethically by people who either don't care, are too worn out to fight it anymore, or don't know enough to know the district. This doesn't apply to everyone. Our current superintendent is amazing. But the system is a mess.

• Building a trustful relationship between Teachers and District Administrators and picking up the pieces the former Superintendent left in complete disarray. While there has been some progress made with the current board, there is still lots to be done. Give teachers a chance to have input in decisions to be made and not just through the school administrator. While there has been some progress made with the current board, there is still lots to be done. Give teachers a chance to have input in decisions and not just through the school administrator.

• The district is a political hot potato, and can burn the best of them.

• Teachers feel overwhelmed and under-appreciated. LEARN is not as great as people try to say it is - it is far less user friendly than some other tools, such as Google Classrooms. To implement project-based learning and academies at the HS with fidelity, there are monies that need to be invested.

• The Sunnyside district has become "top heavy" over the years. We have far too many certified, non-teaching staff. We have more than we need. In some cases, there is climate and belief that teachers and support staff are ineffective and don't deserve to be appreciated. The evaluation instrument that is currently in place is seen by some principals as a punitive tool rather than a tool to help teachers and support staff improve and be the best that they can be.

• Teachers have been disrespected for a long time and we paid the last guy $500K to go away, so we don't have a lot of money left for him/her.

• Teachers have not had even cost of living raises for several years. Once Career Ladder ends, many teachers will be making less than when they started.

• Frustrated teachers who have been directed to use technology but not given time to load / fix up the technology. Teachers are asked to use technology or programs they are not trained on. Teachers are under paid. Technology is used by many of the people in the district however it is not appreciated by many of the students. They take it home and break it and then can not participate properly in class because of it. There are fines but the district struggles to enforce those fines and recoup their money.

• Need for Curriculum Stabilization - Professionalizing Teacher Salaries - Assuring that ALL employees are held accountable, regardless of affiliations. - Keep the minimal number of district office employees. - Eliminate unnecessary positions.
• The 5 year plan implementation, that should be a non-negotiable.
• Lack of raises and teacher pay is critical. Awesome teachers are leaving the district left and right for higher paying jobs. It is not very hard to make as much money as a teacher does per year in jobs that don't even require degrees—that is terrible! How will we get qualified individuals that are well prepared to teach when they realize that they can do so much better working in a different career that pays so much more money. Also, teachers are overwhelmed and overloaded with so many district/principal expectations. Teachers are overwhelmed. As a district, I feel that we need to select the most critical items in need of focus, prioritize on those and train teachers in those areas. The other areas can come later. Teachers can't do everything all at once and do it well. We will end up with doing so much, but so much not done very well.
• Teachers would like more pay, smaller classes, full time music/art/library.
• Lots of negativity towards the superintendent position in the past. Distrust from both teachers/staff and families. Money seems to have always been an issue in this district—where did it go and to whom?
• The people in the community, schools, all matter. Issues related to poverty. English language learners needs. Teachers are the backbone of every school and needed to be valued and heard. Technology is a huge piece of today's world, but the use in the classroom needs to be refined. Having students plugged into computers in a classroom isn't quality teaching.
• Be aware of the multi-faceted needs of our students. Academic rigor and relevance are important, but it's also important to make sure the students' basic needs are met first. Many families in this community struggle with inadequate housing and food insecurity, which directly impacts academic performance. It is also extremely important that any potential superintendent have compassion for immigrants, including our undocumented children. We value all of our children, regardless of nationality or immigration status. To be blunt: if you have antagonistic feelings towards undocumented immigrants and do not feel that you can advocate for them, then Sunnyside is NOT the place for you.
• The new superintendent should be aware that our district has invested heavily in programs and technology rather than investing in its teachers. This has led to unprecedented levels of teacher turnover mid-year teacher burnout.
• Teacher retention is at stake here. What do you bring to the table to help keep teachers here at Sunnyside...
• The superintendent needs to have experienced the demographics of our schools and community and do what is best for them and not what is best for themselves.
• The superintendent should know that community members and teachers want to work together and have a voice that is respected and heard. He or she should know that not all teachers and students believe in computers and technology taking over learning methodologies. Many students in the high schools at Sunnyside say they are tired of carrying heavy backpacks, hurting their eyesight, and of not having principals listen to their needs.
• Socio-economically depressed population and immigrant residents mean students are not starting school at the same levels as peers in the general population.
• This school district is known for it's fine arts programs in elementary schools. But art, music, and library has been reduced. We want a strong fine arts program in all schools not just half of the year.
• Teachers are feeling disrespected, teachers need a pay raise, we need our parents/students to be MORE accountable. Not everything should fall on the shoulders of the teachers.
• Our parents are misinformed pertaining to the academies. Most parents do not know how it works, and some of our students are placed in the wrong academy.

• He/She should be aware that our district is much too top heavy in that the administration has too many employees that get paid much more than teachers and that should be evened out more. Also, this is an arts district and the new superintendent needs to put emphasis on the arts and get the art and music teachers all back to full time at one school.

• Poor Moral  Low Teacher Pay

• The new superintendent should understand that the personnel in this district have collaborated, literally, for years to plan innovative educational programs to meet the needs of our students. The new person needs to come in with an openness to learn what we have accomplished and possibly make suggestions. It could create a major morale problem if the new person comes in and wants to change everything we have been developing through the school improvement program.

• A candidate for superintendent should be aware of the past history of the district and have the ability to bring a community together.

• Lack of COLA increases in teachers for the past 7 years. Lack of teacher salary increase in relation to experience and education. Need for more qualified teachers in core subjects. Not just picking teachers who taught at other districts because we are short on teachers. We need to be more selective about our teachers.

• Computers and technology are not the only needs of the students. Buildings that are updated, educators that are paid adequately and treated fairly are the foundations of modern education.

• I think the biggest issue from a teacher's perspective is the lack of respect and value many of us teachers feel. We do so much for our administratators and students but the district is constantly asking us to do more. Pay raises needs to be a priority or the district will continue to lose staff members.

• Teacher salary, often viewed as an 'extra' expense, is greatly lacking. The dedicated and bright teachers that struggle here are faced with overwhelming paperwork and data analysis while being denied the resources and creative energy time frame which impedes their ability to reach the student through lessons that awake and excite. Given this environment for teachers, they are faced with the very difficult and painful choices of finding work which will offer a living wage for a professional with a master's degree and post master work. The energy and skill which go into the teaching profession are underrated and underappreciated by many. Teacher salary should be a primary expense.

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

• Respect his/her community! Get out there and show parents and teachers that you are concerned with what happens in the schools and support the district 100%. Show up at meetings in the schools and community so people get to know who you are.

• Actual classroom experience of at least 5 years, principal for at least 5 years, ability and desire to effectively communicate and welcome input from all stakeholder groups: students, parents, classified, certified, community. This candidate must be pro-student and pro-teacher, and realize that resources be most directed at their success, not at providing nonclassroom jobs in administration for employees who've "done their time" or who have friends and relatives who can get them a job.
The superintendent should have knowledge of the special culture of this community and be sensitive to listen to the needs of parents and teachers. The superintendent should be honest and should mandate transparency by all involved in making our schools the best.

Experience with restructuring- the ability to downsize the bloat of district administration and building appointments of less competent and extraneous staff. A history of successful leadership- the ability to get people to follow and to produce results. Examples of personal and subordinate accountability- the willingness to hold people accountable, and to expect competency and excellence. A commitment to dual-language opportunities, and to maintaining our support of diversity. The vision and commitment to uphold our commitment to the use of instructional technology and to its potential.

Curriculum and Instruction expert Knowing how to support principals in developing their schools professional development through PLC's collaboration and data analysis. Stronger central office leadership in curriculum, more people needed to get into the schools and support teachers with materials, resources and training. Supporting principals in being stronger site leaders, clear focus on site goals and supporting teachers. Creating stronger school communities, positive exposure in the media. Track record for being able to raise achievement levels across a district. Professional image, no drama or distractions. Well-liked by education community --says a lot!!

Good morality and integrity, God fearing. Willing to put others ahead of their self. Honesty and fairness towards all. Remembering why we are here and who we are serving. Courage to step up and make a change when needed and also the common sense to step back and know when to not to change something that is already working. Must have experience in working with low income, low tax bracket districts and share their successes.

They need to know the community well and have familiarity with the special needs of the students.

Honesty; Hardworking; Straight-forward; Knowledge of issues; Respectful; and have a vision that is realistic. Also, is determined to have each student/teacher be accountable for their education and on GRADE LEVEL or ABOVE

HONESTY, INTEGRITY, focused on developing the whole student, be an advocate for good pedagogy. A fighter for what is right and good in education.

Flexibility  Compassion  Dedication

Patience. The ability of speak and communicate our district's philosophy to all people. Problem solver. Respectful

Someone who cares about the students, their families, teachers, staff, and the community would be ideal. Also, someone who is familiar with site based instruction and realizes that different schools have their own population and each school should make decisions based on the students in attendance there vs. uniform decisions for all schools. There needs to be differentiation, just as one would differentiate in a classroom/school.

The new superintendent should put the interests of teachers higher than administrators or board members. An open door policy should become available for teachers to enter and converse. Teachers should have recourse and suitable action to protect themselves from some of the shaky practices that the district uses.

Cares about students and realizes that teachers are the thing that makes the most day to day difference for those differences. Should be truly tech-savvy, and not just good at talking about it. Should believe in the potential of ALL students. Should be committed to the academy model.
• Integrity, professionalism, compassion; teaching experience (ten years or more); communication skills; responsible; open; honest; visible; has an open door policy; open-minded; fair; equitable; educated; leadership skills

• Cares about teachers and respects their professional opinions. Someone who won't say "be a team player" because a teacher thought that something like Career Academies was a bad idea that we don't have the personnel for. Someone that will notice that very few people like Career Academies and still, to date, a laptop computer has taught exactly 0 students.

• Honesty, transparency

• Loyal, trustworthy, willing to support the decisions of the people in the district and believe they know their jobs, organized, willing to accept constructive criticism and make changes if necessary, keep speeches short and sweet, eloquent speaker

• We would love to have someone who is: honest, driven by student/teacher needs, in touch with all stakeholders, willing to meet halfway to avoid wasted time, SOMEONE WHO VALUES TEACHERS.

• a great communicator Must place administration expectations and financial compensation on the same importance level as teachers

• Understand the culture and appreciate it. Be bilingual and personable. Be willing to attend school events and be involved with our school communities. Be interested in more than just the numbers and the final data of student growth-think about what is best for the actual students and teachers. Hold teachers in high esteem and work towards getting teachers fair salaries and raises.

• Care about teachers and students

• Fairness, knowledge of k-12 educational practices, willingness to admit s/he is wrong or misinformed, willingness to learn new things, willingness to work WITH people, not dictate to them

• Understanding of the community Strong knowledge of public education Value quality professional development Empower teachers Visiable in schools Strong interpersonal skills Visionary, but understands the need to understand the impact of change at every level Strong communication skills Commitment to the district... Not a stepping stone I'd prefer someone from Tucson and understand the difficulties our state government has created for the education system...

• One of the most important traits a leader must possess is the ability to collaborate with colleagues, employees, and students in a respectful manner. Integrity is also important. Make sure that every decision you make is in the best interest of our students and our community.

• We need a superintendent who has spent at least 10 years in the classroom; a superintendent who recognizes the importance of retaining your most experienced teachers.

• cultural awareness, positive outlook, a desire todo whats right for kids, and teachers...

• The superintendent should be someone that is easy to talk to and that actually listens to what teachers have to say. Someone that has already been in the district for many years.
The person should have an awareness and consciousness of what it is like to grow up in and attend a district with generations of Mexican American families. He or she should also be aware of the challenging needs of immigrant students, and have experience bringing people together who have different backgrounds. He or she should be supportive of the district personnel, especially starting with students, classified staff, and teachers who are at the grassroots level, and not have his or her own agenda to meet his own needs.

Understanding that teachers already have a lot of responsibility and work, and understanding that there is only so much teachers can do with the time, resources, and pay they are given.

Therefore, background discrepancies can be partially bridged during early childhood before kindergarten. can be partially bridged during early childhood before kindergarten. ELL students can learn some English as well as academics to help give them a more even chance to "make the grade."

We need someone that well advocate for students AND teachers! We want someone that will listen to what this community wants. The community voted for a fine arts school. This is a big reinforcement that fine arts is important to the community but it shouldn't just end at the new fine arts school it should be in all schools.

They need to LISTEN and ACT accordingly to the struggles that teachers and schools are facing. Be REALISTIC, do not shop around for the programs, just because they are cheap, are a good deal, or are technology-based.

Must speak Spanish and be seen in the schools. She/he must not hide in the district office and be willing to listen to what the parents, students, and staff have to say.

Being fair and having confidence to fix our many problems.

1. Objective to new thoughts and ideas 2. Increase Teacher Pay 3. Out of compliance IEPs

Inspirational leadership. Ability to communicate effectively with administrators, teachers, students and community members. Ethical conduct demonstrated by past performance. Our new leader needs to show respect the work we have produced over the years. Honesty and integrity

An ideal candidate for Superintendent would be someone who is well versed in the field of education, with extensive experience as a classroom teacher before becoming an administrator. One who is able to bring all parties together in order to hear all sides of the issue before making major decisions. Given the fact that we are in a predominantly Hispanic area of the city and work with a predominantly Hispanic student population, the Candidate for Superintendent should be someone who has knowledge of the Spanish language and is able to communicate with parents and other community members in Spanish.

Leadership - not swayed by public opinion when public opinion might not be the best for the students/district. Financial skills - to understand how to better budget and distribute funds within the district. Ability to understand the Latino culture - doesn't necessarily mean to be Latino, but rather can connect and understands how Latino culture affects students and the learning.

The ability to see in the future, not just in the present. To plan for tomorrow with an eye on the real needs of today. To know what is required of teachers, what is being asked of students and the ability to place themselves in the shoes of their teachers. To defend the teachers and know that standing behind a good teacher is better than having to hire poor teachers to replace good teachers that were not supported by the district.
• Needs to be part of the community (promote from within or from someone from the area). Also willing to get input from the stakeholders and admit when they are wrong. We don't need a person who is just using Sunnyside as a stepping stone to something better - but is willing to be with us for the long haul and really fix things with the focus being on the students.

• The superintendent should be invested in this community and area with their attitude. Our school district had a less than desirable experience with an outside person. Hopefully they will take our students to heart and help all of them be successful.