



## SUPERINTENDENT SEARCH

*Leadership Profile Report*

Delaware County Intermediate Unit  
Morton, PA

July 2, 2008

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## A REPORT ON THE LEADERSHIP PROFILE

We are pleased to present the findings of the Executive Director's Leadership Profile conducted by PENN SEARCH for the Board of Directors of the Delaware County Intermediate Unit. This assessment instrument was developed with Board input to engage key stakeholder groups in clarifying the leadership qualities that the DCIU should seek in a new executive director. Eight meetings were scheduled, two of which had no attendees, with stakeholders from various groups that represent DCIU clients, leaders, and employees. (Please see the Overview section below for meeting dates, stakeholder groups and numbers participating in each session.)

The profile included three general questions, as follows:

1. What are the three qualities that you most want to preserve in the Delaware County Intermediate Unit
2. What are the three key issues the intermediate unit must face today?
3. What are the three key issues the intermediate unit must face in 3-5 years?

In addition to these three questions, opinions and specific comments were sought with respect to the personal characteristics, leadership skills, and professional competencies which should be required and should influence the selection criteria for the new superintendent. The consultants explained that this work would be presented to the Board, who would make the final judgment to reflect these preferences in the placement of advertisements for the new superintendent and the development of interview protocol for prospective candidates.

The Board considered all stakeholder input as a foundation on which Board members built the final Leadership Profile. As such, the Profile represents the judgment and prioritization of the DCIU Board, informed by stakeholder input. The key qualities to preserve, priority issues to face, and characteristics, skills, and competencies will be incorporated into the position advertisements and into the Board's interview process – forming the basis for questions to which candidates are asked to respond both in written form as part of the application process and verbally as part of the interview process.

### **Overview**

Stakeholder Input Meetings were held May 28<sup>th</sup> through June 3<sup>rd</sup>, 2008. Eight such meetings were scheduled – six with the following stakeholders and 2 “open meetings.”

Below is a list of the session dates, target stakeholder groups and the number of participants at each:

- Professional and support staff, May 28, 5:00 p.m.; 13 participants
- DCIU administrators, May 28, 7:00 p.m.; 3 participants
- Parents/Students, May 29, 5:00 p.m.; 6 participants
- County/Organizational representatives, May 29, 7:00 p.m.; 0 participants
- Superintendents, June 2, 5:00 p.m.; 5 participants
- Executive Council, June 2, 7:00 p.m.; 12 participants
- Open session, June 3, 3:00 p.m.; 5 participants
- Open session, June 3, 5:00 p.m.; 0 participants.

Each Stakeholder Input Meeting started with the participants completing the Leadership Profile Assessment instrument (LPA) developed by Penn Search and modified in conversation with the DCIU Board Executive Council. The LPA was used as the basis for each of the Stakeholder Input Meetings. After participants individually completed the LPA they discussed their individual responses with each other, developing a “shared” or common response to each question.

### **Organization**

The report is presented in three parts:

- Part 1 provides the final leadership profile, in which Board members prioritized stakeholder input and developed definitions of key attributes and expectations for the executive director.
- Part 2 contains a preliminary “synthesis” of the work from individual stakeholder sessions, with main ideas/themes from each section of the survey outlined. To be included here, an idea had to be mentioned in four or more of the stakeholder input meetings. The synthesis is followed by a typed version of the flip chart notes taken at each session, representing the discussion of the participants in each session.
- Part 3 provides a blank version of the leadership profile survey.

The consultants thank Board President John McMeekin, Executive Search Committee Chair Ed Cardo, and Board Secretary Theresa Hammond for their leadership of the Board efforts and for their assistance in organizing the stakeholder input meetings. We also thank all participants for their candid and clear feedback and their time and interest in this important process.

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PART 1: FINAL LEADERSHIP PROFILE  
(Prioritized and Defined by DCIU Board)

## **Delaware County Intermediate Unit Executive Director Leadership Profile**

### **I. Qualities that are most important to preserve in the Delaware County Intermediate Unit**

- A. Top quality staff
  - Diversity of talents and skills
  - Great care and concern of teacher and teacher assistants working with students
  - Employee motivation
  - Expertise: anticipate what others don't know they need; this requires staff who can lead in these areas
  - Maintain support for integrity and commitment of teachers
  - Continuing education for professional staff and paraprofessionals
  
- B. Top quality scope and range of programs and services
  - Scope of services
  - Commitment to excellence – in programs, people, and service
  - Commitment to provide best education opportunities available
  - Programs that add value, and provide unique/different value
  
- C. Entrepreneurship, Leadership, Vision
  - Districts need I.U. to be entrepreneurial and forward thinking, to see what is coming and look for solutions
  - Proactive for cutting edge practices
  - Develop joint programming and relationships
  - Provide program foresight while fulfilling mandates
  - Think outside the box
  - Maintain global (broader than county) vision and serve districts with different needs
  
- D. Internal equity and service to 15 districts in the county
  - Broad range of socioeconomic realities in county
  - Treat districts as clients; serve all 15 school districts
    - Special education, IDEIA, PDE
    - Support services
  - Collaborative leadership
    - Promoting understanding between school districts
    - Repository of information and services

- Maintain open exchange/transparency

## **II. Key Issues the I.U. Faces Today**

### A. Fiscal management

- Funding
  - Using funding effectively to get results
- Changing market and cost structure for providing special education
- Do a better job/retaining vocational tech

### B. Sustaining excellence and high quality staff

- Under conditions of constraint (fiscal, legislative, etc.)
- Quality of staff
  - Recruitment
  - Retention in a competitive job market
  - Balancing cost effectiveness with competitive compensation
  - Providing ongoing professional development
  - Administrator turnover: ensuring new person can be effective from outset
  - Retirement wave among experienced staff

### C. Vision of future

- Understanding what changes are, or will be
- Anticipation
- Being proactive to serving community needs

### D. Leadership

### E. Dealing with legal issues and changing laws (compliance)

- Particularly special education

### F. Staying on top of all issues

### G. Internal equity (within county, across 15 districts)

### H. Allocation of responsibility (of budgets, programs, etc.) within I.U.

## **3. Key Issues the I.U. Faces in 3-5 Years**

### A. Funding and fiscal issues

- Attracting new revenue
- Enterprising
  - Consolidating/relocating programs to be cost-effective
- Sustaining funds over the long term
  - Refunding or reapplying for grants
  - Particularly seeking federal and state funds

- Identifying and leveraging resources
- May have to make difficult decisions (due to costs) that affect students

B. Continuing demographic & economic changes

- Equity: disparity between “haves” and “have nots”
- Staying on top of issues as they emerge

C. Leadership to see and direct changing mix of services and programs

- As service organizations, look at changing regulations, laws, and client base to meet needs of 15 districts
- Implementing – adjusting vision as we move forward
- Anticipate needs, plan to provide facilities, deliver quality
- Keeping ahead of competing programs

D. Increase communications

- Inside I.U.
  - Nurturing staff input and voice
  - Across staff and programs
- To broader public
  - Connect programs with community
  - Maintain/improve I.U. image with school districts

E. Staff retention and development

- Attracting high quality administrators, teaching staff, and paraprofessionals
- Retaining high quality administrators, teaching staff, and paraprofessionals

**4. Personal Characteristics**

A. Integrity/Honesty

- Open/forthright
- Transparent
- Above reproach
- Consistent
- Has passion for the children

B. Committed

- To leadership change;
- Proactive, understanding the mission and committed to fulfilling it

C. Good judgment

- Ability to see and react to problems, issues, needs and make good sound judgments that stand the test of time
- Reflective

#### D. Proactive

- Anticipatory; constantly seeking solutions
- Communicating appropriately to all constituent groups
- Not waiting to see what other person or group will do
- Lead – not be led

#### E. Student-Centered

- Involved
- Always put the students first; communicate this to the staff

#### F. Positive/Motivational

- Positive attitude
- Sincerity

### **5. Leadership Skills**

#### A. Visionary

- Has a vision of the future
- Anticipates and understands what changes may come
- Proactive in developing or adapting services to meet needs

#### B. Statesmanlike/Team Builder

- To get along with all facets of the IU stakeholders; can bring together stakeholders to work together to understand and fulfill the mission;

#### C. Innovative/entrepreneurial

- Seeing the possibilities and selling the possibility; creative or new practices to expand better deliver services; generating ideas

#### D. Holistic

- Looks at the whole picture; view every aspect of an entity; to be able to see everything

#### E. Incisive

#### F. Strategic

- Clearly engenders credibility; trust builder

### **6. Professional Competencies**

#### A. Communicating

- Board relations
  - Listening as well as professing
- Community relations (Superintendent, Districts)
  - Message given is message received
- Staff

B. Decision Making/Evaluating/Problem solving

C. Instructional: Special Education and Career/Vocational, Technology

- Awareness and understanding of the instructional aspects of this organization

D. Financial Management

- Background in financial management/managing a budget of substantial size; has had budgetary responsibility.

PART 2-A: PRELIMINARY SYNTHESIS OF STAKEHOLDER INPUT SESSIONS

## **Stakeholder Input Sessions Preliminary Synthesis**

### 1. Qualities participants most want to preserve in the Delaware County Intermediate Unit:

- High quality services
  - Scope of services
  - Commitment to excellence – programs, people, service, etc.
  - Committed to provide best education opportunities available
  - Programs that add value, unique/different value
  - Program foresight while fulfilling mandates
- Quality of staff:
  - Diversity of talents and skills
  - Great care and concern of teacher and teacher assistants working with students
  - Employee motivation
  - Expertise: anticipate what others don't know they need; this requires staff who can lead in these areas
  - Maintain support for integrity and commitment of teachers
  - Continuing education for professional staff and paraprofessionals
- Student/people focus
  - Focus on community, parents of students, school districts
  - Student (child and adult) centered
  - High level of caring for each child
  - Flexible programs to find individual needs
- Leadership, entrepreneurial and visionary
  - Take leadership
  - Proactive for cutting edge practices
  - Think outside the box, visionary
  - Joint program and relationships
  - Districts need IU to be entrepreneurial and forward thinking... see what's coming and look for solutions
  - Maintain global (broad than county) vision and districts with different needs
  - Program foresight while fulfilling mandates
- Reputation, Image, Brand:
  - Reputation for service, excellent programs and good place to work
  - Positive image over time
- Service to all 15 school districts
  - Special education
  - Support services
  - Promoting understanding between school districts
  - Special education, IDEIA, PDE
  - Collaborative leadership
  - Repository of information and services
  - Maintain open exchange/transparency

## 2. Issues the I.U. must face today:

- Staffing
  - Under conditions of constraint (fiscal, legislative, etc.)
  - Quality of staff
    1. retaining
    2. availability
    3. cost/effective/competitive
  - recruiting and retaining high quality staff to provide services to neediest and most vulnerable kids
    1. includes professional development and support for system
  - retention of experienced professional staff in competitive job market
  - Hiring quality fed staff in that job market – vacancies
  - Facing a retirement wave
- Accountability
  - Higher levels of accountability for what we do and helping others do it
  - Need to help others develop capacity
  - We are seen by districts as experts and models
  - Mandates
    1. Law and litigation around mandates
- Connections with internal and external stakeholders:
  - Maintaining the personal
    1. Personal connections, know the people and their work
  - Staff need to feel part of larger whole – particularly those off-site who feel isolation
  - More teamwork with schools
  - Foster relationships with local administrators (principals) and teachers
  - IU as glue (needs to be) among school districts
  - Communication
  - Collaborating with each other
    1. within and across buildings and sites
- Public and parental expectations
  - Cost of special education
  - Desire for more and better programs
  - Competition/communication
  - Programs to meet individual needs of students/programs
- Environmental changes
  - Cultural diversity
  - County diversity and ESL family is increasing which is not reflected in IU Staff or publications
  - Alternative revenues
  - Change requires sustaining quality while we change what we do
  - Tension between haves and have-nots (districts)
    1. catering to diverse needs and coordinating among districts
    2. lack of coordination versus need for personalization/targeting services

- Sustainability
    - Funding
      1. lack of money clarity
    - Morale is low
    - Money – using it correctly to get desired results
    - Exodus of administrators; ensure new person can hit ground running
    - Hiring and retaining staff – leaders, quality programs
    - Perception is that IU is falling apart, but reality is otherwise
3. Issues the I.E. must face in 3-5 years:
- Funding and fiscal issues
    - Funding –sustain long term
    - Grants expiring-refunding or reapplying or new grants
    - Funding (adequate)
    - Implications of costing out study:
    - Identifying who has resources, leveraging resources
    - Federal and State funds
    - May have to make difficult decisions (because of costs) that affect students
    - Consolidating/relocating programs to be cost effective
    - Year-to-year budget issues
  - Quality of Staff
    - Retaining and developing highly qualified professionals and paraprofessionals
    - Hiring qualified professionals
    - Hiring quality staff at less than “quality” salaries
    - Staff input and voice
  - Technology and digital divide
    - Technology – stay up with in class room for adult /child learners
    - New and emerging technologies. Concurrent issues
      1. Economies of scale among districts
      2. Cyber education: why not here in Delaware County?
      3. Example: PC refurbishing, distribution, technical support
    - “Digital divide”
      1. Fiscal stability: If IU is unable to deliver services at attractive rate, private enterprise will
      2. Educational apartheid in Delaware County
  - Continuing demographic/economic changes
    - Working poor
    - Old sections decline and organization
    - Continuing bifurcation of D.C. exacerbation
  - Service to districts/community connections/competition
    - Connect Programs with community
    - Communication and Articulation
      1. Across staff and programs
    - Anticipate needs, plan to provide facilities, deliver quality

- Maintain-improve IU mage with school districts
    1. Competition from other IU for professional development
  - Keeping ahead of competing programs
  - Continued growth
4. Top Personal Characteristics (with number of input sessions where this was a top characteristic in parentheses)
- Committed (5 sessions)
    - Committed to the work
    - Committed to staying in the job longer than last ED
      1. Long-term position
    - Committed to I.U. mission
    - Committed to best opportunities possible
    - Improve and fine-tune programs
    - Committed to finding solutions
    - Committed to all constituent school districts
    - Committed to DCIU board, to I.U. staff in building and throughout county
    - Long-term interest in I.U. (but better to leave if not where you want to be)
    - Continually improving investment in employees and organization
    - Well-run organization
  - Proactive ( 5 sessions)
    - Market driven needs assessment
    - Visionary
    - Not reactive
    - Anticipate
    - Not focus on “fires” (immediate)
    - Plan for what you anticipate
    - Not waiting for things to happen
    - Anticipating what’s next and how to deal with it
    - In forging relationships with school districts and principals
    - Keeping up with programs to be best in the U.S.
    - Entrepreneurial – see things coming
    - Ability to structure and operate organization day to day, while also casting an eye to the future
    - Addresses cutting edge, emerging issues
5. Top Leadership Skills (with number of input sessions where this was a top characteristic in parentheses)
- Team builder (6 sessions)
    - Collaborator
    - Trust builder
    - Build team with needed experience
    - Consultants/staff to next level
    - Brings “fresh” to us
    - Cohering and developing current team – fostering emerging skills

- Work morale
  - Improve on teamwork
  - All learn
  - Contribute
  - Bring different parts together
    1. special education and curriculum
  - Districts with I.U.
  - Inspires, empowers staff and supervisors to be leaders
  - To bring together 15 different personalities/cultures
  - Someone doesn't have to be bad for someone else to be good: building on strengths of individuals to make the whole stronger
  - Bring 15 school districts together around common interests; persuade to act in concert
  - Enable people to collaborate, communicate and work well with each other (no isolation)
  - Not a micro-manager
- Visionary (6 sessions)
    - Look ahead – what I.U. will be
    - Proactive
    - Looking forward to things not yet there to find new solutions to address challenges
    - How I.U. Programs can grow – what is possible
    - Anticipate changes needed
    - Forging a shared vision
    - Picture a future for DCIU – know how to achieve it
    - Envision multiple goals
    - Knowing what is coming around the corner
    - Envisioning and creating the future: see it, make it
    - Gathering information
    - See the future charting a course for the future
    - ID possible solutions within and outside 15 districts
6. Top Professional Competencies (with number of input sessions where this was a top characteristic in parentheses)
- Communicating (5 sessions)
    - Open
    - Honest
    - Inclusive
    - Direct
    - Clear
    - Approachable
    - Courage to engage in difficult conversations
    - Admit “error”, “lack of knowledge”, “I don't know”
    - Say “I know”
    - Take a stand

- Accessible across org
- Tell the internal and external world how great the I.U. is – self-promotion
- Listen actively and build consensus
- Express ideas effectively without being overbearing
- Charisma
- Two-way communication internal/external
- Communicate with constituents across 15 districts by job category and tying them together
- Forward process: Communicate, organize, communicating back for clarity therefore weaves through all processes
- “Checking in”
- Being able to effectively convey to any constituents
- Ability to share vision and mission of I.U. with staff and community
- Talk about accomplishments
- Open to discuss and hear real problems and issues
- Important to get things done
- Don’t expect people to read your mind

## PART 2-B: NOTES FROM INDIVIDUAL STAKEHOLDER INPUT SESSIONS

**Professional & Support Staff**  
**(Technical Schools, Special Programs, Intermediate Unit)**

Wednesday, May 28, 5:00 p.m.,

1. Qualities participants most want to preserve in the Delaware County Intermediate Unit:

- **Communication – All**
  - Internal and External
  - Parents
  - School Staff
  - Other services agencies
  - Business
  - Universities
  - Stake Holders - To continue respect the reputation with districts and schools as go to place
  - Planning with all stakeholders
  - Growth in employees and programs = more communication needed to support staff and that communication needs to go deeper and richer
- High Quality Services to Students and Families in DC
  - Respect
  - We have gotten complex
  - Great variety of “kinds” of “students” whether children or administration
  - Maintaining high quality staff
  - State of accountability

2. Issues the IU must face today:

- Recruiting and retaining high quality staff to provide services to neediest and most vulnerable kids
  - Includes P.D./support for system
- Higher level of accountability
  - For what we do
  - Helping others do it
    - 1. IU is seen by districts as experts and models
    - 2. We need to help them develop capacity
  - Responding to external mandates while maintaining excellence
- Maintaining the “personal”
  - Personal connections
  - Know the people and their work
  - Staff feel part of the larger whole
    - 1. Particularly those off site
  - Positive image of IU
    - 1. Pride

3. Issues the IU must face in 3-5 year

- Behavioral and mental health integrated into educational system
  - Staff
  - Tools

- Funding –sustain long term
    - Interface with communities
    - In Delaware County, address the way in which funding is provided
  - Maintaining buildings across country
  - Staff input and voice
    - They have expertise
    - From IU staff
      1. District staff
      2. Board members
    - Must be market (across country not just special education) driven
    - Executive director know how to do this
  - Retaining and developing highly qualified professionals and paraprofessionals
    - Lot of experience professionals retire 2-3 years
    - Not clear what new/emergence needs will be
    - Marketing and reinventing selves
    - Old and new mission
4. Top Personal Characteristics (with number of people selecting in parentheses)
- **Student Centered**
    - Kids, parents, staff
    - Their needs at center of D-M
    - Even when doing P.D. – it is about students
    - Personal learning as well
  - **Proactive**
    - Market driven
    - Needs assessment
    - Visionary
    - Not reactive
    - Anticipate
  - **Committed**
    - To the work – the ed process
    - To staying in the job longer than Chris
      1. Long term position
    - To IU mission
5. Top Leadership Skills
- **Visionary**
    - Look ahead – what IU will be
    - Proactive
  - **Team Builder**
    - Collaborator
    - Trust builder
    - Build team with needed experience
    - Consultants/Staff to next level
    - Brings “fresh” to us

- Cohering and developing current team – emerging skills
- **Inspirational /Entrepreneurial/Visionary**
  - Helps us be life-long learners
  - Teach us
  - Instructional leader to staff
- **Creative and Risk Taker**

#### 6. Top Professional Competencies

- **Problem Solving**
  - Proactive
  - Problem identification
  - Including others in P.S. process
  - Listen
- **Communicating**
  - Open
  - Honest
  - Inclusive
  - Direct
  - Clear
  - Approachable
  - Courage to engage in difficult conversations
  - Admit “error”, “lack of knowledge”, “I don’t know”
  - Say “I know”
  - Take a stand
  - Accessible across org

Work from Individual Small Groups

GROUP A

**Personal characteristics**

Courageous  
Proactive  
Student –centered

**Leadership Skills**

Entrepreneurial  
Visionary

**Professional Competencies**

Problem solving

GROUPB

**Personal Characteristics**

Committed  
Experienced in education  
Student centered  
(families, teachers. etc too)

**Leadership Skills**

Decisive  
Inspirational  
Risk taker  
Team builder

**Professional Competences**

Communicating  
Problem solving  
Instructional leader/not  
CEO

GROUPC

**Personal Characteristics**

Proactive  
Student –centered  
Committed  
Integrity/Honesty

**Leadership Skills**

Team builder  
Visionary  
Innovative  
Creative  
Trust Builder

**Professional Competencies**

Communicating  
Special Education  
Planning  
Problem Solving  
Technology

## DCIU Administrators (other than Executive Council)

Wednesday, May 28, 7:00 p.m.

1. Qualities participants most want to preserve in the Delaware County Intermediate Unit
  - Staff feels values and appreciated
  - Supervisors pushing for excellence in all things
  - Positive Reputation among most
    - Constituencies
    - General public
  - Commitment to D.C. to provide services
  - Ed to child and adult for jobs
  - Relationship w/ industry
  - Program foresight while fulfilling mandates
  - Programs
    - We can bring to those programs
      1. Unique value
      2. Added value
      3. Different value
  
2. Issues the IU Must Face Today
  - **Money**
    - Using money correctly to get results wanted
  - **Changing Socioeconomics**
    - Diminishing resources
    - Demographic changes
  - **Staffing Under Conditions of Constraint**
    - Double Bind
  - **Reduce cost for programs**
  - **Quality Staff**
    - Retaining
    - Availability
    - Cost effective/competitive
  - **Technical School Program**
    - Repositioned as desirable
    - Reinforced by Supportive Public Schools
    - Alternative Delivery Systems
  - **Public and Parental Expectations**
    - Cost of Special Ed
    - Desire for more and better programs
    - Competition/Communication
  - **Law and Litigation around mandates**

3. Issues the IU must face 3-5 years

- **Connect Programs with community**
  - Communication
  - Partnering with organizations/businesses/Ed
  - Grants
- **Communication and Articulation**
  - Across staff and programs
- **Technology**
  - Stay up with in class room for adult /child learners
- **Continuing demographic/economic changes**
  - Working poor
  - Old sections decline and organization
  - Continuing bifurcation of D.C. exacerbation

4. Top Personal Characteristics

- **Integrity and Honest (3)**
  - Do what say will do
  - Say can't be done
  - The basis for all else
- **Good Judgment (1)**
- **Student Centered (2)**
  - Facilitating Staff in Student centered work
- **Positive (1)**
- **Proactive (2)**
  - Not Focus on Fire
  - Plan for what you anticipate
  - Not waiting for things to happen
  - Anticipating what's next and how to deal with it
- **Sense of Humor (1)**
- **Experienced (2)**
  - In some part of IU work

5. Top Leadership Skills Leadership

- **Decisive**
- **Innovative**
- **Visionary**
  - Looking forward to things not yet there to find new solutions to address challenges
- **Inspirational**
- **Strategic**
  - Having that plan
- **Team builder**
  - Work moral
  - Improve on team

- All learn
- Contribute
- Bring different parts together
  1. Special Ed and curriculum
- District with IU
- **Creative**
  - New Solutions...
  - To inspire change

## 6. Top Professional Competences

- **Political Savvy**
  - Institutions
  - Know how to relate across roles/demographics
- **Special Ed/Careers/Technical Ed**
- **Financial MGT**
  - Good Background for effective Program and Other Mgt
  - Manage Limited resources to increase effectiveness
- **Board Relations**
  - Work with board changes – Quintessential Issue
  - Implementing policies without regard for political impact
  - Manage boundary/Spoke person
- **Labor Relations**
- **Decision Making**

## Parents/Students

Thursday, May 29, 5:00 p.m.

### 1. Qualities participants most want to preserve in the Delaware County Intermediate Unit:

- Committed to providing best education opportunities available
- Commitment to quality
- Flexible programs to fit needs of individual child
- High level of caring for each child
- Maintain support for integrity and commitment of teachers
- Continuing education for professional staff and paraprofessionals
- Proactive for cutting role practices
- Maintain open exchange/transparency
- Student Centered

### 2. Issues the IU must face today:

- More teamwork with schools
- I.U. fostering relationships with local administrators (principals) and teachers
- Market I.U. to schools (especially parents and pediatricians)
- Find M.S. and house individual I.U. program in one district
  - Keep children together as much as possible
- Staying on top of changing technology
  - Children's equipment
- Unsupportive school districts resistant to I.U. offerings
- Difference between what child needs and school district offers
- More info available on website
  - Specific to navigating the system

### 3. Issues the IU must face in 3-5 years:

- Hiring qualified professionals
  - Hiring and retaining
  - Funding?
- Grants expiring-refunding or reapplying or new grants
- Keeping ahead of competing programs
  - School districts
  - Other counties
- Changes to the special education law
- Funding (adequate)

#### 4. Top Personal Characteristics (with number of people selecting in parentheses)

- Committed (3)
  - To best opportunities possible
  - Improve and fine tune programs
- Proactive (3)
  - In forging relationships with school district and principals
  - Keeping up with programs to be the best in the U.S.
- Student Centered (3)
  - Keeping individual students education needs in the forefront
- Experienced (3)
  - Classroom to administration experience
  - Knowledge of special education law
  - Experience with diverse programs in I.U.
- Responsive (2)
  - Sensitive to cultural and environmental needs
  - To individual student and family needs
  - To employers concerns/program perspectives/personal issues
  - To whole landscape/official terrain-in holding both perspectives
- Accessible

#### 5. Top Leadership Skills (with number of people selecting in parentheses)

- Team Builder (5)
- Strategic (2)
  - Show school districts how I.U. could provide opportunities to leverage/integrate resources
  - Decision making should be clear and directly related to benefit families and children
- Innovative
- Creative (2)
  - Thinking outside of the box
  - Thinking of ways to make what you're currently doing, better
  - Solutions to keep pace with changing world and technology
- Trust Builder (2)
  - Building collaborative relationships between I.U. and districts
    - To work through egos
  - Interconnectedness between I.U. departments
  - Between professionals, parents, and students
  - Maintaining relationships built between parents, and districts
- Visionary (2)
  - How I.U. programs can grow – what is possible?
  - Anticipate changes needed
- Holistic
- Decisive

6. Top Professional Competencies (with number of people selecting in parentheses)
- Special Education (4)
    - Know what it means/can mean and how to get best possible education for children
  - Communicating (3)
    - Tell the internal and external world how great the I. U. is – self promotion
    - Listen actively and build consensus
    - Express ideas effectively with out being overbearing
    - Charisma
  - Community Relations (3)
    - Areas to know how to integrate I.U. into community
    - Enable working relationships with parents and students
    - Community outreach
  - Labor Relations
    - To advocate for staff needs
  - Instructional
  - Political Savvy
  - Delegating

7. Other
- Maintain the hearing impaired program at the I.U.
  - Maintain the speech and language program
    - Empathy for parents, desire to have their child be safe, accepted, and included in the environment that they are in

## Superintendents

Monday, June 2, 5:00 p.m.

### 1. Qualities participants most want to preserve in the Delaware County Intermediate Unit

- Leadership (in general)
  - IU is focal point
- Services to 15 school districts
- Supportive services: special education
- Maintain global (broader than county) vision
  - Districts with different needs
- Timely information: PDE, State Board of Education
- Leverage economy of scale services to districts without districts paying an “arm & a leg”
- Collaborative problem solving
  - Regional recommendations to: PDE, governor’s office
- Promoting understanding between school districts
- Think outside box, be visionary
- Special education: IDEIA, PDE
  - Federal and State implications for special education
  - Working with IU for special services
- Frequency with which IU is taking leadership role in providing special services
  - Joint programming and relationships
- School districts need IU to be entrepreneurial and forward thinking
  - See what’s coming - look for solutions
- Collaborative Leadership
  - Special education
  - Repository of information
    1. Timely information
    2. Services to districts

### 2. Issues the IU must face today

- Common themes:
  - Tension between “haves” and “have nots”
    1. Catering to diverse needs and coordinating among districts
    2. Lack of coordination versus need for “personalization”/targeting services
  - IU is the “glue” (needs to be) among districts
- Individual issues noted:
  - Clean up career and technical educational services
  - Diversity in Delaware County is huge
    1. Getting focused
    2. Developing systems
  - Staff/administrative morale in IU is critically low
  - Student achievement: provide guidance to districts

1. High stakes testing
  2. AYP
    - Multiple databases: continuity repository for data
    - County of “haves” and “have nots”
      1. How to tackle issues across haves/nots
      2. Not homogeneous
    - Coordination oversight
      1. “analysis of districts” duplication of services calendars, professional development, AYP, regional geographical, program services
    - Program efficacy: evaluate all programs: fix or eliminate
    - Regional planning: location
    - Staff development (beyond professional to paraprofessional)
    - Lack of coherent vision
3. Issues the IUM must face in 3-5 years
- New and emerging technologies. Concurrent issues
    - Economies of scale among districts
    - Cyber education: why not here in Delaware County?
    - Example: PC refurbishing, distribution, technical support
  - Implications of costing out study:
    - Identifying who has resources, leveraging resources
  - “Digital divide”
    - Student equitable access to technology resources
    - Instructional uses of tech
    - Fiscal stability: If IU is unable to deliver services at attractive rate, private enterprise will
    - Revenue generation (property)
      1. Capital funds reserve
    - Educational apartheid in Delaware County
4. Top Personal Characteristics (with number of people selecting in parentheses)
- Committed (3)
    - To finding solutions
    - To its constituent school districts (all 15)
    - To DCIU board; to IU staff in building and through County
  - Proactive (3)
    - Entrepreneurial; see things coming
    - Ability to structure and operate organizing day to day, while always casting eye to future
    - Addresses cutting edge, emerging issues to save them
  - Courageous (2)
    - Will do what is right even with political opposition
    - Operate effective integrated programs
  - Engenders pride
  - Integrity, honesty

- Accessible
  - Student-centered
  - Good judgment
5. Top Leadership Skills (with number of people selecting in parentheses)
- Teambuilder (4)
    - To bring together 15 different personalities/cultures
    - Someone doesn't have to be bad for another to good: building on strengths of individuals makes the whole stronger
    - Bring 15 school districts together around common interests: persuade to act in concert
  - Visionary (4)
    - Forging a shared vision
    - Knowing what is coming around the corner
    - Envisioning and creating the future: see it, make it
    - Gathering information
    - See the future charting a course for the future
    - ID possible solutions within and outside 15 districts
  - Professional developer
  - Entrepreneurial
  - Holistic
  - Strategic
6. Top Professional Competencies (with number of people selecting in parentheses)
- Communicating (3)
    - Communicate with constituents across 15 districts by job category and tying them together
    - Forward process: Communicate, organize, communicating back for clarity therefore weaves through all processes
    - "Checking in"
    - Being able to effectively convey to any constituents
  - Organizing (2)
    - Understanding all that they do has impact
    - Understanding their behavior, who they talk to, how they share, directives they give all have impact
    - Pulling all the pieces together to look for best solution not just quickest solution
  - Instructional
  - Special education
  - Decision making
  - Money management
  - Political savvy
  - Problem solving
  - Planning

## **Executive Council**

Monday, June 2, 7:00 p.m.

1. Qualities participants most want to preserve in the Delaware County Intermediate Unit:
  - Common Themes
    - Continue to develop new avenues for entrepreneurial programs, services, revenues, and contracts
      1. Anticipate future needs and listen to district needs
      2. Continue high quality staff
        - a. Expertise: anticipate what others don't know they need, this requires staff who can lead that area
    - Commitment to integrity
      1. Commitment to excellence in all programs: new and current
    - Can't lose sight: Must serve all its districts, not just richest and poorest regardless of wealth, ethnic background, test scores
  - Individual items noted:
    - Commitment to excellence
      1. Take on task, see it to completion
      2. Quality people
      3. Quality as requirement not just desired outcome
      4. Want best for children
    - Reputation for excellence: Programs
      1. Special needs
    - Visibility in education communication in DC seen as "go to"
    - Continue progress: Future search
      1. Programs-improve functioning, communications
    - (newfound) entrepreneurial spirit
    - Level of integrity: county expects it
    - Freedom to make recommendations
    - Commitment to service:
      1. Students
      2. School districts
      3. Administrators
    - Ability to lead from the future
      1. Ability to look at trends now, see impact for future, make plan
    - Strength of diversity: programs and services we do so many things well
    - Establishing and maintaining relationships
      1. Board and Superintendents
      2. People in districts
      3. Internal/employees
    - Diverse organization: multifaceted, but serve common body
      1. Regulations have impact on all but we work together
    - Larger service area than is districts stakeholder group includes O-S children, adults, families and organizations
    - Fiscally responsible organization

## 2. Issues the IU must face today:

- Sustainability: Exodus of administrators; ensure new person can hit ground running, see growth
  - Planning/budgeting cycle
  - Knowing range of programs and services
- Retention of experienced, professional staff
  - Competitive job market
- Hiring highly qualified staff
  - Vacancies
- Contract negotiations are pending
- Impact of Act I – Funding changes and constraints
- Competition: Other entities who want to provide services
  - Be the best
  - Marketing
  - Positioning: declining program enrollment
  - Distinguishing IU from competition
  - Cannot market as private agencies can – relationship to districts
- Staff: Experienced; but facing retirement wave
- Program site changes
  - Renting space
  - Costs, reorganization
  - Community College move from M. Road site
  - Opportunity to consolidate and use space therefore planning, implementing
- Buildings: Adequate space facilities
- Accountability: IU working different ly system of support: AYP
- Sustainability
  - Hiring and retaining staff
  - Retaining leaders
  - Quality programs
  - Perception (Message to communicate is important): “Perception is that IU is falling apart, but the reality is otherwise falling apart”
- Changing external environment
  - Alternative revenues
  - \*Change: Requires sustaining quality, but must change

## 3. Issues the IU must face in 3-5 years:

- Themes
  - Anticipate needs, plan to provide facilities, deliver quality
  - Accountability: external involvement but also internal decisions
- Individual Items:
  - Larger services areas (beyond 15 districts) need to pay attention in the long-term
  - Short-term issues will not go away

- Funding: When Act 1 appeared IU developed good plan for funding; may not be able to do that as well in the future because uncertainty
  1. Federal and State funds
- May have to make difficult decisions (because of costs) that affect students
- Must look at Act 1 and adjust programs
- Consolidating/relocating programs to be cost effective
  1. Continue quality services without increased costs to districts
  2. Anticipating needs to provide excellent services
    - a. Tune up/Rebuild effective administrative team: work collaboration
- Staff Retention
  1. Developing leadership skills within the organization to enable promotion
  2. Increase in communications
  3. Conduit for “voice” in decisions
    - a. (Note: this issue was developed as part of the FutureSearch exercise; it is currently being worked on within the IU among Executive Council)
  4. Differentiation of salaries within position
  5. Fully staff the IU programs: So people on hand do not burn out
    - a. ...however, money and benefits are key issues
  6. Contract settlement in timely manner
  7. Programs: Flat funded vs. looking at earning potential

4. Top Personal Characteristics (with number of people selecting in parentheses)

- Group 1
  - Board relations
  - Communicating
  - Community relations
  - Delegating
  - Problem solving
- Group 2
  - Communicating (4)
    1. Two-way communication internal/external
  - Board relations (1)
  - Community relations (1)
  - Evaluating (1)
  - Organizing (1)
  - Planning (1)
  - Political savvy (1)
  - Problem solving (1)

5. Top Leadership Skills (with number of people selecting in parentheses)
  - Group 1
    - Decisive (II)
      1. Ability to decide
      2. Clear thinking
      3. Willingness to go to hard places
      4. For the good of the organization
    - Professional Developer (II)
      1. Ability desire to develop leaders
      2. Support many different professional development needs of a diverse staff
    - Visionary (II)
      1. Picture a future for DCIU – Know how to achieve it
      2. Envision multiple goals
    - Creative
    - Communicating
    - Problem-solving
    - Team Builder
    - Trust-builder
  - Group 2
    - Trust builder (4)
      1. Integrity
      2. Honesty
      3. Reliable
    - Innovative (3)
      1. Creative, forward thinking, proactive, cutting edge
    - Team builder (3)
      1. Inspires, empowers staff and supervisors to be leaders
    - Strategic (1)
      1. Responsive to many interests (stakeholders)
  - Group 3
    - Entrepreneurial
    - Team builder (II)
    - Visionary (II)
    - Trust builder
    - Strategic (II)
6. Top Personal Characteristics (with number of people selecting in partentheses)
  - Group 1
    - Experienced (3)
      1. Strong foundation in education, leadership, budgeting/business
    - Integrity/Honesty (3)
      1. Respecting all employees, constituents-models respect
    - Committed (2)
    - Good judgment (2)
      1. Common sense
    - Proactive (2)

1. Forward thinking
- Group 2
    - Integrity/honesty (3)
      1. Lead to respect and loyalty
      2. Prudent in decision making
      3. Self-aware
      4. High standard values
      5. Create unity
    - Responsive (2)
      1. Make things happen
      2. Ability to make re-adjustments
    - Consistent
    - Accessible
    - Experienced
    - Committed
    - Student-centered
    - Engenders pride
    - Proactive
  - Group 3
    - Accessible
    - Experienced
    - Responsive
    - Good judgment
    - \*Integrity/Honesty
    - Student centered
    - Positive

## **Open Meeting**

Tuesday, June 3, 3:00 p.m.

1. Qualities participants most want to preserve in the Delaware County Intermediate Unit:
  - Reputation of IU
  - Name brand in D.C. as good place to work
  - Positive image over time
  - Diversity of talents and skills of staff
  - We do a lot – specialty areas wide
  - Scope of services
  - Professionalism and continuing education
  - Great care and concern of teacher and teacher assistants working with students
  - Student/people focus
    - Community
    - Parents of students
    - School district
  - Employee motivation which is crucial to 2 and 3 above
  
2. Issues the IU must face today:
  - [Programs to] meeting the individual specific needs of individual students/programs
  - Not clear how different programs work
  - Lack of money clarity
  - Funding-ability to “carry over” from year to year
  - Morale – Low now
  - Positive outcome of “Future Search”
  - Uncertainty of ongoing direction
  - Will we keep going?
  - Uncertain leader continuity transition at top
  - Communication within departments does not support positive morale
  - Diversity-Cultural Diversity
  - County diversity and ESL family is increasing a not reflected in IU-staff publication
  - Integration working together staff and department
  - Communication
  - Collaboration/working together
  - Within buildings and {sharing resources} and across sites
  - Not knowing what other departments do
  - Workload/insufficient staff
  - Leads to errors
  - Poor use of professional expertise {spent doing secretarial skills}

3. Issues the IU must face in 3-5 years:
  - Hiring quality staff at less than “quality” salaries
    - Need competitive salaries for state-of-the-art programs
    - Bringing in put industry experience requires increased salaries for quality people
    - Reaching into cutting-edge expertise or expanding services requires increased salaries
      1. E.g., neuropsychology testing and services
  - Maintain-improve IU mage with school districts
    - Competition from other IU for professional development
    - Districts don’t always know value of IU programs
    - “Why don’t they come to us?”
    - Lack of positive feedback from others internally
    - Positive feedback doesn’t filter outside of immediate contacts
  - Year-to-year budget issues
    - Impact of changing political climate on federal budget/programs
    - XX\_\_\_ #1 immediate issues
  - Continued growth
    - Where do we want to grow
    - Connects and divest money, reputation etc.
  
4. Top Personal Characteristics (with number of people selecting in parentheses)
  - Committed (4)
    - Long-term interest in IU
    - Better to leave if not where you want to be
    - Continually improving investment in employees and organization
    - Well run organization
  - Integrity (3)
    - Harry Truman – Honesty, integrity, “the buck stop here,” and willing to back staff in decision
    - Honesty, ethical, say what you mean and mean what you say; take responsibility
  - Sensitive to cultural and environmental needs (2)
    - Holistic look at county and take into consideration cultural, ethnic, economic differences
      1. So you approach differences differently
      2. Intuitively be able to respond to those differences
      - 3.
  
5. Top Leadership Skills (with number of people selecting in parentheses)
  - Team Builder (3)
    - Enable people to collaborate, communicate and work well with each other (no isolation)
    - Not a micro manager
  - Professional Developer (2)

- Incorporate visionary skills, develop employee talents to best of ability/strength results in employees happy and fulfillment as part of organization to increased service
- Invest in your employee by growing them
- Trust Builder (2)
  - Someone you can confide in and go to with a professional issue
- Entrepreneurial
- Visionary
- Innovative
- Creative
- Decisive

6. Top Professional Competencies (with number of people selecting in parentheses)

- Political savvy (3)
  - Know right person to go to with issue
  - More connections the better to get things done in D.C.
  - Knows how to get things done (government, school district, parents, etc.)
- Communications (2)
  - Ability to share vision and mission of IU with staff and community
  - Talk about accomplishment
  - Open to discuss and hear real problems and issues
  - Important to get things done
  - Don't expect people to read your mind
- Decision making (2)
  - Money management part of making wise decisions
  - Decisive – not impulsive but not waiting too long
  - Weigh things out and make a decision
  - Decide to do x, problem solve how to do x, and do x
- Board relations
- Labor relations
- Financial management
- Decision making
- Implementing
- Community relations
- Special education
  - Important – so much of what we are about and need to make sure staff is informed regarding requirements

PART 3: LEADERSHIP PROFILE ASSESSMENT INSTRUMENT  
(Completed by all Stakeholder Groups and DCIU Board Members)

# DELAWARE COUNTY INTERMEDIATE UNIT

## EXECUTIVE DIRECTOR SEARCH

### LEADERSHIP PROFILE ASSESSMENT

Your response to the following questions will help the Board develop a profile of leadership qualities for the new executive director. Please complete this form at your meeting with the consultants or mail/fax it to them at the address/fax number provided.

#### PLEASE CIRCLE THE GROUP YOU REPRESENT:

<b>Superintendent</b>	<b>Professional &amp; Support Staff</b>	<b>Parent</b>
<b>Executive Council</b>	<b>Union Representative</b>	<b>Student</b>
<b>IU Administrator</b>	<b>County/Organizational Representative</b>	

1. What are the three qualities that you most want to preserve in the Delaware County Intermediate Unit?
2. What are three key issues the intermediate unit must face today?
3. What are three key issues the intermediate unit must face in 3-5 years?
4. Please identify the top three personal characteristics which you would like to see in the new executive director  
and describe what you mean by each of the three:

#### PERSONAL CHARACTERISTICS

\_\_\_ 1. Accessible \_\_\_\_\_  
\_\_\_\_\_



\_\_\_ 11. Responsive \_\_\_\_\_  
\_\_\_\_\_

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\_\_\_ 12. Sensitive to cultural and environmental needs \_\_\_\_\_  
\_\_\_\_\_

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\_\_\_ 13. Sense of Humor \_\_\_\_\_  
\_\_\_\_\_

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\_\_\_ 14. Student – Centered \_\_\_\_\_  
\_\_\_\_\_

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\_\_\_ 15. Other \_\_\_\_\_  
\_\_\_\_\_

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5. Please identify the top three leadership skills which you would like the new executive director to possess and describe what you mean by each of the three:

#### LEADERSHIP SKILLS

\_\_\_ 1. Creative \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ 2. Decisive \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

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\_\_\_ 3. Entrepreneurial \_\_\_\_\_  
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\_\_\_4. Holistic\_\_\_\_\_

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\_\_\_5. Incisive\_\_\_\_\_

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\_\_\_6. Innovative\_\_\_\_\_

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\_\_\_7. Inspirational\_\_\_\_\_

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\_\_\_8. Professional Developer\_\_\_\_\_

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\_\_\_9. Statesmanlike\_\_\_\_\_

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\_\_\_10. Strategic\_\_\_\_\_

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\_\_\_11. Team Builder\_\_\_\_\_

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\_\_\_12. Trust Builder\_\_\_\_\_

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\_\_\_13. Visionary\_\_\_\_\_

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\_\_\_14. Other\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Please identify the top three professional competencies which you would like the new executive director to demonstrate and describe what you mean by each of the three:

**PROFESSIONAL COMPETENCIES**

\_\_\_1. Board relations\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_2. Career & Technical Education\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_3. Communicating\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_4. Community relations\_\_\_\_\_

\_\_\_\_\_

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\_\_\_5. Decision-making\_\_\_\_\_

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\_\_\_6. Delegating\_\_\_\_\_

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\_\_\_7. Evaluating\_\_\_\_\_

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\_\_\_8. Financial Management\_\_\_\_\_

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\_\_\_9. Implementing\_\_\_\_\_

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\_\_\_10. Instructional\_\_\_\_\_

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\_\_\_11. Labor relations\_\_\_\_\_

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\_\_\_12. Organizing\_\_\_\_\_

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\_\_\_13. Planning\_\_\_\_\_

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\_\_\_14. Policy development\_\_\_\_\_

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\_\_\_15. Political savvy\_\_\_\_\_

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\_\_\_16. Problem-solving\_\_\_\_\_

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\_\_\_17. Special Education\_\_\_\_\_

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\_\_\_18. Technology\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_19. Other\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Please share any additional thoughts below:

Thank you for your comments.  
Please bring this completed form to your interview session on \_\_\_\_\_ (to be determined).

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