



TUSD SUPERINTENDENT PROFILE STAKEHOLDER INPUT

An Independent Analysis

Prepared by

Daniel W. Eadens, EdD
Associate Professor, Educational Leadership
Northern Arizona University
College of Education, P.O. Box 5774
Flagstaff, AZ 86011-5774
Email: daniel.eadens@nau.edu

Danielle Eadens, PhD
Associate Professor of Practice, Special Education
Northern Arizona University
College of Education, P.O. Box 5774
Flagstaff, AZ 86011-5774
Email: danielle.eadens@nau.edu

and students from this district. All data is wholly owned by TUSD Board and data will not be utilized in any formal research study for publication.

Analysis

Inquiry responses and quotations were directly entered into QDA Miner 5.0, a mixed-model qualitative data analysis software for coding, annotating, analyzing, and graphing respondent information. Then, responses were analyzed via WordStat 7.1.15 tool to extract themes and patterns of word trends to quantitatively enumerate the information. Overall, there were 1564 words respondents offered and are represented in a variety of ways (see Appendices A: Raw Data). The frequency of similar words reveals an initial indication of how stakeholders felt: 21 schools, 15 school, 4 district, 13 need, 12 teachers, 11 students, 11 needs, 9 TUSD, 8 kids, 7 support, 6 people, visit, focus, supt., 5 facilities, community, special, teacher, middle, based, need, 4 employees, resources, education, budget, board, focus, first, going, work, keep, get, 3 Understand(s), different, childhood, teachers, student, growth, office, enough, listen, money, early, fight, urban, like, take, good, much, long, year, high, know, pay, day, and job while the remaining words only appeared once or twice.

Findings and Conclusions

The quantitative analysis of the qualitative inquiry could assist board members and educational leaders to develop a better understanding regarding the result from stakeholders. The multiple means of representations enhance clarity and understanding, ultimately improving conceptualization of the constituents surveyed. Resulting themes and patterns have more clearly materialized. This highlights the main collective notions about the meanings of the language in context. Even though this inquiry is not exhaustive (a non-debilitating limitation), it does emphasize important facets about stakeholders perceive about the desired skills, knowledge, and attitudes the new superintendent should possess.

The QDA results of the clusters of seven themes were very distinct and clear, as shown in Table 1. Notice the importance of the new superintendent to stay for a while in the longevity theme. Some expressed a need for one to two years and others said three or long enough to fulfill the mission. The second theme indicated a strong cry for capital improvement of facilities across the board. Stakeholders expressed the importance of trusting, hearing, and supporting employees as well as a directive to put students first and to visit classrooms and schools often and ask what they need. They insisted about the importance of the middle schools and athletic facilities. Lastly, stakeholders made it indistinct that the new superintendent must have a strong experiences in teaching, teaching, leading, and problem solving in a large urban district.

Table 1: Similarity 7 Clustered Themes via ODA

1.63	LONGEVITY-stay LONG enough to fulfill mission
1.47	LONGEVITY
2.38	Last LONGER than 1or2 years-LONGEVITY-needs more than one year just to get going and clean up district
1.35	LONGEVITY-need a Supt who doesn't leave after 3 years
1.24	Get serious about coming into the 21st Century with FACILITIES
1.35	Improve our FACILITIES
1.38	Better up keep of FACILITIES
1.36	FACILITIES need to be addressed
1.34	All FACILITIES need upgrade
1.22	Address FACILITIES-dirty, grimy, bathrooms disgusting-lack soap
1.42	For EMPLOYEES and kids
1.41	Fight for EMPLOYEES
1.38	Trust EMPLOYEES
1.32	Able and willing to communicate with EMPLOYEES
1.23	Accountable-EMPLOYEES need to be treated like customers
1.23	Keep discount for EMPLOYEE day care
1.26	Listen to EMPLOYEE voice
1.18	Children FIRST
2.52	STUDENTS FIRST

2.52	STUDENTS FIRST
2.52	Put STUDENTS FIRST
1.23	different group of STUDENTS
1.27	Discipline balance-when STUDENTS cause issues-STUDENTS should be removed to benefit other STUDENTS
1.27	Invest in STUDENTS
1.16	STUDENT centered
2.26	VISIT SCHOOLS-spend day at SCHOOLS-seek engagement
2.34	VISIT SCHOOLS often
2.48	VISIT SCHOOLS
2.48	VISIT SCHOOLS
2.46	VISIT and ask SCHOOLS what they need
2.22	VISIBILITY need connection with SCHOOLS
2.17	Be VISIBLE-make appearances at SCHOOLS
2.13	VISIBILITY-admin rarely come to our SCHOOL
1.18	Supt needs to be in SCHOOLS
1.18	VISIT classrooms
3.31	More support for MIDDLE SCHOOLS-run on high SCHOOL system with an elementary budget
1.27	How can we run an athletic program at high SCHOOL with a \$5000 budget?
2.39	No MIDDLE SCHOOL gyms-few MIDDLE SCHOOL athletics
2.39	Athletics are huge-we need facilities and programs at the MIDDLE SCHOOL...no gyms at MIDDLE SCHOOL
1.18	Support special needs SCHOOL-treat no different than any other SCHOOL
0.30	Strong EXPERIENCE in problem solving
0.45	PK-12 EXPERIENCE
0.36	EXPERIENCED teacher
0.49	EXPERIENCE with large urban district
0.46	EXPERIENCE leading large urban district

Further QDA analysis from only six themes yielded a call for emphasis from the new superintendent to focus on early childhood education, special education, and adult and technical education (Table 2).

See Table 2.

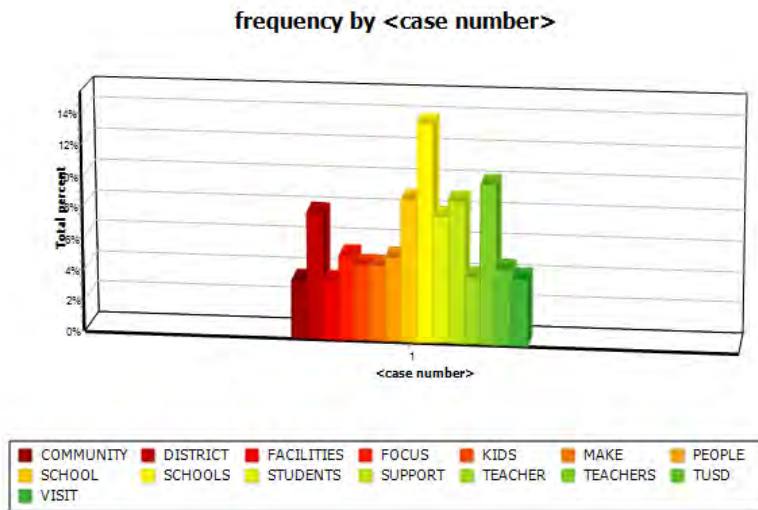
Similarity SIX Clustered Themes with 43 Items via QDA

2.12	Get serious about coming into the 21st Century with FACILITIES
1.19	Address FACILITIES-dirty, grimy, bathrooms disgusting-lack soap
1.17	Athletics are huge-we need FACILITIES and programs at the middle school...no gyms at middle school
1.32	Improve our FACILITIES
1.35	Better up keep of FACILITIES
1.34	FACILITIES need to be addressed
1.32	All FACILITIES need upgrade
2.29	Focus on EARLY CHILDHOOD
3.45	Support EARLY CHILDHOOD EDUCATION
3.39	Supports and provides resources for EARLY CHILDHOOD EDUCATION
1.19	Advocate for special EDUCATION
1.19	Fight for public EDUCATION
1.17	Focus on career and technical EDUCATION-gotten away from trades
1.43	For EMPLOYEES and kids
1.42	Fight for EMPLOYEES
1.39	Trust EMPLOYEES
1.33	Able and willing to communicate with EMPLOYEES
1.21	Hold depts. Accountable-EMPLOYEES need to be treated like customers
1.21	Keep discount for EMPLOYEE day care
1.34	LISTEN to employee voice
1.50	LISTEN
1.50	LISTEN
1.26	People person-LISTEN to voices of people
1.17	LISTENS with action-make it happen
1.22	Good LISTENER
1.18	Children FIRST
2.52	STUDENTS FIRST
2.52	STUDENTS FIRST
2.52	Put STUDENTS FIRST
1.27	Invest in STUDENTS
1.22	different group of STUDENTS

- 1.16 STUDENT centered
- 1.27 Discipline balance-when STUDENTS cause issues-STUDENTS should be removed to benefit other STUDENTS

- 0.25 VISIT SCHOOLS-spend day at SCHOOLS-seek engagement
- 0.35 VISIT SCHOOLS often
- 0.49 VISIT SCHOOLS
- 0.49 VISIT SCHOOLS
- 0.46 VISIT and ask SCHOOLS what they need
- 0.13 1010 staff should VISIT and help out during registration
- 0.15 Speak to people when VISIT campuses
- 0.20 VISIT classrooms
- 0.17 VISIBILITY need connection with SCHOOLS
- 0.16 Supt needs to be in SCHOOLS

Unlike QDA, initial results from WordStat analysis was slightly varied as this program began with searching mainly for word frequencies rather than themes. Initial analysis resulted in the vast majority of responses (24%) were about school or schools, followed by (14%) said teachers or teacher, and (9%) called for support.



WordStat Frequencies

<u>THEME</u>	<u>FREQUENCY</u>	<u>% SHOWN</u>
SCHOOLS	26	13.98%
SCHOOL	17	9.14%
TEACHERS	19	10.22%
TEACHER	8	4.30%
SUPPORT	17	9.14%
DISTRICT	15	8.06%
STUDENTS	15	8.06%
FOCUS	10	5.38%
PEOPLE	10	5.38%
KIDS	9	4.84%
MAKE	9	4.84%
TUSD	9	4.84%
VISIT	8	4.30%
COMMUNITY	7	3.76%
FACILITIES	7	3.76%

Figure 1: WordStat Frequencies

Final WordStat analysis yielded linkages via co-occurrences in a variety of forms including Dendrogram (Figure 2) with schools and teachers being the two chief umbrella linkages that incorporate the other themes,

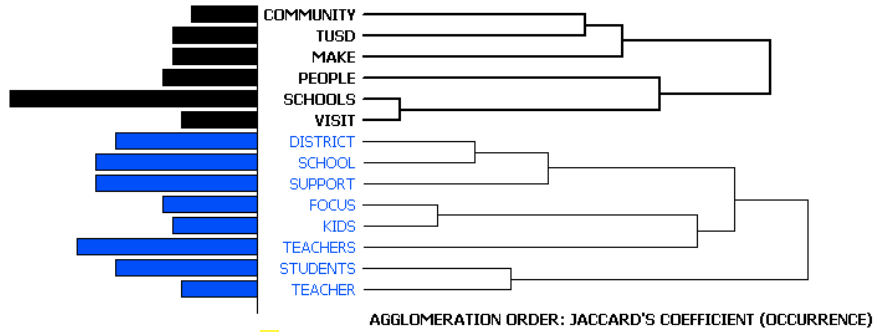


Figure 2: Co-occurrences Dendrogram displayed as Agglomeration Order by color

Agglomerations Orders by color (Figure 3) which center around community and support,

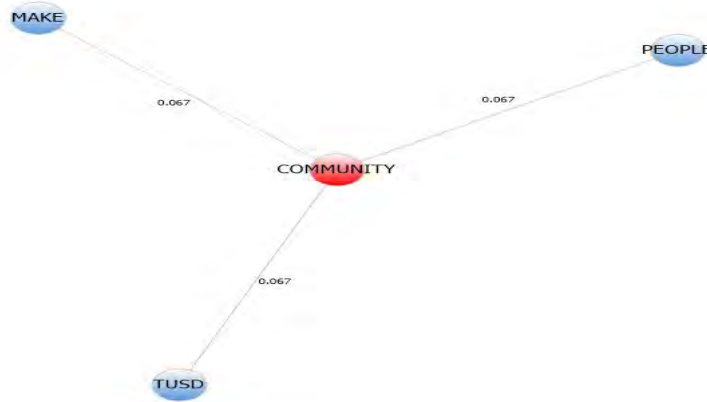


Figure 3: Co-occurrences Dendrogram displayed by Agglomeration Order by black via Link Analysis

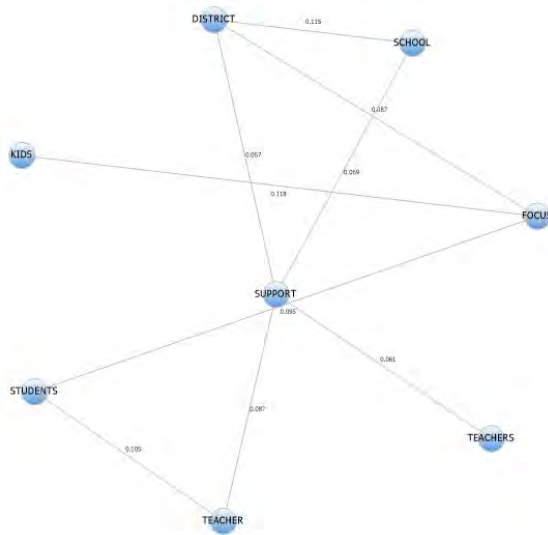


Figure 4: Co-occurrences Dendrogram displayed by Agglomeration Order by blue via Link Analysis – two styles

or co-occurrence Mapping (Figure 5) where schools, teachers, and support are prime.

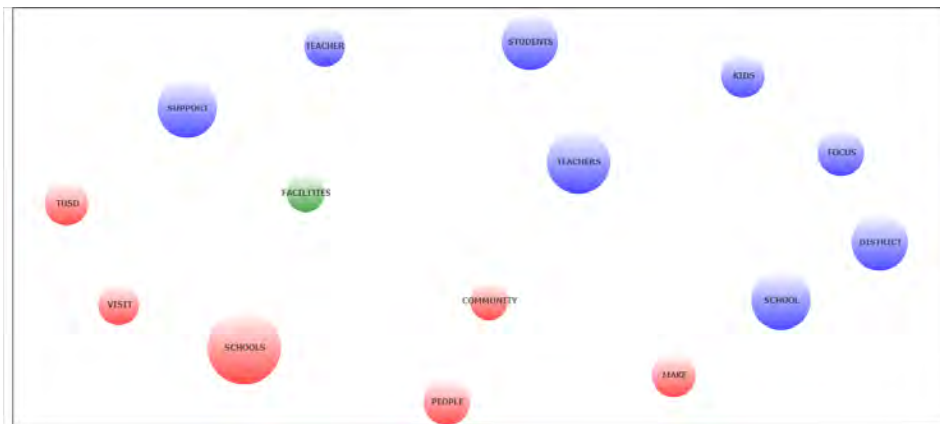


Figure 5: Co-occurrences Mapping AGGLOMERATIONS

Summary Recommendations

This analysis identified strongest themes and patterns which emerged from the data regarding the desired skills, knowledge, and attitudes which the new superintendent should possess. The findings of this analysis has some limitations. However, based upon the data from stakeholder perceptions, majority signposted that schools, teachers, and support are to be of prime overall importance; the foci must revolve around community and support; early emphasis on early childhood education, special education, and adult and technical education; and they stressed several themes including: Superintendent longevity, capital improvements (particularly middle schools and athletic facilities), trusting and supporting employees, always placing students first, and frequently visiting classrooms and schools. Finally, stakeholders consistently indicated the new superintendent must have strong experiences in a large urban district in teaching, leading, and problem solving. We wish TUSD the very best in its efforts to move efficaciously with their superintendent selection process and sincerely hope the findings of this analysis is useful in supplementing the board's informed decisions.

Appendix A (Raw Data)

TUSD Stakeholder Input

Superintendent Profile

1. Knows district history-lived it
2. Understands desegregation order
3. Personable and approachable
4. Listens with action-make it happen
5. Understands that each campus has unique DNA-find right leader for each campus
6. Hold depts. Accountable-employees need to be treated like customers
7. Value stakeholders-follow site based policy
8. Teachers work butts off-1010 needs to do same
9. Professionalism-do job required-too much favoritism –not enough professionalism
10. Clean house-get rid of good old boys club
11. We have huge exodus of teachers/staff- result of lack of trust-build community by trust
12. Provide growth opportunities for teachers-unless you know someone
13. Culture builder
14. Someone local who speaks on our needs. Longevity-need a Supt who doesn't leave after 3 years
15. People skills-talk to me not at me
16. Loyalty-make environment good for learning-too many special interest groups
17. Buildings are suffering
18. Pay attention to school buildings
19. Focus on career and technical education-gotten away from trades
20. We need office support-not enough resources for language training-not updating training
21. System support-seems to be a disconnect between schools and 1010
22. More staff-teachers required to do work that used to be done by office staff
23. Lost chance to apply for grants-more communication-don't fight with me when I apply for grants-not getting help
24. Communicate with every one-clear expectations-ask our input
25. Athletics are huge-we need facilities and programs at the middle school...no gyms at middle school
26. Lack of Middle school sports-glaring-lots of kids can't afford little league and they miss out
27. All facilities need upgrade
28. Communication with 1010-make things priority at school level
29. More support for kids with disabilities in gen ed classes
30. Wheel chair accessible playground equipment-example swings
31. More focus on rigorous academic core standards and keeping students accountable
32. Set bar high
33. Consistent application of attendance policy in all schools
34. More collaboration/cooperation with tribes served by the district
35. Continue Steps to Success
36. Flexibility allowing individual schools to develop and maintain culture
37. Collaborative-commitment to seeking out stakeholder voices
38. Get serious about coming into the 1st Century with facilities
39. How can we run an athletic program at high school with a \$5000 budget?
40. No middle school gyms-few middle school athletics
41. High school credit for students who serve as aides for the severe and profound classes.
42. Restore cuts to operations at schools
43. Better up keep of facilities
44. Address equity across the district in all areas
45. Supt who is aware of district diversity and culture and willing to support
46. Highly competent but down to earth
47. Supt needs to be in schools
48. Be part of the community
49. Put students first
50. Strongly support teachers-don't sit on the money
51. Teachers need pay raise-difficult job-underpaid
52. Integrity
53. Someone who will support teachers and clarify information from onset
54. Willing to make hard choices but give reasons
55. Transparent
56. Prevent another 301 disaster
57. Smart in spending budget-get more feedback from teachers
58. Be visible-make appearances at schools
59. Discipline balance-when students cause issues-students should be removed to benefit other students

60. Need consequences for discipline
61. Think out of the box-allow schools to be different
62. Children first
63. Support System thinking/project based learning
64. Respond versus react
65. Sense of humor
66. Accessible-easy to reach and responds in a timely manner
67. Supports and provides resources for early childhood education
68. Able and willing to communicate with employees
69. Kind, polite and asks questions about schools
70. Visit and ask schools what they need
71. Approachable-aware, smiles, polite outgoing in professional way
72. Change one size fits all PD approach for principals-need to differentiate
73. Personalize PD
74. HR, Finance and Purchasing-nightmare-too many desks that requests sit on
75. Focus on early childhood
76. Need to give teachers tools to implement restorative discipline-if we are going to do it, we need to do it well
77. Consensus-community builder-translation-make a commitment to bring people together
78. Transform our reputation-some which is earned and some which is not earned
79. Commitment to the job for the long term-don't use as a stepping stone
80. Need focus on quality schools
81. Sharpen messaging conveyed to public
82. 3rd grade teacher eval unfair. Need equitable assessment. Compare same group of students for growth points versus compare two different group of students
83. Move back to old method of teacher evaluation which valued principal
84. Balance between running district like a business and an educational service provider
85. Change ELL assessment protocols-students being evaluated as proficient and they are not
86. Classroom is pressure cooker due to all the assessments. We are building tests as airplane is flying.
87. Cultural competency-push for all kids and families to feel welcomed
88. Visit schools often
89. Commitment to long term-worried about district track record.
90. Make TUSD crown jewel
91. Board politics often grinds district to halt-work with board to build consensus and support
92. Supt and Board relations need dramatic improvement
93. Experience leading large urban district
94. Understands multi-cultural urban school district dynamics
95. Support early childhood education
96. Consistency with curriculum roll out
97. More autonomy for principals
98. Care about teachers
99. Influence community to pass the bond
100. Reduce clashes with Board—too much conflict and too much politics—needs to be more focused on teachers and students
101. Longevity
102. Budget skills-allocate resources based on equity and student need
103. Don't change curriculum mid-year
104. More focus on AzMerit test and preparation-my students were not prepared to take the test on the computer
105. Each elementary a small community-respect individuality of each school
106. Consistency in following 504 plans
107. Trust employees
108. Let people ask questions with no repercussions
109. Listen
110. Visit classrooms
111. Support Peach Path
112. Respond when I email and invite Supt to my classroom
113. Teacher evaluation-not fair 3rd grade growth points
114. Keep track and on top of everything
115. Easy to get a hold of
116. Communication
117. Honor the strategic plan-consistency and uniformity
118. More support for middle schools-run on high school system with an elementary budget
119. Students first
120. Better technology, better food, less testing
121. Full time student success specialists
122. Visit schools-spend day at schools-see engagement
123. Address facilities-dirty, grimy, bathrooms disgusting-lack soap
124. 1010 staff should visit and help out during registration

125. Support community based schools
126. Visit schools
127. Allocate funds to schools in an equitable fashion- millions to Townsend—we can't even get paint and windows fixed
128. Beautiful historic building—needs to be preserved on a historic level—show respect
129. Needs skills and knowledge in budget and finance
130. Employee benefits-can't afford insurance-have visited food bank on numerous occasions this year
131. Supt who is interested in us-cares and wants information-get to know us-
132. Fight for higher wages
133. Teachers spend lots of money on our rooms and PBIS incentives come out of our own pocket
134. Follow through –advocate for kids and teachers
135. Listen to employee voice
136. Respect teachers
137. Keep good teachers
138. Soap in restrooms
139. Improve our facilities
140. Respect teachers and staff-continue to find ways to provide pay raises
141. Emphasize academic standards and rigor and support what that looks like
142. No excuses
143. Longevity-stay long enough to fulfill mission
144. Invested in community and TUSD
145. Aware of the challenges
146. Visit schools
147. Support teacher discipline
148. Bring Peace to the Board
149. Develop/support common vocabulary-expectations and protocols
150. Know who I am and acknowledge me
151. Be accessible without going through hoops
152. Personal touch
153. Embarrassing what TA get paid
154. Focus on positive
155. Strong experience in problem solving
156. Needs to know what is going on in TUSD
157. Here for kids and spend money that way
158. Need 1st Century skills-kids can't keyboard and made it difficult to take AzMerit
159. Allocate resources to meet needs
160. Figure out how to work with Board
161. Establish pipeline of communication with stakeholders
162. Don't hire to be fired
163. Teflon skin
164. Good vision-transform stereo type of TUSD
165. Facilities need to be addressed
166. Proven transformer
167. Able to knock out bureaucracy
168. Creative, flexible, compassionate
169. Support special needs school-treat no different than any other school
170. Students first
171. Understand diversity we have in TUSD schools
172. Support teacher with decent salaries and salary increases
173. Fight for public education
174. Promote professional teaching-treat with respect
175. Teacher voice needs to be heard
176. Focus on teachers who make district run
177. Losing teachers faster than we can attract teachers
178. Teacher/staff pay should be based on need and risk-incentives to work with students with special needs
179. Keep discount for employee day care
180. Understand special needs population
181. Compassionate
182. Visibility-admin rarely come to our school
183. When I attended schools in TUSD in 3rd grade-schools were clean, grass cut, now filthy
184. Bathrooms in schools smell, no soap-I turn around and walk out
185. Focus on school appearance-take pride in the district-this is a huge problem
186. Not afraid to take risks
187. Stick around more than a year
188. Favoritism and politics need to go
189. Hands on
190. Move district forward and consider people's needs

191. Safety at schools-better fencing, cameras at entrances, buzzers
192. Focus on kids
193. Working on behalf of everyone-demanding job
194. People person-listen to voices of people
195. Fight for employees
196. Last longer than 1 or 2 years-longevity-needs more than one year just to get going and clean up district
197. Step forward-all in
198. Value people with salary and benefits
199. Active and creative
200. Make every day better than the next
201. Keep focus on kids
202. Update technology
203. Invest in students
204. Integrity
205. Familiar with TUSD and lay of the land
206. Balance the budget focused on student needs
207. Personally invest in TUSD
208. Innovative –young thinker
209. For employees and kids
210. Personable-people person
211. Connect with state-Lobby
212. Speak to people when visit campuses
213. Cheerleader
214. Celebrate successes
215. Listen
216. 1010 people in schools (central office)
217. Visibility –need connection with schools
218. Advocate for special education
219. Background in diverse communities
220. Understand mental illness and behavioral health issues
221. Common philosophy and align school goals with district goals
222. Collaborative
223. Hands on
224. Open minded to our needs
225. Student centered
226. Stability –change parent perception by moving forward
227. Good listener
228. Knowledge in pedagogy
229. Experienced teacher
230. Culturally responsive
231. Open minded
232. Gets along with diverse groups
233. Approachable/connects with schools
234. Experience with large urban district
235. PK-1 experience