

State Superintendent of Michigan

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Roles and Responsibilities

- The Superintendent reports to the State Board of Education, assists the Board in developing policy and is responsible for the implementation of policies established by the Board.
- The Superintendent is responsible for the day-to-day management, supervision, and leadership of the Michigan Department of Education.
- The Superintendent assists the State Board of Education in developing an ongoing strategic plan for educational improvement in Michigan, and leads its implementation.
- The Superintendent is responsible for the facilitation of alliances, programs and partnerships, where appropriate, to further SBE policy and the strategic plan, and to support the continual improvement of public education in the state.
- The Superintendent is responsible for developing cooperative working relationships with other government departments, the executive office, the legislature, and constituent groups, in service of SBE policy and the strategic plan for improving education.
- The Superintendent is a spokesperson for the Michigan Department of Education and an advocate for the needs of education in the state.

Desirable Credentials, Skills, Traits, and Experience

- Committed to upholding and enhancing the vital role of public education in Michigan
- Has a vision and strategy for education improvement that can effectively improve learning and outcomes for all children
 - Believes all children can learn
 - Committed to close achievement gaps and advance strategies that narrow historic inequities in learning and outcomes
 - Vision combines reforms in education delivery to better help all students achieve and get good outcomes, with support for strategies and capacity-building that delivers on this goal
 - Views education holistically as preparation for life, work, citizenship and a lifetime of learning, critical thinking, and discovery

- High level of experience and effectiveness in managing significant education improvement and reform in K-12 systems
 - Knowledgeable about education issues
 - Classroom/teaching/direct education experience
 - Experience with turnaround and increasing student achievement
 - Extraordinary command of application of contemporary technologies to education
 - Experience is not exclusively in education
 - Experience as a local school administrator and/or superintendent, education leader or manager at a level of significant scope and responsibility
 - Knowledge of special education and a commitment to educating all children
 - Commitment and experience in early childhood education
 - History of work with mixture of urban and rural populations
 - Working knowledge of state and fed policy
 - Doctorate in education

- Effective manager
 - Strong education organization management skills and integrity
 - Administrative experience in compliance
 - Experience with strategic planning and fiscal management
 - Experience managing a complex educational organization or large team to a high performance level
 - Ability to recognize and recruit talented people
 - Commitment to research, evidence-based decisions

- Personal traits
 - Have concern for how systems effect children
 - Optimistic/pragmatic, creative problem solver
 - Visionary leadership
 - Integrity
 - Ability to motivate others in complex situations
 - Strong communication skills
 - Consensus and team builder
 - Risk taker
 - Critical thinker/thought leader

- Articulate spokesperson and ability to engage the public and constituencies
 - Translate complex policy for public and political consumption
 - Articulate and persuasive speaker and writer
 - Experience with media
 - Committed and experienced in soliciting public and stakeholder input

- Demonstrated ability to lead policy change and educational improvement in a politically charged, multi-stakeholder environment
 - Ability to work effectively with the governor, state legislature, grassroots community, and lobbyists
 - Ability to lead and engage multiple stakeholders/build coalitions
 - Politically astute
 - Fundamental understanding of how the political process ends up making policy
 - Not too political, but aware
 - Not an ideologue of left or right
 - Experience with legislature, testifying before legislature

- Interest and commitment to working closely and in alignment with elected state board of education
 - Willingness to work in a transparent, open way with the board
 - Willingness and ability to report to and support politically elected board
 - Commitment to support SBE's policy leadership in education and work with SBE to develop and advance policy, and lead its implementation

- Understanding of Michigan's unique challenges
 - Michigan knowledge and relationships
 - Has a vision for addressing MI specific problems
 - Vision for resolving deficit school districts