

**AASB Superintendent Search
APPLICATION FORM**

If you are applying for more than one position, it is *not* necessary to complete a separate application. If you desire, AASB will duplicate this completed form for any subsequent position applications.

I. PERSONAL INFORMATION

First Name: Richard Middle Name: Alan Last Name: Schroeder

Mailing Address: 4948 Somerton Drive. Barrington, IL. 60010

Home Telephone: Work/Message: Cell phone: 847-529-5908

Email: rschro1971@gmail.com

List any other name under which application materials may be received:

Have you ever been convicted of, or pled guilty to, a misdemeanor or a felony? If yes, please give details and attach to application: No

Have you ever been convicted of, or pled guilty to, a DWI? No

CERTIFICATION

The superintendent position requires an Alaska Type B certificate with a superintendent endorsement. Do you hold a current Alaska Type B Administrative Certificate with a Superintendent Endorsement?

Yes: No: X

If yes, expiration date is:

If No, have you applied for a Type B certificate with a superintendent endorsement with the Alaska Department of Education & Early Development?

Yes: X No:

Information on requirements for the specified certificate may be obtained from:

Alaska Department of Education & Early Development

Teacher Certification

801 W. 10th, Suite 200

Juneau, AK 99801-1894

Tel. 907-465-2857

Alaska law requires at least six semester hours of college academic credit in the last five years in order to receive a Superintendent's Certificate in Alaska. Do you meet these qualifications?

Yes: X No:

In what other states do you hold a Superintendent's Certificate?

Illinois, Virginia

II. PRESENT EMPLOYMENT INFORMATION

Present Employer: Houghton Mifflin Harcourt

Employer's Address: 222 Berkeley Street. Boston, MA

Your Title/Position: National Director of Academic Planning and Analytics

Years in Position: 2

Are you presently under contract? Yes: No:

Present Salary: \$150,000

Does your employer know of this application? Yes: No:

III. EMPLOYMENT HISTORY

Please list all FULL TIME experience. List present employment above and all others here, beginning with the most recent, and work backward in chronological order. (Please list on additional sheet if necessary.)

DATES OF SERVICE	POSITION/DUTIES	ORGANIZATION ADDRESS	SIZE OF ORGANIZATION # TEACHERS./# STUDENTS
8/17-present	National Academic Consultant, Strategic Planner, National Speaker	Boston, MA	Large Corporation
4/16 to 5/17	Chief Academic Officer/Dep. Superintendent	Rockford, IL	28,000 Students
8/15 to 4/16	Executive Director of Strategic Planning and Assessment	Aurora, IL	15,000 Students
7/11 to 8/15	Secondary Principal	Highland Park, IL	5000
7/07 to 7/11	Elementary Principal	Elgin, IL	44000

Please summarize your work experience in years as applicable:

Superintendent: .5	Asst. Superintendent: 2	Principal: 9	Asst. Principal:
Teacher:	Elem: 3	Mid: 9	HS: 9
Central Office: 3			

IV. EDUCATIONAL HISTORY

(Please list on additional sheet if necessary.)

INSTITUTION NAME	MAJOR/MINOR	DATES ATTENDED	DEGREE EARNED
University of Illinois	Educational Organization and Leadership	5/04 to 5/19	Ed.D.
University of Illinois	Ed. Leadership	1/01 to 5/04	MA
Northeastern Illinois	Elementary and Secondary Ed.	01/91 to 5/96	BA

V. APPLICANT'S STATEMENT

1. *Philosophy/Orientation:* Summarize your general philosophy of the status of public education in the U.S.-what is working and what challenges lie ahead in the next 10 years, and some of your best ideas for addressing that challenge.

The status of public education is positive, probably more positive in my eyes than many of my colleagues. Why? For three reasons.

First, the quality of teachers is what impacts our children and their growth. Teachers and leaders in schools are more prepared than ever before, allowing our schools to maximize the growth of students. When we recruit and retain the best teachers, we improve the school system.

Second, the conversation related to student learning is moving from strictly attainment to growth. This move allows for more conversations regarding what really works to support students and how to best allocate resources.

Finally, the personalized learning movement is more deeply embedded in best practice instruction. The move to PL is one that supports all children and enriches our offerings in schools.

The state of public education faces challenges (funding, recruitment/retention, etc.) but has never looked brighter.

2. *Personnel Management:* Describe your approach to personnel management and your ability to utilize staff effectively.

I'm a data-driven leader when considering using staff effectively. We must use our staff members to ensure that each child has the opportunity to grow to a maximum. When creating staffing plans, flexible service delivery, or any allocation of resources, data must be our guide.

In terms of personnel management, data provides evidence and time provides relationship. As a leader, personnel management is not only about rules, laws, and data but also about relationship and trust. My approach is to spend time with all stakeholder to build trust and positive relationship.

3. *Fiscal Management:* Appraise your approach to developing a budget, managing budget implementation, and your ability to utilize scarce resources effectively.

My approach is rooted in data analytics and best practice according to research. Strategic plans must drive budget planning and the use of data to identify areas of investment and areas of savings can help place resources where they are needed most.

Managing budget implementation involves many stakeholders, training of leadership, and a tight tie to the strategic plan that supports all areas of the school system.

Finally, the scarcity of resources is something that we all deal with daily. My approach is to identify the highest leverage practices for student learning and use resources wisely to support all kids.

4. *Communications:* Appraise your ability in public speaking, writing, persuasiveness, media relations, and capacity to develop a credible public image. What are your approaches to internal communications? To public communications?

My ability to communicate in public is high in all areas mentioned. My current position involves speaking to national audiences and developing trusting relationships with all stakeholders. In addition, my work in public relations and government has allow for me to continually improve my communication skills in the areas listed above.

Regarding internal communication-time and information are key factors. As a leader I must develop trusting relationship with all internal stakeholders-that involves time and communication. Those are two areas that I continually invest in throughout my tenure (time and communication).

Externally, the public must see the district leader and hear about the progress of the district often. My approach is to engage all community groups in dialogue regarding schools, education, and how we can

work together to make our system better than yesterday.

5. *Experience with ethnic and cultural groups:* What experiences have you had in working with groups with varied ethnic, cultural and economic backgrounds?

I have had many experiences working with different groups.

As a leader I have served in the most diverse school districts in IL (55+ languages spoken, high percentage of EL students, high percentage of economically disadvantaged, etc.), allowing me to grasp working with different cultures. In addition, I have lead cultural awareness training as part of strategic planning in two different school systems.

6. *Alaska knowledge and experience:* Describe the nature of your experience in education in Alaska. Explain how this experience and perspective would contribute to your qualifications for this position.

My knowledge of education in Alaska is limited to my work in the state from my current role (visiting and consulting with four districts) and my research related to school finance and my doctoral work. Personally, my experience in Alaska involves trips to the state as a young man and personal research related to possible places to live with my family.

How does this perspective contribute to my qualifications for this position? My work nationally has given me a unique perspective related to education and district leadership. While my intimate knowledge of Alaska is limited, my experience across the nation is vast which would benefit any district in Alaska when considering best practices to improve student learning.

7. *Educational achievement:* What have you done to upgrade the educational program in schools under your supervision? How have you evaluated the results?

My work in this realm is extensive and has been measured in both local and state assessment improvements. Some examples include:

- The installation of personalized learning both school and district wide as a principal and as a district leader.
- Support of robust MTSS Plans (I have authored these frameworks) that have been installed and modified to support all children across the continuum of learning.
- Differentiated professional learning frameworks for faculty and leadership around assessment design, best practice instruction, teacher coaching, and other leading indicators of student achievement.
- The adoption of maker spaces and innovation labs to change the environment of learning for students.
- Installation of data analysis and assessment frameworks that allow us to identify student proximity to grade level, personalize learning, and measure growth throughout each school year.

8. *Labor Relations:* Describe your experiences in the area of labor relations.

My experience with labor relations includes the following:

Served on 3 different negotiation teams in school districts.

Lead one team.

Served as President of Teacher's Union while a teacher.

Training in interest based bargaining.

Extensive training and experience with teacher evaluation models, mentoring programs, and other facets of human resources.

9. *Board/superintendent relations:* In your view, what is the proper or appropriate relationship between the school board and its superintendent?

The school board and the superintendent must have a close and positive working relationship. The day to day operations of the school district is that of the superintendent's responsibility. The governance of the school district is that of the board with recommendations from the superintendent.

There must be a free flow of information between the two groups, allowing for input and frequent communication.

My background in this area has been positive, conducting many retreats and participating in many school board conferences.

Overall, the relationship must be one of partnership and trust.

10. Other: Any other points or comments you would like to make which could aid in the selection process?

My family has identified Alaska as a location for our next adventure. As longtime residents of Illinois, we have looked to places like Alaska as possible long-term locations for our family to place new roots.

In addition, my work supporting school systems across the nation (including in Alaska) has provided experiences that will benefit student learning, teacher development, and resource allocation aligned to strategic planning.

VI. ACKNOWLEDGEMENT

Your file with the Association of Alaska School Boards must contain the following items for your candidacy to be considered:

- Formal letter indicating interest in the position
- Completed application
- Confidential placement file (if it is current)
- College transcripts (graduate work in administration only)
- AASB Reference forms (3)
- Alaska Superintendent Certificate (copy)
- Up-to-date Resume
- Other items of your choice
- Photo (optional)

I certify that the foregoing statements are true and correct and authorize you to investigate all references listed and to secure additional information if necessary. I also agree to waive my right to a public discussion of my candidacy as provided in AS 44.62.310©, thereby permitting a board or committee formed by the board to screen application files and/or interview finalists in executive session.

DATE

APPLICANT'S SIGNATURE