

**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: [REDACTED]

Home Telephone: Work/Message: Cell phone: [REDACTED]

Email: [REDACTED]

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: ██████████

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

Richard A. Schroeder



Dedicated, resourceful, visionary education professional with proven ability to: create and monitor policies and practices that promote a safe learning environment; develop an environment that encourages open communication with administrators, teachers, staff, students, Board, and the community; communicate articulately, quickly engaging team members and audiences, establishing rapport and developing strong relationships; recognize problems, set goals, and design data driven action plans; evaluate employee capabilities, delegate authority, and accept responsibility; hold high expectations of myself, Board, administrators, teachers, staff, students, and community in academic and extracurricular activities; and mentor administrators and teachers in creating schools that produce successful contributing members of our society.

KEY SKILLS

PROJECT MANAGEMENT

STRATEGIC PLANNING

ACCOMPLISHED LEADER

NATIONAL PRESENTER

NON-PROFIT PHILANTHROPY/FUNDING

PUBLIC RELATIONS/COMMUNICATIONS

RECRUITING AND HIRING EXPERT

NATIONAL BOARD-CERTIFIED INSTRUCTOR

CURRICULUM DEVELOPMENT/INNOVATION

SCHOOL FINANCE

EDUCATION AND LEADERSHIP OPPORTUNITIES

University of Illinois

Urbana, IL

Doctorate in Leadership and Organizational Change, Fall, 2017

- Human Resource, School Finance, and Organizational Change
- Dissertation: "Student Voice, Stakeholder Involvement, and Student Success"

NABSE Aspiring Superintendent Institute-2010

Chicago, IL

University of Illinois

Urbana, IL

Masters in Leadership and Organizational Change, May, 2004

- Leadership certification
- Human resource focus on professional development and evaluation

Northeastern Illinois University/University of Virginia

Chicago, IL and Charlottesville, VA

Masters in History, May, 2002

BA in History and Elementary Education, May, 1996

Columbia College

Chicago, IL

Public Relations and Human Resources, May 1993

- Accreditation in Public Relations
- Internship (U.S. House of Representatives)
- Extensive communication training (press release, editorial, speech writing)

PROFESSIONAL EXPERIENCE-LEADERSHIP

HOUGHTON MIFFLIN HARCOURT

BOSTON, MA

NATIONAL DIRECTOR OF ACADEMIC PLANNING

AUGUST, 2017 TO PRESENT

- Leader of Central Region (7 states in the Midwest)
- Responsible for analysis of student achievement data related to company programming.
- Consultant for district leaders around the nation-strategic planning, school board relations, assessment and data systems, professional development, etc.
- National presenter and speaker-assessment, student achievement, literacy, mathematics, and leadership development
- Lead implementation of student support models in urban, suburban, and rural districts across the nation.

ROCKFORD PUBLIC SCHOOLS

Rockford, IL

Chief Academic Officer

April, 2016 – May, 2017

- Leader of 7 academic departments for 28,000 student school system (120 staff members)
- Co-developer for revised district mentoring, teacher evaluation, and professional development frameworks
- Leader of revised district assessment framework, transitioning from attainment to growth model. Developed training for all stakeholders (staff, parents, Board of Education, etc.)
- Implemented professional development protocol for 2000 staff members utilizing face-to-face and technology-based learning modules
- Lead development and implementation team responsible for district-wide strategic planning and process improvement using data
- Supervised and created 5-year collaborative curriculum development framework involving 300+ stakeholders
- Spearheaded technology upgrades across 50 sites, leading effort to upgrade devices (11,000) for all stakeholders
- Responsible for media and community relations regarding all aspects of academics for the district

EAST AURORA SCHOOL DISTRICT

Aurora, IL

Executive Director of Accountability and Strategic Planning

August, 2015-April, 2016

- Leader of assessment and strategic planning for 28 building school system (2000 staff members)
- Leader of PERA Joint Committee and Teacher Evaluation Committee
- Responsible for evaluation training for principals
- PBIS Leader and Trainer for district

- Facilitated collaborative team responsible for revision and implementation of assessment and data analysis and continuous improvement
- Installed a data warehouse and provided training and support to all building leaders
- Primary communicator and developer of strategic plan, data dashboard, and continuous improvement measures

DISTRICT 112 EDUCATION FOUNDATION
Co-Executive Director

Highland Park, IL
July, 2012-August, 2015

- Leader of community-wide literacy outreach campaign involving multiple non-profit and private entities
- Primary communicator of foundation strategic plan in the Highland Park community
- Responsible for outreach budget and alignment to strategic goals of the foundation
- Developed and implemented innovation grant process to spark innovative practices within the schools

NORTH SHORE SCHOOL DISTRICT
Middle Level Principal (Elm Place Middle School)

Highland Park, IL
July, 2011-August 2015

- Human resource manager for team of 70 (recruiting, hiring, professional development, evaluation)
- Leadership development-served as mentor for other leaders within and outside the district
- Co-leader of collaborative team revising supports for all students
- Co-leader of district teacher evaluation committee
- District Positive Behavior Support Coach supporting all building leaders in PBS framework
- ELL Co-Leader (Project GLAD and Dual Language)
- Lead school wide implementation of student goal setting for continuous improvement
- Lead increased academic performance for all students (individual growth measures according to district performance matrix)

ELGIN SCHOOL DISTRICT
Elementary Principal (Spring Trail and Coleman Elementary Schools)

Elgin, IL
July 2007-July 2011

- Lead Spring Trail School to first ever Academic Excellence Award (2010) from the State of Illinois
- Co-author of district's balanced literacy framework installed in all elementary schools
- Community partner for school and district (Wheaton College, Carol Stream Rotary, Chamber of Commerce, Knights of Columbus)
- Implemented Danielson Framework to support teacher development and coaching for all team members
- Instructional Leader of a high-achieving elementary school (88.7% proficient in Reading and 96% proficient in Mathematics)

PROFESSIONAL EXPERIENCE-TEACHING

BARRINGTON SCHOOL DISTRICT
Middle School Teacher

Barrington, IL
July, 1999-July, 2007

- Teacher 8th Grade U.S. History and literacy intervention
- Summer School Teacher-High School AP U. S. History
- 8th Grade Team Leader
- Social Studies Content Area Facilitator-Grades 6-12
- National Board Certification-2003 (Illinois Master Teacher)

DEERFIELD SCHOOLS
Elementary Teacher

Deerfield, IL
May, 1996-July, 1999

- Initiated and Completed two-year looping program (third/fourth grade)
- Multi-age teaching experience with third, fourth, and fifth grade experience
- Founded Walden School's first Student Council
- Deerfield Education Foundation's Grant Recipient

RECOGNITIONS, CERTIFICATIONS, ETC.

Certifications:

- National Trainer Status:
 - Fierce Conversations Inc.
 - Safe and Civil Conflict Resolutions
 - Data-Wise (Harvard University Data Analysis)
- Adaptive Schools Facilitation Certification (2010)
- LEAN Certification
- Society for Human Resources Certification (11/14)
- National Presenter:
 - Assessment Conference: Growth Metrics for Writing
 - IL Special Education Administrator Conference: CHAMPS as an Underpinning
 - Raising Student Achievement Conference: Data and Growth
 - National Association of Education Foundation Conference
 - International Literacy Conference