

# Bedford County Board of Education Leadership Profile Report

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**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES

# Engagement of Stakeholders

Focus Group(s) and Online Survey Participants	Personal Interviews and/or Focus Groups	Online Survey
Board of Education	7	NA
Administrators	45	43
Teachers	10	244
Support Staff	4	122
Students	4	244
Parents or legal guardians	10	263
Community Members (non-parents)	25	79
<b>Total</b>	<b>105</b>	<b>998</b>
<b>Grand Total</b>	<b>1103</b>	

# Consistently Reported Themes

## *Strengths*

- Amenities such as Smith Mountain Lake, Poplar Forest, D-Day Memorial and the short drive to many other amenities and cities makes Bedford ideally located
- An engaged and supportive community that wants BCPS to succeed
- BCPS has been leader in providing instruction and logistics during the pandemic
- Bedford is a beautiful and sought-after region of Virginia and a great place to raise a family
- Economy is stable and expected to grow
- Extensive use of technology in instruction

# Consistently Reported Themes

## *Strengths*

- Longevity of current superintendent has contributed to the stability and growth of the Bedford County Schools
- School facilities and maintenance are in good shape
- Staff is passionate and committed to all students
- Talented teachers, principals and staff that are dedicated, committed, and responsive to parents as well as students

# Consistently Reported Themes

## *Challenges/Concerns/Issues*

- Board and superintendent roles, relationships, governance and engagement are vital to the success and longevity of the next superintendent
- Board has a wide diversity of philosophies and there is rarely consensus on any issue.
- Diversity—especially socio-economic, rural/suburban/town and even the diversity of broadband infrastructure; recognition of existing racial issues and need for a more diverse staff
- Facilities and school capacities need the attention of the Board in the near future

# Consistently Reported Themes

## *Challenges/Concerns/Issues*

- Overemphasis of technology and the Personal Learning Program concern some parents and staff
- Parents seek more openness and communication with the superintendent and BCPS staff regarding decisions about instruction and curriculum
- Relationships between the school division and political leaders in the County need to improve
- Trust and transparency needs to be better established with all stakeholder groups

# Consistently Reported Themes

## *Desired Characteristics*

- Communicates and connects with parents and all citizens in a caring and open manner
- Collaborative with the community, the schools, and especially the governance structure of BCPS, the Town of Bedford and the County of Bedford
- Engages, supports and seeks the input of teachers
- Instructional leader with rural experience
- Systemic thinker who is proactive - not reactive

# Consistently Reported Themes

## *Desired Characteristics*

- Teaching experience, school administrator experience and a terminal degree are highly desired
- Honesty/integrity/transparency are critical attributes
- Willing to listen and observe while learning the division – doesn't start changing things immediately
- Studies and analyzes BCPS current programs to develop a long-range strategic plan that has wide support of the Board, the staff and the community.

# Executive Summary of On-Line Survey

**The following statements were perceived to be the Bedford Division strengths:**

- Technology is integrated into the classroom
- Bedford employs effective teachers, administrators and support staff in its schools
- Bedford schools are safe
- Teachers personalize instructional strategies to address individual learning needs, special education and gifted
- Employees are held accountable to high standards

# Executive Summary of On-Line Survey

**The top-rated leadership profile characteristics constituents desire in a new superintendent are:**

- Foster a positive, professional climate of mutual trust and respect among faculty, staff and administrators
- Proved transparent communication
- Be visible throughout the Division and actively be engaged in community life
- Recruit, employ, and retain effective personnel throughout the Division and its schools
- Understand and be sensitive to the needs of a diverse student population.

## LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new superintendent. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

 Top 4

	All (998)	Administrator (43)	Community Member (Non-Parents) (76)	Parent Or Legal Guardian Of Student... (263)	Student (247)	Support Staff (122)	Teacher (244)
Post a positive, professional climate of mutual trust and respect among faculty, staff, and administrators	58%						
Provide transparent communication	42%						
Be visible throughout the District and actively engaged in community life	36%						
Recruit, employ, and retain effective personnel throughout the District and its schools	36%						
Understand and be sensitive to the needs of a diverse student population	33%						
Demonstrate a deep understanding of educational research and emerging best practices and implement strategies	32%						
Establish a culture of high expectations for all students and personnel	29%						
Provide a clear, compelling vision for the future	28%						
Integrate personalized educational opportunities into the instructional program	19%						
Be an effective manager of the District's day-to-day operations	19%						
Effectively plan and manage the long-term financial health of the District	17%						
Provide guidance for district-wide curriculum and instruction	17%						

# BCPS Superintendent Position

## Desired Characteristics

**The individual selected will focus upon the following professional priorities:**

- Ability to utilize and implement an instructional program that values technology as a tool and component of teaching, but can balance technology with direct teacher instruction.
- Accessibility to staff, County government, community groups and organizations that is transparent and welcoming.
- Adaptability in developing a professional presence that is demonstrated through high visibility.
- Inclusive style of leadership that engages and collaborates with Board Members, staff and community in a transparent style of leadership.
- Rural/suburban teaching and administrative experience that serves as a foundation for understanding differentiation of instruction, meeting individual student needs, and providing a curriculum and strategies for high academic achievement for all students

# BCPS Superintendent Position

## Desired Characteristics

- **With regard to leadership experiences and accomplishments, the successful candidate will:**
- Demonstrate community engagement and transparency built upon trust, honesty and integrity.
- Demonstrate proven skills in building a governance model that is inclusive of excellent working relationships with the Board, staff, parents, the governmental agencies of the County and especially the community
- Demonstrate skilled leadership in curriculum and program development that is research based, evidence based, and is supported by well-planned and sequenced implementation and professional development.
- Demonstrate division wide achievement results that have raised the bar of accomplishment while reducing achievement gaps between and among all student groups.

# BCPS Superintendent Position

## Desired Characteristics

**With regard to leadership experiences and accomplishments, the successful candidate will:**

- Demonstrate creativity in the development of an educational working environment that is effectively, well managed, fairly evaluated, inclusive and holds all employees accountable.
- Demonstrate human resource(s) skills that attract outstanding, diverse candidates for all positions and decrease turnover.
- Be able to be certified as a Virginia superintendent
- Demonstrates a solid track record of increasing responsibilities and success
- Have experience as a teacher/administrator in a medium size school division and/or has experience as a superintendent
- Possess a doctorate (strongly preferred)