



ETHS Superintendent Profile and Job Description

Who We Are

Embracing its diversity, Evanston Township High School (ETHS) District 202 is dedicated to educating all students to their fullest potential. Established in 1883, ETHS serves a richly diverse population of more than 3,700 students and their families. ETHS—named a “Best High School in America” by U.S. News & World Report every year since 2013—represents 64 countries and 44 languages spoken at home across its student body. Based on the school’s guiding principles of social emotional learning, equity, post-secondary planning, and literacy, ETHS’s 93% graduation rate and 83% college attendance rate are points of pride in the Evanston community. The 628-member staff at ETHS is committed to breathing life into the school’s vision of excellence and equity in education for all, and to ensuring that each student achieves a high level of academic performance, functions effectively in the community, and makes contributions to the broader society. A robust sense of commitment to ETHS’s mission—both within and beyond the boundaries of the school—is evident in the promise that all members of the ETHS community will work together to realize the district’s vision in an atmosphere of mutual respect where the contributions of all stakeholders are valued.

What You’ll Do

The superintendent will serve as the Chief Executive Officer of ETHS District 202. The leader in the superintendent role has the honor of working and leading onsite at the school and will report directly to the ETHS Board. The superintendent for ETHS will enter the district and community at a critical time as the community works together to create conditions for students and staff to thrive in a new educational context in the wake of a global pandemic; to deepen its equity work on behalf of students, staff and all members of the school community; to create multiple pathways for students as they consider post-secondary planning; and to implement, communicate, and sustain clearly defined systems and structures designed to meet the unique needs of every student, every family, and every member of the ETHS staff. The work of the superintendent will necessarily require deep connection with the broader Evanston community and its many supportive organizations.

Your Key Responsibilities (The “What”)

The new superintendent of ETHS will have the privilege of building on nearly 140 years of history in the community. Our new superintendent must possess the experience, perspective, vision, and leadership skills that will be required to amplify our successes and embrace the challenges and opportunities that lie ahead. Key leadership responsibilities for our next superintendent include the following:

- **Commit to equitable access to academic programming and career pathways for all students**
 - Keep students at the center of all decision making to ensure that essential aspects of ETHS academic and extracurricular programming benefit our students.
 - Ensure that the ETHS’s mission, vision, and key priorities are clearly communicated and well understood by our staff, community partners, families, and other stakeholders.
 - Invest in instructional models, structures, and practices that are research-based and culturally responsive; strengthen collaboration with parents to enhance learning for their students.
 - Enhance focus on inclusion, belonging, social emotional learning, and mental health support for all students as a part of creating a safe and healthy environment for learning.
 - Develop innovative approaches to prepare our students for post-secondary success while addressing systemic inequities that persist in order to improve the experience of students, staff, and families.
 - Advocate for learning environments, systems, structures, and programs that guarantee equitable access and that fully support multilingual learners and students with diverse learning needs.



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- **Inspire innovation, promote collaboration, and provide relentless support for all staff**
 - Identify and support opportunities for collaboration and learning across ETHS's feeder schools; focus on improving and expanding relationships with surrounding districts.
 - Expand access to program opportunities at ETHS to include increased Advanced Placement offerings, and robust Career and Technical Education programming.
 - Adopt instructional models and structures based on practices that are research based, culturally responsive and demonstrated to be effective and desired by families.
 - Provide relevant, research-based, and ongoing professional development and learning support for teachers, staff and school leaders.
 - Invest in teachers through purposeful observation and feedback structures, as well as relevant, individualized professional development.
 - Recruit, retain, develop, and inspire highly effective staff at every layer of the organization, with a particular emphasis on increasing the diversity of the teacher corps and the implementation of culturally responsive education practices.
 - **Design, implement, and sustain clearly defined systems to support school operations and safe learning environments**
 - Accountable for the effective day-to-day operations of the school and district within the policy parameters adopted by the board, assuming responsibility and authority for the planning, operation, supervision, assignment, and evaluation of the programs, services, staff, students and facilities of the district.
 - Foster safe and supportive working conditions for staff to collaborate; to feel included, valued, seen, and supported; and to do their best work with and for ETHS students.
 - Assess current conditions related to facility health and maintenance; respond accordingly to ensure student and staff safety and well-being.
 - Address equitable maintenance to facilities with an eye towards environmentally conscious improvements.
 - **Build trust and credibility through transparent, timely communication and genuine partnership**
 - Collaborate with the ETHS Board and other key stakeholders to assess needs, develop short-term and long-range plans aligned with the district's vision, mission, goals; maximize district resources to benefit ETHS students and staff.
 - Work closely and openly with the board to foster a reciprocally collaborative and trusting relationship.
 - Strengthen communication and collaboration with stakeholders by implementing clear decision-making protocols and predictable outreach strategies with appropriate accommodations to ensure timely and equitable access to information.
 - Expand partnership and connection with the ETHS community, learning what matters to our students, families, and community partners to inform key decisions and priorities for the district.
 - Nurture trusting relationships with community partners, advocacy organizations, state, regional and local leaders, and higher education institutions in an effort to offer solutions that create value for students, families, and staff.
 - Welcome students as partners in the decision-making process ensuring that students' voices and feedback are heard and valued at all levels of the organization.



The Skills You'll Need to be Successful (The "How")

- **Visionary, Inclusive & Trustworthy Leadership**

- Recognize and build on ETHS's past successes and commit to innovative practice and continuous improvement through authentic inquiry, analysis, and assessment of results and alignment to collaboratively identified priorities.
- Lead the district through a collaborative strategic planning process and mobilize the community to bring the vision, mission, and goals to life by focusing on key priorities.
- Hold self and others accountable for ensuring equitable access to the diverse academic and extracurricular programming that ETHS offers, and to equipping students with skills to achieve their academic goals and shape successful futures.
- Promote a compelling vision of innovation and organizational excellence for ETHS.
- Lead with courage and compassion; seek, welcome, and elevate the voices of underrepresented communities to ensure diverse input on key decisions; be genuinely with and about the people you serve.
- Practice transparent decision-making; listen actively and with an open mind – include others in creating the path forward; share openly with stakeholders how their input informed key decisions.

- **Champion for Diversity, Equity & Inclusion**

- Demonstrate cultural fluency, responsiveness, and awareness while approaching the work with a strong equity lens to establish a culture of growth and a learning mindset around issues of equity and inclusion in an effort to dismantle inequitable processes, systems, and practices.
- Recognize race and power dynamics playing out within the ETHS organization and community at all levels and be willing and equipped to interrupt those inequities through honest dialogue; go beyond recognition of disparities to take responsibility for inequitable practices and be accountable for making things just.
- Address matters of race, equity and bias in how decisions are made with clarity, confidence, humility, historical context, and empathy.
- Foster, promote, and drive a culture of inclusion in the organization and commit to improve practices related to equity and inclusion in the organizational planning, prioritization and implementation of key initiatives.
- Build authentic relationships across lines of difference (race, ethnicity, gender, age, socioeconomic background, LGBTQ status, etc.) both internally and externally—and create conditions for all stakeholders to do the same in safe and intentional environments.

- **Commitment to Timely & Purposeful Communication**

- Build effective relationships with stakeholders through clear systems and structures for communication; communicate efficiently, effectively, transparently, and authentically while tailoring messages for the audience, context, and mode of communication.
- Promote ETHS's successes, recognize existing and emerging challenges, and strategize for powerful solutions to ensure that the district is able to meet student, family, and staff needs.
- Challenge assumptions and preconceived notions to avoid distraction from core priorities and goals in the interest of student success.
- Build trust among board members, district staff, teachers, leaders, and stakeholders to act on a shared vision for the district; seek understanding through authentic inquiry.



- Navigate politically complex structures, relationships, and dynamics to challenge ideas, invite dialogue, and drive thoughtful decisions that lead to positive outcomes for students.
- Maintain visibility and self-awareness that engenders trust, creates connections, and motivates others to excel.

- **Strategic Change & Systems Leadership**

- Activate systems and structures that incorporate processes of continuous inquiry and improvement, communicating results transparently and honestly while establishing the path forward in ETHS's contemporary context.
- Utilize essential data from multiple sources; collaborate with others when appropriate to make impactful decisions; consider and communicate implications to stakeholders.
- Support and lead the implementation of data-driven practices within our organization, and support a structure that teaches and empowers all staff to use data and evidence-based practices that maximize outcomes and provide equitable opportunities.
- Exceptional critical-thinking skills and experience in leading data-driven practices at a systems-level, including the ability to analyze data, identify trends, pinpoint problems and root causes, ask probing questions, set goals, track resources, and develop innovative solutions and communicate findings and implications with stakeholders. Empower an effective school and district leadership team, in collaboration with the ETHS Board, to ensure that the goals and priorities and activities are aligned explicitly connected to ETHS's vision, mission, strategic plan, and corresponding goals.
- Hold self and others accountable for high standards of performance, communication, collaboration and transparency toward the achievement of key goals and priorities.
- Serve as the district's lead learner and seeker of best practice; create and nurture conditions for professional growth and organizational learning through purposeful cycles of continuous feedback and coaching.
- Set priorities to maintain a high quality and equitable academic program within the district's financial means.

What You'll Bring

- Commitment and willingness to be a persistent and passionate advocate for all students and those who serve them.
- Evidence of success in complex organizational leadership with an emphasis on improving academic outcomes and ensuring equitable access for students in a diverse educational setting.
- A minimum of 10 years of senior leadership experience with evidence of successful development and organizational outcomes and effective operational and fiscal management.
- Successful experience leading in diverse economic, multicultural, and multilingual communities and environments. Demonstrated cultural-competence skills with a history of inclusive and relevant equity practices.
- Advanced knowledge of public school policy, law, procedures, and management. Thorough understanding of national, state and local educational goals and standards.
- Track record of successfully delegating responsibilities to a highly competent team to manage daily operations and administration of district finances; holds self and other leaders accountable for effective outcomes.
- Demonstrated experience building consensus and trust, working in conjunction with a board and stakeholder community to identify priorities, establish goals, monitor progress, and produce outcomes in service to students.
- Ability to engage stakeholders through inspirational leadership driven by self-awareness, integrity, passion, and a genuine love of learning.

What We Offer



Salary for this integral position is competitive, and commensurate with prior experience. In addition, a comprehensive benefits package will be included in the final offer.