

Julie Glazer

Evanston - Skokie School District 65

1. Please share why you are interested in this position and your unique qualifications for it.

I began my teaching career in Evanston in 1997 at Lincolnwood School as a 5th grade teacher and cherished every moment of my tenure. Due to my husband's employment we moved to New Jersey in 2002, but I have maintained my connection to Evanston, and have long hoped to return. Now that my children are coming to the end of their high school career, and one is applying to Northwestern, I could not overlook the opportunity to apply for this position as it is also so aligned with my experience and aspirations. In Evanston I was provided the unique opportunity to be actively involved at the district level from the outset being mentored by educators such as Barbara Hiller in curriculum, differentiated instruction, and assessment, and Laura Cooper at the high school in the implementation of standards K-12. I have always felt very fortunate that my experiences in Evanston prepared me so fully for the work I continue to do, and I remain grateful for the foundation that I have built my career upon. Now in my sixth year as the Assistant Superintendent of a similarly diverse district in New Jersey, I have remained committed to working to eliminate the achievement gap and improve instructional outcomes for all students. My line experience has well prepared me to advance to the position of superintendent, and Evanston is not only an attractive community for my pursuits based on the pride the community exhibits in the excellence of the school system and maintaining that stature, but also based on shared beliefs in areas the community values such as diversity, the breadth and depth of opportunities for participation, and continuous improvement. Programs such as early childhood education, a strong commitment to balanced literacy as the foundation for the expectations required in the Common Core State Standards, rigorous academics, and extensive co-curricular offerings have also drawn me to the leadership opportunity available in Evanston. My passion for education, as well as my primary responsibilities for curriculum, instruction, and assessment have led to improved student achievement and enhanced collaborative professional learning among school and department members. This has strengthened the concept of shared responsibility for student success district-wide. My consistent use of specific, measurable goals to determine outcomes has allowed each of the districts I have been affiliated with to evolve vision into action. I have been fortunate to be a part of a strong leadership team responsible for community based strategic planning resulting in three-year district Focus Areas, yearly Board of Education goal-setting, and a zero-based budget development process that prioritizes academics, community service, the arts and athletics, responds to increasing student enrollment, minimizes the school tax increase, and increases the banked cap. As part of this planning we have invested in infrastructure with the award of three phases of RODs (Regular Operating District) grants and a seventeen million dollar bond issue for the expansion and renovation of facilities, have recently revised the five-year facility plan, improved technology access and have integrated technology across the curriculum, and increased inclusionary programs in-district for special education students. I believe these experiences have made me uniquely qualified for the position of Superintendent of the Evanston/Skokie School District 65.

2. Please list the five accomplishments in your professional career of which you take the greatest satisfaction and why you do so.

In reflecting on my professional accomplishments there are at least five, of which I am very proud. I have more than 16 years experience as an Assistant Superintendent, Supervisor, teacher and teacher leader, PK - 12. My work has been key in helping to change the way teachers plan for and deliver instruction, with a focus on what all students should know and be able to do. Based on research and observation of instructional practice, I have been able to recommend instruction and curricular improvements. I have also been a leader in the use and development of authentic and alternative assessment, and feel very strongly about using data and student work to inform and drive instruction, and to monitor students' educational progress. I have initiated a program of on-going assessment analysis, including the evaluation of standardized testing results, and have become skilled at using data systems to track achievement and student progress. Maintaining this connection to instruction and classroom practices has been critical to my success as an administrator.

In addition, I have more than 10 years non-profit management experience as president of my own company, in arts and educational programming for clients such as the Chicago Board of Education, National PTA, The Chicago Initiative/Gallery 37, Field Museum and the Ravinia Festival. My consulting in areas of strategic and long range planning, Board and organizational development, volunteer recruitment and retention, resource development, and grants management have enabled me to have a broader leadership perspective. As an early adopter of the use of technology and media in education, I remain actively engaged in promoting the use and value of integrated technology to transform instruction and learning. It has been gratifying to have such a wide variety of experiences, continue to draw on them, and make them relevant to my current practice.

I am a humanistic leader, respectful, caring, and empathic. I not only listen to and consider the opinions of others, but also value their input and constructive feedback. Early in my educational career I recognized that the ability to build relationships with teacher leaders and fellow administrators to implement research based best practices in curriculum, instruction, and assessment would be the key to successfully promoting student achievement. By focusing on results, teams at every level have been able to enhance the overall educational programs and services for all students and build capacity, consistency, accountability, and sustainability. This has ensured targeted goals and initiatives are achieved. I am a hands-on leader, easily accessible and approachable, and take pride in spending considerable time in the schools and in the community. It is my experience, enthusiasm, and particular expertise in collaborative decision making and consensus building that continues to reaffirm that I can effectuate change in a significant way.

I have made it my business to understand the unique culture of each district I have been a part of and to actively engage with, and involve myself in the community. I excel at cultivating and maintaining partnerships (Schools, Business and Community), and have enjoyed wonderful opportunities not only to participate as a member of the larger learning community, but to also

take an active role in joining the local education foundations, advocacy groups, and community service organizations who play a critical role in supporting the schools and municipality. I am an accomplished public speaker and am called upon to present on a wide variety of topics. It is especially enjoyable to be able to reach a number of differing constituencies and help them to make connections by sharing the stories of the district and the community.

I am a person of vision, and have been fortunate to be mentored throughout my career to structure ideas and operationalize them into action. This process requires clear expectations and support to accomplish stated goals. While this has been a journey, I have now developed systems to move from vision to action. These efforts are reflected in my doctoral thesis, *Expectation, Pressure and Support: The Power of Professional Learning To Create Systemic, Transformative Change in K-12 Education*, and in my daily work. The evolution of each individual as a change-agent, whether working toward improved student outcomes, enhanced classroom practices, clearer communication, or the development of resources, is contingent on a culture that is goal oriented and supports and empowers growth. The work I have engaged in using professional learning as collaborative inquiry has been recognized as a model for the county and state. As professional learning is also a critical component of the state's new evaluation model, I have been actively involved in supporting teacher and leader effectiveness through professional learning in my work with Learning Forward, New Jersey. It is very satisfying to introduce a model, see it evolve over time, and then become an integral part of teachers', schools', departments' and leadership practice.