



Tennessee Schools for the Deaf

SUPERINTENDENT PROSPECTUS

Tennessee Schools for the Deaf (TSD) is comprised of three campuses: Knoxville (main campus), Nashville, and Jackson. Established in 1844 in Knoxville, TSD has now been serving deaf and hard of hearing children in the state of Tennessee for over 175 years.

TSD has a rich history in educating deaf and hard of hearing children and has developed a strong reputation for serving parents and local education agencies across the state of Tennessee. This Prospectus provides an overview of the superintendent position for interested applicants.



MISSION

Empowering students, families, and stakeholders through education, advocacy, and community.

VISION

Students will be linguistically and culturally competent. They will exhibit a mastery of both American Sign Language (ASL) and English and possess self-knowledge and skills necessary to succeed academically and socially as a productive member of society.

Students will:

- Approach challenges with optimism and perseverance while working toward solutions, asking for help when appropriate, collaborating with others to problem solve, and self-advocating
- Respect themselves and others
- Exhibit curiosity and creativity
- Demonstrate a mastery of both ASL and English
- Develop short- and long-term plans for learning and develop career goals that give purpose to their learning
- Exhibit a joy for learning through free thinking and creativity while developing self-confidence

Teachers and Staff will:

- Respect, value, and honor the language and culture of Deaf and Hard of Hearing individuals
- Demonstrate a mastery of ASL and English
- Approach their work with optimism, humility, and teamwork
- Set high expectations for students' behavior, academic performance, and creative endeavors
- Develop lessons and tasks that align to grade-level standards with appropriate support for student success
- Collaborate effectively to promote learning through incidental learning in school, at home, and in the community
- Model behavior and mentor students to set high aspirations for themselves and to develop appropriate plans to achieve those aspirations
- Provide support and resources to facilitate student success

In an environment that:

- Is language and information rich, exhibiting appreciation of and value for identity, language, and culture
- Respects all employees and values the purpose of each job
- Displays strong leadership and effective communication
- Is safe, nurturing, and professional
- Allocates resources effectively for student success

OVERVIEW

The Tennessee General Assembly, through the strong support of General John Cocke of Grainger County, Tennessee, passed a bill to establish a school for the deaf on January 29, 1844. In the spring of 1844, Governor James C. Jones appointed a board for the school that was to develop the plan for establishing a school for the deaf. The school opened in June 1845 under the leadership of Mr. Thomas MacIntire with six students in the heart of downtown Knoxville. In 1924, the school moved to the beautiful Island Home Park area, where it still resides today. The Tennessee Department of Education has responded to the need to serve deaf and hard of hearing students in the state of Tennessee by establishing two additional campuses in the state: Jackson and Nashville. The district which includes all three campuses/schools is known as Tennessee Schools for the Deaf (TSD). At the district level, there are various outreach programs available to stakeholders across the state which guide and encourage families with deaf or hard of hearing children and support local education agencies in serving these children. Through the variety of outreach programs that TSD provides, including the Deaf Mentor program, TSD is becoming widely known as a strong and supportive resource for deaf and hard of hearing children, their families, and professionals in the field.

Tennessee School for the Deaf, Knoxville (TSDK)	Tennessee School for the Deaf, Nashville (TSDN)	West Tennessee School for the Deaf, Jackson (WTSD)
TSDK is a residential campus with a current enrollment of 142 students in grades Pre-K - 12th grade in the elementary and upper school. In addition to the Pre-K – 12th grade, there is also a Toddler Learning Class program for deaf and hard of hearing children who are one to three years of age and the Comprehensive Adult Program (CAP) for graduating students through age 22 to build on their life skills to be productive members of society. There are currently nine cottages in use for residential students that are designed to feel like a home with a new residential hall anticipated to be completed and opened in 2022.	TSDN is the most recent campus established in 2018, and is currently located on the campus of the Tennessee School for the Blind (TSB). TSDN currently has an enrollment of 21 students, ranging from Pre-K – 2nd grade. Enrollment has increased dramatically since the first year. TSDN ensures the needs of the whole child is addressed through shared resources, such as the playground, gym, cafeteria services, and the clinic. Plans are being developed to find a permanent location for TSDN.	WTSD was established in 1986 and currently has 39 students enrolled, ranging from Pre-K – 6th grade, as well as a Toddler Learning Class program. In fact, WTSD was rewarded in both 2019-20 and 2020-21 school years as a Model of Demonstration School, Bronze Level, for Response to Instruction and Intervention-Behavior (RTI2-B).



BILINGUAL EDUCATION PHILOSOPHY

TSD Knoxville and Nashville have adopted and have been progressively moving toward bilingual education over the past two years. As part of the ASL/English bilingual education philosophy, TSD recognizes and affirms the value of fluency in both languages. It recognizes ASL as the most accessible language for the Deaf and Hard of Hearing community and English as the dominant language in the United States. Since ASL is a visual/spatial language, ASL provides deaf and hard of hearing students with clear, complete, and consistent access to linguistic and curricular information. Fluency in ASL provides a foundation of language knowledge and skills which supports students' access to developing skills in English (reading, writing, and if appropriate, speaking and listening), allowing for greater growth in reading and writing proficiency and increasing academic success. Along with language knowledge and skills, TSD's bilingual philosophy includes emphasis on promoting development of students' cultural identities, recognizing the unique experiences within Deaf Culture, as well as supporting the multiple cultural identities of each individual child.

In keeping with a bilingual philosophy that values both ASL and English, TSD has been working to establish expectations that ensure the use of the ASL and English are separate, reducing linguistic and communication confusion.

Goals of the bilingual education program are to:

- Support TSD students in developing proficiency in both languages.
- Demonstrate respect for both languages by modeling appropriate use of the languages.
- Provide training and promote awareness related to bilingual instruction and practices in other programs that serve our deaf and hard of hearing students.

By establishing this research-based language philosophy, TSD expects an impact on student achievement as students have full access to language and communication throughout the school, providing greater opportunity for growth in academic, linguistic, cognitive, and social skills.



INSTRUCTION

The Instruction department is an outstanding group of faculty and staff across the state that includes principals, assistant principals, teachers, teaching assistants, clerical staff, ASL specialists, transitional counselors, speech and language pathologists, school counselors, psychologists, and instructional coaches. These educators ensure that our students learn both inside and outside the classroom through clubs, athletics, and related programs. TSDK's elementary school serves grades Pre-K to 6th grade, and the upper school serves 7th to 12th grade. TSDK also offers a toddler learning class and provides the Comprehensive Adult Program (CAP) for qualifying students through age 22. TSDN serves students in grades Pre-K to 2nd grade. WTSD serves students in grades Pre-K to 6th grade. Students from WTSD and TSDN may continue their education at TSDK when they have completed the final grade level at the campus they attend.

We believe in "whatever it takes", and this is demonstrated in the classroom. Our teachers follow curriculum based on the Tennessee State Standards, plus we support strong language development using a bilingual approach. We use a number of resources to complement what we teach and the way the students learn. We encourage our students to explore their talents so they are empowered by choosing a career or enrolling post-secondary opportunities upon graduation.

SCHOOL PROGRAMS

- Career & Technical Education (CTE): Culinary Arts; Science, Technology, Engineering, & Mathematics (STEM); and Structural Systems - Architecture & Construction
- Comprehensive Adult Program (CAP)
- Culinary Arts
- Preschool - *TSDK, TSDN, & WTSD
- Toddler Learning Class (TLC)

CLUBS (TSDK UPPER SCHOOL)

- Academic Bowl
- BETA Club
- Drama
- Jr. NAD
- VEX Robotics
- Viking Club
- Virtual Vikings

ATHLETICS

The rich history of varsity athletics at the Tennessee School for the Deaf began in 1886 with our first baseball team and was soon followed by football in 1892, boys basketball in 1905 and girls basketball in 1907. Since those early days, we have added cheerleading, swimming, volleyball, cross Country and track and field.

TSD is proud of our 15 Deaf Prep National Championships, 20 Mason Dixon Championships and 7 TSSAA State Championships. We continue to compete annually in the Mason Dixon Conference and the TSSAA District 2A.

TSD Athletics - Always Improving, Never Satisfied.

STUDENT LIFE

STUDENT LIFE

Students thrive best in a language rich environment where academic and personal development are integral. Residential facilities provide a home-like environment and are available for students who live beyond the 60-minute commute from the school. We house deaf and hard of hearing students from across the state of Tennessee. Our student life program goals include providing students the opportunity to assume leadership roles, develop their collaborative abilities, and strengthen their social skills. Students have access to a broad range of after-school programs and recreational activities, many of which are open to all TSDK students. Tailored to the individual's needs and interests, TSDK's after school programs effectively support the social and emotional development of each student. We provide opportunities and experiences for students to develop their independent living skills so they can become contributing members of a global society once they leave TSDK.

Student Life's primary responsibility is to provide a safe and comfortable living environment for all residential students. Our programs are specifically designed to provide a supportive environment that is free of language barriers and that offers opportunities for student growth, development, and achievement. The residential program emphasizes integration, collaboration, and equality in fostering opportunities and experiences in self-education and self-improvement. We follow an Independent Living Curriculum that promotes different topics and tasks to guide students to become self-sufficient and independent individuals.

RECREATION AND SUMMER CAMP

The Student Life department is responsible for recreation and summer camps. Recreation involves nightly activities along with elementary and middle school sports. Nightly activities may include open gym, swimming, movie nights, etc. for all ages. Recreation is also responsible for running the Student Union, which is a place where students can socialize, play games, and purchase snacks and/or drinks. We have a golf club and chess club for upper school students. Recreation staff are responsible for organizing teams for the elementary and middle school students. At this time, elementary students are involved in basketball only. Middle school sports are flag football, volleyball, basketball, and soccer. All teams play in a city-sanctioned league and often play at TSDK or travel to local schools to play.





OUTREACH

TSD strives to be viewed as the primary statewide resource for decision making and service delivery for children who are deaf or hard of hearing. TSD Outreach provides resources through four avenues: Birth to Five Language & Literacy, the Deaf Mentor Program, K-12 Parent Outreach, and Statewide School Support. TSD Outreach works with parents, families, professionals, LEAs, and the community in addressing the unique language needs of deaf or hard of hearing children by providing balanced, research-based information and strategies for empowering families and professionals to improve outcomes and set deaf and hard of hearing children on the path of lifelong success.



OPERATIONS AND FACILITIES

TSDK's current site is an 88-acre campus on the banks of the Tennessee River. Construction on five buildings including the administration building (Ward Building) began in 1923 with the official dedication being held in November, 1924. The superintendent's residence, originally the Perez Dickinson Italianate mansion, situated adjacent to the Ward Building, was built in the 1870's (<https://knoxvillehistoryproject.org/island-home/>). The new high school and dining hall were completed in 2017 and a new residential facility is currently being built to replace the existing student residential cottages. When the current residence hall construction work is completed, there will be a pedestrian friendly campus with 19 buildings.

WTSD was established in 1986 as an elementary school for deaf and hard of hearing students, serving student's Pre-K through 6th grade. There are five buildings on this campus, two of which were former residential cottages that were later converted for other state office use.

In 2018 TSDN, serving grades Pre-K through 2nd grade opened on the campus of Tennessee School for the Blind (TSB).

TSDK Capital Projects

Under Construction: (projected to be completed in 2021)

- Cottage replacement: New residential facility
- Swimming pool upgrades: Updates to pool surfaces, mechanical systems, and HVAC
- Elementary: Window and HVAC upgrades

Pre-Construction Phase:

- Interior doors - elementary & middle Schools: Addition of interior doors to elementary school

Design Phase:

- Akin Gym & HVAC: Program originally was to install a wooden floor in the gym and add air conditioning to the space. Funding may only cover air conditioning the space





Ward Building - TSD Knoxville



The Old Gym - TSD Knoxville



Superintendent Home - TSD Knoxville



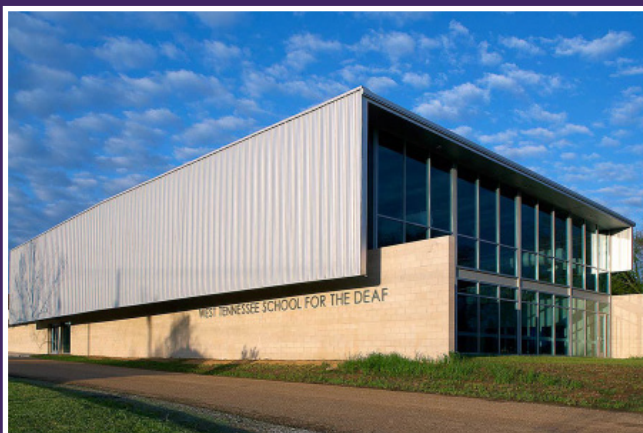
Alan J. Mealka High School - TSD Knoxville



Elementary School - TSD Knoxville



Akin Gym - TSD Knoxville



WTSD - Jackson



WTSD - Jackson



TSDN - Nashville

CENTRAL LEADERSHIP TEAM

The Central Leadership Team (CLT) for Tennessee Schools for the Deaf (TSD) is comprised of the superintendent and directors of Instruction, Human Resources, Outreach & Operations, Student Life, Support Services, and Technology & Communications. Each CLT member provides direct oversight of their respective department and staff.

KEY DATA

202

Students
District-wide

242

Employees
District-wide

46.48%

TSDK Residential
Students

73

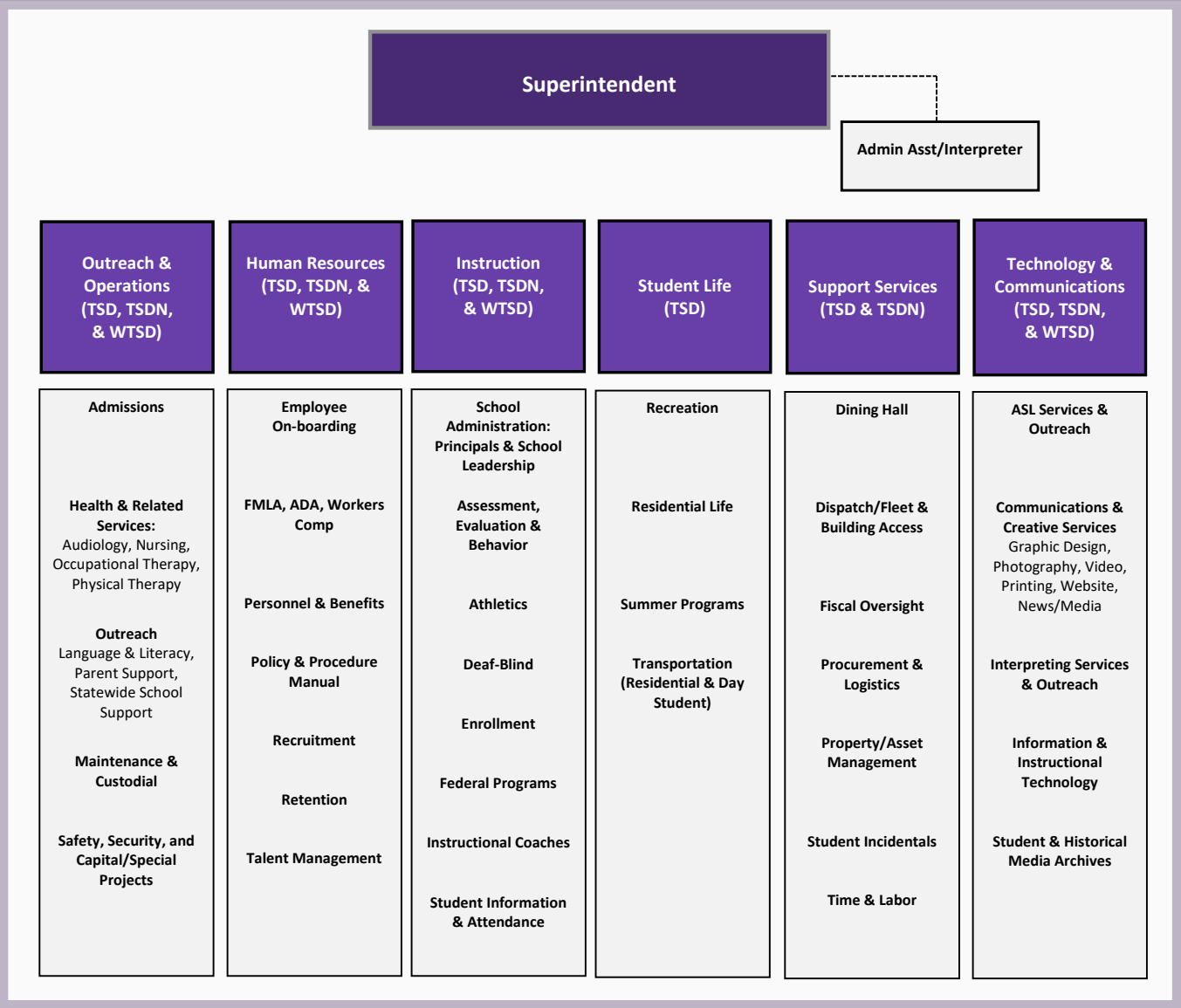
Instructional Staff/
Teachers District-wide

35%

Students of Color
District-wide

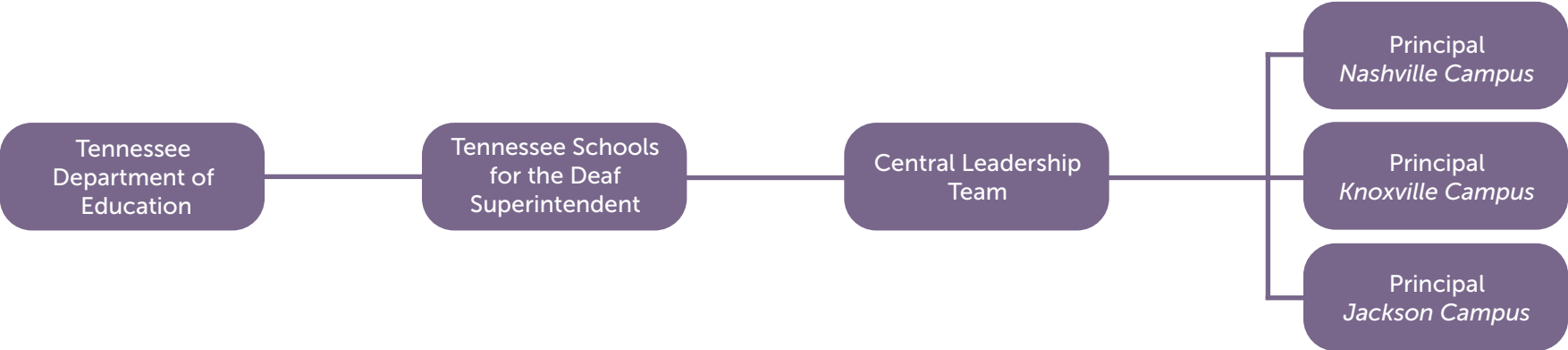
29%

Staff of Color
District-wide



STATE SPECIAL SCHOOLS GOVERNANCE

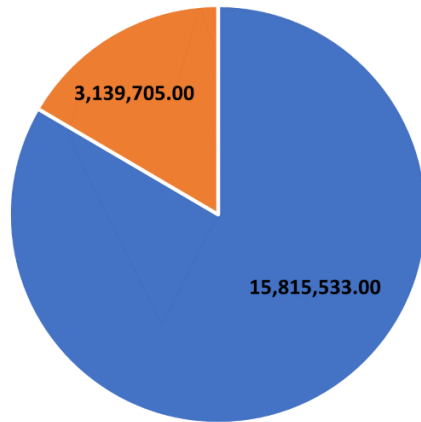
TSD schools are state funded, and rather than a school board, the director of schools reports to the State Special Schools (SSS) assistant commissioner at the Tennessee Department of Education. The superintendent has the autonomy to make school and organizational decisions to maintain effective and efficient operations of the school system. The assistant commissioner serves as accountability partner in the work to serve students providing support in critical thinking processes. The assistant commissioner is responsible for evaluating the superintendent, a process that includes self-evaluation, observation, staff input, and SMART goal progress. In addition to the assistant commissioner, TDOE has assigned the Operations Coordinator for State Special Schools to direct support to TSD for procurement, policy, and contracts. The Tennessee Department of Education also supports TSD with services from the state’s assessment, finance, legal, operations, research, and technology teams.



TSDK/TSDN BUDGET

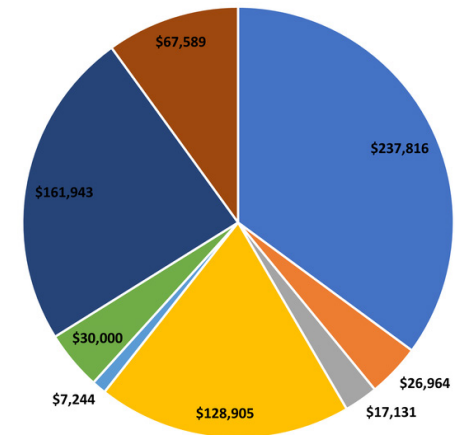
As a state agency within the Tennessee Department of Education, Tennessee Schools for the Deaf receives its funding from the state of Tennessee. TSD (Knoxville and Nashville) and WTSD budget information including federal revenue is represented in the following charts:

TSD Budget (Knoxville/Nashville)



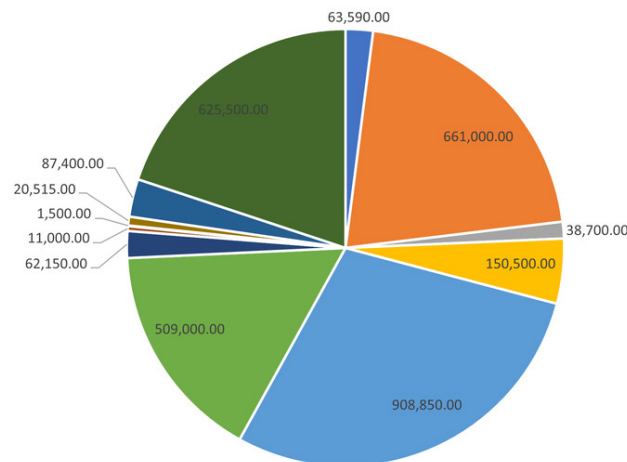
■ Total Personnel Costs ■ Total Operational Costs

TSD Federal Revenue* (Knoxville/Nashville)



■ Title I ■ Title II ■ Title IV
 ■ IDEA ■ IDEA PK ■ Perkins
 ■ CARES Act ■ Federal Carry Forward

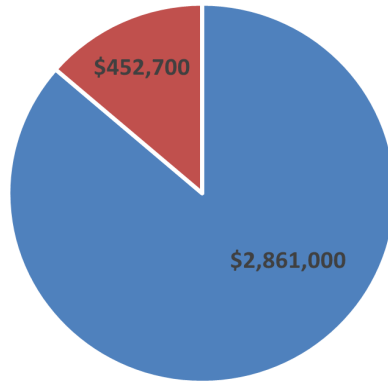
TSD Operations Budget (Knoxville/Nashville)



■ Travel ■ Utilities ■ Communications
 ■ Maintenance ■ Third Party Professional Services ■ Supplies
 ■ Rent & Insurance ■ Motor Vehicle Operation ■ Awards and Indemnities
 ■ Training State Employees ■ Computer-related Items ■ State Agency Professional Services

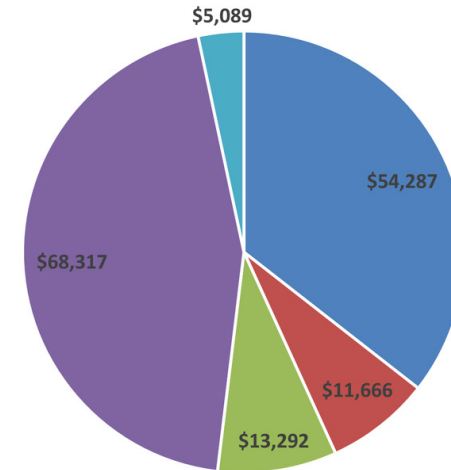
WTSD BUDGET

WTSD Budget



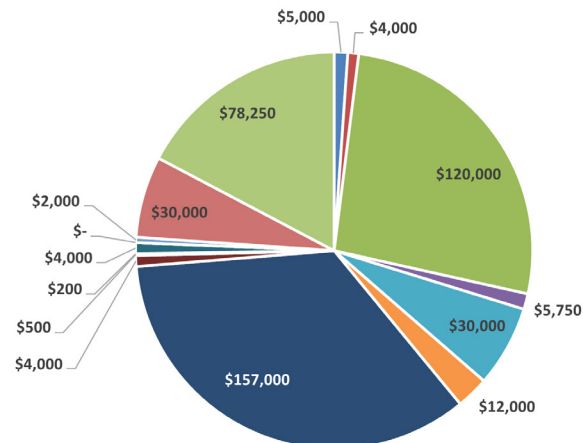
■ Total Personnel Costs ■ Total Operational Cost

WTSD Federal Revenue



■ Title I ■ Title II ■ Title IV ■ IDEA ■ IDEA Preschool

WTSD Operations Budget



■ Travel ■ Printing and Duplication ■ Utilities
 ■ Communications ■ Maintenance ■ Third Party Prof. Services
 ■ Supplies ■ Rent and Insurance ■ Motor Vehicle Operation
 ■ Awards and Indemnities ■ Grants and Subsidies ■ Unclassified
 ■ Training-State Employees ■ Computer Related Items ■ State Agency Prof. Services

STRATEGIC PLAN



Tennessee Schools for the Deaf (TSD) 2019-2024 Strategic Plan was developed by the Central Leadership Team (CLT) to align with the Tennessee Department of Education's Vision and Priorities for Education for students in the state of Tennessee. TSD's strategic plan focuses on language acquisition for deaf and hard of hearing students that will support life-long learning and assure that students are afforded every opportunity for success in life. Education for students in the schools is supported through strong fiscal and operational oversight of resources that are also addressed through the strategic plan.

Outreach

By 2025 TSD will be viewed as the primary resource for parents who give birth to a deaf or hard of hearing child. Tennessee school systems will regard TSD as their resource for decision making and service delivery for students who are deaf or hard of hearing. Students who enroll in TSD's PreK programs will have a foundational language base and will be ready to learn.

Language & Literacy

By 2025 all students know their next step at graduation and are perfectly prepared to take it. Students will demonstrate proficiency in both ASL and English.

Ready Graduate

By 2025 all students know their next step at graduation and are perfectly prepared to take it. This will require a post-secondary and career plan for each student.

Whole Child

By 2025 all students know their next step at graduation and are perfectly prepared to take it. Students will demonstrate self-regulation, positive identity, and self-care and self-advocacy skills. Students will take an active role in leadership at TSD.



TSD's Operational Goals

Effective and efficient operations are a necessary component to ensure overall school success. The purpose of the operational goals is to maximize efficiency and effectiveness while mitigating risk.

Talent Management

By 2025 TSD will recruit and retain highly qualified employees for every job position on campus. TSD employees will demonstrate a high degree of job satisfaction and will understand their role in supporting the success of our students.

Stewardship

By 2025 TSD will operate with efficiency and effectiveness, mitigating risk and meeting the needs of stakeholders.

Technology and Communications

By 2025 TSD will provide fully filtered and monitored content for the purposes of business and instruction. Devices will be provided to all staff and students, providing the capability of working and learning remotely should the need arise. TSD will provide communications that are clear and reliable through a variety of platforms including social media and the school website.

SUPERINTENDENT JOB DESCRIPTION

ESSENTIAL DUTIES AND MINIMUM RESPONSIBILITIES

- Foster and maintain strong working relationships and high expectations across all three campuses;
- Demonstrate a passion for and commitment to providing excellent learning opportunities for deaf and hard of hearing students;
- Foster and maintain effective communication and relationships with students, staff, parents, community members, and state and national organizations;
- Execute strategies to improve student achievement for all students;
- Identify critical needs and effectively lead change to improve outcomes;
- Analyze performance data to identify trends and insights leading to actionable strategies and/or tactics;
- Raise community and district awareness of services provided across the three campuses to provide services as early as possible;
- Regularly visit schools and classrooms to gauge progress and provide actionable feedback;
- Hold regular, effective leadership meetings;
- Provide regular feedback to direct reports and monitor progress toward goals.

QUALIFICATIONS

- Exhibit personal characteristics enabling effective interaction with important constituencies and possess a genuine commitment to the advancement of student achievement;
- Demonstrate a track record of driving organizations towards excellence that can be sustained over time;
- Possess knowledge of current and future policy issues;
- Exhibit strong negotiating strategies and the ability to work effectively with local and national leadership counterparts;
- Value the importance of equity as an organizational operating principle and commitment to equity, diversity, and inclusion;
- Possess excellent organizational skills, presentation and written communications skills, and the ability to articulate the needs, interests, and accomplishments of the schools to a wide range of audiences;
- Demonstrate the ability to work independently, take initiative, manage multiple projects simultaneously, meet deadlines, and adapt to ever-changing priorities;
- Exhibit dedication to cultivating a positive workplace culture;
- Show commitment to communicating regularly with parents and other community stakeholders, seeking their support and advice, to create a cooperative relationship for student support.

KNOWLEDGE BASE

- Pertinent federal, state, and local laws, policies, rules, and regulations regarding school administration;
- Organizational and management practices as applied to the analysis and evaluation of school programs, policies, and operational needs;
- Principles, practices, rules and regulations pertaining to student discipline;
- Principles of supervision, training, and performance evaluation;
- Principles of management associated with maintaining financial records.

SKILLS

- Communicate fluently using American Sign Language;
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals;
- Direct and supervise professional staff in performing administrative functions;
- Manage the school's educational and extra-curricular programs, activities, and operations;
- Plan and implement an effective student discipline program;
- Establish and maintain effective working relationships with employees, students, parents, and the public.

MINIMUM REQUIREMENTS

- Master's degree in education, educational administration, curriculum/instruction or a related area from an accredited college or university is required with a strong emphasis on data-informed instruction that raises student achievement as measured by standardized test scores;
- Five years of successful teaching experience with students on Individualized Education Programs (IEP); deaf education experience preferred;
- Three years of demonstrated successful administrative/supervisory experience in a school setting required; deaf and/or residential schools preferred;
- Experience at the district level leading in roles like an instructional supervisor or instructional coach preferred.

TSD SUPERINTENDENT LEADER PROFILE

The Tennessee Schools for the Deaf (TSD) superintendent leader profile was developed with input from six focus groups containing diverse stakeholders from the TSD community: Black, Indigenous, and People of Color (BIPOC), on-campus affiliations, community members, students, and the search committee. The leader profile included responses from over 30 focus group participants along with 80+ responses to the community survey. The Department of Education and the TSD Superintendent Search Committee are appreciative and grateful for the community's contributions to TSD's superintendent search process.

BUILD TRUST, TRANSPARENCY, & PARTNERSHIPS

The TSD community seeks a superintendent whose active listening skills ensure that all community members feel included and heard. Students, families, teachers, and staff are eager to work with a compassionate and authentic leader who will earn and maintain trust while also advocating locally and statewide. In addition to building trust among community members, the superintendent will also empower the TSD community by cultivating relationships with families, schools, and organizations throughout the state of Tennessee and nationwide. The leader is expected to source best practices from schools and institutes of higher education within the state and throughout the country.

Students wish to see a new superintendent who is eager to become directly involved with student matters and issues including enhanced opportunities for community service and enabling new and unique clubs and organizations. Furthermore, when concerns and issues come up, TSD stakeholders wish to have a leader who is approachable and invested in listening to each person.

DIVERSITY, INCLUSION, AND EQUITY

Students expressed a desire to see a growing number of diverse BIPOC staff working for TSD in all operations within the school and to know that there is zero tolerance for racist words or biases toward other groups. They wish to have a superintendent who will quickly address such matters and create an open and transparent space where different racial and ethnic groups feel comfortable with their identities and one another. TSD BIPOC stakeholders wish to have a superintendent who embraces diversity, inclusion, and equity. They also envision the new superintendent being proactive on social justice issues rather than reacting to the current political climate as issues arise. The new superintendent would demonstrate genuine care about their BIPOC stakeholders' emotional and mental health by periodically checking in and developing connections at a deeper level to give the sense of belonging and care.

UNITE TSD CAMPUSES

With campuses in Knoxville, Nashville, and Jackson, the superintendent plays a critical role in uniting all campuses behind meeting students' needs regardless of where they live in Tennessee. The superintendent will work closely with the TSD community so that all campuses have adequate resources and access to the superintendent and be visibly present on each campus and in their classrooms. Each campus has different trajectories. The new leader will play an important role in aligning all three campuses in uniformly upholding the TSD mission, vision, values, and key student, teacher, and staff outcomes described on page 2 in this prospectus.

UNDERSTANDING OF DIVERSE DEAF EXPERIENCES

TSD's students, families, faculty, and staff shared the strong preference of a superintendent who is familiar with Deaf Education and Deaf Culture, yet also understanding and respectful of the many ways of being deaf or hard of hearing. This includes supporting the continued expansion of the recently-established Deaf Mentor Program which is currently an interim program that is under review to be approved as a permanent program in the state legislature. The new superintendent is expected to continue to make robust technology support available to students with assistive devices such as hearing aids and cochlear implants.

In addition, the superintendent must be acutely aware of the importance of traditional gatherings at Deaf spaces such as the Mason-Dixon tournament, homecoming, robotics competitions, and actively seek out opportunities for the school and Deaf community to get together. The community shared that these gatherings instill a sense of school and cultural pride as well as networking opportunities for student personal and academic growth.

The new leader will value and support a wide range of staff from those who maintain and clean the school to those who teach the students. The superintendent will be a role model that demonstrates and instills a sense of school and cultural pride in all of TSD's students, family, faculty, and staff regardless of educational background or communication methodology.

SHEPHERD GROWTH THAT INCORPORATES A DEAF LENS

TSD is experiencing exciting growth as a school in many areas and is looking for a leader experienced in sustaining and guiding this growth with a Deaf-centric philosophy. This includes the expansion of the Nashville school which was established only three years ago. Furthermore, the Knoxville school is replacing its cottages with dorms which provides an opportunity for the staff and students to redefine the Deaf community and culture experience on campus. Stakeholders and students see TSD's growth as a potential brand and model to build on and refine best practices in deaf and hard of hearing education nationally. The new superintendent will be eager to publicly spotlight all of the progress TSD has made to be a vibrant program that deserves to be widely respected throughout the nation.

ADVANCE HIGH EXPECTATIONS AND STANDARDS

Many TSD stakeholders want a superintendent who will drive students to excel academically while recognizing the importance of developing a well-rounded whole child. The development of well-rounded is possible through empowered staff and faculty who benefit from ongoing professional development. The ideal superintendent will have experience both in the classroom as well as high-level strategy and budgeting, enabling TSD to successfully liaise with local and state officials to meet student needs.

Students have expressed the desire to see a leader who consistently challenges them, their teachers, and the school's stakeholders in raising the bar for academic excellence, standards, and expectations. Additionally, they wish to see a leader who will expand and enhance the career and technical education (CTE), science, technology, engineering, and mathematics (STEM), and work-based learning (WBL) programs that they believe will help them prepare them for their future careers.

INSTILL SHARED VISION, CULTURE, AND SUCCESS

The TSD community is incredibly passionate about TSD's legacy, and many also eagerly anticipate its future. The superintendent will be a visionary who rallies the TSD community behind a shared vision while ensuring a tangible, pragmatic strategy is in place. The superintendent is someone who recognizes that meaningful change does not occur overnight, but is a result of collaboration and dedication to the work that needs to be done to ensure a student-centric school.

The new superintendent is expected to adopt a student-centric and instruction-specific decision-making process. This process must engage the Deaf community, parents, and staff in key discussions and decisions about major changes to the school in order to ensure transparency and buy-in from these stakeholder groups.

Ultimately, the superintendent communicates to inspire, connects the school with a shared purpose, and reminds everyone of the outcomes that the TSD community aspires to achieve. The vision, culture, and success largely depend on the ability of the superintendent to provide frequent and transparent communication with all stakeholders including students, parents, alumni, and the Deaf community.

THE IDEAL TSD SUPERINTENDENT WILL:

- Develop a climate of trust throughout the community
- Uphold principles of equity, diversity, and inclusion
- Retain and recruit qualified faculty and staff to TSD
- Invest in faculty/staff relations and development
- Center student learning and well-being throughout all decision-making processes
- Engage families in their student's education
- Improve the relationship between TSD and local and state decision-makers
- Bring extensive experience in financial and operational management
- Foster a positive learning environment for all TSD community members





How to Apply

PLEASE SEND ALL QUESTIONS, NOMINATIONS, AND APPLICATIONS TO:

Shane Feldman, Chief Executive Officer
Innivee Strategies, Inc.
tsdsearch@innivee.com | Phone: 443-430-0166

All applications submitted by Wednesday, May 14, 2021, will receive full consideration. By TSD Search Committee code of conduct affirmation, all information from and about candidates will be kept in strict confidence. Application materials should include a cover letter, resume, and three references.

PUBLIC NOTICE OF NON-DISCRIMINATION

It is the policy of the Tennessee Schools for the Deaf not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities or employment policies as required by TITLE VI and TITLE VII