

Students – Finalist feedback

Based on what you learned at the Zoom meeting with Dr. Carlton Jenkins, what do you believe are his strengths as a candidate?

- I think that he has a clear vision on where he wants to take the school district and the future he wants to create for the students and community.
- He seems like a confident man and he's black so that's great. He seemed to have good goals and a plan for MMSD. He seemed also very professional and put together. Hopefully he can handle stress well because he didn't apply for an easy job.
- He cares about all students, and he wants all students to be successful

Based on what you learned at the Zoom meeting with Dr. Carlton Jenkins, what do you believe are some areas of consideration or growth?

- I had trouble at times understanding what his specific approaches and strategies would be. While he has a great vision, it wasn't clear to me exactly how he will approach the issues that we face on a day to day basis. This may have been the impression I gained because our session wasn't very long and there were many questions to be asked, but overall, I think Dr. Jenkins lacked specificity in how he will take action.
- He was saying a lot of great things, but I worry he won't deliver but that's not specific to him just in general a lot of people know what to say but not how to make any great change.

Based on what you learned at the Zoom meeting with Dr. Carol Kelley, what do you believe are her strengths as a candidate?

- I really like her; she is strong and really big on students feeling a sense of belonging. She also touched on student voice quite a bit and seems like she would be a good ally for students and our voices

Based on what you learned at the Zoom meeting with Dr. Carol Kelley, what do you believe are some areas of consideration or growth?

- None. Hire her!

Staff & Community – Dr. Jenkins feedback

Based on what you learned at your meeting or public forum with Dr. Carlton Jenkins, what do you believe are his strengths as a candidate?

- Well experienced and confident leader, community and student centered -impressive candidate!
- Hire him. He is passionate about Madison
- He struck me as a fabulous leader who will lead through listening and building on the strengths here. He did his homework and didn't offer superficial or buzzword answers or

come in with an artificial plan, which shows he understands that good leadership is based on relationships and understandings of a place and leadership already existing. I believe he understands the work ahead in this district and is committed to engaging the community and teachers in meaningful ways. I was moved by his interview and would be thrilled if he became our next superintendent.

- Passion for Madison. Strong leader with a lot of experience.
- Dr. Jenkins is a true leader. He is a communicator. He wants to make sure everyone is represented. He does not want to take away from students, meaning students need our classroom teachers. He knows cuts at the classroom will hurt our students the most. His common thread is ALL students, that can be seen everywhere. Dr. Jenkins knows Madison's history (or so it seems). His ending remarks were POWERFUL! From the afternoon Q&A I love that he gets out into the schools AND drags his C&I Team with him. THAT is one thing that NEEDS to change about Madison. I would love him to bring that change. Too often the people making the decisions are NOT in the classrooms!!! They stop by the office, talk to the principal and leave. There is not seeing anything in action, and I want that from my leader!

(ANANDA-Thank you for being an amazing moderator!)

- He prioritizes listening with empathy instead of jumping into action first. He prioritizes race relations, and being a black man gives him credibility. He can get along with a lot of different people, like unions. He has a strong respect for diversity including racial diversity, ethnic diversity, LGBTQA+ community members, etc. He has a good understanding of the American governmental and educational systems and the disadvantages these systems afford certain groups of citizens/students. He has a lot of experience in education, different parts of the country (Atlanta with a high black population and Midwest areas with more white people). His policies seem to align with evidence and science - dual language immersion, engaging with the community, and focusing on providing a good education to ALL. He is charismatic and has positive energy without being overboard. He has a lot of experience working effectively with slashed budgets. He is passionate about Madison.
- Has a good sense of humor, prioritizes relationships, and is inclusive of races.
- I was very impressed with all of Dr. Jenkins' answers. As a BRT in MMSD I was very pleased at how he answered questions about DLI/DBE, Latinx, undocumented students confidently and from an obvious place of experience working with and developing these programs. As a staff member I was impressed with his leadership style. I appreciated his proactive response to COVID in his current district, I feel that is what we need as we continue to live through COVID - someone who puts the safety of children AND staff first. He always said he would listen, plan, act. I feel as if he will work to create the best learning opportunities for my students and the best work environment for me. I was impressed at how he viewed the Strategic Framework and Black Excellence and included all BIPOC as benefiting from our plan for Black Excellence. I really do believe that Dr. Jenkins is the leader that we need in Madison and I think his knowledge of the area is something that we are in desperate need of in a leader. He was very knowledgeable about our district data and came prepared. I was not expecting much from a candidate that would be applying at this point in the year - but I really do feel as if Madison has found our next superintendent.
- I was pleased overall with his grasp of the broad areas and domains of leadership needed to effectively run a large, comprehensive and diverse public-school district. He appeared to have broad experience and informed insights around curriculum and instruction, student achievement, teacher development and staff support, student and family engagement,

school culture and cultural competence, community dynamics and politics, safety, innovation and partnerships, and addressing issues of race and class inequality that impact students and families beyond the school walls.

- He has a well-rounded approach to ALL learners (Advanced learners, ELL, SPED, Black & LatinX students). He understands there is a science to reading and that staff need Professional Development. He spoke on race & equity and teacher unions without any sugar coating. He has worked in a District with a deficit budget and still attended to the academics. He knows Madison well enough to know what he will be up against. It's time as he said. He was knowledgeable of unions and community engagement/conversations that need to be had. He gets curriculum and assessment. He is strong as a leader and a Black man.
- His desire for parental input and partnership, his willingness to listen, his focus on academics and excellence for all students. He realizes there needs to be a rebuilding of trust. He seems positive, optimistic, strong and sensible. I think he improve the disparity gap through his high expectations of all students and commitment to excellence. I like his prioritization of supporting and listening to teachers, staff and parents. That has been sorely lacking, in my opinion.
- He is well read on the problems that Madison has and has a framework of how he is mobilizing teams to get the job done. He knows what he's walking into.
- HIRE HIM
- He totally gets it... He understands the diverse needs of our students, he was that kid (black, raised in poverty), and he has the breadth and depth of experience necessary to lead us during a difficult time. I also like that he has a strong background in finance which will be of benefit to us during a tough upcoming budget cycle.
- Dr. Jenkins is clearly experienced in addressing issues of racial equity, hiring and budget restructure
- Dr. Jenkins strengths are: several years of experience as a superintendent, New Hope had a diverse student body, has had many different leadership position (well-rounded), seems to genuinely care and is a stakeholder (from Madison), did his research on Madison, union-friendly, wants to collaborate with ALL stakeholders (staff, teachers, students & families), said staff needs to feel valued--that's a refreshing change, experience with racial justice and equity issues, person of color (he can help lead our work in racial justice).
- Knowledgeable about issues facing MMSD, strong vision, excellent communicator, deep understanding and experience around education k-12. I like that he's been at UW, good ideas around community partnerships
- He demonstrated a strong expertise in running a district and he tactfully addressed rapid-fire questions on more than a dozen topics with great examples of his experiences and goals. He has skills and experiences that Madison needs right now, and he's committed to making the district and the community better for Black kids and for all kids.
- Confident, knowledgeable, leadership style a match for MMSD, REAL. This is the person MMSD needs, do not make the mistake of letting him pass us by.
- He intelligent and confident, yet humble. He has the skills, experience, and expertise to truly push and lead this district. We need this, we need him! Also, it was very disappointing no internal candidate was ever considered especially given the extreme context of our world, community, and district right now. Despite no internal direct knowledge/expertise at least he brings historical direct relationship to MMSD. Our kids will be able to see themselves in him!

- He is a critical thinker who did his homework. I was incredibly impressed with his thoughtful answers. He wants to come here to do THE work. I followed the comments of black leaders during the public forum. They were across the board excited and impressed with his answers, including tons of positive comments from Gloria Ladson-Billings. That signaled to me that we will have the support he needs to be successful. I hope you hire him, and I hope our community welcomes him with open hearts. Listening to him gave me hope for our district, something that I haven't had in a while.
- I believe he would be an excellent choice for MMSD. I believe Dr. Jenkins offers a wealth of skills and his experiences make him suited and ready for this challenging position. His leadership experience and from what heard will bring a balance of listening and push for action and changes. I think his interest in looking at reading programs and how more staff can be supported in the schools and classrooms is a big benefit to MMSD. The last 10 minutes of his interview -- LOVED his very last answers to the public session!!!! Again, I believe he would be an excellent choice for MMSD.
-
- Dr. Carlton Jenkins seems very strong. Plan and staff help seems strong.
- Dr. Jenkins indicated multiple times that the first step in any plan is to listen to teachers, principals and parents. I would have liked to hear him talk more about involving students, but in general I think he would listen, then act. He also spoke knowledgeably on the topic of balancing the needs of all students when budgeting the districts limited resources. Having experience in several different school districts across the country appears to have given him a breadth of experiences, while having attending UW-Madison means he does have familiarity with the culture of Madison already. Both the good and the bad. Finally, Dr. Jenkins clearly did his research and his attention to data and his appeals to science to develop good programs is a credit to him as a candidate.
- BRING HIM HOME HE IS AMAZING - He is what we need, please choose him for our kids!
- I loved his answer that he would be in the schools!!! Seems to be knowledgeable about MMSD and what we need as a leader! He seems to want to collaborate with the union and staff. Male black role model is huge!!! Our district needs him!
- As a former MMSD PE teacher, he has some insight into the culture of MMSD, which may be a positive, in this case, it seems like he may already think he knows what is happening here. We have grown and changed a lot over the last few years and I would like to see a visionary leader continue to move us forward. I am not sure if he is a visionary leader.
- -Honestly, I think he will be a huge role model for so many of our students. Dr. Jenkins clearly seems passionate about coming back to Madison and doing this work here - same reason I came back and began my teaching career here! I LOVED the fact that he looked to the student body when asked about how to recruit staff of color. He looks at them and already sees their future.

-I appreciated how Dr. Jenkins spoke directly about how the mental health needs of our young students has increased, and how we're going to all be coming back very differently, having experienced pandemic, racial tension, and civil unrest

-The fact that he maintains personal connections and relationships with students (and in particular students of color), and his desire to find places for their voices in the district

-Team-based approach: from the beginning of the interview, he acknowledged that

administrators don't have all the answers, and that he makes his decisions after listening and collaborating with experts

- He is equity minded. He focuses on listening to staff.
- Personable, ready to take on MMSD challenges and willingness to listen to staff and community. He was DYNAMIC!!! Really appears to be passionate about Madison and helping make change!
- He has been in Madison and earned his PhD at UW-Madison. He read up on what MMSD is doing with plans, data, and programs.
- Communication, belief system and getting the work done. Advocate for our students of color, and those who continue to be marginalized (students with disabilities and ELL as well). Seems to be a bridge builder between staff and central office. With this comment, I am wondering how central office works together?
- She is thoughtful, articulate, passionate, humble, caring, and sincere and is clearly committed to building safe environments where all kinds of kids can create, inquire, and learn life skills. She sounds like she would be a good listener and team-player and an inspiring leader. I am very impressed.
- I appreciated his forthrightness and honesty in discussing race issues without kid gloves. He seemed very genuine and determined to make Madison better because he genuinely cares about it. (I did not get that sense from Dr. Kelley)
- Building community
 - Supporting staff
 - Supporting families
- Love Dr. Jenkins. A great role model for our struggling black men.
- I thought his answers were authentic. He has a knowledge of WI, which I think cannot be underestimated. We need someone who understand mostly white Midwest cities whose schools are majority minority. He has a real commitment to this community, and I do think he spoke from the heart. It is clear that he believes in black excellence and exemplifies that in his life story and professional story. I also thought he was personable, and he's going to need that in a community that is very divided, a community, whose union and teacher do not trust anyone including often the families it serves. He's going to need to use those personality gifts to convince teachers to change their commitments to equity. He emphasized Black lives, but he also talked about all children who are underserved in our system and that's now nothing.
- I think he is going to be able to relate to students and staff of color. He also is very honest which I appreciate. He gets straight to the point which I think is what our district needs right now.
- He can articulate clearly the importance of early literacy and numeracy skills to support reading and writing throughout all the grades. He understands the importance of quality professional development in structured literacy for teachers (not curriculum-bound, but how our brain actually develops the ability to put children's ideas into writing). Without PD like this, we will continue to over-identify kids as "special needs." Our district is STUCK in a Balanced Literacy rut, and without PD like LETRS (which is currently reserved only for special ed teachers in MMSD), the much-needed anti-racist lessons that many teachers are beginning to write will not be enough to get kids writing and reading at superior levels. We are going to need many more Black students reading and writing at a very high level if they are going to become the lawyers and policy leaders, we need to pull the city of Madison out of the ditch of white supremacy. He has the strength to say that even our white kids

aren't doing very well academically. MMSD does a lot of talking about culturally linguistic practices, but we don't have the know-how to actually pull it off--YET. I believe Jenkins has the vision and know-how to get us there. Why? Because of the five candidates I've listened to this year, he is the only one who has said that even a dual language immersion program needs to draw upon reading science to support reading and writing acquisition. He has experience in Mississippi, the one state that is actually pulling off literacy as an equity strategy. He doesn't love standardized tests (nor do I) but is honest about the need for data--he's RIGHT. Currently, teachers administer the Fountas and Pinnell Benchmark Assessment and all they can say is "your child is reading at a level M"--which is utterly meaningless for both teachers and parents. He also spoke to the need of alignment between what higher ed is teaching pre-service teachers to do, and student literacy outcomes. Not that highly skilled reading and writing skill is the magic bullet for Black Excellence--it's not. But without it, we will continue with Black, Latinx, and Hmong mediocrity. What else--his ideas are forward-thinking and come to his mind quickly. He has a positive energy and loves Madison. He nailed Kaleem Caire's question. I am very enthusiastic about Dr. Jenkins! Please, please please pick him.

- Jenkins answers came more readily and in more detail. His answers convey a greater depth of how often, how clearly, he has thought about issues like budget cuts, mental illness, homelessness, gifted students. He had more emotion in his answers, in a good way. Considering he is a superintendent; he had some humility. I sense he is a good listener, but also assertive.
- Dr. Jenkins shows a lot of passion for our community. He has strongly stated that he will work with our union to make sure that staff and students are the priority in our district. He spoke to the importance of literacy as a human life, and the importance of teaching within the science of reading to ensure that all students learn to read. He wants to protect ALL students and shows passion for creating and meeting with student and staff affinity groups to make sure that we have a welcoming, inclusive, and safe school district. Dr. Jenkins made it clear that our budget needs to be used, first and foremost, to benefit those in our school buildings and that teachers and school-based budget cuts need to be avoided at all costs. He spoke to the importance of listening to and collaborating with staff, community, and students at all levels and for all decisions.
- I believe that Dr. Jenkins will be able to communicate effectively with a wide range of stakeholders in our district.
- community engagement, seasoned leadership, budgeting, seems both optimistic and realistic about what is possible to accomplish in this district given the enormous challenges
- Personal and professional experiences in different parts of U.S., in different roles; lived experience of being a student of color in public schools; broad and inclusive approaches to education that center students, families, and the community
- Has a broad cross section of experiences and a good public persona. He knows the region and already has a few very strong connections with certain segments of the Madison community. He seems to have a data driven approach to his work and also has experience with referendums as well as extensive budgetary experience.
- "Whatever you have done to the least of these, you have done onto me." I learned this quote, as a child. It is a motto I hold dear to my heart, reminding me to consider the needs of others before my own. Twice in Dr. Jenkins' Q/A session, he invoked the essence of this principle. He said, when you see the face of an active African American boy, you see me. At another point, he evoked the crisis in the violence used by our national police force

particularly against black bodies by saying regarding George Floyd, "that was my life played out in 8 minutes and 43 seconds." I appreciated that he was not backing away from talking about race. Dr. Jenkins knows that race is and will be an issue for an African American superintendent in Madison, WI. He is willing to stay in the fight and stay focused on the children, in spite of personal attacks he may face, as a black leader in our community.

I appreciated the cycle of listening and trust building Dr. Jenkins referenced as necessary to engage the community in meaningful ways. He struck me as a person of action, not merely words. He seems to have a vision for the district. I liked that he didn't revere standardized tests yet acknowledged their role in rating districts. He showed his expectations for high standards in his comments that the proficiency on standardized tests should be the minimal levels we hold for our students, rather than the pinnacle of educational experience for our students. Fiscally, Jenkins was conservative, a good trait for an administrator to have, so that district resources are used in a prudent manner. He also was able to give examples of successful student achievement in districts, where he had previously been employed. He talked about partnerships, not only with the universities and businesses in town, but with parents. He talked about parent affinity groups to get people talking and joining together to help our kids. He had so many ideas that could be implemented in days and weeks, rather than month and years. These traits, together with Dr. Jenkins' pride in his humble background, make him the best candidate for the MMSD superintendent position. He can see himself in the faces of our children.

- His emphasis on listening and repairing trust, especially with parents but also staff; his focus on and passion for the most vulnerable students; dedication to accountability systems for administrators and high expectations for students. He also has lots of experience dealing with problems and issues facing the district (racial inequity, budget shortfalls, trauma informed learning practices). Seems to inspire confidence and inspires people.
- The Board has selected two strong candidates to lead the MMSD during the next 5-10 years. Thank you for giving us the opportunity to meet both.

Dr. Jenkins seems to be a better fit for our district in these challenging times. He has a deep understanding of partnerships with multiple constituencies. He knows that the District will serve all students well and be successful only if there is a strong, trusted relationship with staff, the school board, MTI, parents, and the broader community. He articulates the necessary partnerships with all five elements. What a challenge!

His love for Madison ever since 1993 is palpable. He is an authentic public education advocate and is the right leader at the right time.

Barbara Arnold, former Madison school board member and president; current core member of Grandparents United for Madison Public Schools (GRUMPS)

- He's passionate about his relationship with the community.
- His previous experiences as a superintendent.
- His prior experiences as a superintendent.
- I listened to the community meeting and the staff forum. I think that many of his positions on equity and inclusion are in the mainstream of attitudes and beliefs in the district. I also

feel that he supplied some evidence that he has a good approach in building a collegial and collaborative administrative culture, which I believe is critical for deep and sustained change in the district. I wish we had explored this issue more. How he would promote trust, participation and inclusion (at all levels of the district), leveling power dynamics so that we can work together to keep finding solutions long after he is gone.

- I am very concerned about children learning to read, and I think it's a very important issue that is critical to our students' success. Dr. Jenkins seems to have a very good grasp of the importance of the science of reading, and how early literacy and numeracy are related. He appears to have done his homework by closely examining our district's data. I believe he could be an extremely effective leader to move our district forward.
- I was really impressed with Dr. Jenkins. I really liked his ability to answer questions concisely in "non superintendent speak" (not a lot of acronyms or terminology that you also need a PhD in Education to understand). I think that he will work well with the union and staff in schools. But more importantly, his interview moved me. His answer to Kaleem Caire's question was excellent and real. His understanding of Madison was also excellent and real, and he still wants to come here. This is so important. I really think that we have an opportunity with him to make Madison the best district for everyone. I also feel like the first failed search created this opportunity and we need to take it.
- Actually speaking to the experience of teachers and morale trickling down. Teachers should be held accountable but seem to take the brunt of blame for the achievement gap these days, along with shouldering the work and fallout from new initiatives. I also like that Dr. Carlton focused on literacy. Ms. Kelley's assertion that all high school students can perform at a high level is unrealistic, especially if the teen can't read. Unfortunately, low literacy for MMSD's students is a reality of poverty exacerbated by the shift away from focusing on phonics throughout elementary school. It sounds like Dr. Carlton will make early reading a priority. If we don't focus on that, we are beating our heads against the wall later on, no matter how many alternative programs and supportive services we design for students. You have to be able to read. I work with teens in MMSD and too often nobody at their school has a real grasp in their literacy level. Those with special education are better monitored, but it's really hard to fix anything in high school without literacy. It sounds like Dr. Carlton will acknowledge that bias plays a role in the achievement gap without ignoring the way bigger role played by poverty. Early intervention is key. We say, "opportunity youth", but what opportunities if the teen can't read?

I also think it is a strength that Dr. Carlton might see himself staying in Madison longer-term. I don't think we need 5-7 years; we need someone to build back trust with staff and project stability for the larger community, while also tackling the achievement gap.

- A male of color to lead this district with strong experience and credentials that can serve as a strong role model for students of color.
- I believe Dr. Jenkins has a strong record of leadership and a vision for our school and our community that put racial equity front and center. He is an excellent communicator and an inspiring speaker. Also, he is familiar with both Madison and MMSD.
- Strong leadership experience. Strong role model for young men and women of color in MMSD.
- Dr. Jenkins is by far the best candidate! He is the role model that many students need to navigate school and be successful. He is not ashamed of his past and will use it to help others. He was genuine, engaging, and clear when he spoke. It was clear that he loved

Madison as he referenced himself in the pronoun 'we' often in his interview with the board. He clearly did his homework on MMSD and spoke of our excellence and our shortcomings. Neither scared him. He gave examples of things he had accomplished and used them along with our data to answer questions. He came into his position from a classroom teacher, so he truly knows the struggle and what it is like to be in a classroom. Not only will he be great for our students, but he will be great for the staff.

- Jenkins seemed to immediately connect with our families virtually. He received immense public support from our community members of color when I watched the comments and reactions. He understands what it takes to support all students. I would like to see the board choose Jenkins, so the community feels like their voice was heard in this decision.
- Down to earth, people friendly, did not come from an advantaged childhood.
- 1) He knows Madison. 2) Said he valued staff.
- -He himself is a fantastic model of black excellence- his family doesn't come from an educational background
 - He was highly collaborative and valued educators
 - Doesn't want to impact the classroom, students and staff are clearly a priority
 - Has closed achievement gaps in other places
 - Wants to be part of the Madison community and is excited about it
- He feels personally connected to the Madison community.
- From what I have learned of Dr. Jenkins background, I feel he would be a good fit for the MMSD position. Having served as a principal previously in the Madison area as well as receiving a PhD from the UW, he is already familiar with the Madison area and can appreciate the changes to the educational system over time. The district he is coming from has a more diverse student body and a number of the schools have high minority enrollment. As such, he is familiar with working within a district of the diversity we have developed. His emphasis on wanting to increase learning equity for black students in particular is certainly a pressing issue for our community. Certainly, having a black person in this senior level position would also serve our district well as we continue to look for opportunities to provide positive role models.
- He is the better candidate
- It seems that Dr. Carlton is well versed in our Strategic Framework and is ready to work with community partners to make necessary change happen. He claims experience working closely with teaching staff as well as listening to students and families. He seems ready to reach out and provide the support that our families and staff need during this challenging time. He has an approachable manner and seems ready to give "straight talk."
- Definitive and unapologetic attitude about true parental involvement with their children's education. Recognizes critical nature of mental and emotional health of children upon their ability to learn. Strong experience with strong unions; not intimidated by all- white landscape; ability to identify key issues; can separate the wheat from the chaff.
- During the virtual community forum, Dr. Jenkins came across as an inspiring, passionate and deeply principled equity leader who understands that the voices of students, teachers and community members are essential to making the changes so desperately needed within MMSD. He is fully aware of the social, political and systemic challenges he will face as superintendent, and he offered specific, detailed examples of ways in which he has helped to create a culture of inclusion and belonging.

I especially appreciated his response to the question posed about advanced learners.

Instead of talking immediately about AP courses and other programs that have traditionally maintained or exacerbated inequities, he asserted his belief that all students in all classes deserve access to rigorous and relevant learning experiences. Furthermore, when discussing curriculum, he highlighted the important role that teachers and students should play in determining what gets taught and what curricular programs are selected. As a parent of two teenage boys and as a long-time educator and instructional coach, I cheered when he shared these sentiments.

Dr. Jenkins understands the challenges he'll be facing when he assumes this position, and I believe that he has the vision, passion, fortitude and experience to engage the broader Madison community in conversations about how MMSD can provide more equitable learning experiences for all of its students.

- Dr. Jenkins has experience in different school environments and also a history in the MMSD. He knows this community and wants to be here. Poor reading ability is harming our children and limiting their potential. Finally, we have in Dr. Jenkins a candidate who understands the importance of the Science of Reading and uses a careful data driven approach to solve problems. Please give Madison a chance to survive and hire Dr. Jenkins. Thank you for choosing him as a finalist.
- I loved his answers around literacy. As a 3rd grade teacher in MMSD, I feel strongly that we need a change in how we are teaching literacy. Currently, it lacks foundational/phonics teaching and many of our texts related to Mondo are uninspiring and not culturally relevant. I also loved his passion for bringing the community into schools and EVERYONE working together. I felt his closing response was heartfelt and genuine.
- His commitment to both students and staff, his commitment to Madison, his desire to be in schools, and his understanding that he would be a role model for our students.
- Dr. Jenkins had clearly done extensive research on MMSD, including our strengths and challenges as a district and specific data on student achievement, culture and climate, and demographics. His responses to questions were specific and thoughtful - it seemed as though he was genuinely interested in providing authentic responses to the questions asked, rather than steering the conversation back to general prepared talking points. In the staff forum, he expressed BOTH that he values the district's partnership with MTI, and that he is willing to take risks in order to attract and retain diverse staff. In my research on Dr. Jenkins, I discovered that he has, in fact, prioritized diversifying the staff in his current district despite resistance from a vocal minority. That's the kind of leadership I want for MMSD. I also really appreciated when, in response to a question about budget cuts, Dr. Jenkins said that the impact of cuts should be kept as far from the classroom as possible, and that he would look at cuts in Central Office before laying off teaching staff. Finally, although he apologized for it, the fact that Dr. Jenkins used "we" and "our" pronouns when referring to MMSD staff and students showed his deep investment in our district, and I found it very endearing. I truly believe that Dr. Jenkins is the leader that MMSD needs.
- He said decisions should not come from the top down that should be a group effort huge plus. He seems like the better candidate for the job
- I appreciated that is he is familiar with Madison and how MMSD was in the past. He seems willing to work with the union and understands the importance of mental health of both staff and students.
- I was impressed that he continued to address WHY. It shows that he is a thinker, he wants to get to the root of an issue or problem... rather than superficially address an issue or

problem. I believe we, as a district, sometimes put band aids on issues or problems. Digging deeper and figuring out WHY will more thoroughly address the issue and problem in a more targeted and efficient way.

I also think it is important that he is choosing to come here. He didn't have plans to go anywhere but chose to apply for the position because it's Madison. He's "coming home". There is pride and meaning in this position. It's not just a job... it's personal. When things are personal... there is motivation and greater investment in the position.

He also spoke a lot about rebuilding trust and building communication/relationships with families and the community. I believe those are foundations in education... trust, relationships/community, and communication. Without those 3-4 things education goes nowhere.

I watched both Facebook live evening sessions. It seems like a simple observation but it was very telling... it was striking how many people were "liking" and "loving" many of his comments throughout, but the last 5-10 minutes leading into his closing statement, the "like" and "loves" were flying along the right hand side of the comment box. In my mind, the "likes" and "loves" kind of represent "votes"... and in that light, he clearly had people rooting for him.

Finally, on a personal note, he simply left me feeling inspired, excited, and fired up. As a teacher, I would want to make him proud or live up to his aspirations and follow his lead.

- Very experienced. Familiar with Madison. Understands the balance of community agencies working in partnership with the school district. Has a proven track record of quality instructional leadership among large school districts that serve a large portion of minorities.
- He is personable and appears to be willing to work with all stakeholders. His answers were understandable by all from education professionals to community members. He has a genuinely calm sense and I believe that our students and community need to see a great example of a Black Man leading us to Black Excellence. His current district speaks highly of him in teachers and community and he has ties to understanding Madison with his history with us and his UW connections. HIGHLY RECOMMEND FIRST CHOICE!
- Dr. Jenkins was passionate and poised and I feel he understands the challenges faced by students of color in this district. He would be a role model for students, especially students of color. I liked that he sees testing as a necessary tool, but that he sees education as not teaching to the test but rather teaching to educate. He also was very clear that he wants feedback from teachers, students, the community - as well as looking at research.
- Going off the Facebook forum only, Dr. Jenkins appears to have so many redeeming strengths and qualities that it's impossible to list them all. To name a few, he is a very confident person. He also sounds very strong in character, morals and knowledge. He isn't a follower but is a servant leader. His preference of conversations before deciding and implementing changes is a wonderful approach as he enters MMSD. He is goal minded and fearless. His belief in the inclusion of parents as well as students in childrens education is like a breath of fresh air. He is able to see and acknowledge areas the need a lot of work based off of the data and is prepared to tackle them head on. He is not afraid to say black children. He recognizes the need for culturally relevant materials. He is a strong black man in a position of authority which will set a great example for the endangered species of boys.

- Carlton Jenkins has the experience and ideas this district desperately needs. He is the best candidate.
- Jenkins has the qualifications this district needs. he will bring us to the next level of excellence.
- His honesty, truth, authenticity, focus on students, understand the importance of community partnerships and families,
- Appreciated his goal to be open and communicate with families. Appreciated that he has a history with Madison community.
- His strengths are a strong commitment to listening to his staff and the community of parents and kids in order to solve problems in our district; not shying away from being himself and speaking from his heart
- I loved his answers around literacy. As a 3rd grade teacher in MMSD, I feel strongly that we need a change in how we are teaching literacy. Currently, it lacks foundational/phonics teaching and many of our texts related to Mondo are uninspiring and not culturally relevant. I also loved his passion for bringing the community into schools and EVERYONE working together. I felt his closing response was heartfelt and genuine.
- Very strong candidate, Well prepared for interview. Did his research on MMSD which reflects very positively to me. He was able to use his knowledge of MMSD and his work experience to very effectively answer the questions. In using concrete examples from his work experience, he was able to tie them to issues in MMSD. I liked him a lot, felt he would be a strong Superintendent who would represent all students and staff. Very articulate, could think quickly in response to difficult questions, strong analytical skills, problem solving approach was excellent. He is my first choice for the hire.
- The fact he has sought out places with challenging issues.

He is passionate about wanting to come here.

He has researched what is going on in Madison and compared it to his current and past experiences.

His emphasis on building trust and relationships with staff and students.

Keeping budget cuts as far from the classroom as possible.

- 1. His familiarity with the Madison community and Wisconsin overall
- 2. I appreciate his deep understanding of kids of color and their needs
- 3. He is open to, and supportive of, ALL students
- 4. He will serve as a positive role model for students of color, especially black children (such as my own kids)
- He knows Madison and calls it home!
He's willing and wanting to collaborate with the union. He wants to be in schools! He will avoid teacher cuts and cut downtown if needed. I appreciate that he was down to earth, calm and friendly.
- Dr. Jenkins strengths include his inclusive discussion of students, staff and family in his answers, such as students of color, LGBT community, special education students; the importance he places on instructional staff and all staff; and intent on listening and working with our school community. In addition, his report card in Minnesota reflects well in his working relationship with the BOE and other areas.

- I liked his emphasis on listening and rebuilding trust, along with his genuine passion for helping the most vulnerable students, including those with special needs.

I also liked that he has high expectations of all learners and even talked about accountability and progress monitoring. He talked about being in favor of more students having access to AP courses and helping them be successful with support.

I like that he is community oriented and discussed engaging parents and community in solving challenges including the systemic racism in our schools. He acknowledged that these concerns are not limited to schools.

He discussed approaching gaps in literacy by including whole families.

The way he described his life experience as informing his level of awareness, sensitivity and empathy for what is happening RIGHT NOW, combined with his ideas for leadership are exciting!

- I was most impressed by Dr. Carlton Jenkins. Based on what I heard during the Q&A session, Dr. Jenkins' demonstrated more thorough, boots on the ground understanding of the Madison community and the complexities of the needs of the different groups that make up the community. I was impressed with his detailed answers, showing that he has done his homework about existing efforts, programs, strategies, partnerships, etc., and reflected deeply on how to apply his past experience to leading our district and addressing its needs.

It may seem superficial, but I also feel that his tone and style give me the confidence that he will be able to build trust with a broad and diverse group of publics.

- A great blend of experience, directness, collaboration, and passion. Madison needs this level of authenticity, compassion, and approach.
- Strengths: excitement, passion, connection to Madison, tenacity, equity vision, leadership experiences, candidness
- I think Dr. Jenkins is the best candidate of the two as I think he understands how to create an environment for ALL students, not just some. Answers to his questions pointed to his willingness to make his processes inclusive and he noted a specific comment about trying to understand HOW the situation evolved in the first place to ensure a proper response is made. Dr. Jenkins appeared to have a handle across the board to represent ALL students, not just white, black, brown or Latino. I think this is a critical element that is needed. Additionally, his responses note his desire to reach out to the entire community (which did not exist under Jennifer Cheatham) and I think this is a needed change from Cheatham. He appears to have had success in the latter.
- Definitely feels like he is the stronger candidate.
- Vast Experience- both personal and professional. And he WANTS to be in Madison...he knows Madison and feels like it's home. He was an AP at Memorial. He taught in Beloit. He knows the community and it seems to me that he is committed to STAYING here. We need a superintendent who will stay the course and not leave us after a few years. Obviously, as a black male, he would also be a wonderful leader and role model for our youth and staff.

He also has experience in curriculum and instruction and is well-versed in the needs of ELL (which is really important in our district!). He also has been involved in referendums before, and that's especially relevant for our district right now.

-
- Confident and is not afraid to lead during a time of challenge and uncertainty. Experience as a Superintendent in 4K-12 education. I feel as though he is in a space to move the district forward and will do so in collaboration with all stakeholders.

Based on what you learned at your meeting or public forum with Dr. Carlton Jenkins, what do you believe are some areas of consideration or growth?

- Top district and top university.
- Same as anyone, needing to get to know Madison and MMSD
- I will say he did seem very uncomfortable answering questions about LGBTQ+. I would say that would be his largest area of growth, but knowing our Welcoming Schools Leadership Team, they help him through his discomfort (or what comes across as discomfort). I would also say it appears he needs some background on our Dual Language Immersion programs. I know Minnesota's Spanish Immersion is different, and he seemed to struggle with the difference between the two. But overall, if these are the only two faults, he is fine! (I would have loved to have seen him in the first round of candidates!)
- He sometimes dodges questions and doesn't always provide specifics - sometimes that was appropriate, and sometimes that was frustrating.
- Deepen understanding of LGBTQ community. It felt like Dr. Jenkins thinks it's™ a choice to be LGBTQ.
I didn't hear anything deep about instruction, especially in the present situation.
- I would have liked him to be given more questions regarding special education, that is not his area of growth. I still need to watch the Staff Forum, but I don't see areas that are of concern yet.
- I think additional interviews around key strategies and approaches would be important with concrete examples of success and gains particularly around closing the achievement gap while elevating learning for all students, addressing equity issues, engaging struggling families and students, addressing cultural incongruence and building and retaining a more diverse district/teacher workforce, curriculum alignment and differentiation, among others. It would be useful to hear his track record of concrete successes in strengthening and advancing a district in these and other key areas.
- I think he didn't completely get Goal 3 being focused on Black / African American students and the potential division with other communities of Color, but it won't take him long to get up to speed.
- I would have loved to hear more specifics on his plans, especially in light of the sudden and unexpected ending of the SRO contract and budget problems. But that is hard for someone coming in to know. It will take time to figure things out. But he seems like a strong leader with a good heart and the right priorities.
- If ya'll don't hire this man, we need a new board.
- HIRE HIM

- His answer about LGBTQ students rubbed me a bit the wrong way when he used the word "choice" which was an unusual word to use in that context. However, he was able to explain that in more detail about choice in how they identify at school.
- One major area of growth for Dr. Jenkins will be understanding the complex needs of the growing Latinx population in Madison, ELL programming, DLI programming and how to hold those needs within a context that is focusing on Black excellence
- Areas of growth: lack of knowledge re: LGBTQ+ community, hasn't been a classroom teacher, lack of experience within an elementary school
- Distance learning transition for students and teachers
- His answer about LGBT students focused on respecting students' and parents' choices - which sounded a lot like the dangerous narrative of erasure so often used by opponents of LGBT rights and protections, so it stood out as a possible red flag. However, after Ananda invited him to clarify his meaning (very grateful she did that!), he seemed to be mostly talking about parent involvement in transgender students' transition journeys rather than implying that having a queer identity is itself a decision. I'm comfortable with his answer.
- Understanding the consult contracts we have and central office positions. He seems financially strong, but he needs to learn the big holes we have that truly need cleaning up, vs just following what he has done elsewhere. I also hope he wouldn't bring a large new team with him; we do have some strong central office leadership worth staying.
- I am sure there are always areas for growth, but session I listened to on Facebook live didn't show or highlight areas needed. I think he would be an excellent choice for MMSD. -
----- PS: I've always wanted to see these sessions open to the public in the past, but rarely has my scheduled allowed. I would LOVE to see the School Board keep a blend of in-person and Facebook Live sessions even post-pandemic.
- Good listener. No hesitation with responses.
- Seems pretty strong. Probably too close to union partners.
- I think that Madison's culture and resources surrounding LGBTQ students will help him grow in addressing their specific needs. I don't know how involved the Robbinsdale community is in educational matters, but Madison has very involved groups with many different opinions. Hopefully Dr. Jenkins can find a way to make sure each group feels heard.
- Making sure he knows that BEP plan is not working in our district! What is the plan with no SRO in school! Families/ teachers need to know the Fall plan! So much anxiety with your Staff with worry about budget cuts and covid. We need reassurance and need to feel safe going back into our buildings.
- I am concerned about the amount of moving around he has done, being called to new positions. We could use a leader who is going to stay connected with our community and with this position. I wonder how much deep work you can do when you are so frequently moving to a new district.
I would like the BOE to look more into the depth of his work in his districts, I received a contact from someone who used to work with him and felt his work was shallow. This is second hand, but I would like the BOE to know that potential concern.
- I am more curious to hear about specific plans to retain staff of color (and also acknowledge that this also may not be able to be answered fully without talking to current staff of color in MMSD)

It definitely sounds like Dr. Jenkins has lots of experience working in a bunch of different

environments. Based off of his story, it doesn't sound like this would be the type of job that he would want to leave in a few years, but I guess I do wonder about him getting recruited by another district and what type of succession plan there would be so that the legacy of his passion can live on in our district.

- I am concerned about his constant moving around. He also spoke in generalities rather than specifics. He would need to work to understand MMSD now, not when he was here. We have gone through an evolution.
- Was not comfortable with his answer about LGBTQIA+ students; although clarified some in later Q & A.
- His answers were fine but vague. I wish he had given some specific examples of putting his ideas into practice. From what I saw, he wants to have a lot of meetings. It is time for action and not more meetings.
- Sharing more specific answers. Loved hearing about his beliefs & what he has done. Would like a little more to relate his actions to.
- She might have a steep learning curve, but I would still want to give her the chance.
- I could like specifics re: his diverse strategies for addressing achievement gaps. He spoke generally and highlighted important core concepts (literacy and number sense) but shared no specifics.
- Getting to know MMSD
- He's got so much more experience than the other candidate it's a no brainer! Welcome home Dr. Jenkins!!
- His answer on LGBTQ+ was certainly not awesome, but I don't think it was as ugly as people in the comments made it sound. I think there's a journey that's being made, and I'd give him some leeway on a very tough way of answering questions. I thought his staff session was actually much better than the community.
- I felt that some of the questions, he really did not answer, almost like he missed the point/topic of the question being asked. I would like him to be more specific and give examples of what exactly he did as a superintendent. How did he get graduation rates up? What did that grad plan look like etc.
- I honestly couldn't think of any.
- none
- He seemed super strong, and would be a solid fit for our district, but maybe some of his answers left room for knowing more about how he'd actually carry out certain plans. I think we should hire him to find out!
- He needs to have a clearer position on supporting LGBTQIA+ youth and staff
- I appreciated his broad and inclusive approaches. However, I wish he had provided specific details and concrete examples of how he has enacted/implemented these approaches in different positions. MMSD needs a superintendent who is highly experienced in terms of concrete, effective approaches to shrinking the achievement gap, improving educational equity, and addressing the needs of the district's diverse population. Dr. Carlton did not effectively communicate knowledge of approaches that would improve outcomes and realize the full potential of our amazing students. As the parent of two MMSD young children, I unfortunately wasn't compelled by what I learned from him.
- I was disappointed with his answer to my question. I asked a question about Latino students, academic achievement and inclusion from a systemic perspective and the answer that he gave was very superficial. I would have expected a more thorough answer given his CV.

- Dr. Jenkins referred to students, who were LGBTQ as making a choice, which offended some on the Facebook comments. Still, the underlying message was to support all students to help them work with their families and with staff to foster a safe environment for vulnerable students to thrive.
- He will discover quickly what his strengths and weaknesses are in this District. Dr. Jenkins will also listen to critics to understand concerns and do the hard work of earning trust.
- Clarity. When he answered questions, it wasn't always clear of his intent and I would like straightforward communication.
- Communication- he was unable to give concrete answers to questions and kept generalizing questions about marginalized populations to talking about all students.
- Communication- he was unable to give specific examples when asked and it felt like every question had the same answer.
- He did not give much in the way of specifics--particularly from a chief executive perspective. I had hoped for many more concrete examples rather than his general approach or orientation. I believed that he did not understand that questions of "teacher morale" and "retention" are questions of administrative/organizational culture--and they are deep. If there is a follow-up here, I would like the board to explore how they would repair/heal the organizational culture of the district. The poor climate and culture, and low levels of trust undermine our best work and intentions. I also wish, along these lines, that we knew more about how he would address the challenges of scale--leading a much larger district (difference in size are differences in kind in many respects). What challenges does he expect? What will be his approach to these challenges?
- I have no concerns about this candidate.
- getting acclimated to the political climate of Madison
- He three times referred as LGBTQ+ students as having made a choice. This is a huge red flag for me. He still didn't change his wording when he was given the change in the community forum. I don't know what his ideas are, his specifics in questions was vary general.
- He will need to build relationships with the political elements in our community to have success.
- none
- I hope Dr. Jenkins listens to others including MTI before he makes major decisions that could harm.
- No areas of growth were noticeable to me, but I'm sure he will have growth areas, as we all do.
- Saying "we can have the top university, why can't we have the top district?" is naive.
- -Doesn't seem to be as much of a systematic thinker
- His responses were not very specific and, to be honest, were at times surface-level takes on education that could have been uttered by anyone applying for a classroom teacher position. Also, some of his recommendations were things that we are already doing.
- He is the better candidate
- I am wondering about his use of the word "choices" when answering questions about students and staff identifying as LGBTQ+. I was left wishing clarification. I am also wondering about the support he would provide during negotiations between the Board and MTI over seniority and layoffs.
- He didn't have enough time to talk for me to determine this. I believe he knows what this is and will address it as he sees fit.

- Dr. Jenkins is a listener. He answered all the questions well.
- I was confused by his LGBTQ+ response and could not get a good sense of what he has specifically done to support the LGBTQ+ community.
- He definitely seems like the better candidate for the job
- I am concerned by his lack of person first language as he referred students with disabilities as special ed students. Will he really make the best choices for those students if he sees their disabilities first? Likewise, he struggles when it comes to the issues of LGBTQ+ students. He seems to lack a real understanding of gender identity. I am very much concerned that he would not understand intersectionality and its importance when making decisions.
- I think he would do a great job. I have no reservations.
- the only answer that I was concerned with was regarding LGBTQ+ and his terminology about choices. I feel like he was meaning student wishes needing to be followed but it gave me pause. Perhaps this has been an area of growth for him. His answer points to positive direction, but needs assistance articulating. Again, HIGHLY RECOMMEND FIRST CHOICE.
- As with anyone coming into this district, he will need to learn about the ridiculous amount of BUREAUCRACY and TOP-DOWN directives from people sitting in an office and not in the classroom in this district.
- I'm not quite sure what this question is referring to. If it's referring to Dr. Jenkins, I don't think that there was enough time of him talking in order to answer this question. I will say that it would have been helpful to hear his views on the issue of educating children with disabilities.
- His language used wasn't LGBTQ+ friendly or students with a disability friendly. I am afraid on micro aggressions by language and not feeling welcomed and safe.
- word choice when talking about lgbtq or special ed issues
- He needs to become more familiar with Madison.
- get to know our community to inform your policy recommendations
- Instructional practices specifically, being intricately connected to students and schools, navigating the Madison community. My choice between the two candidates is Dr. Carol Kelley
- I do not know him well enough to say what his areas of growth might be.
- I was confused by his LGBTQ+ response and could not get a good sense of what he has specifically done to support the LGBTQ+ community.
- Dr. Jenkins would have his challenges if hired. He has a strong personality which is not necessarily a negative in my opinion. He would have to be open to all different views and types of personalities both from the community, families and the staff. It is difficult for me to identify any major concerns.
-
- 1. Unclear about his response to the removal of police officers from schools, and would hope that he had responded more clearly
- He needs more detailed knowledge of special populations - CC, ESL, LGBTQ+.
- Dr. Jenkins will need to focus on the culture of this school community in the hiring, curriculum, pace of change, and pace of growth practices to ensure we grow as a community.

- To continue to be open to other people's experiences which may be similar but not the same as his, as we move forward in creating more inclusive school environment and greater access for quality education for all students.
- Not necessarily an area for growth but a challenge - I liked what I heard about his intention to listen to teachers, staff, families, admin, unions, different affinity groups, to understand the different perspectives/concerns and putting action plans in place based on what he hears. I also think our next superintendent will need to hit the ground running and I wonder how he feels he will be able to do maintain a balance between gaining understanding through listening while providing decisive leadership on issues that require swift action (e.g., how to provide a safe environment for students and staff for learning and supporting both in that process).
- Getting to know community leaders that have/will partner with MMSD.
- Areas for growth: providing specific examples on some topics, seems to have less instructional focus than Dr. Kelley; Did really well overall and seems like a good fit for Madison. Two very strong candidates!
- I think Dr. Carlton should, like both candidates, try to incorporate ALL students. Many students/families have been leaving the MMSD either by moving or by entering other schools while living in Madison primarily due to the lack of connection of the MMSD Administration and School Board in representing ALL people. This is lost revenue for the district and will continue to be a problem until it is effectively addressed. Our teachers are working hard to address in general, but the School Board and MMSD Administration have failed for many years the schools. Bringing these units together will be essential to create success!! More development is needed on special needs children- as was noted, the district has a higher volume and is in need a developing a more sound process of helping these students achieve success and stop being left behind.
-
- None...maybe he needs to be a little better educated in LGBTQ issues, but his heart and attitude are in the right place. He wants to create a welcoming environment for ALL students...so that they all feel comfortable and can thrive. I also wonder about his attitude toward tracking. I don't know if I really got an answer to that question. We need a leader who will not be afraid to get rid of our Tracking at the high school level (all of our pull-out honors courses). In any event, I was very impressed by his responses. I would be proud to have him lead our district.
- I had some concerns with Dr. Jenkins energy... clearly very personable and engaging-- positive aspects, but there was one than once when he said 'this may hurt me'... I worry about that. Is he coming in with a mindset of political calculation, reactivity to a history of 'being hurt,' etc. Points for being honest and candid, but something did not sit well with me about it. Finally, I wanted more specifics on his answers. I know it is common on these interviews, but, in comparison with Dr. Kelley, I found him to be too general. I got a better sense of how Dr. Kelley will lead and what she plans to implement when she joins us.
- None.

Staff & Community – Dr. Kelley feedback

Based on what you learned at your meeting or public forum with Dr. Carol Kelley, what do you believe are her strengths as a candidate?

- I appreciated hearing Dr. Kelley's equity stance that is integral to her life as a leader and Superintendent. Many of the pieces of work and organizations she mentioned, fit well with the work we need to continue in Madison. For example, National Equity Project and The University of Washington Center for Leadership looking at Central Office Reconfiguration. I would like us to continue this work and having someone who understands best practices in the country and leads from a systems-view is what we need. I did not hear her falter on any question- and she had wonderful ideas to push the work we have started. For example, great idea on creating pipelines for future leadership position in MMSD, we need to create this to continue to attract quality candidates and maintain, especially our strong leaders of color. I also appreciated her talking about Instructional Rounds tied to the school's improvement plan. We need to go back to this important work of feedback to classroom teachers, based upon the SIP. I also appreciated her calling out Advanced Learning at times as a place that we do not have representation from historically marginalized groups. These are just a few of my take-aways from Dr. Kelley.
- She is equity focused and has experience and concrete action steps for addressing issues of equity. She understands high quality instruction for all students. She would also bring a systems approach to Madison that is greatly needed. We have too many silos, mixed messaging, and inefficiencies. She would be able to bring all our assets together to benefit all students, most especially those that have been marginalized. She's is also positive and "can do" in her approach.
- She seems to have a strong understanding of how to build trust. She also speaks with details, integrity, and sincerity which conveys trustworthiness. She seems very knowledgeable around equity, collectivism, and instruction.
- She seems prepared and she has worked with curriculum. Also, seems firm and open to hear and collaborate with the staff.
- Caring and willing to collaborate
- Dr. Kelly is MUCH MORE prepared and had much more research done on MMSD. She provided SIGNIFICANTLY MORE specific examples, clear reasoning, and actual strategies vs. Dr. Jenkins. No comparison. LOVE her connection with the National Equity Project and her knowledge of our anti-racism focus. Her answers were significantly less vague than the other candidate, and she could back up her answers with examples. She has high expectations for all students and a commitment to equity and Black Excellence. Dr. Jenkin's answers seemed very canned and EXTREMELY vague. She is much more engaging, humble, and seems committed to growth and listening.
- She clearly explained what she has done and what ideas she has for how to address different problems and issues. I also support the literacy work out of Teachers' College and would wholeheartedly welcome their curriculum. She had read up on MMSD data, plans, and programs. She has ideas of how to put plans into action. I love the student-centered learning.
- Dr. Kelley has won me over. I feel that the afternoon Q&A compared to the evening Q&A, I feel like I was watching a completely different person.
I LOVE her answer about restructuring the Doyle Administration Building. If people can't see that we have an issue in Doyle, they are not paying attention. She answered the LGBTQIA+ much better than Jenkins.
She comes off as anti-charter and can see innovation happening in public schools (if she gets the job, I WILL be following up with her on this!) Arts as core! YES!!! She seems to be a strong communicator, especially with the Union. Seems to take conflict head on. She is

here for ALL students while lifting up Black Excellence and students who are oppressed by our system.

She holds herself well! She is not presumptive that this will be her position unlike the other candidate who has spent time in Madison.

- Good listener, smart, thoughtful, kind, knowledgeable, great answers about art in schools, AL, inquiry. She seems willing to collaborate. She doesn't claim to know everything already. She talked about helping students find their passions! She is already working with National Equity Project. She understands Black Excellence is actually good for the whole community. She also seems like the best candidate of the two finalists.
- She seems very knowledgeable about many topics.
- She is poised and professional. She is alert and compassionate. I also feel she is ready to get in the classrooms and actually listen to the teacher's needs. I feel she is more aware of social issues, like lgbtq+ than her competitor. She showed great courage and strength.
- Dr. Kelley's responses were thoughtful and to the point. She provided examples so we could understand. She leads with her beliefs and these come through in how she communicates.

Her beliefs and abilities help to design and/or dismantle systems. Dr. Kelley fielded a lot of questions that were not asked of Dr. Jenkins, or at least not asked in the same way and she responded with intention! Her belief regarding high quality instructional opportunities and beliefs is something that MMSD would benefit from.

- Dr. Kelley was compelling and a very strong candidate. Dr. Kelley was authentic, smart, and thoughtful and full of specific examples that gave me a strong sense of the sorts of things she would do as a leader. I appreciated her commitment to anti-racist practices, and I think having a Black woman leading district would be a strength. I can tell she will work to listen through relationship building and connecting with the community.
- She has had a lot of experience as a superintendent and leading people. She seemed approachable and thoughtful in her answers. She plans to be here for 5-7 years. Her view on BLM was commendable. She thinks about ALL the aspects of a student...not just test scores.
- Curriculum
Black excellence background
- She has a kind, warm demeanor and answered her questions skillfully and with detail. Her heart is in the right place.
- There is no question that Dr. Kelley is well-qualified. She's obviously very well prepared and has worked in and led a diverse district. She had examples that helped make her point.
- She cares about racism and sexism as important issues to address.
- She is authentic, and an advocate for justice. She understands instruction and the need to support schools. She also encourages risk taking and innovation. I think she will do right by students.
-
- I liked her interview more than the last three candidates but not as much as the interview with Dr. Jenkins.
-
-

- She gave specific answers with lots of examples. I appreciated that she has evolved on her position on charter schools from working for Edison (yikes!) to understanding that public schools need space for innovation. That was encouraging, though I would be curious to know more about how she would give teachers and schools room for testing out ideas. I like that she said it's important to figure out a few priorities to focus on to make sure staff aren't stretched too thin; our district has suffered from too many initiatives being implemented too fast, leading to burnout and unsuccessful rollouts, and Dr. Kelley's approach is more doable. She seems very thoughtful in general.
- She is a systems thinker and I was impressed by her answer to my question. She explained how she would systematize universal design/inclusion for all groups in an academic excellence framework. As a Latino parent who has two children in the district this was very reassuring. She also had experience working with referendum. Furthermore, I believe her approach to community engagement comes from multicultural perspective, hence, would be successful in bridging some of the racial and ethnic divisions currently afflict our district.
-
- Clear and succinct answers; able to articulate knowledge of specific frameworks and approaches; articulated a commitment to ALL students while attending to the particular needs of our most unsuccessful students; spoke to her experience as a mother; took great care to make sure she understood the questions being asked; well prepared. Dr. Kelley was outstanding and as the mother of two young children in MMSD schools, I'm excited at the possibility that she'll be able to lead the district in a way that provides a rigorous educational experience and provides support for those students who need it. In particular, I liked her concrete examples of the way she leads. For example, she spoke of her "coaching days" and addressed "targeted universalism" and while I don't understand the latter framework fully, she was able to articulate the way she conceptualizes her educational leadership approach. I support her fully!!!
-
- I really liked how specific she was in her answers, and the fact that she apparently has experience in a district where multi-tiered systems of supports are actually functioning (rather than just in name only, without sufficient resources or training to really make it work). I also liked her discussion of empathetic interviews and targeted universalism -- again, because of the level of specificity in her answers.
- I appreciated the idea that kinesthetic learning needs to take place not only in K-2, but also in middle and high school and the discussion of co-creating learning experiences at all levels. I also appreciated her summary of the importance of the arts in education--that the image/create cycle is the highest form of human thought.
- She is thoughtful, listens to people, seems very measured and calm when faced with difficulties. She is committed to the success of all learners. She had a good grasp on data and research of best practices. Strong vision for black excellence.
- She's strong, confident, knowledgeable, focused on equity and has the ability to overcome negativity with grace and integrity.

Her current school district has a very diverse staff. She took actions to diversify the staff in order to reflect the student population. She understands the significant impact this makes on students.

VERY student focused. Her examples provided and actions taken probe this.

She listens and considers stakeholder's voice including student voice.

She not only examines data but also looks at other non-tangible factors to remove the academic and behavior disparities. She focuses on adult practices that may be causing this and seeks to help educators grow to remove practices that may be challenging our minority students.

- A strength of Dr. Kelley's seems to be connecting on a personal level. She also talks about collaboration, community involvement, empowering our youth.
- Communication, honesty, building relationships
- She was very analytical. She processed through each answer and situation thoroughly and succinctly. She would look at everything that arises in the district from multiple lenses. I loved her attention to girls and black girls...making sure they're encouraged, valued and heard. And that she has a history in multiple roles throughout the educational process. It's important that she has spent time teaching and as a principal, making her able to relate and empathize to the various positions in the district.
- I liked Dr. Kelley and I think she is a great second choice. You can tell that she is very passionate about education and appeared to have some great ideas.
-
- Her understanding of teaching, commitment to be in schools and classrooms. I think the Superintendent must be an educational leader, someone who can coach principals and building leaders. I also liked everything she said about equity. I think she is a stronger candidate than the other finalist, whose presentation I also watched. I hope you select her.
- I watched both the staff meeting and the public forum and Dr. Kelley seemed by far the candidate that would fit best with the models we have in place in Madison. She has ideas about systems and strategies that would work for both the short term and longer term. She was thoughtful in her responses and had specific answers (as opposed to Dr. Jenkins who answered more confidently, but less specifically). We need someone who will "hit the ground running" so to speak and she seems most able to do this.
Dr. Kelley seems more ready to take action and use and adapt what we already have in place, which I would say is a more humble approach than what it sounded like Dr. Jenkins wanted to do, which was sit with the curriculum committees (there are already great anti-racist curriculums out there), have more meetings and get more feedback (which we likely already have). I'd say what we need is a woman in leadership who is ready to collaborate and listen, use the tools that are already in place, support the staff by seeing them as whole people, trim down the excess, make hard choices and be an example for what commitment looks like (5-7 years). I appreciated that she didn't back down from a difficult question about staff cuts but discussed her philosophy about how that needs to be done and what's important to consider. I appreciated that she had specific answers about how she had restructured her central office too. She has a strong philosophy. She knows what she believes, and she can lead us in a collaborative way along with the board and other central office members and MMSD staff. She seems like an asset we should not pass up!
- There is a very clear history of closing gaps for historically underserved students with Ms. Kelley. She appears to think strategically and with clear and measurable student outcomes. MMSD needs this.
- She has plans that she shared well. She shared who she was, and her family. She was inclusive to all students. She was including staff in the conversation.

- I enjoyed listening to Dr. Kelly. I think she clearly has much to offer on curriculum, especially the co-creative human developmental approach to learning. She comes across as having integrity, which is really refreshing. I think she looks at curriculum and learning broadly and in useful ways. Her focus on conditions and growth is a relief. A much more holistic/whole child approach to learning. She gave clear examples, which helped. She did not really describe the benefits gained by Black students or other student of color in terms of the achievement gap and/or post-secondary experiences where she has fostered this approach. What is her metric of success from this whole child perspective? I am not sure how she, as the chief executive, might promote these as opposed to seeing them implemented (which I assume district staff has the responsibility for leading). What does a superintendent (as opposed to director of curriculum) do to promote this approach to curriculum, especially given the standardized tests pressures or other political ill winds (internal and external) that will likely challenge this approach? Does Dr. Kelly have examples of how she has brought skeptics or naysayers along? I also liked the fact that she understands that staff must be treated as whole people SEL among staff suffers from a lack of attention and that affects our students. I wonder how she would support the social and emotional needs of the adults in our district. How would she get at the underlying causes of these concerns as they relate to school and district culture?
-
- She had the strongest art answer of any candidate I've watched during this process I really liked her structure and systems thinking
- Strategic leadership, systems
- Dr. Kelley is not the right candidate for MMSD! She did interview better on the public forum and was able to hold her own. I'm glad she would consider restructuring and reduction of the budget at central office also. She was supportive of the arts such as makerspace. She knew of English Language Learners and the need for a newcomer curriculum.
- She approaches problem-solving with a scientist's mindset; her responses included references to best practices that are also researched. Perhaps most significantly, she was not vague. I appreciate knowing exactly what she thinks and where she stands, unlike previous high-level administrators in our District.
- It sounds like Dr. Kelley is aware of the need to push hard for equity.
- Dr. Kelly is clearly dedicated to a vision of education equity, and she offered examples of ways that she has advanced that vision in Oak Park.
- I really appreciated Dr. Kelley's thoughtfulness and her ability to directly speak to examples of things she has done in Oak Park to improve outcomes for students of color. It seems like her unique background in systems management, matched with her work with the National Equity Project, would make her an innovative candidate who can balance both operational challenges and exercise empathy while actively listening to the experiences of our students, staff, and families of color.

She spoke several times to the importance of social/emotional education and health for both students and staff. I was so happy to hear her say during the MMSD staff interview that we need daily teaching of this for students (and a re-examination)! YES!

I'm also really invigorated by her call to make high levels of learning achievable for all

students, starting in elementary school. I will be bringing this question back to my team this summer!

- I loved how she addressed girls of color, as we tend to focus more on boys of color when it comes to the achievement gap. I appreciate her belief that the arts/specials should be considered core and that we need to look at the whole child. I also felt she cares about the staff.
- She has great knowledge and knows what to say to sound good. Her MBA experience may be useful as we move into financial uncertainty.
-
- Dr. Kelley provided specific examples of changes that she has made in her current district - I was particularly impressed by the summer newcomer program for ELLs that she described.
- I appreciate Dr. Kelley's approach. Clearly, her idea is to listen, to look at data, to communicate, then to develop a plan, test it, and alter it either by making changes or by scaling up. This seems like a solid approach to any of the challenges facing MMSD. That said, I also appreciated that she would share her story and encourage others to do the same. She demonstrates both the head and the heart that is very much needed in education. I felt that she was strong on many specific issues. For example, I completely agree with her on the issue of advanced learning. All students can reach advanced learning with the right instructional experience. The focus must be on instruction. I also agree that the best way to recruit and retain quality staff is to ensure the current experience is positive as that reputation will travel far to bring in fabulous new staff as well.
- Some strengths are her advanced learning plan for all students, she is warm, appreciable and an igniter for change! Loved her calling to become a teacher and educator story!
- I'm very impressed with Dr. Kelley and believe she has many strengths. She has a clear equity vision; her values align with ours and drive her work. She has experience with empathy interviews which is something we are doing to flip the direction of our SIP and put family and student voice first. I think she will be able to jump in and continue that work more seamlessly. She seemed to answer questions with more specific examples of how she has done the work and has a huge understanding that she will need to talk to the people impacted the most upon entry to get a greater context. Dr. Kelley seems to put equity front and center with every response.
- 1. Her greatest strength is her belief in balance approach to literacy instruction with an emphasis on phonics. This is the type of leader we need in MMSD right now!
 2. Another strength is her approach to school-wide and district-wide systems. I like a leader who thinks through systemic challenges and strengths.
 3. She sees staff as human beings, as in the "whole" staff (just as much as people talk about educating the whole child).
 4. Her commitment to students of color.
- Dr. Kelley appears to be very knowledgeable especially from a research perspective. She clearly takes time to think before making any decisions.
- Student centered, unapologetic, strength, honesty, truth, instructional practices, whole child, grading, variety of entry points and ways to assess scholars, relationships, teacher, flexible thinking,
- Her diverse educational background (engineering, business, and education). She identified herself as a systems thinker which I think is important.

Her emphasis on listening and giving thoughtful replies in her personal communication.

Her emphasis on building relationships and trust with staff and also students.

Her experience in Chicago.

-
- Wide experience base. Concrete examples of previous work, philosophies and goals. I get the sense she will listen to all stakeholders to make the best decisions. Someone who is committed to furthering our focus areas and work in black excellence. I appreciated her comments about charter schools and ways to innovate. We can innovate without a charter and that was one of the areas of our strategic framework I was most excited about.
-
- Strengths: equity vision, emphasis on transformational leadership, high expectations for all and belief in the capacity of all students, focus on creating supportive conditions and on relationships and collaboration, exudes intelligence, thoughtfulness, and composure under pressure
- Dr. Kelley brings good experience in her different educational roles.
- She was very well spoken and her ideas and thoughts were well thought out. She appears to have a good understanding of the Madison school system and its€™s failure with educating and supporting POC.
- Honestly, the strengths seemed shadowed by attempt of using the right words but not addressing the issues directly. Intelligent and compassion are present, but I don't see the leadership that would foster change.
-
- I particularly liked Dr. Kelley's comment about starting more rigorous challenging classes at the elementary level. Madison has not done well, and I think they are failing their students in this regard. I thought it was good that Dr. Kelley recognized the value of such programs of Girls on the Run for helping to empower and develop our young ladies. I agreed with Dr. Kelley that you do not need Charter Schools to address situations and innovation. Appreciate her pro-public-school comment. I liked Dr. Kelley's comments about recognizing the need for better mental health programs for the students as this is very much needed given the problematic behaviors exhibited this past couple of years by students and parents alike within the MMSD district. Really liked her understanding of different needs for students to co-create the learning experience.
- She appears very dedicated to students and bettering student life. There is absolutely longstanding academic achievement gaps and I believe she is very qualified to fill those gaps.
- Dr. Kelley reflected a strong equity vision with coherent integration of student learning supports and staff wellness. So important for current and future state of MMSD! I found Dr. Kelley to have the calm determination needed for a successful superintendent.
- Dr. Kelley exudes both leadership and the educator role. She is exactly what MMSD needs at the moment. She walked the audience through her thought process in a concise and easy manner. She is a clear educator. Her responses were well formed and direct, and she repeated back questions to confirm her understanding before responding. She is amazing.
- I was impressed by her specific experiences with the National Equity Project, Liberatory Design, Empathy interviews...how her district is using them to progress and work toward dismantling systemic oppression. I liked what she said about community members referring applicants as a way to broaden our applicant pool to include more black and brown

applicants. Though we need to do more than this. Her thoughts about Advanced learners: "All students can be advanced learners" resonates!!! She has the experience to lead us!

- Strong systems and has a good grasp on the technical aspects of the job.

Based on what you learned at your meeting or public forum with Dr. Carol Kelley, what do you believe are some areas of consideration or growth?

- Overall, I feel like Dr. Kelley is the best candidate for this position. As an external candidate, she will have the growth of learning about Madison, our community, schools, students and staff during the unprecedented time of COVID 19. I am sure that the BOE, Senior Leadership, Central Leadership, etc., can create an entry plan that assists her in meeting virtually the many key stakeholders that propel us forward.
- She will need to learn and understand the Madison community and school system. MMSD is unique, so this would be a learning curve.
- Didn't seem to know MMSD very well. Black Empowerment and ELL student answers seemed lacking.
- Getting to know all of the stakeholders, which is to be expected.
- She worked for Edison Schools! That is not what we want here in Madison. Where did she get her initial teaching license? We don't have money to bring in private consultants. We have lots of administration downtown with lots of knowledge and experience to answer some of the questions that private consultants would answer.
- I am unsure about her knowledge of Madison history, which is important for our district and our district leader.

Jenkins said that with Budget cuts, classroom teachers should not be cut. She did NOT say that.

I want to make sure she is in schools more than her predecessor.

Based on what she said in the afternoon, I like how she mentioned challenging her central office team to get into schools! Though I am concerned that once her "entry" is over that she will visit schools less. "Fairly often" doesn't seem often enough.

I am bummed she was not picked the first go around.

- I heard little about how to work with immigrant students, how to specifically promote black excellence, how she approaches LGTBQ issues, or how she would form partnerships with families and communities (but I joined a little late).
- I didn't see any holes in her interview. She did perfectly from what I could tell.
- Would have liked to hear Dr. Kelley's beliefs and leadership around special education. She did mention high quality instructional opportunities for all of our scholars, just would have liked to hear more given our ongoing challenges in this area.
- I think both candidates have so much to offer and I will be thrilled to have either of lead MMSD. I'm so impressed by the 2 high quality candidates that came out of this search. Amazing work MMSD! You have a hard decision to make.
- I'd like to speak with her more about the BEP and if it is a model for other districts, then what are we doing wrong with it?

- She didn't seem to talk much about staff or families. I worry about some of her policies and the issues she's had in Oak Park with principals. Also, Oak Park uses the BEP as a model. That's alarming. Also having never needed to call the police, interesting.
- I found her answers embedded in a lot of educational jargon. I want to be thoughtful about that because she does not have very much high school leadership experience since she is an elementary school superintendent. The outcomes in Oak Park are not great for underrepresented students, and they have not made many great strides at least in their public assessment data in closing gaps especially if you look at the documentary America Like Me. Also, while there was some strange "trolling behavior" on the community piece, I did read those articles, and I believe those should not be completely ignored. Let's not pretend there's isn't division in our community; the last thing we need is someone who seems indifferent or at least unknowing about it. Everyone here is liberal until it affects their child. It seemed from those comments, she was unwilling to take a stand and some of the questions suggested she did not take a stand in the past.
- I found some issues online about her. She doesn't seem to have a good image in her past district, which worries me. Many of the concerns about poor communication, implementing her own ideas for changes without concern for the public's wishes, and lack of control of the bullying situation are concerning to me.

- The public disliked her policies and called for her to be more accountable in a change.org petition: https://www.change.org/p/oak-park-family-requests-to-support-d97-schools?source_location=topic_page&fbclid=IwAR3fEEO9eUuAlhIiwur-1MfKZQTpaP5HWMuXyBNuStTfe_Q9o7fZqbWWzdc

- There was bad bullying at both middle schools in her district, and especially bad bullying at Brooks: <https://www.oakpark.com/News/Articles/4-21-2017/Tense-meeting-at-Brooks-between-principal-and-parents/?fbclid=IwAR134iyd2pMfQzoalxwWVA0J30sERkSESx0v0NGhPzLmygh3yP31qso1Fsc>

- Teachers at both middle schools in her district felt that there was a culture of "lawlessness" and felt that the culture was "toxic" according to a survey that the teachers' union did:

<https://www.oakpark.com/News/Articles/5-14-2019/Acting-out-/?fbclid=IwAR0-aAFOMqzqROI4WXap941V7aFWFJvByL5qQZvcsfBsdAF6qT4looiMfyk>

- Lincoln Schools went through four principals in four years and now will be on their fifth in five years: https://www.oakpark.com/News/Articles/2-4-2020/Something's-up-at-Lincoln/?fbclid=IwAR1VSIF_5ugWHGFA5CueY_Q5sQxGccS_bV3Ykq52h0kYBJiCc6Ugiin3q-U

- Her district is planning to not continue her contract past another year, and is hoping she will leave this year: https://www.oakpark.com/News/Articles/6-30-2020/Supt.-Kelley's-next-step/?fbclid=IwAR3AOXfz-LI7liz5jzqukmxree6EJhvbRp5oMr_y4g168dgaUOoj4gjshEo

- She needs to use non-gendered and inclusive language. She also didn't get a chance to explain her philosophy and approaches to special education and I hope she gets a chance to do this.
- I have spoken to teachers in Oak Park D97 and have heard that she does not value staff voices and input. We need a superintendent who will value our staff because we are the people working directly with our students each day.
- The pressure of being the superintendent of a large district facing budget problems and competing interests seems like a big ask for Dr. Kelley, based on the vibe from this interview, especially vis a vis the union, the parents, the protesting activists, and media coverage. Carol Kelley would not come in to MMSD knowing the existing challenges and would be at a

disadvantage versus Jenkins because he has a savvy about the four high schools since he worked as an AP at Memorial.

- Dr. Kelley seems unaware of the importance of the science of reading. You cannot have a "balanced" approach to literacy if students do not have systematic, explicit phonics instruction. Relying on curricula from the Teachers College, which are culturally irrelevant and deny the importance of phonics, as well as making reading and writing robotic and heavily scripted occurrences, is outdated and shows that she does not follow best practices.
- Dr. Kelley's current school district has been criticized because she restructured it and made it distinctly top-heavy. Our district administration is already top-heavy. We do not need another superintendent who prioritizes district administration over actual teachers in our schools.
- I heard very little about community engagement, which is crucial for rebuilding the trust we lost with Cheatham, and that's concerning. I'm concerned that she used BEP as a model for her own district when it has gone so poorly here (though the problem is more with implementation than the plan itself.) She sounds like she has a top-down approach to leadership, which also went badly for MMSD in the recent past. When asked about her support for the arts, she said she supports the arts but gave no specifics whatsoever about what that means aside from she considers it core curriculum, but how does she plan to implement that idea? I wasn't convinced.
- She has no real connections to the district, but this may actually prove as an asset in the long run, because people will be more inclined to trust her. Also, in time this shortfall will resolve itself through authentic relationship building.
- We need a superintendent who prioritizes special education and inclusive education. Dr. Kelley has not shown that this is a priority in her current or former districts. There are many upset parents in Oak Park D97 regarding her lack of inclusive practices.
- I really appreciated Dr. Kelley's participation in the public forum. She was thorough in her answers, at times apologizing for her "long" answers or for "rambling" even though I really liked listening to what she had to say. I suppose one area of growth is to be less apologetic. I wish she had addressed other student populations in MMSD, such as Hmong and Latino students. She should have addressed English Learners because they make up 25% of the MMSD population; they're easily the largest subpopulation in the district and they cut across SES and racial, ethnic, cultural, and linguistic categories. It's unfortunate that MMSD minimizes this student population, so I don't put it on Dr. Kelley but on MMSD and the Board.
- Dr. Kelley talks about unions as if they're a necessary evil. Unions are a vital part of our public education system and need to be treated and valued as such - not as something you meet with out of obligation when there are problems.
- I have concerns that "targeted universalism" may not leave much room for growth among advanced learners, if they have already achieved "excellent targets." Advanced learners may need DIFFERENT goals, not universal goals. Likewise, her concept that the district can do only a few things well sounds to me like a repeat of Jen's philosophy, where advanced learners were never one of the first few priorities. Finally, I was concerned that Dr. Kelley's philosophy on the behavior-education plan may not fully recognize the level of challenges in the district with regard to lack of adequate support for teachers.
- I was surprised to hear Dr. Kelley say that conflict is a healthy part of any relationship. Differences in point of view may be part of a healthy relationship. Resolving those differences are skills a superintendent needs to do without creating conflict. Based on the principal turnovers during her tenure in Oak Park, and an editorial calling Ms. Kelley "top heavy" in her management role, I don't believe her to be our best candidate for MMSD.

- Some of her answers lacked detail and seemed too education-speak, particularly with respect to other vulnerable groups besides black learners (spec Ed, ELL, LGBTQ). Did not speak as much on how she would achieve the goals, although she did give some insight based on her past experience. I liked her a little less than the other candidate but I still think she is very strong! We would be lucky to have either candidate.
- These are dealbreakers for me:

-She held up MMSD's BEP as a model that other districts emulate - including her own. There was no mention of the problems it creates. Reading the article focused on staff comments/surveys on behavior at two of the middle schools in her district, they are seeing many of the same problems we are seeing with our current BEP. She didn't acknowledge the major behavioral issues they were having. You can't expect interventions starting in grade school and continuing in middle school so that all students can take at least one advanced class if you have the behavioral issues and challenges that we have in Madison with our current BEP. (Article referenced: <https://mobile.oakpark.com/News/Articles/5-14-2019/Acting-out-/>)

-There are no high schools in her current district and she has never been superintendent of a high school:

1. If her district can't handle behavioral issues in middle school, there is no way she is equipped to lead and tackle issues found in our high schools. Especially as we are transitioning to other new behavioral supports to replace the SROs.

2. We have a very large high school population. A larger district like MMSD needs someone who has had experience as a superintendent of at least one high school.

- This is a much larger district than her current place of work. While this is a growth area, it shouldn't impact the decision. She's proven to be a self-directed learner, and even a candidate from a larger, very similar district would have to grow to adapt to our district. Each district is a unique environment.
- She comes from a Balanced Literacy district which is terrifying to me. Balanced Literacy is White Supremacy Literacy. It's very oppressive linguistically. Part of the reason why we have so many kids in special ed is because of balanced literacy. If we choose her, and I do think she has a lot to offer, I plead for some pointed collaboration between the board, Kaleem Caire, the head of C&I, and Dr. Shawn Anthony Robinson on how to get teachers excellent professional development on how reading works. Thank you so much for your hard work BOE.
- Working in as large of a district as Madison
- She didn't exhibit the passion for the position like Dr. Jenkins, but I think that's and she's more reserved and it's just two varying personalities. She also lacked clarity...using umm a lot, but I'm sure she was nervous.
- I came away with the impression that she would not be present in schools the way that Dr. Jenkins would. Many of her answers were too theoretical and too wrapped in "Education Speak". Whether we like it or not, being a superintendent or a principal or a teacher requires "a cult of personality". I am not sure that Dr. Kelley has this to the extent of Dr. Jenkins, so he is definitely my choice!
- I am very concerned about children learning to read, and I think it's a very important issue that is critical to our students' success. Dr. Kelley mentioned her district's use of the Teachers'

College Units of Study in Phonics, which I do not believe to be an appropriate program (it is based on Marie Clay's work, which is not based on the science of reading). MMSD teachers have been using Teachers' College to teach reading and writing for years, and these approaches have left many of our children--especially our Black children--behind. Yes, immersing our children in culturally relevant literature is important, but so is ensuring that children can decode the words so that they can access the literature. Units of Study in Phonics is not the program to make that happen.

- She is a seasoned educational administrator. I didn't see any gaps.
- She could learn more about the struggles and considerations of the Latinx and English Learning communities
- She will need clear and consistent guidance and support in how to transition from SROs in schools to make this shift.
- She says um to much when she is speaking.
- MSAN, which she references, positively, has been around a long time, but I do not think MSAN districts have made much progress with closing the achievement gap, including our own, of course. Instructional leadership is a good thing, but, much like Dr. Jenkins, I would have like to have heard much more about her organizational leadership skills. In the staff forum, her response about increasing trust between staff and administration, she focused on what she would do, but really did not address how she work to create a trust throughout the district. How would she work with other leaders (including principals, as the trust issue reaches into our schools What would she do (has done in the past) to build a culture of trust, collegiality and collaboration that is inclusive and that levels power so that we can work together to find solutions to the issues that challenge our district and city long after she is gone” particularly given the size, complexity, or politics of this district. Her response to the calling the police question is either hopeful or troubling. Hopeful, if she has worked in a district of comparable size and demographics and can offer suggestions for how we can create a culture (not just a policy) that makes calling the police on students unnecessary, if not unthinkable. Troubling, if this is completely new to her may reflect differences in what is possible in a small district with different demographics versus a larger district like MMSD, but maybe not. We did not get a chance to pursue this. She has much to offer as a curriculum leader. Her general approach seems solid and comes across as having a It is less clear that her experience as a leader elsewhere will translate to MMSD given the size of the district and its organizational challenges (low trust, low morale, fragmentation). We need the organizational culture (structure and systems, beliefs, practices and behaviors) to be transformed) I did not get the sense that either candidate fully understood the breadth and depth of organizational challenges we face in MMSD.
- 1) Her superintendent experience doesn't include high schools. 2) Her district has had problems with relationships among all key parties. 3) She seemed more interested in explaining why working in Madison would be good for her than how she'd be good for Madison.
- -Only a 5 to 7 year commitment is concerning, an issue we had with Cheetham was she made transformational change then didn't stay to support the changes
 - Has no high school experience
 - Moral issues in her previous district
 - Has not had experience with a high percentage of students who are classified as low-income, only 18% in her district
 - Achievement gap is worse in her district then the rest of Illinois

- I'm concerned about continuation of top-heavy admin (our current state) to run all of the strategies and initiatives
- Dr. Kelley's answers were long-winded, rambling, and hard to follow in her interview with the board. Many of these answers were textbook responses and didn't seem to apply to the question. She would finally answer the question at the end of her responses.
I did not hear her mention our data such as DLI. Her interview was all about her current district. I want to know that she is coming here because she wants to and not because she is escaping her current district. Her canned answer to many points was 'I will listen'. I hope she has action beyond the listening piece. Seems she is not tech-savvy as she could not turn off the beeping computer notifications.
- No red flags for me.
- I am wondering if Dr. Kelley has the skills and experience to lead this large district. She did not seem to have a firm plan for supporting BIPOC students, families and staff; she actually seemed surprised that the question would be asked.
- I wish that many of Dr. Kelly's answers had been more specific. Quite a few of her responses were vague, and almost seemed hesitant. This was particularly evident when she responded to the question about "the science of reading debate", which was surprising to me since she's been superintendent of an elementary district for the past five years. In addition, when responding to a question about distance learning, she didn't articulate what her current district learned about their experiences thus far and what kinds of changes they will implement as they move forward. She spoke primarily about the processes that have been used to gather feedback. I was very interested in hearing these details, as they will be immediately relevant to MMSD in the fall.

I recognize that the virtual interview platform is not ideal and that it's challenging when interviewees cannot see their audience members face-to-face. However, while Dr. Kelly has many strengths, I couldn't envision her as the passionate, visionary leader that I think MMSD really needs right now.

- In the staff interview, Dr. Kelley mentioned that supporting ELs (outside of the curriculum planning) is an area of growth for her. As a bilingual educator, I do think that much work needs to be done around how to bring the focus of our DLI programs back to the original mission of supporting underprivileged students, as well as how to better recruit other students of color into the program.

Even if this maybe is an area of development, I do think that Dr. Kelley would be able to apply her spirit of collaboration to thinking critically around the issues in our bilingual programs and would welcome the opportunity to share these concerns with her during school visits.

- This is completely subjective, but I felt like some of her answers were not as genuine as the other candidate. She did not focus as much on bringing the entire community together and I think this is vital to bring MMSD forward.
- She was not very well spoken in fluency. Her lack of educational background really shines through. Her answer that the arts are considered core to her. However, they are listed as core in ESSA. She seemed to be working really hard to give answers in education lingo. Lots of ums and ahs during her speaking. It was hard to follow and made me feel like she may be lacking in leadership. Parents that I know in the oak park district and teachers that work there are not all positive about her. We did Illinois with Jen. Let's not make the same mistake again. I DO NOT recommend her.

- Her district follows our BEP... Which is a huge problem the BEP in Madison Does not seem to workit appears that children are not being held accountable and wear€™re getting away with unsafe and disrespectful behaviors towards staff and fellow students
- Dr. Kelley did not seem very well-informed about the particular context and challenges in MMSD. She answered questions generally or by sharing examples of what she has done in her current district, which is an extremely different context (smaller and elementary/middle schools only). I was particularly concerned by how she evaded the question in the staff forum about working collaboratively with teacher unions - in her answer, the only specific information she gave was that she had previously worked for Edison Schools (now Edison Learning), a for-profit education management organization that has been involved in the push to privatize public education for decades. I do not believe that Dr. Kelley is the right person to lead MMSD at this time.
- One area of growth could be surrounding the issue of ELL. She acknowledged that and is willing to focus on improving in that area.
- Like any candidate, she will need to get to know the Madison context to be able to maximize her ability to positively change us. I don't think it is an area of growth per say, but I'd like to hear more about her instructional vision-what does she think about curriculum and how to maintain rigor. Her experience as an ED of curriculum implies she has it, but I would like to hear more.
- Nothing at this time.
- Being able to engage with the community - she seems more "corporate" rather than personable.
- Navigating Madison community, she is my preference for Superintendent
- Learning about struggles we've had implementing the BEP and what are. Exit steps. Turnover issues: Principal, staff and family turn over, departure from MMSD. It appears that Oak Park has had lots of principal turnover recently. We've experienced the same here. How will she determine and address the root causes of this? Lack of trust is everywhere.
- Dr. Kelley was very impressive. However, I am concerned about her previous employment with Edison charter schools. For profit charter schools are destructive to public education. We need a superintendent who is unequivocally supportive of public education, not charters
- Growth Areas: she is so composed, serious, and on-point, which is great, but it is hard to see her personality/personability; otherwise, super impressive. Seems like a VERY strong and qualified candidate who would be a great leader for our district.
- I did not think that Dr. Kelley's responses on inclusive issues were reflective of all marginalized groups which should be considered. This would be an area of growth. Teacher and student ratios should be a primary focus for student success.
- Directness and action driven.
- I am concerned about her answers regarding literacy and reading instruction. I feel this makes her a less attractive candidate than Dr. Jenkins. I am also concerned about the administrative turnover in the Oak Park district during her tenure there.
- I don't think Dr. Kelley was as ambitious in connecting with the community to create success as much as Dr. Jenkins. I also did not find her answers on point regarding recognizing the need to connect with teachers to create global success with the teachers and families as much as I saw with Dr. Jenkins. I did appreciate her comment that, if a conflict exists, you need to address the conflict and not ignore it like Jennifer Cheatham did. It may have been the way the questions were posed by the moderator, but I didn't see Dr. Kelley connecting with ALL students as globally as I saw with Dr. Jenkins answers.

-
- I wanted more evidence on her capacity to lead a large district... I think her answer was right on: she has the transferable skills and... I hope the Board really examines this question.
- Use less jargon and buzz words -- however, she is my clear favorite.
- Honestly, I'd be happy with either Dr. Kelley or Dr. Jenkins as our leader.
- Lacks high school experience. Does not seem confident and I worry about her ability to stand and lead during challenging and uncertain times.