



**National Association of
School Superintendents**
United in Common Purpose: Each Other's Success

Name

Dr. Tina Halliman, Superintendent

Current School District and Location

**SPEED S.E.J.A. District 802
Chicago Heights, IL**

INTRODUCTION

Education

Doctorate of Education (Ed.D.), Administration and Supervision
Loyola University Chicago

Master of Science, Special Education
Dominican University

Master of Social Work (M.S.W.), School Social Work; Child and Family Counseling
Aurora University

Bachelor of Arts, Psychology
Northern Illinois University

Experience

Dr. Tina L. Halliman is Superintendent of SPEED S.E.J.A. School District 802, a special education cooperative serving fifteen member districts across South Cook County, Illinois. She has served in this role since 2018, leading system-wide transformation focused on academic programming, financial stewardship, climate and culture, and communication.

Prior to her current role, Dr. Halliman served as Superintendent of Cook County School District 130 from 2014 to 2018, where she led district-wide strategic planning, operational management, and instructional improvement efforts. Her leadership experience also includes serving as Assistant Superintendent for Pupil Personnel Services at Oak Park and River Forest High School, Administrator for Pupil Personnel Services, and multiple leadership roles in special education, student services, and school administration.

With over 29 years in education, Dr. Halliman brings a comprehensive leadership perspective grounded in instructional expertise, operational management, and student-centered service.

Outstanding Achievement(s)

- Led the transformation of SPEED S.E.J.A. School District 802 into a cohesive, aligned system through the development and implementation of four strategic pillars: academic programming and achievement, financial stewardship, climate and culture, and communication.
- Strengthened instructional practices for students with disabilities through the implementation of research-based curricula and data-driven assessment systems.
- Expanded leadership capacity across the organization through targeted professional development, mentoring programs, and leadership development initiatives.
- Improved financial stewardship and operational systems by strengthening business office practices, implementing long-range planning, and maintaining sound fiscal management.
- Championed districtwide mental health and wellness initiatives, including mindfulness practices and the implementation of the Calm Business app to support staff and student well-being.
- Advanced innovation in education through leadership in artificial intelligence integration, including service on the Illinois State Board of Education's AI Task Force.
- Contributed to statewide and national educational leadership through service as a Trustee on the Illinois Mathematics and Science Academy Board and as a Board Member of Infinitec, supporting assistive technology and inclusive practices.
- Recipient of the 2026 Illinois Association of School Administrators (IASA) South Cook Region Superintendent of Distinction, representing the largest region in Illinois.

AN INTERVIEW

Tell us about how you see today's superintendent.

Today's superintendent must be both a systems leader and a people-centered leader. The role requires navigating increasing complexity; academic expectations, student and staff well-being, community engagement, and rapid technological advancement, while maintaining clarity of purpose and direction.

Superintendents are no longer just managers of districts; they are vision-setters, culture builders, and decision-makers who must lead with both strategic thinking and emotional intelligence. The

most effective superintendents understand that success is not driven by programs alone, but by how well they align people, purpose, and systems to support students.

What new understandings did you acquire after two or three years on the job?

One of the most important understandings I gained early in my superintendency is that sustainable improvement does not come from isolated initiatives, it comes from building aligned systems.

In the first few years, it becomes clear that every decision impacts multiple parts of the organization. I learned that clarity, consistency, and communication are essential to ensuring that leaders and staff understand not only what the priorities are, but why they matter.

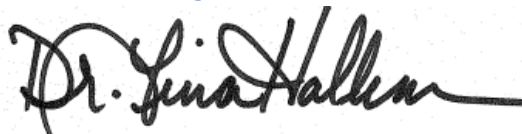
I also gained a deeper appreciation for the importance of supporting the adults doing the work. When staff feel valued, supported, and heard, they are better positioned to support students effectively.

Share an idea to use or something you've learned with your colleagues.

One of the most important lessons I would share is to be intentional about aligning your work. It is easy to become overwhelmed by competing priorities, but leaders must take the time to clearly define what matters most and ensure that decisions, resources, and practices are aligned to those priorities.

Additionally, invest in your people. Leadership is not just about driving outcomes, it is about creating the conditions where others can be successful. When you focus on building trust, developing leaders, and supporting well-being, the results will follow.

Submitted by:



4-30-2026

Name/Signature

Date