

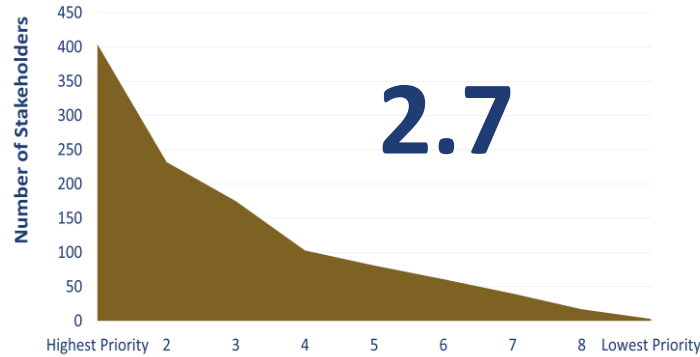
Stakeholders rate CEO and teaching and learning (academic experience) as the two highest priorities for the new superintendent.

Respondents were asked to rank their priorities:
1 = highest priority, 9 = lowest priority

This page displays the average response value and the distribution of stakeholder responses (graphs).

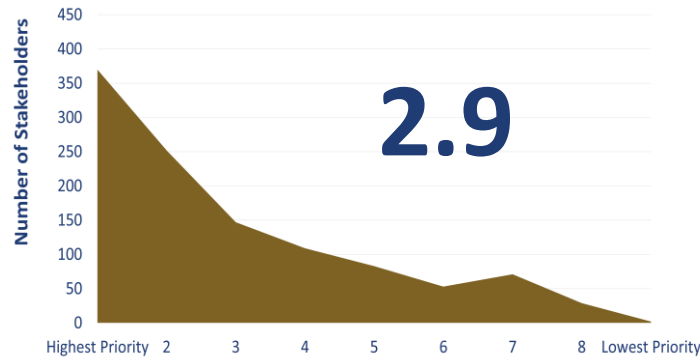
1 Chief Executive Officer

Making decisions, managing operations & resources, communicating between board and employees

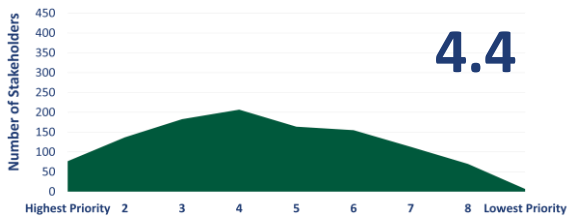


2 Teaching & Learning

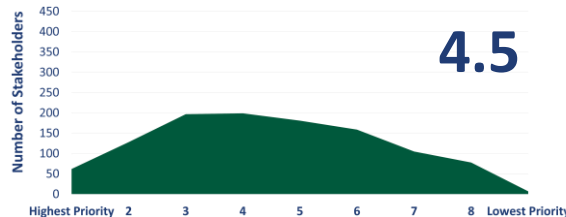
Academic Experience



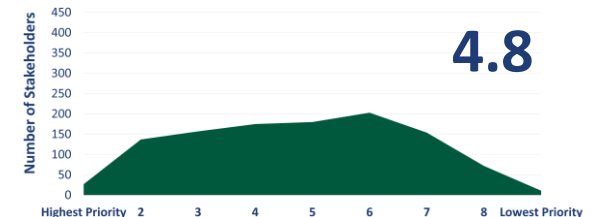
3 Community Engagement



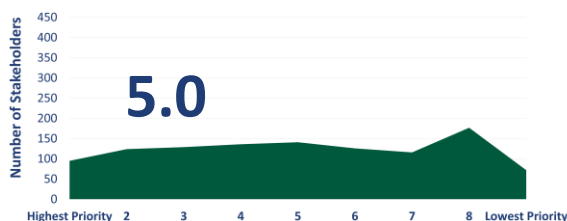
4 Identify Top Talent



5 Management of Financial Services

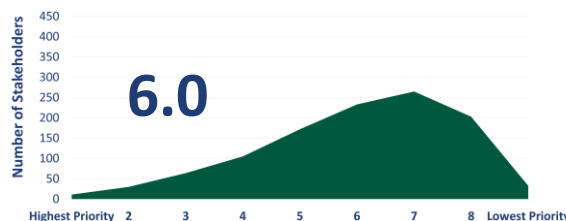


6 Board / Sup. Relationship



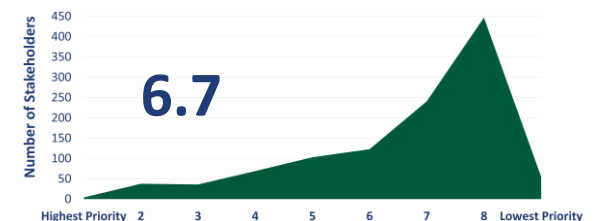
7 Business Services

Transportation, food services, purchasing



8 Technology

Instruction / Administration



Superintendent Search Survey Responses

Knowledge, Skills, and Abilities

The top three priorities for a superintendent's **knowledge, skills, and abilities** (CEO, Teaching & Learning, Community Engagement) are consistent across stakeholder groups.

Parents

n = 398

- ★ Chief Executive Officer
- ★ Teaching & Learning

Employees

n = 727

- ★ Chief Executive Officer
- ★ Teaching & Learning

Students

n = 17

- ★ Chief Executive Officer
- ★ Community Engagement

Community

n = 118

- ★ Chief Executive Officer
- ★ Teaching & Learning

Respondents listed the following additional knowledge, skills, and abilities as priorities in a superintendent:

(Statements below have been generated by categorizing and aggregating the open-ended survey responses. Statements with more than 10 or more responses have been included)

The new superintendent should have the knowledge, skills, and abilities to establish and maintain a positive climate and culture. This could be by focusing on employee benefits and retention, responding to staff needs, and building relationships with staff. (67 comments)

The new superintendent should understand the diversity of district, including understanding and addressing the unique needs in different geographic areas of the county. He/she should have the ability to close the achievement gap and achieve equity across all groups of students. (18 comments)

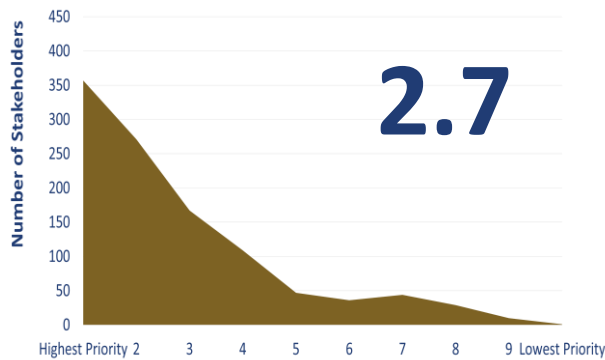
The new superintendent should have knowledge of how the district's policies and programs operate and ideas on how existing policies / programs could be improved (e.g. Charter System, Special Education). (17 comments)

The new superintendent should have strong background knowledge of best practices in teaching and learning and our district's students, diversity, and geography. (15 comments)

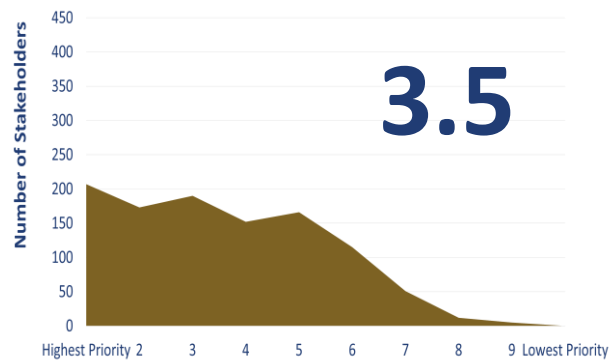
Stakeholders rate leadership and communication (listening skills) as the top two personal attributes for a new superintendent.

Respondents were asked to rank their priorities: **1 = highest priority, 9 = lowest priority.** This page displays the average response value and the distribution of stakeholder responses (graphs).

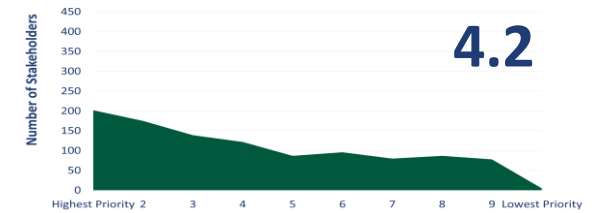
1 Leadership



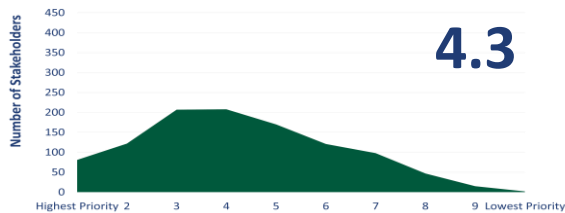
2 Communication Skills: Listening



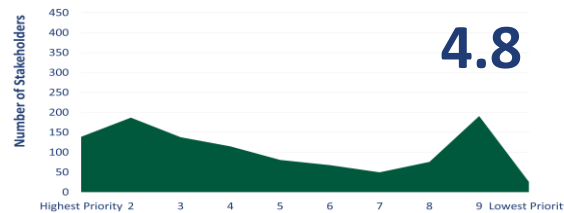
3 Experience



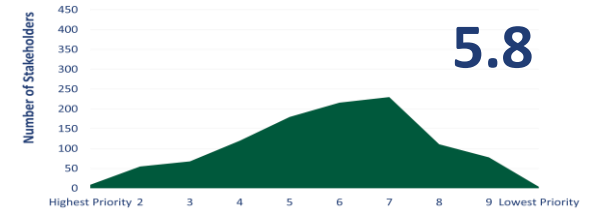
4 Decision Maker



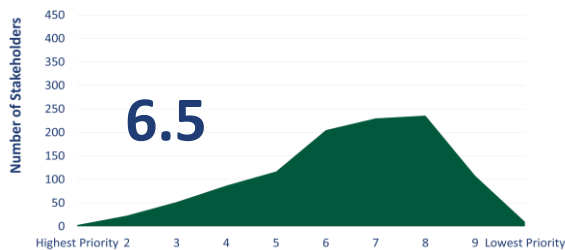
5 Visionary



6 Communication Skills: Public Speaking



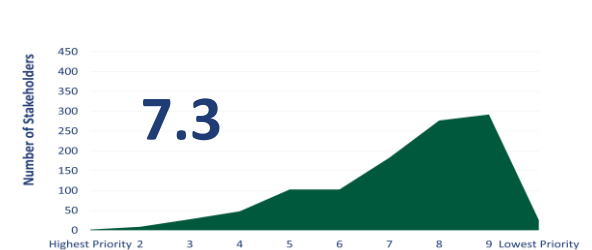
7 Communication Skills: Written Communication



8 Organization Abilities

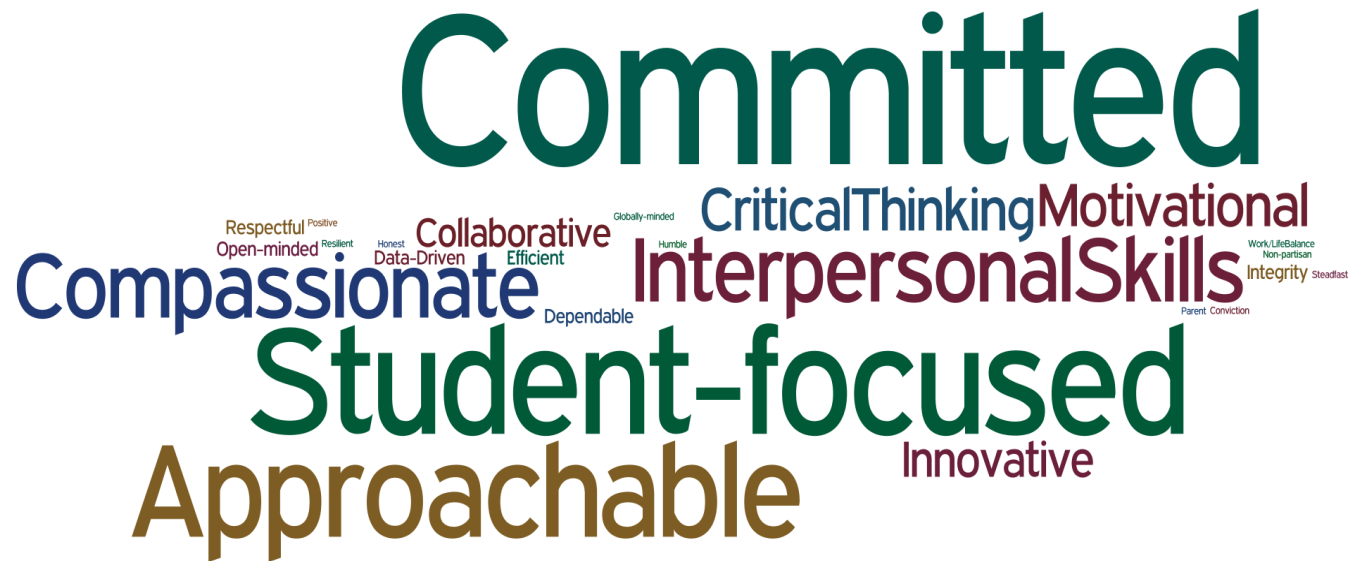


9 Delegates



Parents, employees, students and the community agree: The two most important **personal attributes** are **Leadership and Communication (Listening Skills)**.

Stakeholders added that a superintendent should be committed to staying long-term (21 comments), be student-focused (15 comments), and be approachable (13 comments).



All personal attributes listed in the word cloud were suggested by respondents *beyond* the options provided. Personal attributes appearing larger in the cloud were mentioned by more stakeholders, smaller attributes were mentioned by fewer stakeholders.