

# CAPISTRANO UNIFIED SCHOOL DISTRICT

## *SUPERINTENDENT SEARCH LEADERSHIP PROFILE REPORT*

### *EXECUTIVE SUMMARY*

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the Board of Education of the Capistrano Unified School District (Board) as one of the initial steps in its search for a new Superintendent. The data contained herein were obtained from reviewing 251 *Leadership Profile Assessment* forms and interviewing 196 persons identified by the Board, in individual, focus group or community input settings, on February 16 and 17, 2010. The questionnaire, interviews and focus groups were structured to gather data to assist the Board in determining the primary characteristics it might seek in its next Superintendent. Through this process, the consultants attempted to identify the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to build upon what constituent groups valued while addressing current and emerging issues which the District might be facing.

Information obtained through the interviews and completed questionnaires reflects similar views from the various groups with respect to the multiple strengths of the Capistrano Unified School District (CUSD). Many respondents expressed pride in the general academic accomplishments of students and achievement on a District-wide basis. They noted that CUSD was recognized as one of the top performing large school districts in California. Respondents routinely identified supportive parents and community and dedicated teachers, faculty, staff, administrators and School Board as strengths. The PTA and community and business organizations were recognized as having a major impact on individual campuses by raising funds and providing volunteers to fill the gaps created by insufficient funds or personnel. Teachers were recognized for building a strong foundation that resulted in academic achievement as demonstrated by the success of students on state and national tests. CUSD was noted for its commitment to providing students at the secondary level with opportunities to take advantage of innovative programs and advanced placement courses.

Most of the concerns cited by respondents are attributable to two factors. The first is what many referred to as the *political climate* that is evidenced by a Board and stakeholders that are perceived to be entrenched and factionalized. The second relates to the District's budget shortfall that is exacerbated by state and national fiscal crises.

It is apparent that the *political climate* has divided the staff, parents, community and possibly others into disparate groups that are focusing their energies on what they perceive to be the fault of others rather than on collectively working to address the significant issues and *faults* that exist in the District. This *climate* has generated a high degree of distrust and upheaval that appears to have contributed to some instability throughout the District.

At the same time, and intertwined by many with the *political* machinations, is a perceived significant budget crisis in the District. There is a concern that programs will be eliminated and that classrooms will be overcrowded. The ongoing teacher contract negotiations and union concerns are perceived to be impacted by both major issues perceived to be facing the District and are perceived to have

further factionalized the community, teachers and Board. This in turn has resulted in what is perceived to be a culture of low morale among employees.

Respondents also felt a significant need for improved communication from the Board and administration as well as significantly greater transparency in their respective governance and management roles. The significant allegations of wrongdoing attributed to former administrators as well as perceived intimidation of staff has created a perceived culture of fear that many feel is responsible for stifling creativity, dialogue and a unified academic focus throughout the District. Stakeholders feel the District needs clear, focused leadership to guide the District in improving teaching and learning and to ensure its stability through this budget crisis.

Respondents agreed on many of the attributes that would assist a new Superintendent in successfully addressing the issues confronting CUSD. They desire a strong, collaborative educational leader of unquestioned integrity who is a politically astute problem-solver with exceptional communication and interpersonal skills.

The new Superintendent should have the ability to engage teachers, administrators, the Board, the community, faculty, parents, support staff and students as needed in addressing the issues confronting the District. He/she should have the ability to engage these respective stakeholders in developing and communicating a common shared vision and building enthusiastic support for its implementation. He/she also should seek and consider the views of the respective stakeholders when making decisions that affect them and be open to innovative ideas. The successful candidate should have the financial and budget experience to tackle the current budget issues and set in place a financial plan for the future.

To effectively plan for the future, the new Superintendent must have or develop an understanding of the history of CUSD. He/she needs to be a good listener and a unifying force that will take the time to understand the diverse opinions of employee groups, parents and community members and to place these opinions on the table as everyone focuses on what is best for the students. The volatile political atmosphere requires the next Superintendent to be politically savvy, yet be apolitical. The successful candidate needs to possess the courage to tackle controversial issues, explain the rationale for his/her proposals and decisions on the basis of how they will benefit students, in spite of vocal opposition.

The new Superintendent should have experience in building positive working relationships with state and local officials, local businesses, parents and community organizations. The new Superintendent should be a consensus builder who inspires trust, promotes leadership in others and thinks creatively. He/she should be actively involved in the community and visible in the schools, dialoging comfortably with students, teachers, support staff, parents, community members and board members.

HYA cannot promise to find a candidate who will possess all of the characteristics desired by respondents. However, HYA intends to meet the challenge of finding individuals who possess many of the skills and character traits required to address the concerns expressed by the constituent groups, and present them to the Board for its review and selection

Respectfully submitted,

Bill Attea, Albert “Bud” Marley, Carolyn McKennan and Doyle Valdez

## INTRODUCTION

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the Board of Education of the Capistrano Unified School District (Board). After the Board selected HYA to assist in its search for a new superintendent, an assessment instrument was prepared to solicit responses which would be used to help the Board clarify the characteristics it should seek in the new superintendent. At the Board's direction, the District distributed the questionnaire to a variety of stakeholders including administrators, faculty, support staff, parents, students, elected officials and community groups. The Board also identified a number of individuals and groups to be invited to meet with the consultants on February 16<sup>th</sup> and 17<sup>th</sup>, 2010 to discuss these characteristics in greater depth. In response, the consultants received and reviewed 251<sup>1</sup> Leadership Profile forms and met with 196<sup>2</sup> individuals during their visits in the District.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as District strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the next Superintendent. In an effort to ensure that the process was inclusive, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next Superintendent. It also was understood that the Board had the responsibility to define these characteristics and would use its prerogative to do so.

The responses provided with some consistency by the individuals, focus groups and those who completed questionnaires are presented in this report. Groups represented included board members, administrators, faculty, students, support staff, parents, elected officials and community leaders. The comments throughout the Report are listed alphabetically since no attempt was made to prioritize them. **It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the District's stakeholders or the respective groups to which they are attributed. Items are included if the consultants believe they warrant the Board's attention.**

Hazard, Young & Attea would like to thank the CUSD Board for entrusting them with the responsibility for conducting the interviews and working on the search for a new superintendent. Specifically, HYA thanks Dr. Bobbi Mahler, Jane Boos, Julie Hatchel and Connie Scott for their assistance and support. We also thank those with whom we met for their cordiality and responsiveness, in addition to all who took the time to respond by written form.

Bill Attea, Albert "Bud" Marley, Carolyn McKennan and Doyle Valdez

---

<sup>1</sup> Stakeholders returned 251 forms, however 32 individuals either did not identify their respondent group or did not complete the ranking item on the form. Consequently the responses from 219 forms are represented on the tables to be found on pages 16-18.

<sup>2</sup> 6 board members; 31 administrators (district office and principals); 31 community members (public forums and several focus groups); 60 faculty (teachers and other staff members with certificates); 32 parents (PTSA presidents and leadership, School Site Council reps, boosters, etc.); 29 support staff (support employees – secretaries, cafeteria personnel, custodial and maintenance, etc.); and 7 governmental officials (city managers and other officials). It should be noted that many individuals who were interviewed also submitted completed *Leadership Profile* forms

## **STRENGTHS**

### **CONSISTENT**

Advanced placement courses and International Baccalaureate program  
Blue Ribbon/Distinguished schools  
Broad range of excellent instructional and extracurricular programs  
Caring teachers  
Concerned parents  
Effective partnerships between schools and business establishments  
Engaged and supportive parents in many schools  
Excellent elementary schools with good reading scores and assessment  
Excellent music and fine arts programs  
Foundation involvement  
Fund raising for schools  
Good facilities  
Great teachers who even under extreme budget crisis excel at their jobs  
Great population of stakeholders  
High student test scores  
Learning environment in which innovation and change are embraced  
Parents are collaborative and supportive  
PTA and parent organizations are highly involved  
Special Ed staff  
Students want to achieve and excel  
Well-qualified, dedicated and compassionate faculty, administrators and support staff

### **BOARD**

Great colleges, corporations, cities and location  
Intelligent students  
Students, Parents, Teachers and Principals  
Supportive parents  
Talented teachers and administrators  
Test scores of students

### **ADMINISTRATORS**

Academic rigor  
Collaborative environment within the school clusters  
Collegiality among principals with strong work ethic focused on student achievement  
Community support  
Dedicated and loyal employees wanting what is best for the whole organization  
Driven and data-savvy staff and teachers  
Focus on student learning  
Genuine investment in academic and personal growth of students by staff and administrators  
Geographic location  
Instructional teams at school sites  
Outstanding special education program

Quality teachers and administrators  
Quality of graduates  
Resilience of the management team  
Parents are collaborative and supportive  
Professional learning communities  
Students return as teachers  
Test scores are superior  
Willingness to take risks with new initiatives

## **COMMUNITY**

Businesses are active in the District  
Foundation supports the District  
Geographic location  
Growing school district  
Many opportunities for community involvement  
Parents are supportive  
PTA fundraising  
School Board is good  
Some of the highest ranked schools in the state  
Students strive academically  
Tax base is good

## **FACULTY**

Academic Rigor  
Competent, supportive principals  
Culture of collaboration and support among teachers  
Dedicated, hard working employees  
Excellent, well prepared teachers  
Fundraising by parent groups  
Parental support for schools  
Professional learning community  
Quality Education  
Schools ranked academically high in the State  
Students are engaged  
Teachers encouraged to develop innovative programs

## **PARENTS**

Collaborative effort by all stakeholders  
Dedicated parents  
Dedicated teachers  
Good AP, International Baccalaureate programs, academies, Art and Music  
High academic standards  
Highest test scores of large school district in California  
Joint use with cities  
Quality principals

Quality of schools  
Parental involvement  
PTA, booster clubs and educational foundations dedicate hours of work and fundraising  
School board trustees  
Students are high achieving

## **STUDENTS**

Communication at the schools  
Good communication  
Many caring dedicated teachers, staff and administrators  
Schools ranked high in the State  
Students academic drive to succeed  
Students high test scores  
Student achievement continues to improve

## **SUPPORT STAFF**

Academics  
Diligent support staff determined to help all children succeed  
Employees dedicated  
Foundation support  
Parent support  
PTA - fundraising  
Test scores  
Well trained teachers  
Work ethic of all employees

## **ELECTED OFFICIALS/CITY MANAGERS**

Academic performance is excellent  
Dedicated teachers and support staff  
Good facilities  
A good facilities master plan  
Parent participation  
Students graduate and go on to top colleges

# **ISSUES/CONCERNS/CHALLENGES**

## **CONSISTENT**

Board lacks experience in education  
Board members perceived to be *at odds* with teachers  
Board perceived as being disrespectful to teachers and stakeholders  
Budget shortfall  
Climate of distrust  
Disgruntled parents  
Experienced and respected administrators have left the District  
Facilities maintenance  
Financial crisis for this budget year and state budget crisis  
Lack of leadership  
Low morale of teachers, support staff, faculty and administrators  
Need for clear, focused leadership to guide staff in improving teaching and learning  
Need for more effective Communication  
Overcrowded classrooms  
Restore community trust through improved communication  
Unsettled contract with teachers

## **BOARD**

Budget issues  
Create trust and calm optimism with everyone  
Build a solid organization  
Fiscal prudence and intelligent cooperation  
Labor issues due to declining State revenue  
Lawsuits  
Need to move beyond past successes and continuously strive for improvement  
Political issues due to declining State revenues  
Restore confidence in ability of District to provide outstanding academic programs  
Stability

## **ADMINISTRATORS**

Budget conflicts between Board and staff  
Budget shortfall  
Facility maintenance  
Focus needs to be on education and not politics  
Fractured staff, community  
Inconsistent communication among and between departments  
Inconsistent leadership  
Lack of trust between unions, parents and community towards Board and administration  
Lack of unity  
Need to cultivate succession planning for administrative positions  
Overcrowding of classrooms

Political fragmentation  
Projected housing starts within the next five years  
Providing a strong cabinet that employees can have faith in their leadership  
Retain high quality teachers  
Reduction in programs  
Recall efforts are divisive  
Seven cities are within the district boundaries  
Staff morale  
State budget crisis  
Superintendent candidate needs to be aware of all the issues in Capistrano

## **COMMUNITY**

Budget shortfall  
Candidate must be aware of the controversies in the district  
Communication is lacking in all areas  
Facilities and maintenance issues  
Fiscal climate and crisis  
Key administrators have left the district  
Lack of clarity of vision or communication identifying the future direction of District  
Lack of trust with all stakeholders  
Low morale  
Need for transparency  
Political division  
Union issues

## **FACULTY**

Board doesn't understand their role  
Financial outlook  
Keep the dollars in the classroom  
Lack of transparency  
Lack of trust  
Morale is low  
Political factions  
Polarization of teacher union and Board  
School Board issues are distracting  
Union issues

## **PARENTS**

Board not unified  
Budget cuts are affecting classrooms and programs  
Communication not good between Board and teachers  
Economy  
Improve communication between and among teachers, administrators, parents and community  
Keeping AP, honors, advanced classes for the future  
Lack of choices for vocational and technical courses



Lack of satisfactory conclusion to contract negotiations  
Lack of trust between Board, unions and constituents  
Low morale of teachers  
Maintenance and sustainability of aging facilities  
Need non-college bound programs  
Overcrowded classes  
Politics  
Programs are at risk  
State fiscal crisis  
Superintendent candidate needs to understand the current political issues  
Superintendent instability

## **STUDENTS**

Budget  
Financial funding for programs  
Lack of unity between School Board members and Teacher unions  
Overcrowding  
Political factions  
State financial budget crisis  
Teacher rights

## **SUPPORT STAFF**

Board disconnected from employees  
Budget  
Communication breakdown with employee groups  
Compliance with unfunded state and federal mandates requiring changes  
Extremely sensitive political environment in which issues are influenced by political turf, distrust and community's negative opinion  
Lack of effective leadership and planning in recent years  
Lawsuits  
Management not experienced  
Need for drastic action to turn CUSD around; requires support of teachers, principals parents and students  
Political instability  
State funding deficit  
Superintendent who will commit and stay

## **ELECTED OFFICIALS/CITY MANAGERS**

Budget constraints for the district  
Loss of community trust and credibility  
New Superintendent needs to be aware of situation he/she is walking into: problems, demands and expectations of the community  
Political instability  
State budget crisis

# **CHARACTERISTICS**

## **CONSISTENT**

Actively involved in the community  
Appreciates the value of volunteer organizations  
Approachable, excellent interpersonal skills, seeks and enjoys dialogue with all groups  
Articulate  
Bridge gaps between board, community, administrators, faculty to provide healing  
California resident with vested interest  
Collaborative, consensus builder  
Commitment to academic rigor  
Decision maker  
Diplomatic, with the ability to navigate politically charged waters  
Dynamic leader with ability to inspire and motivate staff to work together to meet expectations  
Education experience  
Effective negotiating skills  
Ego on backburner  
Exceptional communication skills (speaking, writing and listening)  
Experience as a teacher and building principal  
Fair, flexible, caring, morale builder  
Fiscal management  
Good listener  
Honest  
Inclusive, brings people together; able to gain and maintain community support  
Integrity, both personal and professional  
Knowledge of and commitment to developing leadership skills of principals and staff  
Knowledge of curriculum, instruction and learning, research-oriented  
Leader  
Non-Traditional Superintendent  
Not using this job as a stepping stone to another district  
Open-minded  
Problem solver  
Secondary education experience  
Stands up to the board  
Strength to make decisions for the best interest of the students  
Strong business acumen  
Teaching background  
Trustworthy; stands firm on his/her word, not easily swayed  
Team builder  
Transparent  
Visible in schools  
Visionary  
Willing to tolerate dissent and address the issues appropriately

## **BOARD**

Conservative individual  
Collaborative  
Courageous  
Data driven  
Diplomatic  
Ethical  
Financial analysis  
Fiscal management  
Focuses on students  
Keen administrator  
Impeccable moral character  
Integrity  
Leader  
Long term commitment  
Makes sound decisions  
Non-traditional background  
Optimistic  
Organizational psychology and leadership  
Savvy communicator who understands the power of sharing information  
Sense of humor  
Servant leader  
Tireless person but values family time  
Traditional background  
Visible in community and organizations  
Visionary

## **ADMINISTRATORS**

Ability to keep focus on students  
Approachable  
California experience  
Capacity to address the negative morale throughout the District; a healer  
Collaborative  
Communication skills that include systematic soliciting and listening to views of diverse groups  
Consensus builder  
Courage and moral fiber to make decisions on what is best for children  
Diplomatic  
Effective communicator  
Effective in dealing with conflict  
Ethical decision making - doing what is right for students even if it may be controversial  
Experienced as teacher and principal  
Financial /Budget experience  
Garners respect and remains accessible to all stakeholder groups  
Guides the Board on decision making process  
Honest  
Instills confidence

Integrity  
Interests and needs of students must be top priority  
Leadership skills  
Listener  
Open minded  
Patient problem solver, aware that meaningful change takes time  
Pragmatic  
Pro-active change agent  
Strong background in K-12  
Success in establishing positive relationships with unions  
Team player  
Traditional candidate  
Values all stakeholders  
Visionary  
Visits schools  
Understands and supports the unique qualities and needs of different schools  
Wisdom to seek input from others but courage to facilitate change when appropriate

## **COMMUNITY**

Ability to work as a collaborative partner with the employee organizations and community  
Change agent  
Coalition builder  
Committed long-term  
Communicator  
Experience in education  
Experience working with a Board that understands its policy-making role  
Honesty  
Integrity  
Listener  
Non-traditional candidate  
Open-minded listener who seeks and values views expressed by the Board, administrators, teachers, staff, students and community  
Leadership  
Servant leader who empowers students, administrators and others to reach their full potential  
Stiff backbone  
Traditional superintendent from California  
Transparent  
Understands budgets  
Willingness to know the history of the district  
Visionary

## **FACULTY**

Advocate for public education  
Articulate  
Bridge builder with teachers, administrators, community, Board and business leaders  
Collaborative  
Commitment to stay in the district  
Communicator  
Conducts a thoughtful, open-minded assessment before implementing untried innovations  
Ethical  
Impartial  
Honest  
Integrity  
Leadership and ability to unite all stakeholders  
Student advocate  
Team builder  
Traditional superintendent candidate  
Transparent  
Truthful

## **PARENTS**

Accessible and willing to work with parents, employees and community  
California experience  
Commitment of 5-10 years  
Communicator  
Decisiveness in leadership  
Education background  
Experienced in recruitment and retention of highly qualified teachers  
Facilities management of older and newer schools  
Fiscal Knowledge  
Integrity  
Listener  
Person who can rebuild trust between Board and public  
Positive leadership to build a community that is working together for our children  
Problem solver  
Proven leadership  
Public education advocate  
Skilled in conflict resolution  
Strong leader, compassionate  
Straightforward, truthful and willing to discuss openly with the community the difficult issues that need to be resolved  
Superintendent candidate could come from business background, CEO  
Understands how to maximize resources for children with special needs in the district  
Visionary

## **STUDENTS**

Ability to collaborate  
Appreciates the importance of student leadership opportunities  
Approachable  
Balances budget  
Cares about students, wants them to succeed in life and solicits their opinions  
Compromises with the unions  
Effective Communicator  
Fiscal management skills  
Happy  
Honest  
Involved in schools  
Open-minded, willing to listen to all opinions before making a decision  
Maximizes resources for children with special needs in the district  
Mediator  
Multicultural  
Strong-minded, helpful, intelligent  
Superintendent who is an educator  
Willing to listen to students  
Willing to make decisions that benefit, even if not popular

## **SUPPORT STAFF**

Ability and willingness to develop positive relationships with unions and work well with them  
Calm, stabilizing influence  
Candidate from local area  
Conveys vision  
Genuinely likes people; seeks opportunities to interact with staff, students, parents, and community  
Healer  
Honesty, integrity  
Inspires everyone to coalesce around a common vision and support its implementation  
Listener  
Long-term commitment  
Open-minded  
Reaches out to partner with community organizations, agencies and volunteer groups  
Strong character  
Supportive of teachers  
Team builder  
Thick-skinned  
Transparency  
Unites people  
Well-rounded person

## **ELECTED OFFICIALS/CITY MANAGERS**

Community builder

Dedication to excellence and continuing improvement in academic performance

Effective communicator

Good people skills

Honest

Proactive in communicating District issues to the cities

## Ranking Summary

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Student</b>	<b>Supp. Staff</b>
<b>Respondents (total of 219)</b>	<b>3</b>	<b>39</b>	<b>22</b>	<b>55</b>	<b>48</b>	<b>35</b>	<b>17</b>
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	3	1	1	1	1	1	2
Ability to identify revenue through alternative sources	8-9	9	7	7	9	6	8
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	1-2	6	6	5	6	3	1
Awareness of instructional and administrative applications of technology	10	11	11	11	10-11	9	9
Belief in data based decision making that focuses on the individual needs of students	5	5	10	9	7	7	7
Collaborative	7	4	5	3	5	5	6
Effective communication skills: verbal, written and listening	4	2	2	2	3	4	4-5
Experience as a superintendent	6	3	3	4	4	8	3
Experience in a multi-cultural environment	11	10	9	10	10-11	11	10
Fiscal management experience	1-2	8	4	6	2	2	4-5
Knowledge of emerging research and best-practice in the area of curriculum/instructional design and implementation	8-9	7	8	8	8	10	11



## Ranking of Criteria – Average Ranking

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant. The average rankings given to each item are presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Student</b>	<b>Supp. Staff</b>
<b>Respondents (total of 219)</b>	<b>3</b>	<b>39</b>	<b>22</b>	<b>55</b>	<b>48</b>	<b>35</b>	<b>17</b>
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	3.33	2.74	2.36	1.38	2.65	2.68	2.79
Ability to identify revenue through alternative sources	7.33	8.11	6.43	6.48	7.04	5.94	6.77
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	2.00	5.69	5.68	5.36	5.36	5.32	2.21
Awareness of instructional and administrative applications of technology	7.67	9.71	8.71	9.80	8.50	7.47	8.77
Belief in data based decision making that focuses on the individual needs of students	5.00	5.68	7.71	7.40	6.21	6.47	6.46
Collaborative	7.00	4.34	5.20	4.69	5.20	5.82	4.50
Effective communication skills: verbal, written and listening	4.00	3.74	3.86	4.35	5.04	5.68	4.00
Experience as a superintendent	6.00	4.24	4.76	4.74	5.09	6.56	3.93
Experience in a multi-cultural environment	9.00	9.32	7.55	8.34	8.50	8.00	8.85
Fiscal management experience	2.00	6.13	5.00	5.56	4.92	5.03	4.00
Knowledge of emerging research and best-practice in the area of curriculum/instructional design and implementation	7.33	5.89	7.19	7.04	6.93	7.65	9.17

## Ranking of Criteria – Range for Rankings

Respondents were asked to rank the following characteristics in order of importance from 1-11 with 1 being most significant. The range of each respondent group’s responses is presented in this chart.

	<b>Board</b>	<b>Admin.</b>	<b>Comm.</b>	<b>Faculty</b>	<b>Parent</b>	<b>Student</b>	<b>Supp. Staff</b>
<b>Respondents (total of 219)</b>	<b>3</b>	<b>39</b>	<b>22</b>	<b>55</b>	<b>48</b>	<b>35</b>	<b>17</b>
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	3-4	1-7	1-9	1-7	1-8	1-11	1-8
Ability to identify revenue through alternative sources	5-10	3-11	1-11	2-11	1-11	1-11	3-10
Accountable and holds everyone in the organization accountable for his/her respective area of responsibility	1-3	2-11	1-11	2-11	1-11	1-11	1-11
Awareness of instructional and administrative applications of technology	6-9	7-11	2-11	7-11	2-11	1-11	2-11
Belief in data based decision making that focuses on the individual needs of students	2-8	1-11	4-11	2-11	1-11	1-11	1-10
Collaborative	6-9	1-10	1-8	2-11	1-10	2-11	2-8
Effective communication skills: verbal, written and listening	3-5	1-11	1-8	1-11	1-10	1-11	1-7
Experience as a superintendent	1-10	1-11	1-11	1-11	1-11	2-11	1-11
Experience in a multi-cultural environment	8-11	4-11	3-11	1-11	1-11	1-11	5-11
Fiscal management experience	1-3	3-10	2-10	1-11	1-10	1-9	1-7
Knowledge of emerging research and best-practice in the area of curriculum/instructional design and implementation	4-11	1-10	1-11	2-11	1-11	1-11	7-11