

Palos Verdes Peninsula Unified School District

Community/Staff/Students Survey

July 26, 2018

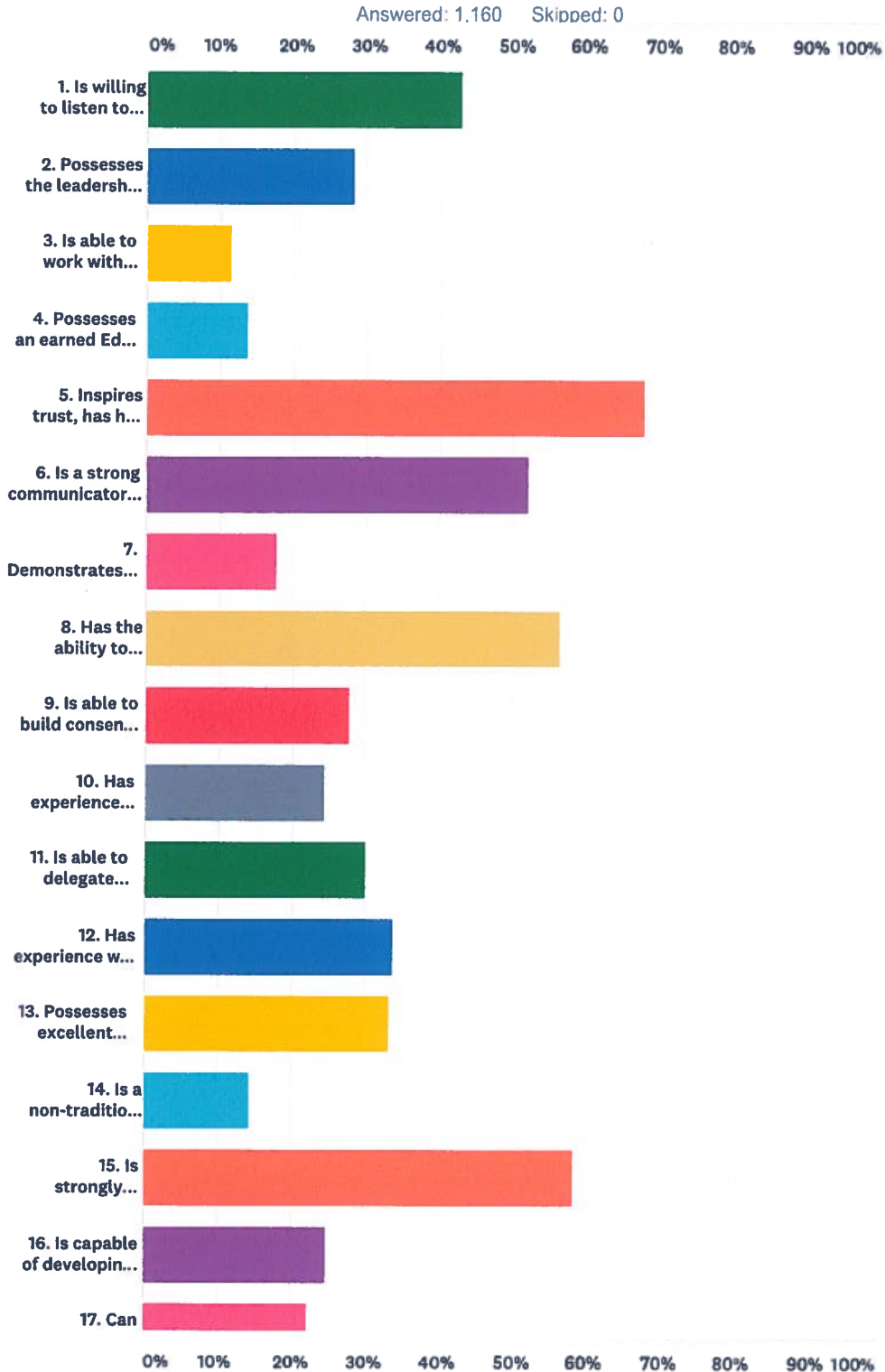
*Prepared and Presented
By*


Ray and Associates, Inc.

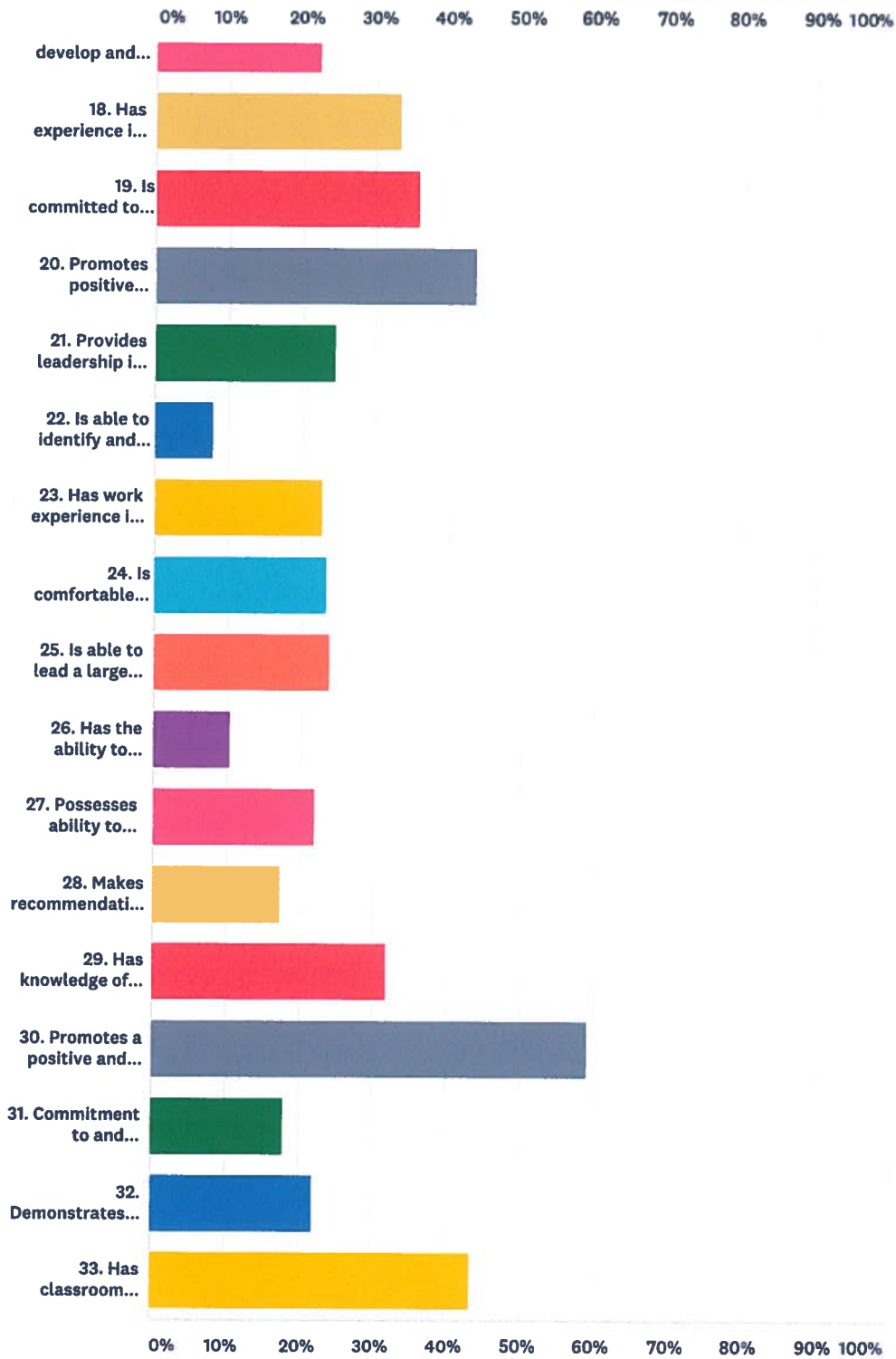
Cedar Rapids, IA

Palos Verdes Peninsula Unified School District Survey

Q3 INSTRUCTIONS: Please read each of the following 33 qualities and mark 10 characteristics you believe are most important to your organization in the selection of a candidate. You do not need to prioritize your selection; simply place a check mark next to the characteristics which you feel are most important. **PLEASE SELECT ONLY 10**



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ANSWER CHOICES

RESPONSES

1. Is willing to listen to input, but is a decision maker.	42.93%	498
2. Possesses the leadership skills required to respond to the opportunities and challenges presented by an ethnically and culturally diverse community.	28.19%	327
3. Is able to work with legislators on key topics and can lead an organization throughout the legislative process.	11.55%	134

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4. Possesses an earned Ed.D. or Ph.D. degree.	13.71%	159
5. Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.	67.84%	787
6. Is a strong communicator; speaking, listening and writing.	52.07%	604
7. Demonstrates a commitment to community visibility with high interest in a broad range of community groups and organizations.	17.76%	206
8. Has the ability to recruit exceptional personnel for the district and schools as well as to retain qualified individuals within.	56.47%	655
9. Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.	27.84%	323
10. Has experience working with employee representative groups/unions.	24.40%	283
11. Is able to delegate authority appropriately while maintaining accountability.	30.09%	349
12. Has experience with effective management and planning practices that will benefit the long-term financial health of the district.	33.97%	394
13. Possesses excellent people skills and can present a positive image of the district.	33.53%	389
14. Is a non-traditional or "hybrid candidate" with business/private sector background in addition to an educational career.	14.40%	167
15. Is strongly committed to a "student first" philosophy in all decisions.	58.62%	680
16. Is capable of developing both short and long-range district goals.	25.00%	290
17. Can develop and communicate a vision of quality education for the future to the board, staff and community.	22.33%	259
18. Has experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community.	33.28%	386
19. Is committed to the importance of both the academic and activity programs.	35.78%	415
20. Promotes positive student behavior conducive to a healthy and safe learning environment.	43.45%	504
21. Provides leadership in the planning, implementation and assessment of relevant professional development for all staff members.	24.40%	283
22. Is able to identify and select building and central office administrators who are capable of advancing the district vision.	7.93%	92
23. Has work experience in a similar district.	22.76%	264
24. Is comfortable leading innovation and reform efforts.	23.53%	273
25. Is able to lead a large organization dedicated to goals of continuous improvement.	23.79%	276
26. Has the ability to develop and maintain a mutually beneficial relationship between the business community and the school district.	10.52%	122
27. Possesses ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.	21.98%	255
28. Makes recommendations and decisions that are data-driven.	17.33%	201
29. Has knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.	31.90%	370
30. Promotes a positive and professional environment that includes mutual trust and respect among faculty, staff, administrators and Board.	59.22%	687
31. Commitment to and experience dealing with all genders, races, socio-economic groups.	18.02%	209
32. Demonstrates a deep understanding of special education that meets the individualized needs of each student.	21.90%	254
33. Has classroom experience.	43.53%	505