

ORANGE COUNTY  
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: March 11, 2013

AGENDA ITEM No. 13-03-10

ACTION ITEM: (Y/N) N

SUBJECT: Superintendent Search Process

INFO. CONTACT: Donna Coffey, Chair PHONE: 919-732-8126

**ATTACHMENTS:**

1. March 11, 2013 letter from Allison Schafer, North Carolina School Boards Association.
2. Draft Superintendent Search Timeline.
3. Draft Advertisement of the Vacancy.
4. Superintendent Search Advertising.
5. Draft North Carolina School Systems Superintendent Application.
6. Draft Community Surveys.
7. Draft Staff Surveys.

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**PURPOSE:** The purpose of this item is to have a superintendent search-related discussion with North Carolina School Board Association (NCSBA) representatives.

**BACKGROUND:** On February 11, 2013 the Board of Education received a presentation on superintendent search services. On February 25, 2013 the board approved a contract with NCSBA for superintendent search services.

Discussion topics for the March 11, 2013 meeting may include, but are not limited to: timeline; advertising and publicizing the vacancy; vacancy announcement content; methods of community input; application deadline; approval of documents necessary to get the search started.

**FINANCIAL IMPACT:** The projected cost of the superintendent search process is \$20,000.00.

**RECOMMENDATION:** The Superintendent recommends the Board of Education discuss the next steps in the search process with NCSBA chief legal counsel Allison Schafer and review documents necessary to get the search started.



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ALLISON SCHAFFER  
*Legal Counsel/Director of Policy*

**MEMORANDUM**

To: Members of the Orange County Board of Education  
From: Allison Schafer  
Re: Superintendent Search Service – Initial Draft Documents  
Date: March 11, 2013

Thank you for hiring NCSBA to help you with your superintendent search. We are very excited about working with you on this most important task.

Now that you have voted to use our services, the first document you will need to consider and approve is the proposed services consulting agreement. Then, in order to get you started with the actual search process, we will need the board to consider the following documents:

1. draft superintendent search timeline;
2. draft advertisement of the vacancy;
3. list of the places we recommend you advertise;
4. draft application form;
5. draft community surveys; and
6. draft staff surveys.

These documents are provided to begin the discussion, so please edit them in any way you see fit.

For your convenience, we have provided a draft timeline. Most of the dates on the draft timeline are only target dates. The only fixed date you set when you adopt a timeline is the application deadline, which we will need to publish with the application and vacancy advertisement.

The draft vacancy announcement is meant to capture the information you wish to convey to potential candidates about your community and school system. Please make sure all the information included in the draft is correct and conveys the message you wish to send to interested administrators. Again, feel free to edit the announcement as you see fit.

With regard to the draft application, you will need to decide whether this document will gather the information you wish to know about candidates. Note that two of the sections give the board a list of essay topics from which to choose. These are items II.C. and V. Please choose a few items in each section from among the topics or draft your own.

With regard to advertising, most of the places we recommend you advertise are free. The only expenditure we recommend you approve is for advertising with the American Association of School Administrators (AASA), which charges \$525 for a 30-day advertising period or \$740 for a 60-day advertising period. We recommend you approve the \$740 advertising charge for maximum benefit. AASA reaches administrators across the country and has helped us attract excellent candidates from all corners of the country and even abroad.

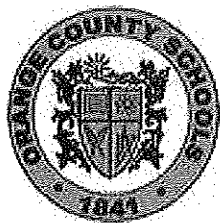
The included surveys are forms we have used with other school systems. They are anonymous, online surveys. We do recommend you use such surveys to collect valuable community and staff input.

Please keep in mind that all discussion about the search process and approval of these documents must take place in open session. The discussion at this point will not be about individual applicants. Also, please remember that this is your process. You should feel free to edit or change our initial draft documents or alter the suggested processes, so they suit your needs. We are here to assist you in making the process one about which your board members, staff, students and community can feel good.

**ORANGE COUNTY BOARD OF EDUCATION  
SUPERINTENDENT SEARCH  
SAMPLE TIMELINE**

|   |   |
|---|---|
| <b>March 12, 2013</b>   | <b>Advertising of Vacancy Begins</b>  |
| <b>March 12, 2013–<br/>April 24, 2013</b>   | <b>Community and Staff Online Surveys. Community Forums and Statements from Organizations Received</b>  |
| <b>May 6, 2013</b>  | <b>APPLICATION DEADLINE</b>   |
| <b>May 13, 2013*</b>  | <b>Open Meeting to Review Survey Results, Open Comments and Statements from Organizations and Draft Superintendent Leadership Profile</b><br><br><b>NCSBA Brings Application Packets to Board Members</b> |
| <b>May 13-28, 2013</b>  | <b>Board Reviews Applications</b>   |
| <b>May 28, 2013*</b>  | <b>Meeting on Applications to Choose First Round Interviewees and to Select Questions (Closed)</b>  |
| <b>June 10-21, 2013</b>   | <b>Meeting(s) for Initial Interviews and to Select Finalists and Final Round Questions (Closed)</b>   |
| <i>During the period between the completion of the first round of interviews and the finalist's interviews, NCSBA conducts complete and thorough reference checks and requests the criminal and credit background checks of the finalist in compliance with applicable laws, including the Federal Fair Credit Reporting Act.</i> |   |
| <b>July 15-19, 2013</b>   | <b>Meeting for Final Interviews and to Decide on Terms of Offer (Closed)</b>  |
| <b>July 19-July 29, 2013</b>  | <b>Contract Discussions</b>   |
| <b>July 29, 2013</b>  | <b>Announcement and Introduction of Superintendent</b><br><br><i>Prior to this meeting, NCSBA will send regret letters to all unsuccessful applicants on behalf of the Board.</i>                         |
| <b>September 1, 2013</b>  | <b>Employment to Begin No Later than This Date</b>  |

\*Regularly scheduled board meeting.



## SUPERINTENDENT OF SCHOOLS SOUGHT ORANGE COUNTY, NORTH CAROLINA

The Orange County Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to live in Orange County. Applications are due by

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A successful candidate must demonstrate ability and success in (1) visionary educational leadership; (2) curriculum and instruction; (3) goal setting and monitoring achievement; (4) fostering community and/or intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision making, delegation and follow-through.

The Orange County Board of Education consists of seven members elected to four-year terms. The Orange County School System serves approximately 7,400 students in prekindergarten through twelfth grade. The district operates seven elementary schools including one year-round school of choice, three middle schools, two traditional high schools and one alternative school. The board's stated vision is "to prepare students to be responsible citizens in a diverse world by promoting academic and individual success." Please visit the school system website at [www.orange.k12.nc.us](http://www.orange.k12.nc.us).

Orange County is located in the central Piedmont region of North Carolina and is home to more than 130,000 residents. There are three incorporated municipalities located primarily in Orange County: Chapel Hill, Carrboro and the county seat of Hillsborough. In addition, portions of Mebane and Durham are also located within the boundaries of the county. Orange County has many historic charms as well as numerous cultural, entertainment, shopping and sporting activities in close proximity. In fact, the area continually receives accolades for being a top location to live, retire and do business.

Suggested websites for area information include: [www.co.orange.nc.us](http://www.co.orange.nc.us); [www.visitchapelhill.org](http://www.visitchapelhill.org); [www.visithillsboroughnc.com/ahh](http://www.visithillsboroughnc.com/ahh); [www.hillsboroughchamber.com](http://www.hillsboroughchamber.com); [www.aconews.com](http://www.aconews.com); [www.chapelhillnews.com](http://www.chapelhillnews.com); [www.heraldsun.com/chherald/chlocal](http://www.heraldsun.com/chherald/chlocal).

Applicants must complete the Board's required form. You may obtain the application from the North Carolina School Boards Association's website at [www.ncsba.org](http://www.ncsba.org). Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: [aschafer@ncsba.org](mailto:aschafer@ncsba.org). All inquiries will be kept confidential.

**SUPERINTENDENT SEARCH  
ADVERTISING COSTS  
ORANGE COUNTY SCHOOLS**

**ELECTRONIC and/or NEWSLETTERS**

|   |  |
|---|--|
| American Association of School Administrators       | Website \$525 for 30 days<br>\$740 for 60 days   |
| National School Boards Association                  | Website (free)   |
| NC Association of School Administrators             | Website any time under Employment Opportunities. (free)  |
| NC Department of Public Instruction                 | State Superintendent sends an e-mail message (newsletter type) to all superintendents every Monday morning. (free)<br><br>DPI also has the <u>SUPTLISTSERVE</u> that can be used any time. This would go to same people as the above newsletter but could be done separately. (free) |
| NC School Boards Association                        | Newsletter (free)<br>Website will be under What's New and then Career OnLine (free)  |
| South Carolina Association of School Administrators | Website (free)   |
| Tennessee School Boards Association                 | Website (free)   |
| Virginia Association of School Superintendents      | Website (free)   |
| Virginia School Boards Association                  | Newsletter (free)  |
| All LEA Personnel Directors                         | We send the vacancy announcement to all LEA Personnel Directors through DPI's, HR contact list serv requesting they post it in their personnel office.   |

**Re: NCSBA - Draft North Carolina School Systems Superintendent Application**

Dear Applicant:

Attached is the application for the position of superintendent of the BLANK school system. We are pleased you are interested in the position and encourage you to submit an application.

As you will note on the enclosed form, the application is due by BLANK. **In order to be considered timely, the application must be received in our office by midnight on the due date.** You may submit the completed application by mail, FAX or e-mail, with a signed original and hard copies to follow those submitted by FAX or e-mail within 2 days. If you mail the application, we suggest you use a method that guarantees timely delivery. Regardless of the method of initial transmission to meet the deadline, we ask that you send us **XX (X) hard copies** of your application, so we can forward them on to the Board members and Board attorney and maintain a copy for our files. *The final page of this application is an authorization and release that is self-explanatory. In order for us to process your application, please sign and return this release with your signed application.*

Please send copies of any college or graduate **school transcripts** and copies of any applicable **professional licenses or certificates** with your completed application.

After the application deadline, completed applications will be forwarded to the members of the BLANK Board of Education for review. The Board will then invite selected applicants for interviews. The Board hopes to make a final decision in BLANK of 20XX.

Your inquiry and application will be treated confidentially. The information will not be released beyond the members of my staff, the members of the Board of Education, the board attorney and those persons you specifically include as references on your application. As noted on the application, the Board also will need to conduct criminal and credit background checks on the finalists for the position. If the Board finds that it needs to discuss your application or qualifications with anyone else, I will contact you and request your permission to do so.

I look forward to receiving your completed application. If you have any questions as you gather the required information and complete the application, please feel free to contact me.

Sincerely,  
Allison B. Schafer

Applications must be received by mail, fax or e-mail on or before BLANK  
(Original signed application & hard copies must follow faxed or e-mailed applications.)

**THE BLANK BOARD OF EDUCATION  
APPLICATION FOR SUPERINTENDENT**

**I. PERSONAL INFORMATION**

A. Name:

Home Address:

Business Address:

Telephone (H):

Telephone (W):

Cell (H):

Cell (W):

Fax (H):

Fax (W):

E-mail (H):

E-mail (W):

Do you object to our contacting you at your business phone or email?  Yes  No

B. Do you hold a valid superintendent's license in North Carolina? **(IF YES, ENCLOSE COPY)**

Do you hold a valid superintendent's license or certificate in any other state(s), and if so, what state(s)? **(ENCLOSE COPY(IES))**

If you do not hold any superintendent licensure, please explain your current licensure status.

**II. EMPLOYMENT HISTORY**

A. Describe your present employment.



Employer (include city and state where located):

Your title:

Beginning date of employment:

Number of students (if a school system):

Number of employees you supervise:

Amount of budget you control:

Major responsibilities:

B. List in reverse chronological order all full-time positions you have held both within and outside the field of education:

Employer (include city and state where located):

Your title:

Dates employed, from:

until:

Number of employees you supervised:\*

Number of students (where applicable):\*

Amount of budget you controlled:\*

Reason for leaving:

Major responsibilities:

Employer (include city and state where located):

Your title:

Dates employed, from:

until:

Number of employees you supervised:\*

Number of students (where applicable):\*

Amount of budget you controlled:\*

Reason for leaving:

Major responsibilities:

\*Approximate number during last year in position.

Please attach additional pages if necessary.

C. Please describe briefly, any accomplishments or significant experiences you have had with each of the following programs or activities. Non-traditional candidates are encouraged to explain comparable experiences.

[We suggest the Board edit these as desired and select 4 to 6 of these to include in the final application.]

1. Educational leadership in teaching and learning, including curriculum development, selection of instructional strategies, customization of learning, learner assessment
2. Financial planning/school system budgets
3. Personnel relations/administration, including performance evaluation
4. Goal setting and monitoring achievement
5. Organizational planning and team building
6. Fostering community and/or intergovernmental partnerships
7. Grant writing and procuring additional funding
8. Community relations and visibility and involvement in community activities
9. Leadership in maintaining safe school environments
10. Planning and funding of school facilities
11. The use of instructional technology and other innovative media to improve student performance and foster system-wide success
12. Success in working with diverse populations

### **III. EDUCATIONAL BACKGROUND**

- A. List in reverse chronological order all college and postgraduate institutions you have attended:

**Institution & Location**

**Years of Attendance**

**Degree Received**

**Major/Minor**

**IV. COMMUNITY AND PROFESSIONAL ACTIVITIES**

A. In order of importance to you, please list the professional organization(s) of which you are or have been a member:

B. Please list any professional awards you have received and publications you have written:

V. ESSAYS

[We suggest the Board edit these as desired and select 3 or 4 of these to include in the final application.]

1. *Why are you interested in leaving your current position to become superintendent of the BLANK School System?*
2. *What would you do to raise student achievement levels and help close achievement gaps?*
3. *What personal and/or administrative skills or experiences do you have which you believe make you qualified to be our next superintendent?*
4. *What are the first things you would do to learn about our community and schools and how would you make time to be visible in both the community and schools?*
5. *How do you view the superintendent's role in resolving the tension between taxpayer reluctance to raise taxes and the ongoing need to improve salaries and school facilities?*
6. *Describe your leadership style.*
7. *What do you feel your role is in preparing a school system to accommodate future growth with physical and academic needs?*
8. *Share your vision in balancing academic excellence and extracurricular activities.*
9. *How do you view the relationship between the superintendent and the board of education? Please explain in detail your vision of an ideal relationship.*
10. *How do the Board's and the superintendent's respective roles complement and support each other?*

VII. REFERENCES

List as references the names of at least three individuals, one of whom should be a board of education member or other employer, one a professional colleague and one a leader in your community but not necessarily connected with education. If you are currently employed by the BLANK Board of Education, please list a board member other than a current member of the Board.

- |    |  |  |
|----|--|--|
| 1. | Name:<br>Employer:<br>Mailing Address:<br>Email Address: | Position:<br>Telephone: (Home)<br>Telephone: (Work)<br>Telephone: (Mobile) |
|----|--|--|
  
- |    |  |  |
|----|--|--|
| 2. | Name:<br>Employer:<br>Mailing Address:<br>Email Address: | Position:<br>Telephone: (Home)<br>Telephone: (Work)<br>Telephone: (Mobile) |
|----|--|--|
  
- |    |  |  |
|----|--|--|
| 3. | Name:<br>Employer:<br>Mailing Address:<br>Email Address: | Position:<br>Telephone: (Home)<br>Telephone: (Work)<br>Telephone: (Mobile) |
|----|--|--|
  
- |    |  |  |
|----|--|--|
| 4. | Name:<br>Employer:<br>Mailing Address:<br>Email Address: | Position:<br>Telephone: (Home)<br>Telephone: (Work)<br>Telephone: (Mobile) |
|----|--|--|

**VIII. ADDITIONAL INFORMATION**

Please provide any additional information you wish to share with the Board which is not specifically covered in this application form and which you would like the Board to consider as it evaluates your application.

**IX. CRIMINAL AND EMPLOYMENT BACKGROUND INFORMATION**

A. Have you ever been convicted of a crime as follows?

|                  |     |                          |    |                          |
|------------------|-----|--------------------------|----|--------------------------|
| Felony           | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Misdemeanor      | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Traffic Offenses | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

If yes, give date and circumstances on an attached page.

B. Have you ever been dismissed, bought out or asked to resign from a position? Yes  No

If yes, please give date, position, employer and circumstances.

**X. CREDENTIALS**

Please confirm that you have requested that your college(s) and/or university(ies) forward your transcript(s) and other relevant credentials if they are not enclosed.

**XI. RELEASE AND CERTIFICATION**

I hereby expressly authorize the BLANK Board of Education and its agents and employees, including the North Carolina School Boards Association (NCSBA) and its employees, to make any investigation of my personal, financial or employment history. This release expressly includes, but is not limited to, federal and/or state, criminal, law enforcement or traffic records. I also expressly give permission for the North Carolina School Boards Association and its agents and employees to have access to any and all personnel records it may receive in connection with my application. I further authorize any former employer, person, firm, corporation, credit agency, administrative body or governmental agency to give to the NCSBA and the BLANK Board of Education, its agents or employees any information they may have regarding me. In consideration of the review of my employment application by the BLANK Board of Education, I hereby release the BLANK Board of Education, its agents and employees, the North Carolina School Boards Association, its agents and employees and any and all providers of information to whom this is sent from any liability as a result of furnishing or receiving this information. I hereby authorize my previous employers to provide all information which they may have concerning my past employment and release them and the BLANK Board of Education and its agents and employees, as well as all previous employers from any potential liability resulting from the release of information. I also certify that I have read this information carefully and that the information I have given is correct and complete. I understand and agree that the falsification of any statement on this application, or in any personal interview, will constitute sufficient grounds for nonemployment or dismissal.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Send completed application to:

**BLANK Board of Education Superintendent Search**  
c/o Allison B. Schafer, Legal Counsel/Director of Policy  
North Carolina School Boards Association  
P.O. Box 97877  
Raleigh, NC 27624-7877  
Telephone: (919) 841-4040      Fax: (919) 841-4020  
E-mail: [aschafer@ncsba.org](mailto:aschafer@ncsba.org)

*The BLANK Board of Education does not discriminate in the hiring, tenure or promotion of employees on the basis of race, religion, sex, national origin, disability, age, genetic testing and screening information, or veteran status.*

AUTHORIZATION AND RELEASE  
REGARDING PUBLICLY AVAILABLE INFORMATION ON THE INTERNET

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Thank you for submitting an application for the position of Superintendent of the \_\_\_\_\_ School System. During the process of evaluating candidates, the \_\_\_\_\_ Board of Education ("Board") or its agent including the North Carolina School Boards Association and its employees, may view and/or access information about applicants that is publicly available, including information that is publicly available on the Internet. The Board will not use information from any such source to discriminate on the basis of race, religion, sex, national origin, disability, age, genetic testing and screening information, or veteran status or any other legally protected status.

You are encouraged to submit any publicly available information of which you are aware to NCSBA. You may also attach an explanation and supporting documents, if any, to be forwarded to the Board.

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By signing below, I \_\_\_\_\_ (applicant) acknowledge and agree that the Board may view and/or access publicly available information about me, including information publicly available on the Internet, as part of its review of my application for the position of the \_\_\_\_\_ Superintendent of Schools. I further understand and agree that falsification of any publicly available information, explanation or supporting documentation will constitute sufficient causal grounds for nonemployment and/or dismissal.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Please read, sign and return this form with your signed application and any responsive documents by the application deadline so that we may continue processing your application.



# 1. Moore County Superintendent Search Community Survey

The Moore County Board of Education is in the process of searching for a new superintendent. The members of the Board are seeking your input in this process. Please take a few minutes to complete this survey.

All survey responses must be submitted by October 1, 2011.

## 2. Demographic Information

### \* 1. Please select all that apply to you.

- I am a student in Moore County Schools.
- I am active duty military.
- I am retired.
- I hold an elected political office.
- I live in the Moore County attendance area.
- I represent a business in the community.
- I represent a household without a school-aged child.
- My children attend Moore County Schools.

### 2. Please select the FIVE (5) Most significant strengths of the Moore County Schools.

|                              | Strength 1            | Strength 2            | Strength 3            | Strength 4            | Strength 5            |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Supportive community         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Excellent teachers and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Size of system               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student achievement          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Location of system           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Available resources          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Good school facilities       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supportive parents           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of life              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reputation of system         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**3. Please select the FIVE most important areas of skill or expertise that the next superintendent should possess. (You should only check five bullets in this section.)**

|   | First                 | Second                | Third                 | Fourth                | Fifth                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic Standards/Student Assessment       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication with Parents and Community    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum Development and Instruction      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Defining System Goals                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educational Leadership                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilities Management/Building Construction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fiscal Management and Budgeting             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal and Public Relations Skills   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Managing a Diverse Staff and Student Body   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organizational Leadership                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Development                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School-based Technology                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Evaluation                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Relations                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**4. Please rate the following experience and qualifications according to their importance: (You should check fifteen bullets in this section - one for each row.)**

|  | Mandatory             | Important but not mandatory | Less important        | Not important         |
|--|-----------------------|-----------------------------|-----------------------|-----------------------|
| Doctorate or terminal degree                                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a superintendent with a proven record of success | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a superintendent in a similar size system        | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as an assistant superintendent                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a principal                                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a classroom teacher                              | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in finance, budgets and acquiring outside funding   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in human resources                                  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in instruction and curriculum development           | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in facility management                              | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in educational technology                           | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in a similar system                                 | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in North Carolina education                         | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Other leadership experience (e.g. military, business)          | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |

**5. Select from the list below the FIVE most important traits you would like the next superintendent to exhibit: (Check only five items in this section.)**

|  | First                 | Second                | Third                 | Fourth                | Fifth                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Commitment to high student achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to technology               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to the community            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Confidence                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enthusiasm                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrity                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change agent                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Risk taker                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Negotiator                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mediator                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visionary                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Values employees                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Motivator                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proactive                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**6. Please rate the following characteristics according to their importance: (Check one rating for each item.)**

|  | Mandatory             | Important but Not Mandatory | Less Important        | Not Important         |
|--|-----------------------|-----------------------------|-----------------------|-----------------------|
| Ability to build consensus and commitment among individuals and groups with emphasis on parental involvement.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop and maintain a mutually beneficial relationship between the business community and the school system.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Able to work with legislators.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Commitment to community visibility with high interest in a broad range of community groups and organizations.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Inspires and motivates others in order to meet or exceed No Child Left Behind annual yearly progress requirements.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.                                    | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Possesses excellent people skills and can present a positive image of the system.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop and communicate a vision of quality education for the future to the board, staff and community.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to work with the media.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Effective communication skills, including speaking, listening and writing.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to secure and promote positive student behavior conducive to student achievement/learning climate.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Commitment to the importance of both the academic and activity programs.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.                             | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to integrate instructional and administrative technology.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to delegate authority appropriately while maintaining accountability.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop both short and long-range system goals.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to identify and select building and central office administrators who are capable of advancing the system vision.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to lead a large organization dedicated to goals of continuous improvement.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in the management of system resources and knowledge of sound fiscal procedures.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Possesses the leadership skills required to respond to the challenges presented by a diverse community.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Recommendations and decisions are data-driven.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Skilled leadership in the planning, implementation, and assessment of relevant professional development for all staff members.                                       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Strongly committed to a "student first" philosophy in all decisions.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Successful experience in sound management practices, including appropriate participation of others in planning and decision-making.                                  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Successful experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community. | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Willing to listen to input, but can make a tough decisions when necessary.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |

**7. During the next five years, what do you consider to be the most important issue, challenge or concern facing the system that a superintendent will likely have to face?**

Most Important

**8. The Moore County Board of Education expressly requests and welcomes all additional comments. If you have anything that you would like to add related to the Board's search for a new superintendent, please provide in the space below.**

**9. If you currently have children attending the Moore County Schools, please indicate the grade level(s).**

- Preschool
- Elementary School
- Middle School
- High School

### **3. SURVEY COMPLETE**

Thank you for completing the Moore County Superintendent Search Community Survey.

## Randolph County Schools Superintendent Search Community Survey

The Randolph County Board of Education is in the process of searching for a new superintendent. The members of the Board are seeking your input in this process. Please take a few minutes to complete this survey by rating the following statements Most Important to Least Important.

All survey responses must be submitted by December 10, 2012.

**1. Communicates well with all community groups.**

Most Important     Very Important     Important     Less Important     Least Important

**2. Communicates well with people of all races and socioeconomic status.**

Most Important     Very Important     Important     Less Important     Least Important

**3. Has strong human relations or "people" skills.**

Most Important     Very Important     Important     Less Important     Least Important

**4. Understands research-based school programs.**

Most Important     Very Important     Important     Less Important     Least Important

**5. Supports the use and development of technology in teaching and learning.**

Most Important     Very Important     Important     Less Important     Least Important

**6. Is willing to take new approaches to teaching and learning.**

Most Important     Very Important     Important     Less Important     Least Important

**7. Has ideas and approaches to close achievement gaps.**

Most Important     Very Important     Important     Less Important     Least Important

**8. Has ideas and approaches to improve graduation rates and prevent dropouts.**

Most Important     Very Important     Important     Less Important     Least Important

**9. Understands school finance, budgets and business management.**

Most Important     Very Important     Important     Less Important     Least Important

**10. Understands how to effectively advocate for resources needed to operate the schools.**

Most Important     Very Important     Important     Less Important     Least Important

**11. Knows how to get staff, students, parents and community to work together to help children learn.**

Most Important     Very Important     Important     Less Important     Least Important

**12. Understands how to, and is able to effectively delegate authority.**

Most Important     Very Important     Important     Less Important     Least Important

**13. Supports firm discipline in schools.**

Most Important     Very Important     Important     Less Important     Least Important

**14. Understands how to provide safe environments for students and staff.**

Most Important     Very Important     Important     Less Important     Least Important

**15. Has experience with building, maintaining and managing schools.**

Most Important     Very Important     Important     Less Important     Least Important

**16. Has been an effective classroom teacher.**

Most Important     Very Important     Important     Less Important     Least Important

**17. Has been a successful principal.**

Most Important     Very Important     Important     Less Important     Least Important

**18. Has been a successful assistant or associate superintendent.**

Most Important     Very Important     Important     Less Important     Least Important

**19. Has been a successful superintendent.**

Most Important     Very Important     Important     Less Important     Least Important

**20. Has worked in North Carolina public education.**

Most Important     Very Important     Important     Less Important     Least Important

**21. Should have high visibility in our schools.**

Most Important     Very Important     Important     Less Important     Least Important

**22. Should spend time in individual classrooms.**

Most Important     Very Important     Important     Less Important     Least Important

**23. Should continue the current direction of the school system.**

Most Important     Very Important     Important     Less Important     Least Important





# 1. Moore County Superintendent Search Staff Survey

The Moore County Board of Education is in the process of searching for a new superintendent. The members of the Board are seeking your input in this process. Please take a few minutes to complete this survey.

All survey responses must be submitted by October 1, 2011.

## 2. Demographic Information

### \*1. Please select your current job assignment.

- Administrator
- Support Staff
- Teacher

### 2. Please select the FIVE (5) Most significant strengths of the Moore County Schools.

|                              | Strength 1            | Strength 2            | Strength 3            | Strength 4            | Strength 5            |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Supportive community         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Excellent teachers and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Size of system               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student achievement          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Location of system           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Available resources          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Good school facilities       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supportive parents           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of life              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reputation of system         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**3. Please select the FIVE most important areas of skill or expertise that the next superintendent should possess.**

|   | First                 | Second                | Third                 | Fourth                | Fifth                 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic Standards/Student Assessment       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communication with Parents and Community    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum Development and Instruction      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Defining System Goals                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educational Leadership                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Facilities Management/Building Construction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fiscal Management and Budgeting             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal and Public Relations Skills   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Managing a Diverse Staff and Student Body   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Organizational Leadership                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Development                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School-based Technology                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Evaluation                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff Relations                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**4. Please rate the following experience and qualifications according to their importance:**

|  | Mandatory             | Important but not mandatory | Less important        | Not important         |
|--|-----------------------|-----------------------------|-----------------------|-----------------------|
| Doctorate or terminal degree                                   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a superintendent with a proven record of success | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a superintendent in a similar size system        | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as an assistant superintendent                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a principal                                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience as a classroom teacher                              | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in finance, budgets and acquiring outside funding   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in human resources                                  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in instruction and curriculum development           | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in facility management                              | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in educational technology                           | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in a similar system                                 | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in North Carolina education                         | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Other leadership experience (e.g. military, business)          | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |

**5. Select from the list below the FIVE most important traits you would like the next superintendent to exhibit:**

|  | First                 | Second                | Third                 | Fourth                | Fifth                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Commitment to high student achievement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to technology               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to the community            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Confidence                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enthusiasm                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrity                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change agent                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Risk taker                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Negotiator                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mediator                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Visionary                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Values employees                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Motivator                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Proactive                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**6. Please rate the following characteristics according to their importance:**

|  | Mandatory             | Important but Not Mandatory | Less Important        | Not Important         |
|--|-----------------------|-----------------------------|-----------------------|-----------------------|
| Ability to build consensus and commitment among individuals and groups with emphasis on parental involvement.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop and maintain a mutually beneficial relationship between the business community and the school system.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Able to work with legislators.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Commitment to community visibility with high interest in a broad range of community groups and organizations.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Inspires and motivates others in order to meet or exceed No Child Left Behind annual yearly progress requirements.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Inspires trust, has high levels of self-confidence and optimism, and models high standards of integrity and personal performance.                                    | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Possesses excellent people skills and can present a positive image of the system.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop and communicate a vision of quality education for the future to the board, staff and community.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to work with the media.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Effective communication skills, including speaking, listening and writing.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to secure and promote positive student behavior conducive to student achievement/learning climate.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Commitment to the importance of both the academic and activity programs.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.                             | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Demonstrated ability to integrate instructional and administrative technology.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Knowledge of emerging research and best practice in the area of curriculum/instructional design and practice.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to delegate authority appropriately while maintaining accountability.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to develop both short and long-range system goals.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to identify and select building and central office administrators who are capable of advancing the system vision.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Ability to lead a large organization dedicated to goals of continuous improvement.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Experience in the management of system resources and knowledge of sound fiscal procedures.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Possesses the leadership skills required to respond to the challenges presented by a diverse community.  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Recommendations and decisions are data-driven.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Skilled leadership in the planning, implementation, and assessment of relevant professional development for all staff members.                                       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Strongly committed to a "student first" philosophy in all decisions.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Successful experience in sound management practices, including appropriate participation of others in planning and decision-making.                                  | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Successful experience in the selection and implementation of educational priorities consistent with the interests and needs of students, staff, board and community. | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |
| Willing to listen to input, but can make a tough decisions when necessary.   | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/> |

**7. During the next five years, what do you consider to be the most important issue, challenge or concern facing the system that a superintendent will likely have to face?**

Most Important

**8. The Moore County Board of Education expressly requests and welcomes all additional comments. If you have anything that you would like to add related to the Board's search for a new superintendent, please provide in the space below.**

**9. If assigned to a specific school, what grade level?**

Elementary School

Middle School

High School

### **3. SURVEY COMPLETE**

Thank you for completing the Moore County Superintendent Search Staff Survey.

## Randolph County Schools Superintendent Search Staff Survey

The Randolph County Board of Education is in the process of searching for a new superintendent. The members of the Board are seeking your input in this process. Please take a few minutes to complete this survey by rating the following statements Most Important to Least Important.

All survey responses must be submitted by December 10, 2012.

### 1. Communicates well with all community groups.

Most Important     Very Important     Important     Less Important     Least Important

### 2. Communicates well with people of all races and socioeconomic status.

Most Important     Very Important     Important     Less Important     Least Important

### 3. Has strong human relations or "people" skills.

Most Important     Very Important     Important     Less Important     Least Important

### 4. Understands research-based school programs.

Most Important     Very Important     Important     Less Important     Least Important

### 5. Supports the use and development of technology in teaching and learning.

Most Important     Very Important     Important     Less Important     Least Important

### 6. Is willing to take new approaches to teaching and learning.

Most Important     Very Important     Important     Less Important     Least Important

### 7. Has ideas and approaches to close achievement gaps.

Most Important     Very Important     Important     Less Important     Least Important

### 8. Has ideas and approaches to improve graduation rates and prevent dropouts.

Most Important     Very Important     Important     Less Important     Least Important

### 9. Understands school finance, budgets and business management.

Most Important     Very Important     Important     Less Important     Least Important

### 10. Understands how to effectively advocate for resources needed to operate the schools.

Most Important     Very Important     Important     Less Important     Least Important

**11. Knows how to get staff, students, parents and community to work together to help children learn.**

Most Important     Very Important     Important     Less Important     Least Important

**12. Understands how to, and is able to effectively delegate authority.**

Most Important     Very Important     Important     Less Important     Least Important

**13. Supports firm discipline in schools.**

Most Important     Very Important     Important     Less Important     Least Important

**14. Understands how to provide safe environments for students and staff.**

Most Important     Very Important     Important     Less Important     Least Important

**15. Has experience with building, maintaining and managing schools.**

Most Important     Very Important     Important     Less Important     Least Important

**16. Has been an effective classroom teacher.**

Most Important     Very Important     Important     Less Important     Least Important

**17. Has been a successful principal.**

Most Important     Very Important     Important     Less Important     Least Important

**18. Has been a successful assistant or associate superintendent.**

Most Important     Very Important     Important     Less Important     Least Important

**19. Has been a successful superintendent.**

Most Important     Very Important     Important     Less Important     Least Important

**20. Has worked in North Carolina public education.**

Most Important     Very Important     Important     Less Important     Least Important

**21. Should have high visibility in our schools.**

Most Important     Very Important     Important     Less Important     Least Important

**22. Should spend time in individual classrooms.**

Most Important     Very Important     Important     Less Important     Least Important

**23. Should continue the current direction of the school system.**

Most Important     Very Important     Important     Less Important     Least Important

**24. Should be accessible and respond to concerns in a timely fashion.**

- Most Important     Very Important     Important     Less Important     Least Important

## COMMENTS

**25. Please share any additional comments that you may have.**

## OPTIONAL INFORMATION

**26. What is your current job assignment?**

- Administrator     Teacher     Support Staff

**27. If assigned to a specific school, what grade level?**

- Elementary School     Middle School     High School

## SURVEY COMPLETE

Thank you for completing the Randolph County Schools Superintendent Search Staff Survey.