

Everett Public Schools

Consultant Ranking/Recommendation Sheet

Qualities Desired in a New Superintendent	Teachers	Administrators	Support Staff	Parents	Students	Non-Parent Community Members	Board of Education	Total	Combined Ranking	Abbreviated Definition of Quality and Characteristics
	Rank	Rank	Rank	Rank	Rank	Rank	Rank	Raw	Rank	
1	9	7	6	10	13	6	18	69	9	1. Willing to listen to input, but is a decision maker
2	4	2	4	7	4	4	1	26	2	2. Has leadership skills to respond to opportunities & challenges of ethnic & cultural diversity
3	22	20	11	22	20	21	18	134	23	3. Able to work with legislators and lead organization through legislative process
4	30	28	32	28	13	30	5	166	30	4. Ed.D. or Ph.D.
5	3	1	2	1	3	3	1	14	1	5. Inspires trust, self-confidence, and models high standards
6	5	11	3	3	6	1	10	39	3	6. Strong communicator; speaking, listening and writing
7	27	18	21	26	24	12	5	133	22	7. Commitment to visibility with high interest in a broad range of community groups
8	11	11	8	5	6	7	10	58	6	8. Has experience recruiting and maintaining exceptional staff for the district and schools
9	22	21	33	17	24	16	10	143	25	9. Ability to build consensus and commitment among individuals & groups
10	12	25	14	27	13	29	18	138	24	10. Has experience dealing with employee representative groups/unions
11	21	18	16	14	24	13	10	116	16	11. Ability to delegate authority while maintaining accountability
12	13	14	5	11	6	5	10	64	7	12. Previous experience that will benefit the long-term financial health of district
13	8	7	7	5	13	9	18	67	8	13. Possesses excellent people skills and presents positive district image
14	33	32	29	30	24	27	18	193	33	14. Non-traditional or "hybrid" with background in business and/or education
15	6	4	9	2	1	10	18	50	5	15. Strongly committed to "student first" philosophy in all decisions
16	29	32	18	19	13	27	18	156	28	16. Ability to develop both short and long range goals
17	27	14	24	24	20	8	1	118	17	17. Ability to develop and communicate a vision of quality education
18	10	13	19	18	24	16	18	118	17	18. Experience in selection and implementation of educational priorities
19	18	21	28	9	6	21	10	113	15	19. Commitment to both academic and activity programs
20	7	21	13	8	2	24	18	93	13	20. Promote positive and safe student behavior
21	20	25	25	29	24	20	10	153	27	21. Leadership in providing relevant professional development for staff
22	22	28	23	33	33	32	18	189	32	22. Ability to identify/select administrators capable of advancing district vision
23	18	28	27	30	20	33	18	174	31	23. Work experience in similar district.
24	26	25	29	23	13	18	18	152	26	24. Is comfortable leading innovation and reform efforts
25	22	6	12	21	24	13	5	103	14	25. Able to lead a large organization dedicated to goals of continuous improvement
26	30	21	21	32	13	10	5	132	21	26. Has ability to develop relationships between the business community and the district
27	17	5	19	13	4	18	1	77	10	27. Possesses ability to enhance student performance, identify and close/narrow gaps
28	32	10	29	25	20	30	18	164	29	28. Recommendations and decisions are data-driven
29	13	14	25	12	24	24	10	122	20	29. Knowledge of emerging research in the area of curriculum/instructional design
30	1	3	1	4	24	1	5	39	3	30. Promotes a positive and professional environment for district employees and Board.
31	15	7	16	16	6	13	18	91	12	31. Commitment to and experience dealing with all genders, races, socio-economic groups.
32	16	28	15	15	6	21	18	119	19	32. Demonstrates a deep understanding of special education that meets the individualized needs of each student.
33	2	14	9	6	6	26	18	81	11	33. Has classroom experience.

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** Usually not put in promotional materials; useful to consultant, however.*