

Pascack Valley Regional High School Superintendent Search

BOE Meeting

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Strategic Educational Advantage, LLC

Pascack Valley Regional BOE Meeting Agenda

Strategic Educational Advantage LLC:

- will present an analysis of the Survey Results.
- will present an analysis and summary of the Forum Notes and other interviews.
- will present to the Board, for their review and modifications, a draft of the Profile of the Candidate and a draft Advertisement for the position.

Overview of the Survey

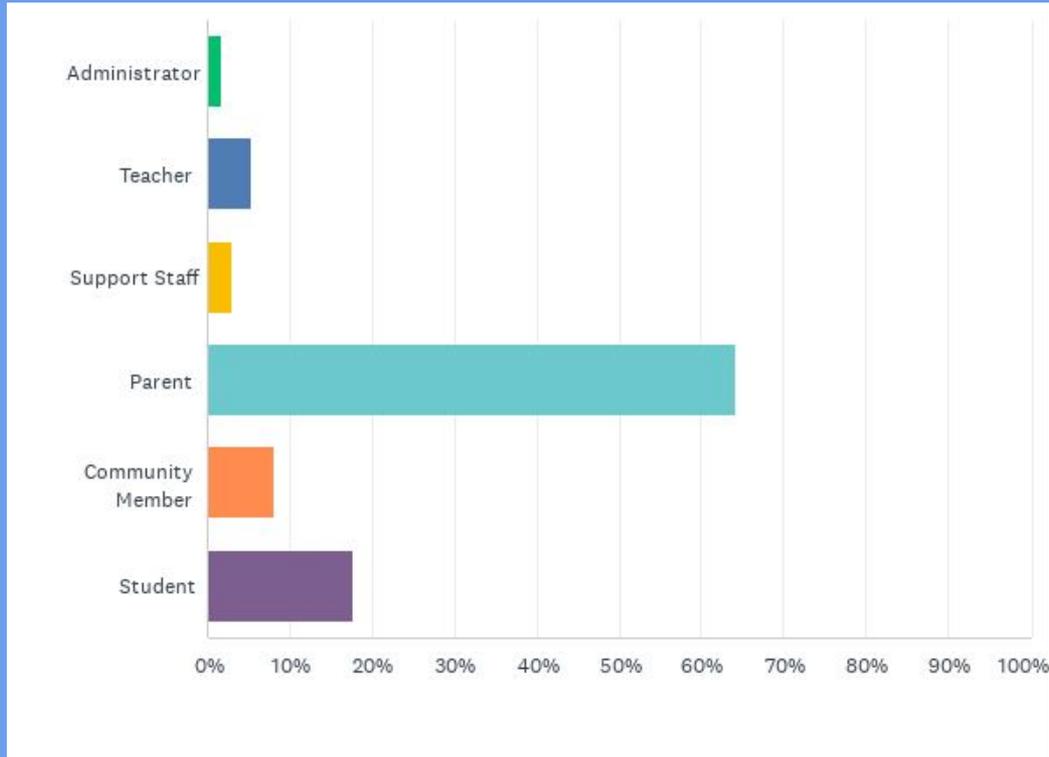
The survey was comprised of 17 questions requiring a rating from: Most Important, Important, Neutral, Not Too Important or Least Important.

Respondents also indicated their group status as: Parents, Teachers, Support Staff, Community Members, Students or Administrators.

A total of 790 individuals completed the survey.

The survey results were disaggregated by group status. An aggregate report was also generated and will be reviewed this evening. An analysis of the stakeholders' and community forums/interviews will also be presented.

Q1: Choose the group that best describes your relationship to the school district.



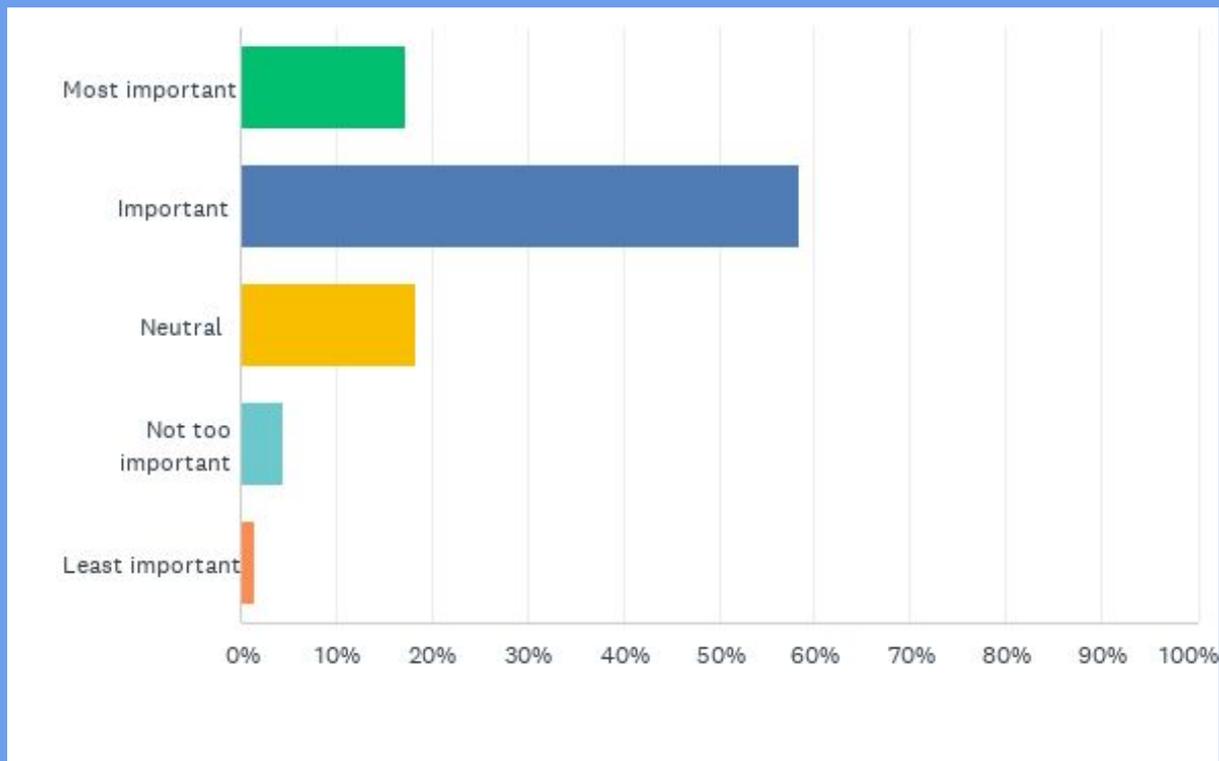
Q1: Choose the group that best describes your relationship to the school district.

Note: 790 people completed the survey.

ANSWER CHOICES	RESPONSES	
Administrator	1.60%	19
Teacher	5.32%	63
Support Staff	2.96%	35
Parent	64.27%	761
Community Member	8.19%	97
Student	17.65%	209
TOTAL		1,184

Q2: Has experience as a school district superintendent.

76% at Important or Most Important

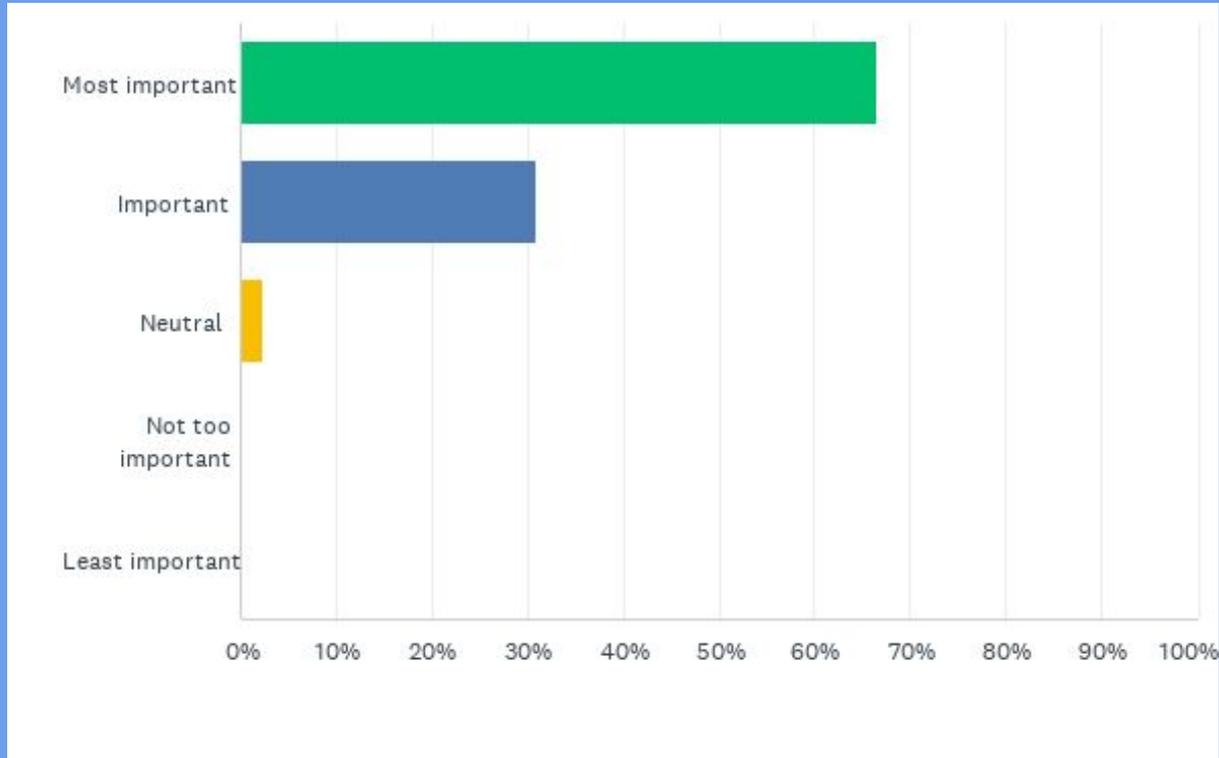


Q2: Has experience as a school district superintendent.

ANSWER CHOICES	RESPONSES	
Most important	17.34%	137
Important	58.35%	461
Neutral	18.35%	145
Not too important	4.43%	35
Least important	1.52%	12
TOTAL		790

Q3: Actively engages and effectively listens to and addresses the concerns of all students, staff, parents, and community members.

97% at Important or Most Important

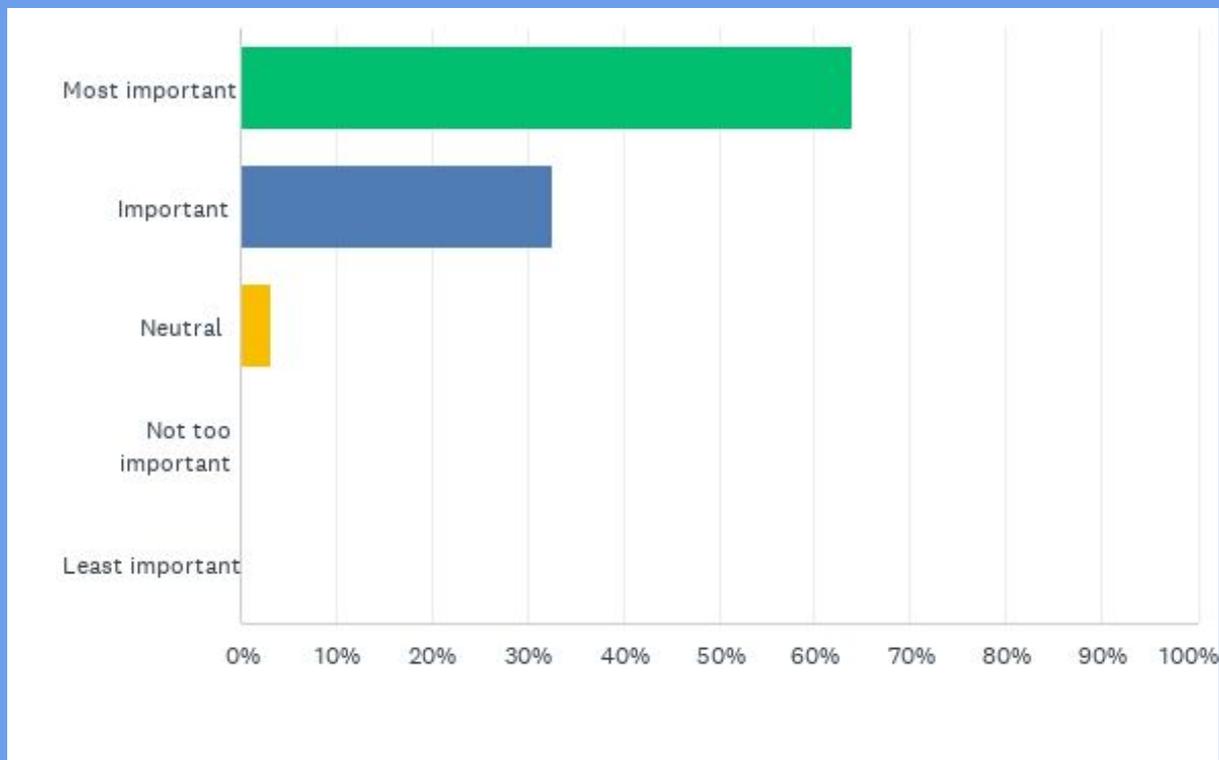


Q3: Actively engages and effectively listens to and addresses the concerns of all students, staff, parents, and community members.

ANSWER CHOICES	RESPONSES	
Most important	66.58%	526
Important	30.89%	244
Neutral	2.28%	18
Not too important	0.25%	2
Least important	0.00%	0
TOTAL		790

Q4: Has a clear vision of what is needed to provide exemplary education to all students.

96% at Important or Most Important

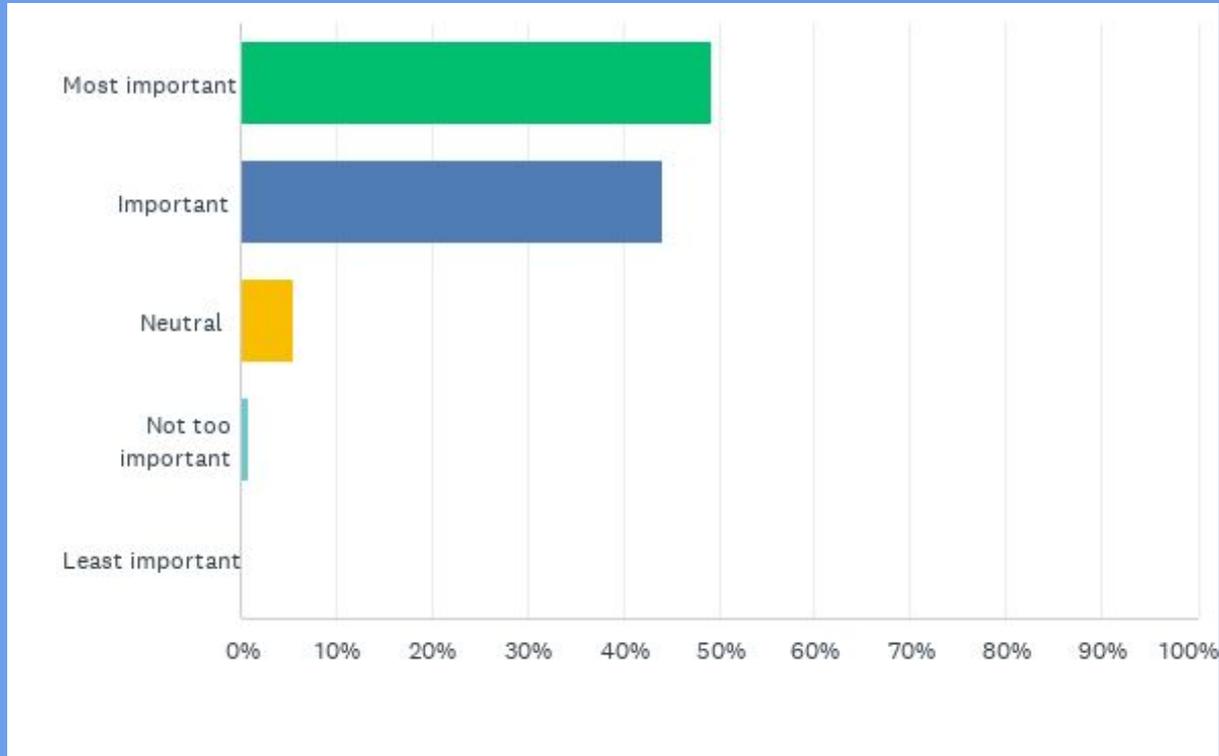


Q4: Has a clear vision of what is needed to provide exemplary education to all students.

ANSWER CHOICES	RESPONSES	
Most important	63.92%	505
Important	32.53%	257
Neutral	3.16%	25
Not too important	0.25%	2
Least important	0.13%	1
TOTAL		790

Q5: Demonstrates expertise in and up-to-date knowledge of effective curriculum, instructional practice, and special education programming.

93% at Important or Most Important

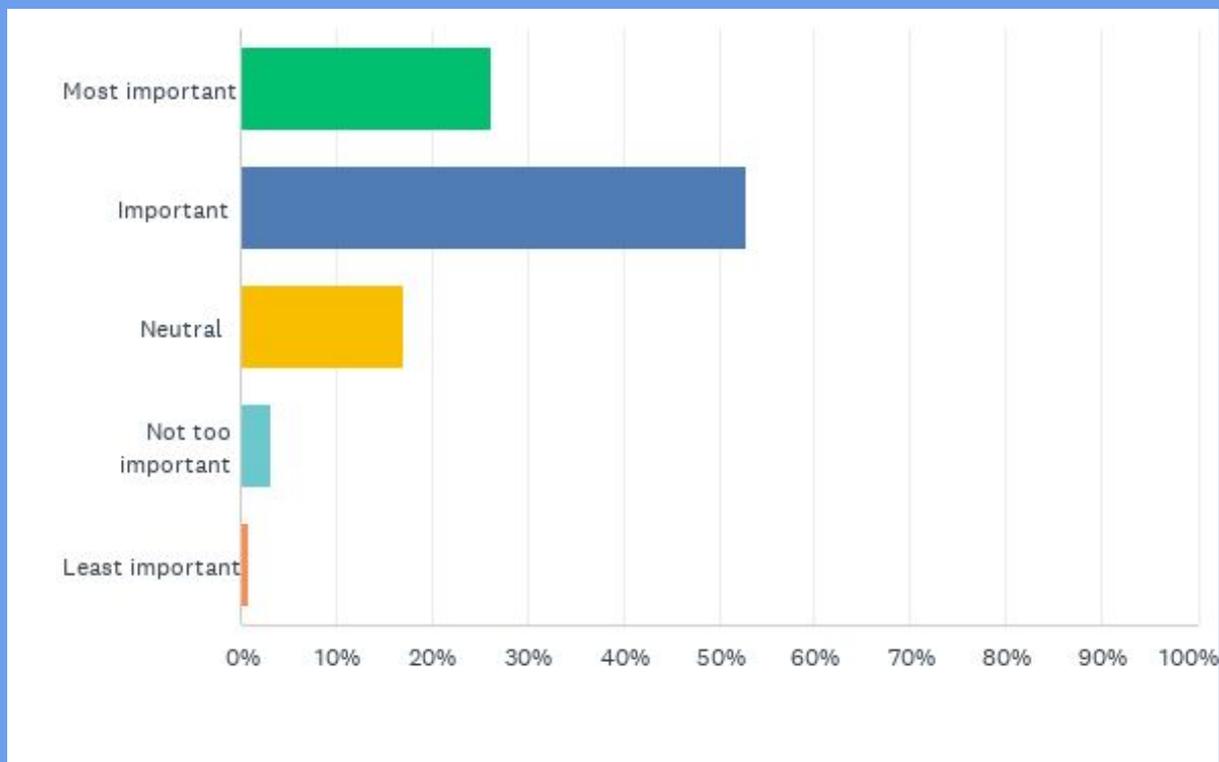


Q5: Demonstrates expertise in and up-to-date knowledge of effective curriculum, instructional practice, and special education programming.

ANSWER CHOICES	RESPONSES	
Most important	49.24%	389
Important	44.18%	349
Neutral	5.57%	44
Not too important	0.76%	6
Least important	0.25%	2
TOTAL		790

Q6: Has classroom/teaching experience.

79% at Important or Most Important

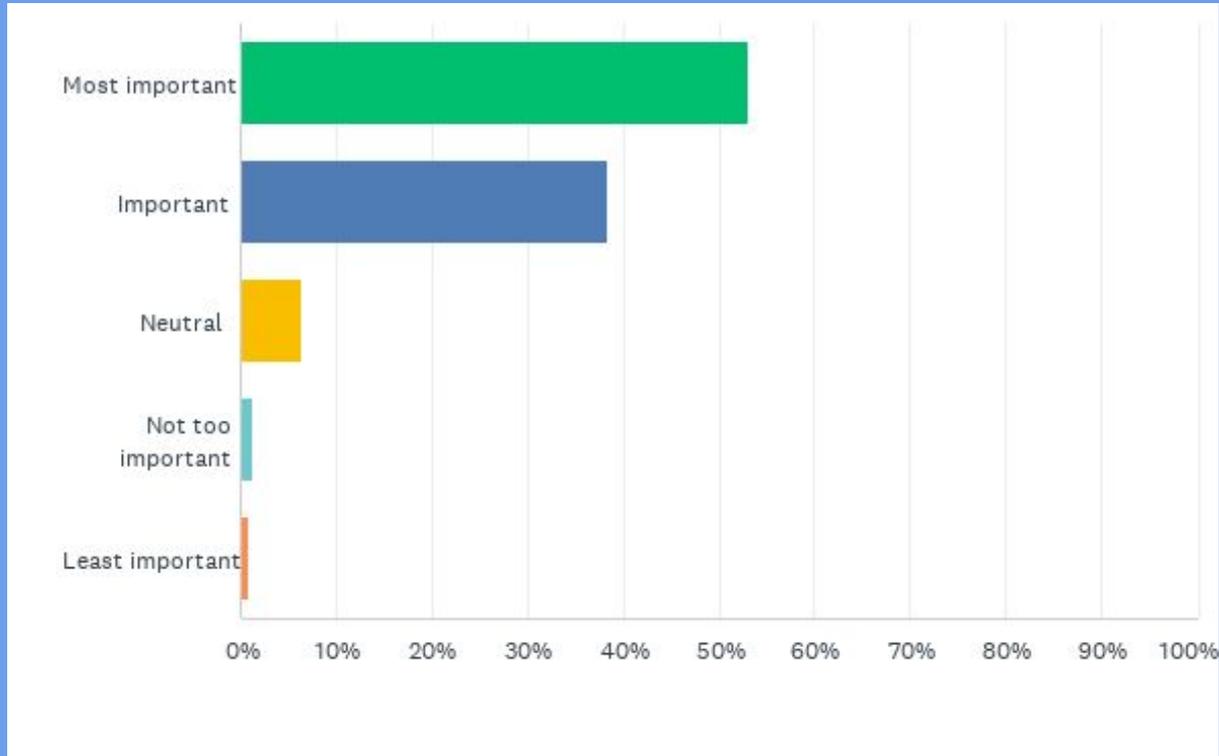


Q6: Has classroom/teaching experience.

ANSWER CHOICES	RESPONSES	
Most important	26.20%	207
Important	52.91%	418
Neutral	16.96%	134
Not too important	3.16%	25
Least important	0.76%	6
TOTAL		790

Q7: Prioritizes and is able to support positive school climates where all staff, students, and families feel valued, respected, welcomed, and able to learn.

92% at Important or Most Important

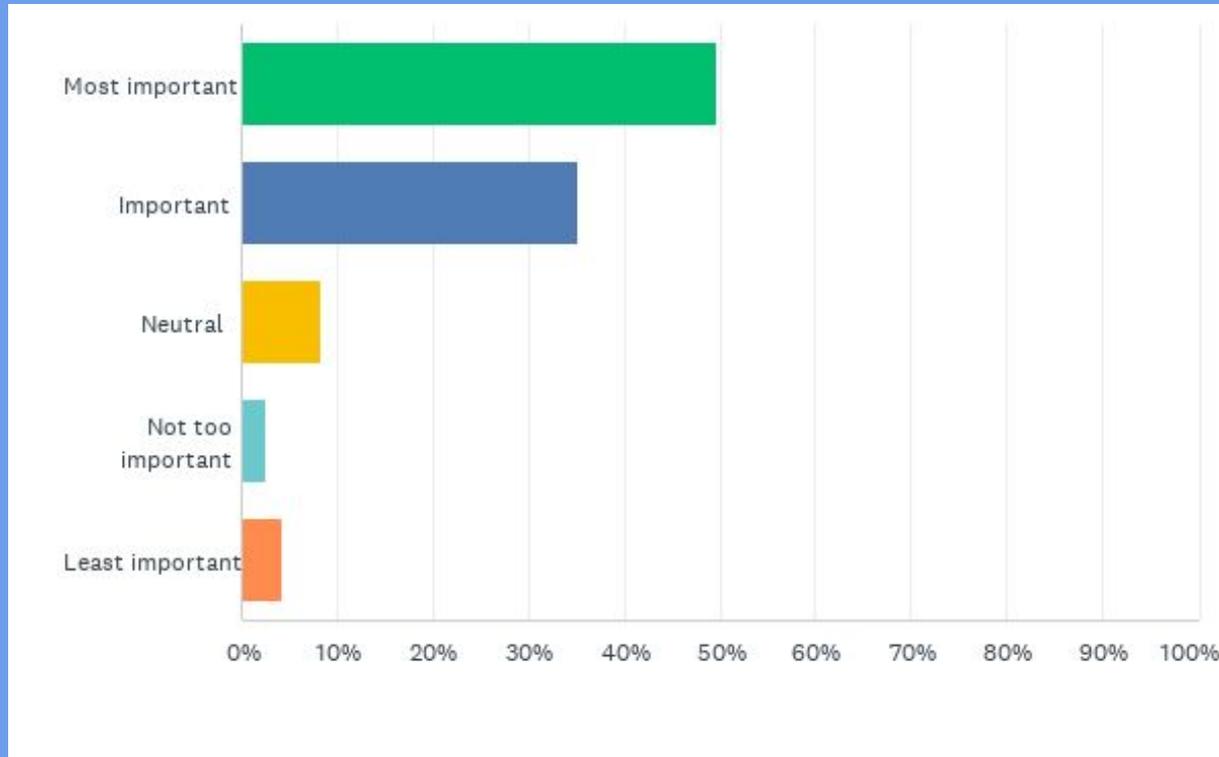


Q7: Prioritizes and is able to support positive school climates where all staff, students, and families feel valued, respected, welcomed, and able to learn.

ANSWER CHOICES	RESPONSES	
Most important	53.04%	419
Important	38.48%	304
Neutral	6.46%	51
Not too important	1.27%	10
Least important	0.76%	6
TOTAL		790

Q8: Encourages growth, achievement and excellence for every student, regardless of the characteristics of how they identify, including socio-economic status, race, ethnicity, religion, sexual orientation, or gender identity.

85% at Important or Most Important

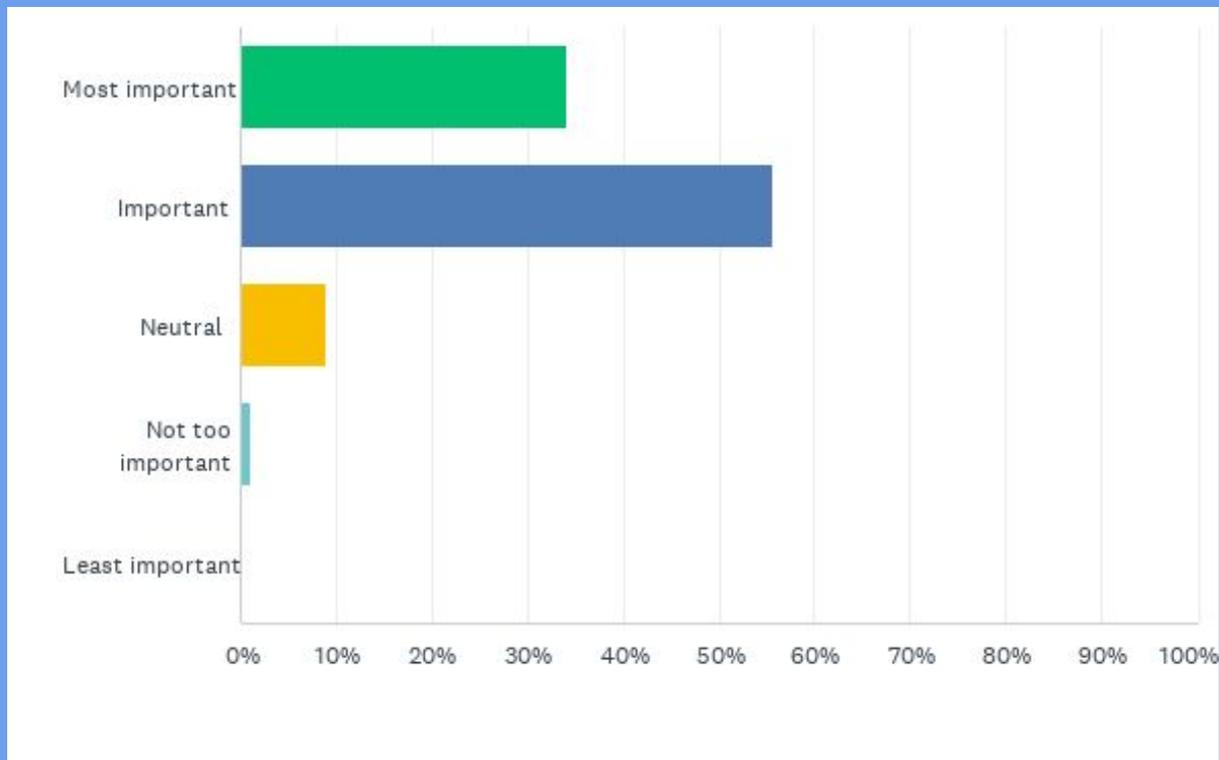


Q8: Encourages growth, achievement, and excellence for every student, regardless of the characteristics of how they identify, including socio-economic status, race, ethnicity, religion, sexual orientation, or gender identity.

ANSWER CHOICES	RESPONSES	
Most important	49.75%	393
Important	35.19%	278
Neutral	8.23%	65
Not too important	2.53%	20
Least important	4.30%	34
TOTAL		790

Q9: Able to effectively and soundly manage the district budget in ways that serve every student.

90% at Important or Most Important

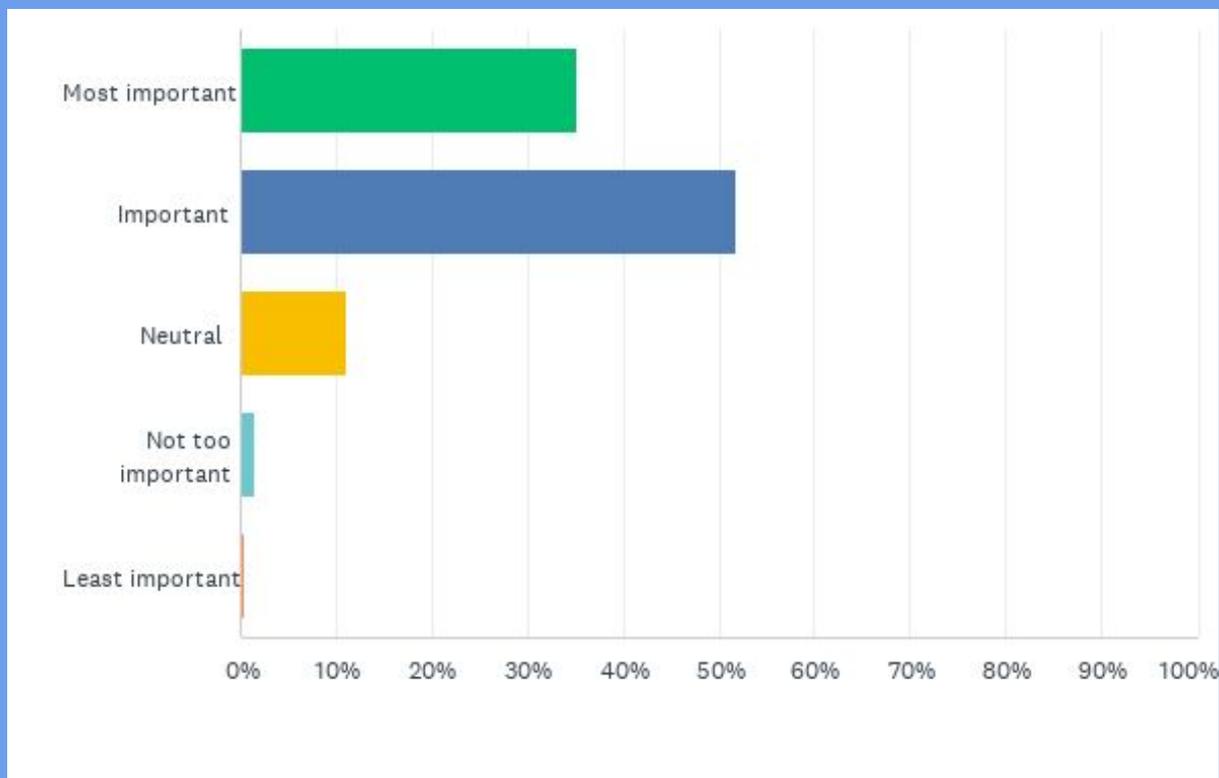


Q9: Able to effectively and soundly manage the district budget in ways that serve every student.

ANSWER CHOICES	RESPONSES	
Most important	34.18%	270
Important	55.70%	440
Neutral	8.99%	71
Not too important	1.01%	8
Least important	0.13%	1
TOTAL		790

Q10: Possesses strong skills in recruiting, hiring, and retaining, effective district and school personnel.

87% at Important or Most Important

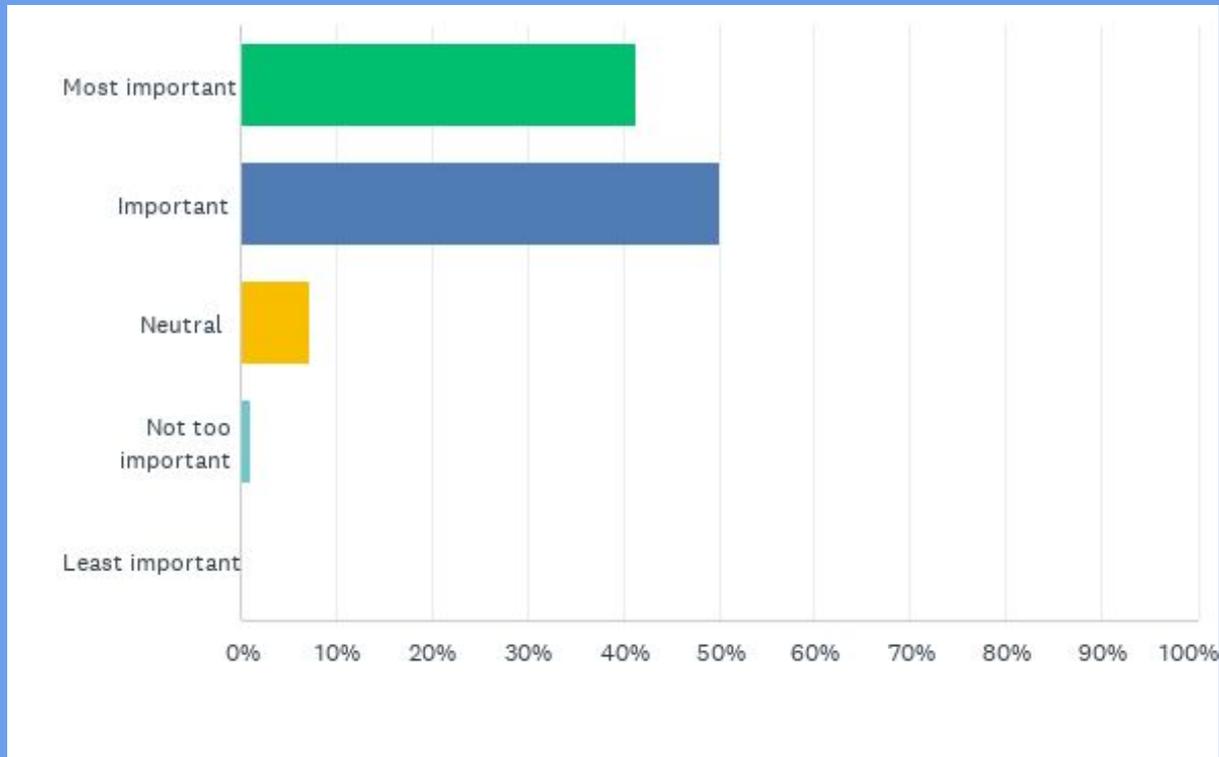


Q10: Possesses strong skills in recruiting, hiring, and retaining, effective district and school personnel.

ANSWER CHOICES	RESPONSES	
Most important	35.19%	278
Important	51.90%	410
Neutral	11.01%	87
Not too important	1.39%	11
Least important	0.51%	4
TOTAL		790

Q11: Communicates effectively and inclusively orally and in writing with staff, parents, students, and community members.

92% at Important or Most Important

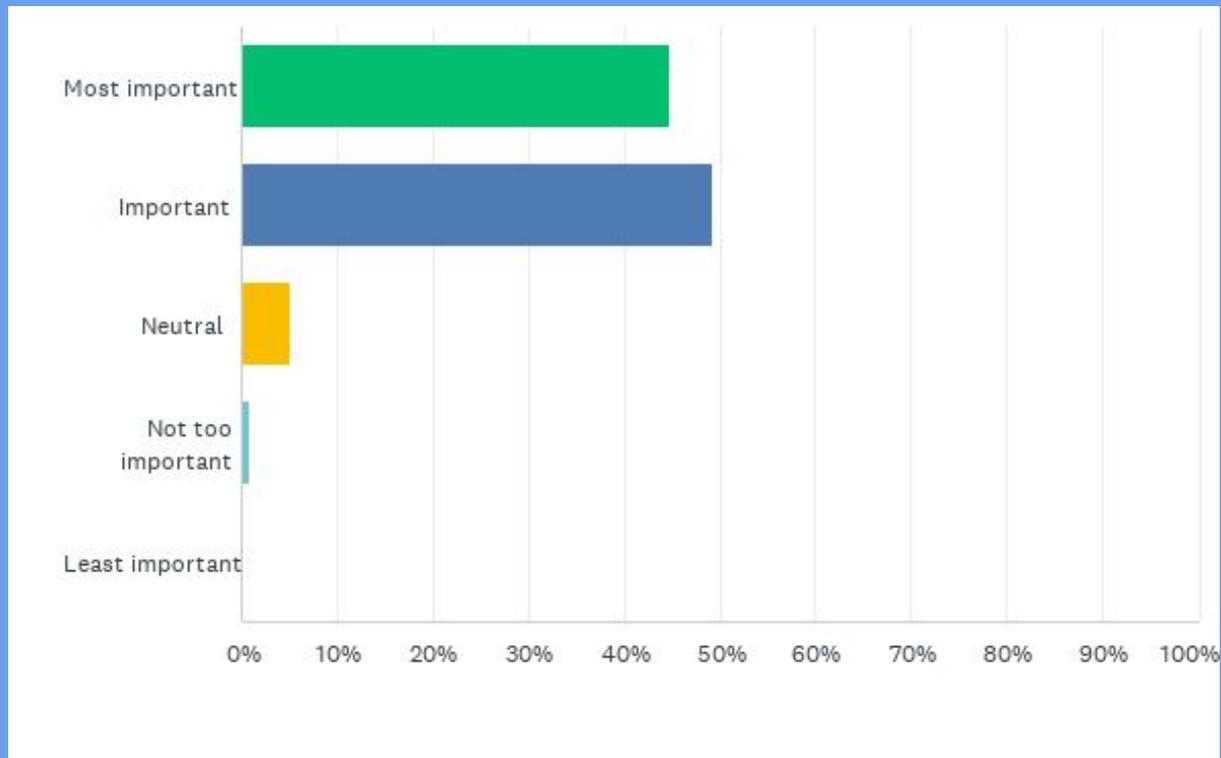


Q11: Communicates effectively and inclusively orally and in writing with staff, parents, students, and community members.

ANSWER CHOICES	RESPONSES	
Most important	41.39%	327
Important	50.13%	396
Neutral	7.22%	57
Not too important	1.01%	8
Least important	0.25%	2
TOTAL		790

Q12: Demonstrates experience, competence, and commitment to continuous improvement across all areas of the school district.

94% at Important or Most Important

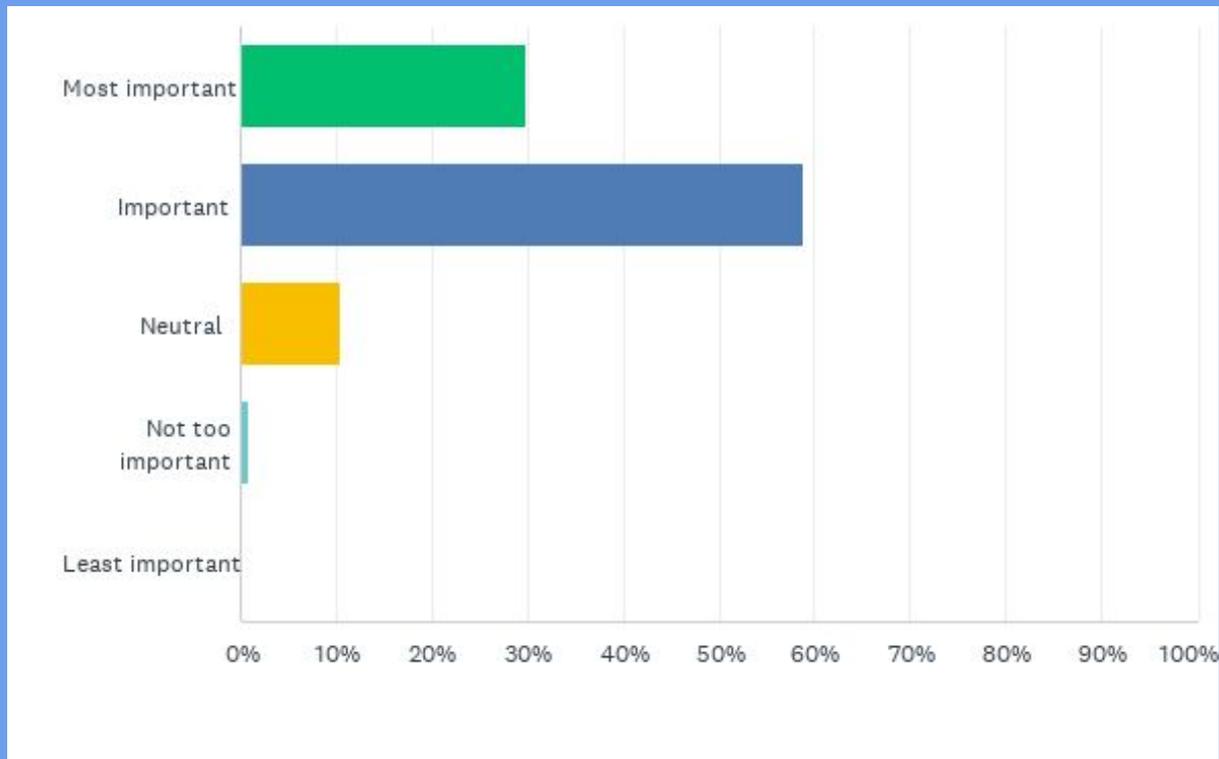


Q12: Demonstrates experience, competence, and commitment to continuous improvement across all areas of the school district.

ANSWER CHOICES	RESPONSES	
Most important	44.81%	354
Important	49.24%	389
Neutral	5.06%	40
Not too important	0.76%	6
Least important	0.13%	1
TOTAL		790

Q13: Understands the connections among district finances and budgets, strategic plans, and academic goals.

89% at Important or Most Important

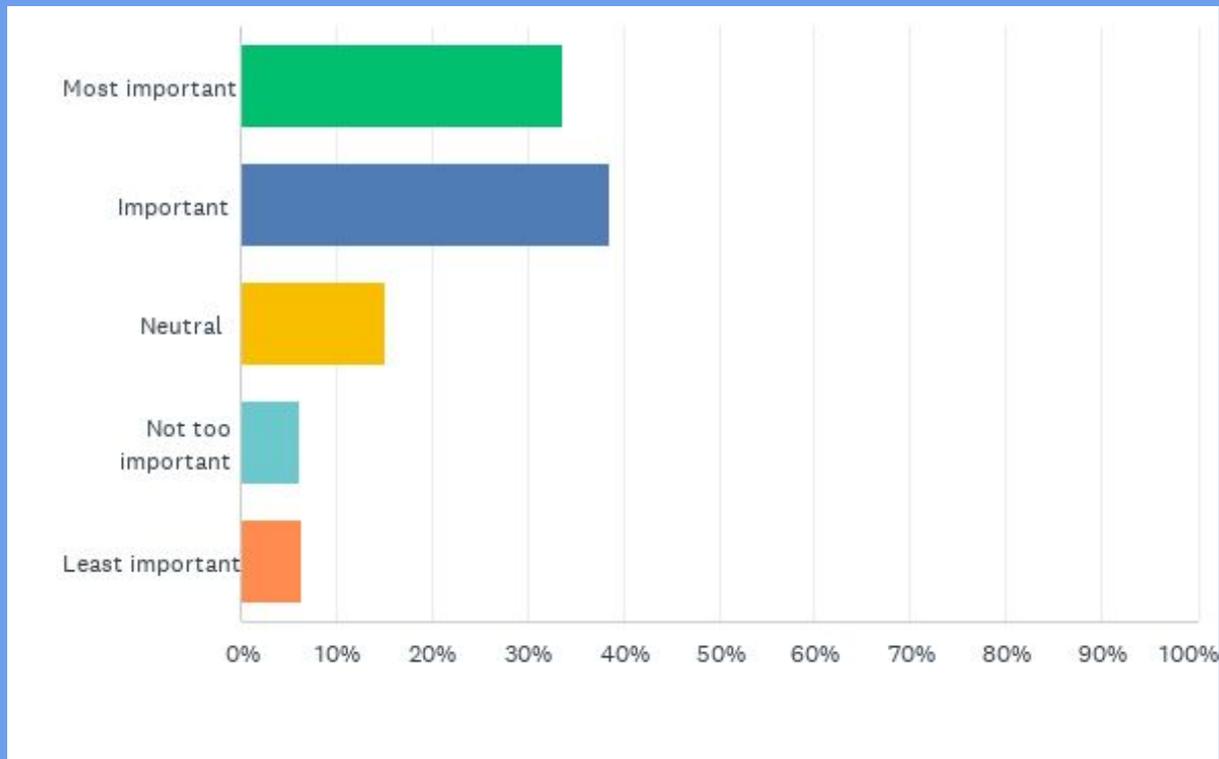


Q13: Understands the connections among district finances and budgets, strategic plans, and academic goals.

ANSWER CHOICES	RESPONSES	
Most important	29.75%	235
Important	58.86%	465
Neutral	10.38%	82
Not too important	0.76%	6
Least important	0.25%	2
TOTAL		790

Q14: Values and prioritizes diversity, equity, inclusion, and belonging for every student and staff member.

72% at Important or Most Important

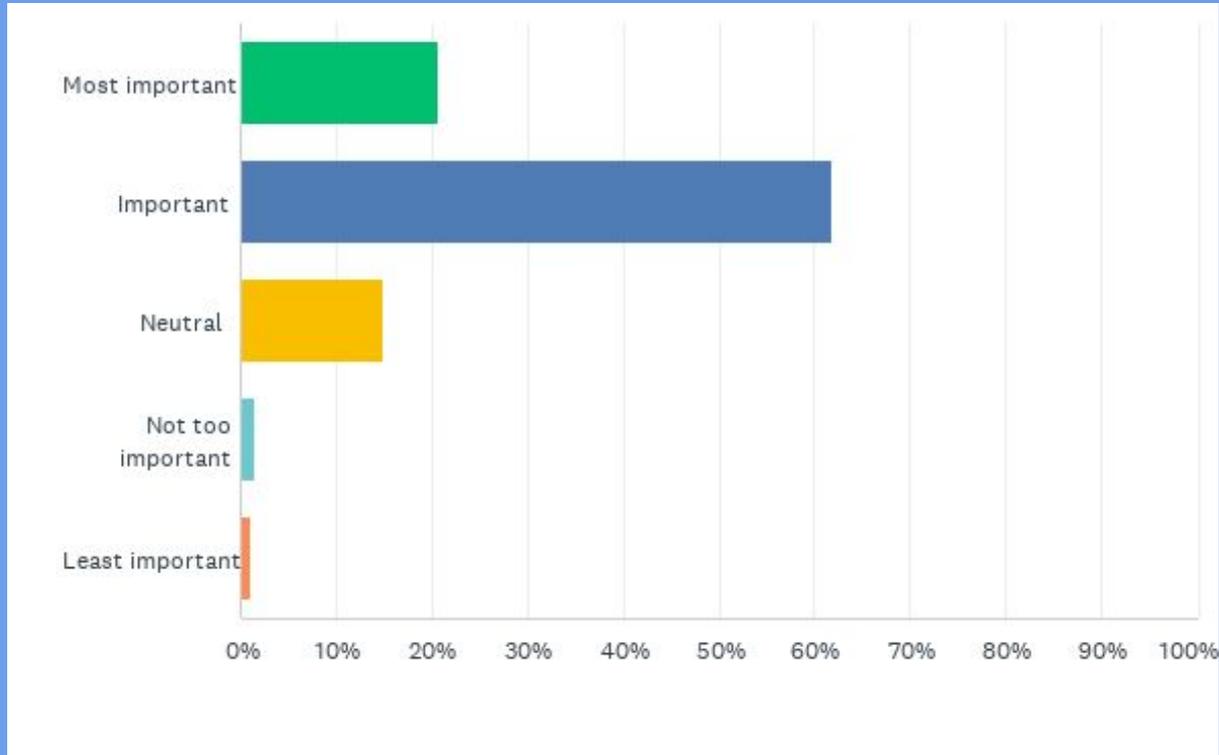


Q14: Values and prioritizes diversity, equity, inclusion, and belonging for every student and staff member.

ANSWER CHOICES	RESPONSES	
Most important	33.67%	266
Important	38.61%	305
Neutral	15.19%	120
Not too important	6.20%	49
Least important	6.33%	50
TOTAL		790

Q15: Able to maintain a positive and productive relationship with the Board of Education.

82% at Important or Most Important

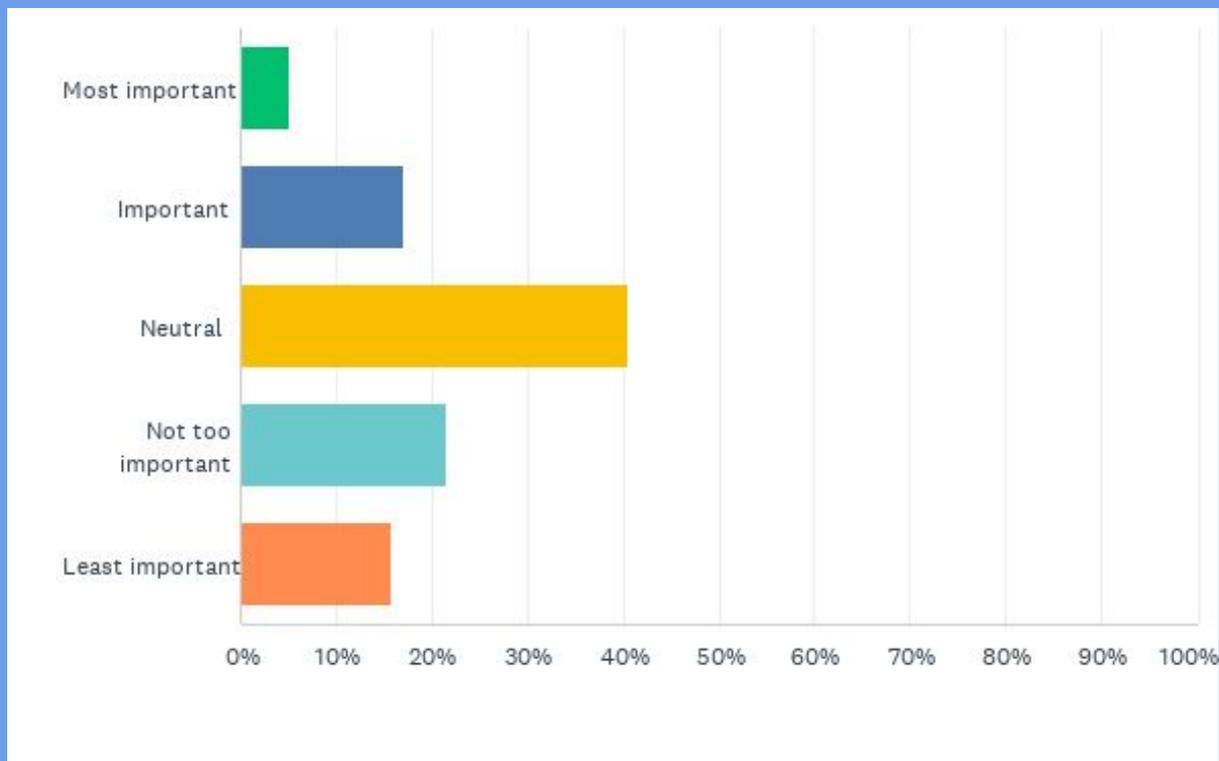


Q15: Able to maintain a positive and productive relationship with the Board of Education.

ANSWER CHOICES	RESPONSES	
Most important	20.63%	163
Important	61.77%	488
Neutral	14.94%	118
Not too important	1.52%	12
Least important	1.14%	9
TOTAL		790

Q16: Possesses or is actively pursuing a doctoral degree.

22% at Important or Most Important

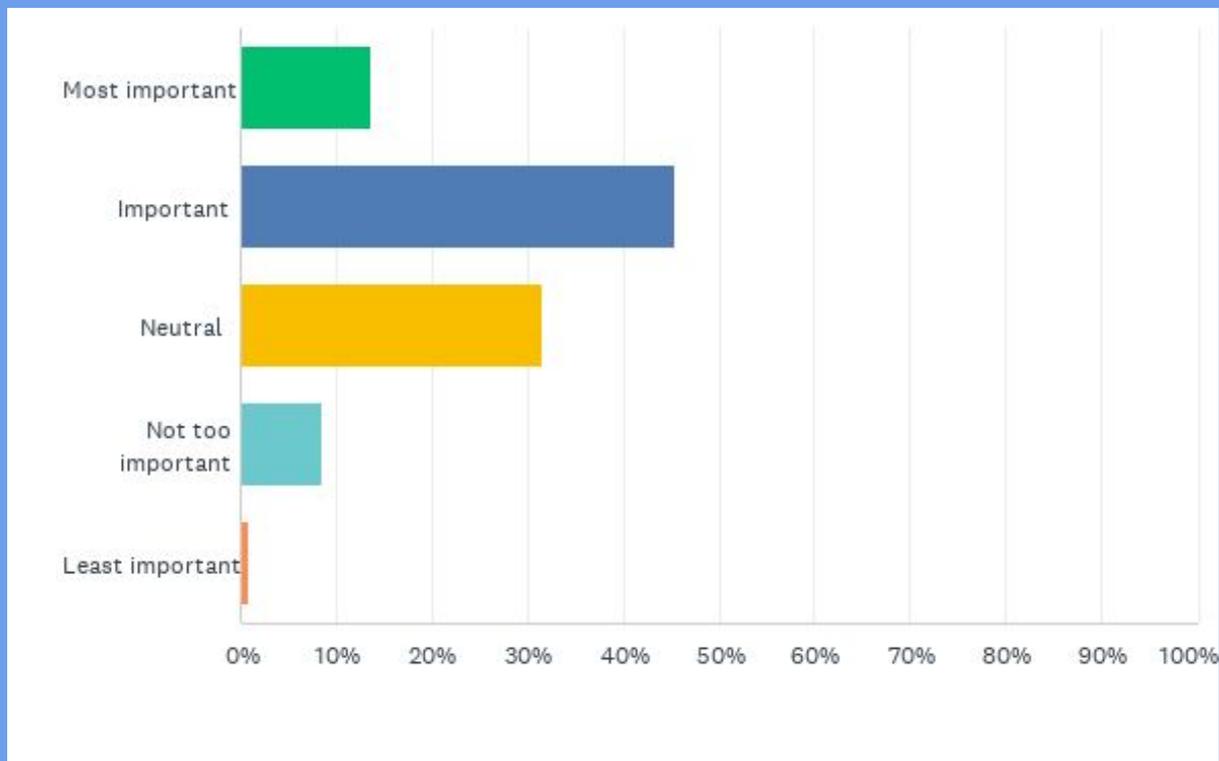


Q16: Possesses or is actively pursuing a doctoral degree.

ANSWER CHOICES	RESPONSES	
Most important	5.06%	40
Important	17.09%	135
Neutral	40.51%	320
Not too important	21.52%	170
Least important	15.82%	125
TOTAL		790

Q17: Superintendent should be present at most school and community events.

59% at Important or Most Important

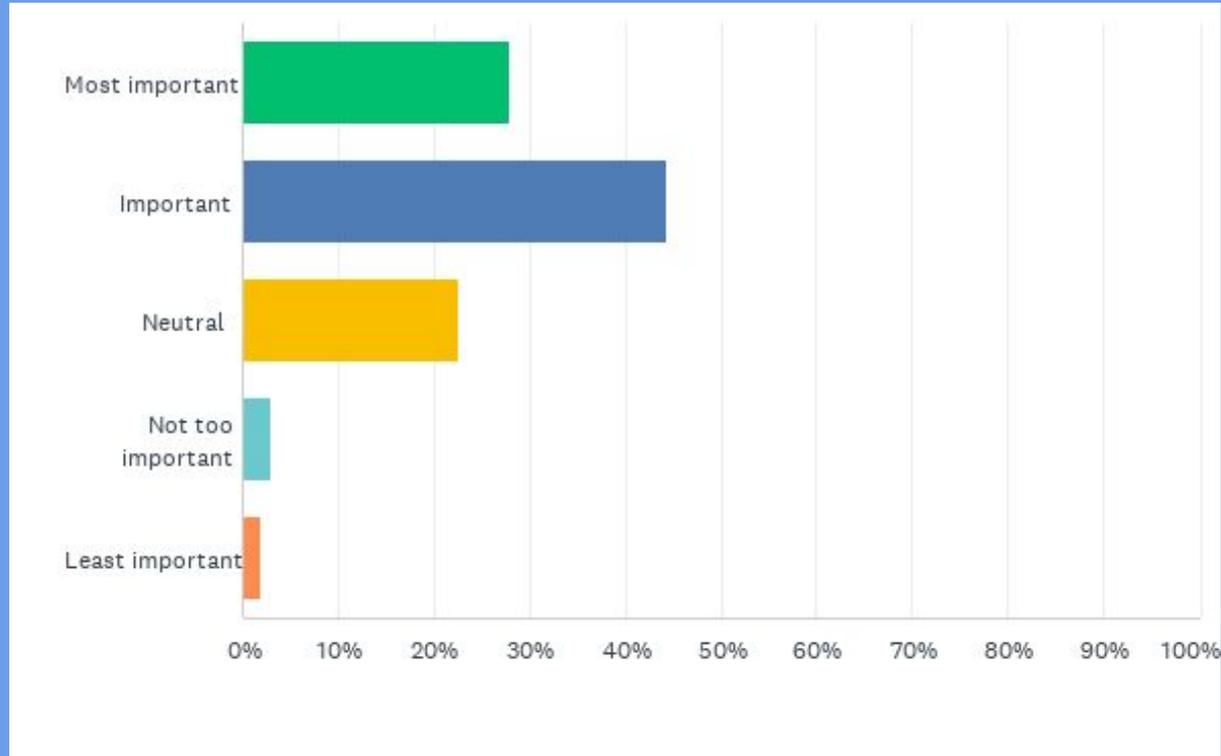


Q17: Superintendent should be present at most school and community events.

ANSWER CHOICES	RESPONSES	
Most important	13.67%	108
Important	45.32%	358
Neutral	31.52%	249
Not too important	8.61%	68
Least important	0.89%	7
TOTAL		790

Q18: Involving stakeholders input in the decision making process.

72% at Important or Most Important



Q18: Involving stakeholders input in the decision making process.

ANSWER CHOICES	RESPONSES	
Most important	27.97%	221
Important	44.43%	351
Neutral	22.66%	179
Not too important	3.04%	24
Least important	1.90%	15
TOTAL		790

Comparing Aggregate Data to Individual Groups

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
2. Experienced Superintendent	76%	Students: 63%; Teachers: 64%; Staff: 85%
3. Engages, Listens, and Addresses Concerns of ALL	97%	
4. Clear Vision for Exemplary Education	96%	Students: 85%
5. Effective, Instructional Practices and Special Education	93%	Students: 85%; Community: 100%; Teachers: 84%
6. Classroom Teaching Experience	79%	Students: 52%; Community: 85%; Teachers: 93%; Staff: 93%
7. Supports Positive School Climates for All Staff, Students, and Family	92%	Students: 86%; Community: 99%; Administrators: 100%; Staff: 100%

Comparing Aggregate Data to Individual Groups

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
8. Encourages Growth, Achievement and Excellence for ALL	85%	Students: 77%; Community: 93%; Administrators: 93%; Staff: 96%
9. Manages the Budget to Serve Every Student	90%	Students: 78%; Community: 99%; Teachers: 84%; Staff: 81%
10. Skilled in Recruitment, Hiring, and Retention of Staff	87%	Students: 68%; Community: 93%; Administrators: 93%; Teachers: 80%;
11. Communicates Effectively and Inclusively Orally and in Writing	92%	Students: 73%; Administrators: 100%; Staff: 100%
12. Commitment to Continuous Improvement	94%	Students: 85%
13. Connections Among Finances, District Plans, and Academic Goals	89%	Students: 71%; Community: 96%; Administrators: 100%; Teachers: 76%; Staff: 81%

Comparing Aggregate Data to Individual Groups

Question/Topic	All Groups: Most Important/Important	Groups with Differences of More than 5% (+ or -)
14. Values Diversity, Equity and Inclusion for ALL	72%	Administrators: 86%; Staff: 93%
15. Positive and Productive Relationships with the BOE	82%	Students: 73%; Community: 88%; Administrators: 100%; Teachers: 89%; Staff: 93%
16. Possesses or Pursuing a Doctoral Degree	22%	Community: 34%; Administrators: 14%; Teachers: 11%; Staff: 33%
17. Present at Most School/Community Events	59%	Community: 68%; Administrators: 71%; Teachers: 53%; Staff: 44%
18. Involves Stakeholders in Decision Making Process	72%	Students: 32%; Community: 87%; Administrators: 86%; Teachers: 80%

Summary of the Forum Notes

Coding is an important technique in qualitative research such as anthropology, ethnography and other observer and participant-observer methods. In summary:

- ❖ Identify and name codes with [open coding](#).
 - codes are identified without any restrictions or purpose other than to discover meaning
- ❖ Collect notes and ideas with [memoing](#).
- ❖ Identify [categories](#) and sub-categories. A core category should:
 - Be *central*, with many relationships to other categories.
 - Be *easy to relate* to other codes and categories.
 - Appear *frequently* in the data, denoting its importance.
 - *Supports theories* that already appear and which might be proposed.
 - *Moves ideas forward* as links and more meaning is uncovered.
- ❖ Find relationships with [axial coding](#)
 - open coding is about identification and naming, axial coding is about links and relationships
- ❖ Seek the [core category](#).
- ❖ Integrate categories with [selective coding](#).
- ❖ [Triangulate](#) to confirm ideas for validity. (Used Survey Data Results)
- ❖ Iterate to develop a [grounded theory](#). (Profile of Candidate)

Strauss, A. and Corbin, J. (1990). *Basics of Qualitative Research*, Newbury Park, CA: Sage

Focus Group Interview Process

Type of interviews: Individual and group interviews that included: Pascack Hills and Pascack Valley Students; Board of Education Trustees; Faculty/Staff; Central Office Administration/Staff; PVRSD Administration; PVRSD Education Association; Parents; Community Leaders; and Community Open Forum. 3 Overarching Research Questions:

- 1) What are the strengths of the Pascack Valley Regional School District?
- 2) What are the challenges that the new superintendent will have?
- 3) What are the characteristics that you would like to see in the next PVRSD Superintendent?

Identification of categories and subcategories - Themes

1. Leadership that inspires and motivates
2. Creative and willing to take calculated risks
3. Financial and technologically astute
4. Collaborates and understands the importance and of team
5. Innovator who understands the need for forward thinking partnerships/programs to advance the district
6. Understands Inclusive, Equity, Diversity and Belonging
7. Student Centered- Put children first in ALL decisions
8. Superior Communication Skills
9. Has a Educational Vision and is a Strategic Planner
10. Able to deal with unique challenges of district (Education post-covid-19, Rebuild trust with stakeholders)
11. Educational focus on elevating the district and increase opportunities for students
12. Collegial, visible, and accessible leader with strong emotional intelligence, listening skills, judgement and relentless optimism.
13. Strong political acumen and diplomacy skills
14. Risk Taker
15. Impeccable character and integrity

Find relationships with axial coding -Themes

Personal Traits of High Personal Moral Character/Integrity

Communicator/Relationship Builder

Visionary/Strategic Leader

Educational Leadership Philosophy

Skills/Experiences

Personal Traits of Moral Character/Integrity

Themes: 12, 15

12. Collegial, visible, and accessible leader with strong emotional intelligence, listening skills, judgement and relentless optimism.

15. Impeccable character and integrity

Communication/Relationship Builder

Themes: 4, 8, 13

4. Collaborates and understands the importance and of team

8. Superior Communication Skills

13. Strong political acumen and diplomacy skills

Visionary and Strategic Leader

Themes: 1, 2, 3, 5, 6, 9

- 1. Leadership that inspires and motivates**
- 2. Creative and willing to take calculated risks**
- 3. Financial and technologically astute**
-
- 5. Innovator who understands the need for forward thinking partnerships/programs to advance the district**
- 6. Understands Inclusive, Equity, Diversity and Belonging**
-
-
- 9. Has a Educational Vision and is a Strategic Planner**

Educational Leadership Philosophy

Themes: 5, 11, 14

- 5. Innovator who understands the need for forward thinking partnerships/programs to advance the district**
- 11. Educational focus on elevating the district and increase opportunities for students**
- 14. Risk Taker**

Skillset/Experiences

Themes: 7, 10, 11, 14

7. Student Centered- Put children first in ALL decisions

10. Able to deal with unique challenges of district

(Education post-covid-19, Rebuild trust with stakeholders)

11. Educational focus on elevating the district and increase opportunities for students

14. Risk Taker

Personal Traits of Moral Character/Integrity

Themes: 12, 15

Is a good listener that is Inclusive. Listening to all stakeholders and understanding others' experiences, perspectives, hopes, fears, and ideas will help ensure the understanding of diverse opinions which will foster collaboration with a wide range of community stakeholders. Self-awareness. Passion. Never be satisfied, always want to push to do something bigger, better and greater. Innovation is essential not only for success but for survival. Be a critical and strategic thinker. Have courage and confidence in their convictions where they can make bold decisions which can sometimes be unpopular or even counterintuitive. In an era where there is a high demand for transparency, being authentic and having integrity are qualities in high demand. Positivity and Optimism.. Good leadership requires being positive as it leads to measurable improvements in performance. Proactive, not reactive. A leader that prepares themselves not for the comfortable predictability of yesterday but for the realities of today and the unknown possibilities of tomorrow. Has a stellar reputation and has a track record of success in similar districts.

Communication/Relationship Builder

Themes: 4, 8, 13

A leader who is willing to be courageous and have much-needed conversations about extremely sensitive and complex topics. Is a good listener that is Inclusive. Listening to all stakeholders and understanding others' experiences, perspectives, hopes, fears, and ideas will help ensure the understanding of diverse opinions which will foster collaboration with a wide range of community stakeholders. Have a high degree of Emotional intelligence (EI) where there is a high degree of understanding how our emotions can drive our behaviour and impact people (positively and negatively), and learning how to manage those emotions – both our own and those of others – especially when we are under pressure. Great collaborator who will work with four distinct sending districts. Is a leader who is visible and approachable to all stakeholders that can inspire and motivate. A leader who is frequently in schools, classrooms, and attends community and school events. Foster a positive, professional climate of mutual trust and respect among board members, students, parents, faculty, staff, administrators and community at large. Someone who will communicate rationale behind decisions, deliver bad news personally, admit mistakes, be the sole final decision when needed.

Visionary and Strategic Leader

Themes: 1, 2, 3, 5, 6, 9

Have the capability to hold multiple perspectives simultaneously without appearing indecisive. A leader who is entrepreneurial by nature, constantly building relationships, taking smart risks, learning rapidly – all with the objective of making a positive impact. Allow for measured risk taking. Leaders must create environments where people can experiment and take measured risks to discover new solutions. Team Work/Delegation/Empowerment/Humility. Will need a leader to have the confidence that they do not possess all the knowledge and have all the answers alone. Is a leader who is visible and approachable to all stakeholders that can inspire and motivate. A leader who is frequently in schools, classrooms, and attends community and school events. Someone who will get out in front of issues and be proactive.

Educational Leadership Philosophy

Themes: 5, 11, 14

Possess the ability to understand the multiple systems at play and recognize their interdependence. Be a leader who can think systemically and appreciate the essential interconnectedness of all phenomena and have a bipartisan priority- do what is best for our students and always stick to a philosophy of continuous improvement. Reward success but also show appreciation for the lessons learned through failure. Future success is built on lessons of the past. Stay on path Embraces and utilizes the latest educational research and innovation in order to have the ability to have a proactive mindset. emotional understanding that will lead students/staff to find a new normal post Covid-19.

Skillset/Experiences

Themes: 7, 10, 11, 14

Responsive to the social and emotional needs of all students, while maintaining a laser-like focus on preparing every student to maximize their potential. Possesses a social and emotional understanding that will lead students/staff to find a new normal post Covid-19. Sees the linkages among academic, social and extracurricular growth to maintain, support, and strengthen academic rigor, instructional programs with professional development opportunities, and college/career readiness along with a track record that demonstrates the attainment of these attributes. Be visionary, compelling and persuasive. To win both hearts and minds of their followers in a social climate that is full of challenge and change. Someone who has the confidence to appoint/hire people who are better than themselves in their respective roles. Long-range vision. Can anticipate the unexpected. Possess a wide-angle, circular vision to anticipate crises and manage change before circumstances force their hand.

Themes of Survey Results vs Forum Notes- Triangulation for Validity

Survey Category Results

1. Innovator
2. Leadership
3. Strategic Planner
4. Communication
5. Vision
6. Understands Inclusive Equity and Diversity
7. Creative
8. Financial and technologically astute
9. Collaborate
10. Able to deal with unique challenges of district (environmental sustainability/social emotional learning/declining enrollment/maintain small class size/
11. Educational focus on fundamentals as well as STEAM and the Arts
12. Visible
13. Seeks and values input/feedback
14. Risk-taker

Forum Notes Category Results

1. Leadership that inspires and motivates
2. Creative and willing to take calculated risks
3. Financial and technologically astute
4. Collaborates and understands the importance and of team
5. Innovator who understands the need for forward thinking partnerships/programs to advance the district
6. Understands Inclusive, Equity, Diversity and Belonging
7. Student Centered- Put children first in ALL decisions
8. Superior Communication Skills
9. Has a Educational Vision and is a Strategic Planner
10. Able to deal with the challenges of district (Education post-covid-19, Rebuild trust with stakeholders)
11. Educational focus on elevating the district and increase opportunities for students
12. Collegial, visible, and accessible leader with strong emotional intelligence, listening skills, judgement and relentless optimism.
13. Strong political acumen and diplomacy skills
14. Impeccable character and integrity

Draft of Profile

The characteristics of the next superintendent are then transcribed into to the desired characteristics that Pascack Valley Regional School District would like to see in their next Chief School Administrator (Profile of the Candidate.)

Next Steps

- Finalize the Superintendent Profile. (Post on PVRSD Website)
- Use the Superintendent Profile to draft an advertisement.
- Decide where to place appropriate ads. (ASAP)
- Revise and commit to timelines (Post on PVRSD Website)
- SEA begins the screening process.
- SEA presents a slate of candidates to the BOE.
- The BOE begins their interviews.

SEA REcommendation to Advertise

NJ Hire/NJ.com- Through your district Human Resource Department

AASA (The School Superintendents Association)
Posted for 30 Days
Job Emailed to 5,000+ Superintendents
Highlighted to Stand Out
Premium Job Package cost approximately
\$699-member price

NJASA (New Jersey Association of School Administrators)
Online Out of State Superintendent listings

<https://www.njasa.net/Page/167>

Christina Washington, NJASA Communications Department, at
609-599-2900, ext. 130 or email her at cwashington@njasa.net