ACSA 2021 Executive Director Search Survey

HYA | HAZARD YOUNG ATTEA ASSOCIATES

TABLE OF CONTENTS

METHODOLOGY..... 2

EXECUTIVE SUMMARY..... 3

STATE OF THE ASSOCIATION SUMMARY.....4.....

LEADERSHIP PROFILE SUMMARY..... 4

LEADERSHIP PROFILE DETAILS..... 5

APPENDIX I: STATE OF THE ASSOCIATION ITEM ANALYSIS.....6....

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS..... 7

METHODOLOGY

The survey results contained in this document are based on HYA's research related to Executive Director leadership standards. The survey addresses both district performance and desired characteristics of the Executive Director in relation to the following areas:

- Vision and Values (VV) - The leader's ability to provide a clear and compelling vision for the future, align Association programs to the broader vision of the Association, and uphold high expectations for all stakeholders

- Teaching and Learning (TL) - The leader's ability to guide educational programs, make data-driven decisions, and implement effective instructional change

- Community Engagement (CE) - The leader's ability to be the voice of the Association, engage with the community, and involve stakeholders in realizing the Association's vision

- Management (M) - The leader's ability to guide operations, manage resources, recruit and retain highly effective personnel, and create an equitable accountability system for all employees

Through the understanding of stakeholder's views regarding the state of the Association and the desired profile of the next Executive Director, this report will help the Association prioritize the desired characteristics of the Executive Director in a way that will advance the priorities of the Association.

EXECUTIVE SUMMARY

The ACSA 2021 Executive Director Search Survey was completed by 567 stakeholders. The largest stakeholder group surveyed consisted of District Level Administrators. District Level Administrators represented 38.1 percent of all respondents. Superintendents made up the second most populous stakeholder group at 18.3 percent of all respondents. The third largest participant group were ACSA Retirees at 16.9 percent of all respondents.

Regarding the State of the Association, the following statements were perceived to be Association strengths:

- Amplifies the voice of the profession at the local, state, and federal levels by fully leveraging the influence of educational leaders. (VV)
- Is proactive in identifying and engaging stakeholders around current and emerging educational issues (e.g., COVID, funding, curriculum). (VV)
- Raises the Association's reputation as the authority on education issues and as an influential spokesperson at the local, state, and federal levels. (VV)
- Ensures the content of its professional development offerings remains relevant to changing member needs and professional issues. (TL)
- Provides members access to convenient, ongoing development opportunities that reflect the latest trends in professional learning. (TL)

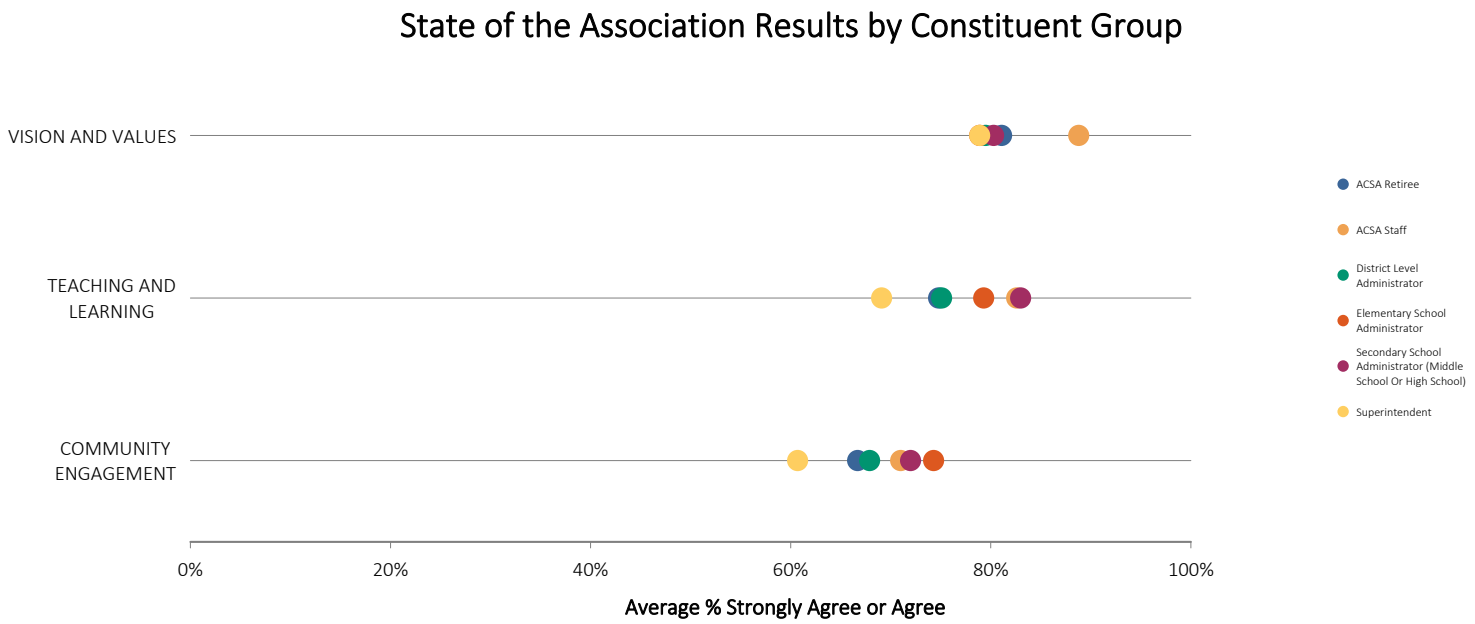
The top-rated leadership profile characteristics that constituents desire in a new Executive Director are:

- Have an understanding of and experience with the educational and political systems in California (CE)
- Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the state and national levels (TL)
- Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information (VV)
- Communicate a clear, compelling vision for the future of California education and ACSA (TL)
- Create a climate of trust and mutual respect to ensure stakeholders are welcomed, valued, engaged, and motivated (TL)

ANALYSIS

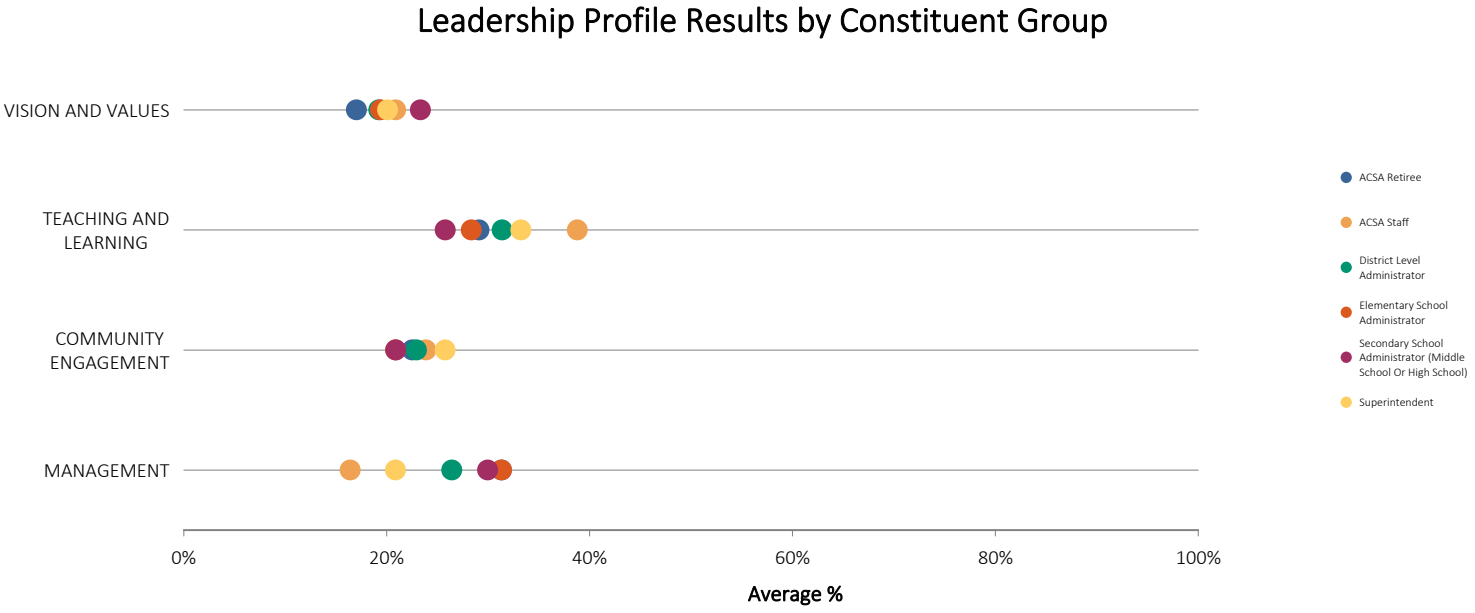
State of the Association Summary

Respondents rated statements related to the State of the Association on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, and Community Engagement. Overall results are presented below; results for individual items are reported in the Appendix.



Leadership Profile Summary

Respondents were asked to select leadership statements that are most important in selecting a new Executive Director. Each statement corresponds to one of the following constructs: Vision & Values, Teaching & Learning, Community Engagement, and Management. Overall results are presented below; results for individual items are reported on the next page.



LEADERSHIP PROFILE DETAILS

Respondents were asked to select 4 statements they deem most important in selecting a new Executive Director. Results by constituent group are presented below. Each constituent group's top 4 most frequently selected statements are depicted by blue cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

	All (567)	ACSA Retiree (96)	ACSA Staff (19)	District Level Administrator (216)	Elementary School Administrator (55)	Secondary School Administrator ... (77)	Superintendent (104)
Have an understanding of and experience with the educational and political systems in California	45%	■		■	■	■	■
Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the state and national levels	45%	■	■	■		■	■
Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information	38%		■	■	■	■	■
Communicate a clear, compelling vision for the future of California education and ACSA	37%		■	■	■	■	■
Create a climate of trust and mutual respect to ensure stakeholders are welcomed, valued, engaged, and motivated	32%	■	■		■		
Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations	28%	■					
Demonstrate professional, clear, compassionate, timely, and transparent communication	26%						
Value, respect, embrace, and honor member, staff, and student diversity	23%						
Collaborate with stakeholders to ensure an inclusive, collaborative, team approach	23%						
Model shared leadership and decision-making principles, and hold others accountable	19%						
Appreciate and support professional development inherent to the Association	13%						
Develop and implement plans to build membership and collaborative partnerships	13%						
Establish a culture of high expectations	11%						
Manage and prioritize multiple, sometimes competing, tasks and deadlines to achieve the Mission, Vision, and Goals	11%						
Have experience developing, implementing, and evaluating strategic plans	9%						

APPENDIX I: STATE OF THE ASSOCIATION ITEM ANALYSIS

Percentages of constituents selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

	All (567)	ACSA Retiree (96)	ACSA Staff (19)	District Level Administrator (216)	Elementary School Administrator (55)	Secondary School Administrator ... (77)	Superintendent (104)
OVERALL							
Please rate the overall quality of services and programs offered by ACSA.	82%	85%	89%	76%	82%	86%	85%
VISION AND VALUES							
Is proactive in identifying and engaging stakeholders around current and emerging educational issues (e.g., COVID, funding, curriculum).	86%	87%	79%	87%	85%	88%	85%
Amplifies the voice of the profession at the local, state, and federal levels by fully leveraging the influence of educational leaders.	87%	89%	79%	85%	91%	84%	89%
Raises the Association's reputation as the authority on education issues and as an influential spokesperson at the local, state, and federal levels.	80%	83%	74%	78%	80%	78%	82%
Taps the full potential of the organization to effect positive change for the profession and for students through better alignment of roles, goals, and resources at all levels of the Association.	68%	73%	68%	66%	62%	70%	68%
Connects the value of ACSA to administrators at all levels, tailoring services and engagement opportunities to the diverse needs and dynamics of each area as identified by state and local indicators.	67%	70%	74%	67%	69%	75%	57%
TEACHING AND LEARNING							
Provides engaging, career-long leadership development opportunities for all members.	77%	78%	74%	76%	82%	86%	70%
Ensures the content of its professional development offerings remains relevant to changing member needs and professional issues.	78%	76%	74%	79%	82%	88%	69%
Provides member access to convenient, ongoing development opportunities that reflect the latest trends in professional learning.	77%	78%	68%	78%	82%	88%	67%
Makes available easy-to-access resources addressing the latest research, tools, and information pertinent to the role of the educational leader.	74%	71%	74%	74%	78%	81%	69%
Builds dynamic professional communities where members can learn and collaborate.	67%	70%	53%	64%	76%	78%	60%
Provides members with a wide range of meaningful opportunities to contribute their diverse talent, experience, and perspective to further the mission, goals, and priorities of ACSA.	67%	70%	58%	64%	73%	75%	64%
COMMUNITY ENGAGEMENT							
Raises member awareness of ACSA benefits, services and initiatives, and the overall value of ACSA membership and engagement.	68%	72%	68%	66%	76%	75%	59%
Sustains and grows ACSA's human and financial resources to support evolving goals and priorities.	63%	59%	47%	64%	71%	65%	59%

APPENDIX II: LEADERSHIP PROFILE ITEM ANALYSIS

Respondents were asked to select 4 statements they deem most important in selecting a new Executive Director. Results are presented below by constituent group.

	All (567)	ACSA Retiree (96)	ACSA Staff (19)	District Level Administrator (216)	Elementary School Administrator (55)	Secondary School Administrator ... (77)	Superintendent (104)
Have an understanding of and experience with the educational and political systems in California	45%	41%	32%	47%	40%	43%	52%
Demonstrate the political and analytical skills essential to working effectively with elected/appointed officials at the state and national levels	45%	50%	42%	49%	25%	31%	53%
Assess educational trends and policy issues accurately and effectively; synthesize the information; identify and implement solutions; and communicate the information	38%	30%	37%	38%	35%	45%	41%
Communicate a clear, compelling vision for the future of California education and ACSA	37%	23%	32%	38%	40%	42%	40%
Create a climate of trust and mutual respect to ensure stakeholders are welcomed, valued, engaged, and motivated	32%	38%	63%	30%	38%	23%	31%
Have experience successfully leading mission-driven organizations, such as school systems, non-profits, or similar professional organizations	28%	38%	32%	25%	18%	22%	34%
Demonstrate professional, clear, compassionate, timely, and transparent communication	26%	26%	32%	23%	27%	30%	27%
Value, respect, embrace, and honor member, staff, and student diversity	23%	26%	16%	24%	22%	23%	22%
Collaborate with stakeholders to ensure an inclusive, collaborative, team approach	23%	22%	11%	26%	29%	27%	14%
Model shared leadership and decision-making principles, and hold others accountable	19%	25%	32%	13%	20%	25%	19%
Appreciate and support professional development inherent to the Association	13%	7%	21%	14%	18%	13%	11%
Develop and implement plans to build membership and collaborative partnerships	13%	18%	0%	13%	25%	12%	4%
Establish a culture of high expectations	11%	10%	0%	14%	11%	10%	11%
Manage and prioritize multiple, sometimes competing, tasks and deadlines to achieve the Mission, Vision, and Goals	11%	18%	0%	9%	7%	14%	8%
Have experience developing, implementing, and evaluating strategic plans	9%	8%	5%	11%	9%	12%	7%