



GPPSS South Principal Search Survey Summary

May 2014

As part of a comprehensive search process, the district uses an online survey instrument to collect input from the school community when administrators are being hired. Parents, teachers and support staff also have the opportunity to volunteer for the screening and interview components, but the survey allows additional participation. While individual responses remain anonymous, a summary is released. Data is studied by the administration and used to inform the hiring process.

Demographics

Parent participation was impressive with 529 unique IP addresses opening the survey and an average of 375 unique IP responses to each question. Of the respondents, 53% were parents of current South students, 33% were students, 7% were teachers, 6% were community members without children currently at South High School, and 5% were staff members other than teachers. When asked how long they had been a stakeholder, 32% responded 3-5 years, 27% said 0-2 years, 17% 6-10 years, 16% more than 15 years, and 7% 11-15 years.

Experience

When asked to rate the importance of *specific previous experiences* for the next principal at South High School, all four categories (experience as a high school principal, high school administrator not principal, in a high performing district, and as a high school teacher) earned high scores, but **previous experience in a high performing district** earned both the most “critically important” (51%) and the most when important and critically important were combined (87%).

Regarding *instructional leadership* experiences, these four skills were marked most critically important: experience setting expectations for high academic achievement for all students (58% marked critically important, 94% important or critically important), experience meeting the instructional needs of a diverse student body (51% critically important, 92% important or critically important), experience providing effective staff development (43% critically important, 88% important or critically important), and experience supporting and monitoring teaching practices (47% critically important, 87% important or critically important).

Management skills that earned the highest percentage of critically important marks included: creates and maintains a safe school climate (75%), selects effective faculty and staff (74%), and visible/accessible (70%).

Characteristics

Survey respondents were then asked to mark various character traits on a scale of not important, somewhat important, important, critically important. Again, while all 15 were important, these garnered the most “critically important” scores: **honest and ethical** (87%), **communicator** (80%), and **problem solver** (66%). Risk taker earned the least votes in order of importance.

Regarding leadership style, collaborative (seeks to understand all viewpoints and actively solicits input, but decisions are not made on consensus basis) and situational leader (recognizes specific style chosen depends upon a range of situational factors and should be adjusted accordingly) were the top two choices.

There were two open-ended questions. When asked for any *additional information for the search committee*, there were 143 responses ranging from: the complete package – intelligence and leadership, to team leader who works collaboratively, someone invested in South and the community, and several noted they would rather have an interim or wait for the right candidate. One question asked for *any other characteristics/experiences not mentioned in previous questions*. There were 165 respondents with the most common answers being: understands our community’s high standards and involvement, knows how to work with all constituents and still stand by the right decision for students, accepting and supportive of a diverse school environment, consistent and firm with policy and discipline, “someone committed to continuing the tradition of excellent education provided by GPPSS.”