

# **Salem Public School District Community Assessment Report**

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## **Appendix B: Survey Responses Tally by Question**

# Salem Public Schools Superintendent Search 2012

## ONLINE SURVEY

### **INTRODUCTION**

*The purpose of this survey is to provide the Salem Public Schools' Board of Education with a broad perspective of community opinion about the most desirable attributes for the new superintendent of schools. Your responses to the following survey items will enable the Board to enhance further a profile of these attributes that will guide the interview process and final selection of a new superintendent of schools.*

#### **Q 1 – Tell us about yourself – check all that apply**

- Town Official 2
- Non-certified staff 5
- Resident (not parent of school age child) 7
- Certified Staff 12
- Parents of a student(s) 29
- Students 29
- Other (parent of preschooler and parent of a child not in school system) 29

#### **Q 2 – What experience should the next superintendent of Salem Public Schools have in his/her background? Check the three most important:**

- Superintendent of Schools 32
- School principal 35
- Classroom teacher 27
- Central office administrator 32
- Central office supervisor 28
- Private sector management/leadership 9

#### **Q 3 – What kind of achievement record do you believe the new superintendent should be able to demonstrate? Check the three most important:**

- Creating positive learning environment 34
- Creating a positive school/district culture 34
- Creating climate of trust in community 23
- Raising student achievement 22
- Recruitment/retention quality personnel 18
- Strategic planning 13
- Improving professional development 12
- Improving supervision/evaluation 11
- Improving organizational productivity 9
- Leading school reform efforts 9

**Q 4 – What kind of educational background would you prefer to see in the new superintendent?**

- MBA or business coursework 6
- Doctoral degree 12
- Advanced degree beyond Master’s 18
- Degree not as relevant as skills/abilities 21

**Q 5 – Given your understanding of the Salem Public Schools community, what personal expertise do you believe would benefit the new superintendent? Check the three most important:**

- Faculty relations/development 28
- Curriculum and instruction 27
- Fiscal Management 20
- Budget development 20
- Policy and governance 19
- Facilities Management 15
- Communications 11
- Public Relations 11
- Negotiations and personnel 8
- Special education 8
- Extra-curricular activities 6

**Q 6 – What personal characteristics best define your ideal superintendent? (For example, strong ethical values, good communication skills, friendly, approachable, etc.)**

- Good communications skills, friendly, approachable
- Fair—applies rules consistently and holds employees accountable
- Focused on what is best for the students
- Must love children, like teachers
- Ability to use common sense
- Open to new ideas; level-headed; good sense of humor
- Honesty, strong ethical values; having the courage of one’s convictions
- Good listener, flexible, humble
- Fiscally responsible, with student academic achievement at the top of the list
- Concern for the students and their development

**Q 7 – Going forward, what do you believe are the most important issues facing the Salem Public Schools?**

- Managing increased costs and shrinking student population
- Long-term commitment to planned maintenance of building and grounds
- Salem is a small district which poses unique challenges in terms of quality and variety of services versus available funding. This will be a crucial balance to maintain in the years to come
- We need a someone who will support our small school district [and] understands a small town mentality; understands the difference between regionalization and a cooperative agreement
- Aligning curriculum to the new Common Core State Standards
- Managing aging facilities
- Coordination of resources regionally
- Development of SRBI at middle school level
- A leader who can assist with building renovations
- Future agreement with East Lyme High School
- Professional development needs to be more individualized and of a higher quality
- Longevity of our administrators and faculty—providing consistency and stability for our children