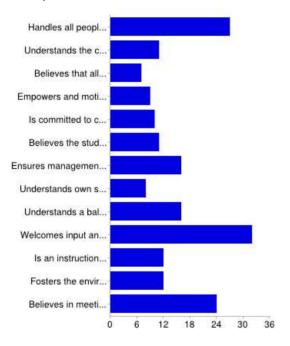
Summary

1. Of the principal selection criteria below, choose the top five you feel are most important in the selection of the next Saffell Street Elementary Principal.



Handles all people with dignity and respect		27	14%
Understands the connection between school culture and student achievement		11	6%
Believes that all students can learn at high levels		7	4%
Empowers and motivates students and teachers to work toward high levels		9	5%
Is committed to closing the achievement gaps, ensuring proficiency for all student and understands developmentally appropriate instruction and continuous	progress for all students	10	5%
Believes the students should be the number one priority in every decision		11	6%
Ensures management of the school, operations, and resources for a safe, efficient and effective learning environment		16	8%

Understands a balance between existing effective practices and establishing new practices for change to improve the school	16	8%	
Welcomes input and models good communication among school community, establishes an "open door" policy with all staff, always willing to lend a helpful hand	32	16%	
Is an instructional leader who provides a vision with goals and a plan, develops a collaborative teamwork to build leadership capacity, focuses on results and is solution-oriented	12	6%	
Fosters the environment of a positive school culture where student success is recognized	12	6%	
Reliaves in meeting the needs of the whole child (art, music, physical, mental, emotional, social, etc.)	24	12%	

4%

Understands own strengths and weaknesses

Believes in meeting the needs of the whole child (art, music, physical, mental, emotional, social, etc.)

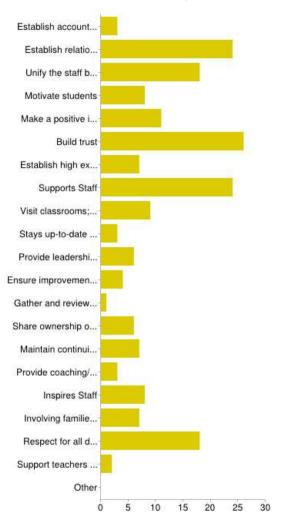
2. What are the five (5) most important skills the next Saffell Street Elementary School Principal should possess?

Meets the needs of diverse learners	6	3%
Addresses gaps in student achievement	4	2%
Willing and able to make difficult decisions	2	1%
Commitment to continuous improvement	4	2%
Is transparent and willing to explain why decisions are being made	18	9%
Strong communication skills	16	8%
Values and encourages parent participation	6	3%
Knows when (and when not) to delegate responsibility	8	4%
Maintains positive school culture/climate	23	12%
Strong Instructional leadership	4	2%
Promotes professional growth	3	2%
Builds positive relationships with students	8	4%
Establishes high expectations for students, teachers, and self	7	4%
Understands elementary education	10	5%
Understands developmentally appropriate practices	5	3%
Manages time effectively while prioritizing student needs	2	1%
Experience using data to drive learning improvement	3	2%
Partners with parent/guardians prioritizing student needs	2	1%
Understands special education issues/laws	1	1%
Connects with the broader Anderson County community	2	1%
Maintains continuity	0	0%
Leadership experience	1	1%
Ensuring students and staff are safe and follows safety procedures	2	1%
Remains calm in stressful situations	2	1%
Understands school law	0	0%
Willing to evaluate programming/policies and determine which need to be continued and/or change	4	2%
Understands Behavior Management and is able to implement an effective Discipline Plan	6	3%
Trusts staff to be leaders and do their jobs well	17	9%
Understands Response to Intervention	2	1%
Maintains continuity	0	0%
Seeks input from staff and empowers teacher leaders	15	8%
Is visible school leader in the school and community	12	6%
Other	0	0%



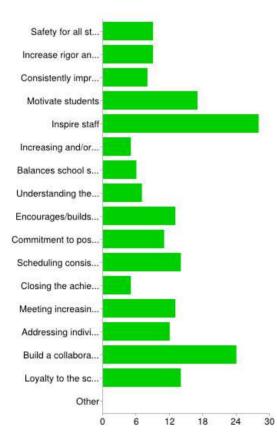
Decision-maker	2	1%
	4	
Reflective	•	2%
Consistent/Fair	26	12%
Role Model	8	4%
Honest	20	9%
Accountable	8	4%
Safety-Oriented	1	0%
Organized	9	4%
Consistent/Fair	26	12%
Approachable	22	10%
Resourceful	4	2%
Problem-Solver	4	2%
Visible	12	5%
Compassionate	7	3%
Communicator	15	7%
Visionary	2	1%
Energetic	3	1%
Experience working with special education	2	1%
Teaching and/or administrative experience in elementary education	9	4%
Data-driven	0	0%
Instructional Leader/Coach	8	4%
Collaborator	6	3%
Courage	0	0%
Student-centered	10	5%
Engaging	5	2%
Direct (Straight-forward)	3	1%
Learner	4	2%
Other	0	0%

4. There are many possible priorities for a new leader in a school. From the choices below, what are the five (5) most important areas upon which the next Saffell Street Elementary School Principal should focus in his or her first year?



•		
Establish accountability practices for students	3	2%
Establish relationships with students, parents, staff and community	24	12%
Unify the staff by communicating a common vision	18	9%
Motivate students	8	4%
Make a positive impact on the culture for learning	11	6%
Build trust	26	13%
Establish high expectations for students and staff members including self	7	4%
Supports Staff	24	12%
Visit classrooms; be visible	9	5%
Stays up-to-date on research and practices for student learning	3	2%
Provide leadership/support toward continuous academic growth	6	3%
Ensure improvements to school safety/discipline	4	2%
Gather and review student learning data	1	1%
Share ownership of instructional leadership with staff	6	3%
Maintain continuity on effective initiatives already in place	7	4%
Provide coaching/instructional support for teachers	3	2%
Inspires Staff	8	4%
Involving families in student learning	7	4%
Respect for all discipline, programs and staff roles	18	9%
Support teachers in increasing rigor	2	1%
Other	0	0%

5. Every school leader must address critical challenges. Of the challenges for school leaders that are listed below, select five (5) that you feel are most applicable to Saffell Street Elementary School Principal and most critical for the next principal to address.



Safety for all students and staff	9	5%
Increase rigor and maintain high expectations among staff and student	s 9	5%
Consistently improve overall student achievement	8	4%
Motivate students	17	9%
Inspire staff	28	14%
Increasing and/or maintaining the engagement of students in their learn	ning 5	3%
Balances school safety with an inviting school	6	3%
Understanding the responsibilities of diverse student needs	7	4%
Encourages/builds culture of parent involvement	13	7%
Commitment to positive initiatives currently in place	11	6%
Scheduling consistent time for planning and collaboration	14	7%
Closing the achievement gap	5	3%
Meeting increasing expectations with limited resources	13	7%
Addressing individual concerns directly with the individual	12	6%
Build a collaborative team	24	12%
Loyalty to the school community	14	7%
Other	0	0%

Number of daily responses

