

Directions for the Use of the Stakeholders Feedback Survey Instrument

This simple survey instrument is designed to provide a school leader with feedback from a number of different stakeholder groups from within a school and from the community. This process helps to identify areas of strength and growth for your professional development. It also helps to gauge opinion regarding your work and provides an opportunity to signal to your internal and external communities about your interest in their opinion and the value that you attach to their opinion. Finally, it helps to model a feedback process that can also be used by other administrators in your district and possibly even teachers.

In addition to this set of directions for the use of this stakeholders feedback instrument, there is also a copy of the survey and a cover letter that can be sent with the survey. Feel free to modify each to fit your local circumstances and comfort level.

Suggested outline of directions for use:

1. Identify the stakeholder groups, both internally and externally, that you would like to survey. For superintendents, the internal groups include representatives of the teaching staff, the administrators, and representatives of the non-licensed employees. Externally, the most typical groups are parents, businesspersons in the community, and a cross section of citizens that do not have children in the schools. For central office administrators it would be other administrators, principals, building lead teachers and a cross-section of other school district employees. If appropriate, include parents and/or community persons.
2. Communicate with the leaders of each stakeholder group so they are aware of what you intend to do. Typically, this would be the teachers' union president, the president or lead person of each of the non-licensed groups, your administrative staff (at a meeting of administrators), your chamber of commerce president and the president of your parent/teacher organization.
3. Instruct your secretary on how to prepare the letter, survey and self-addressed return envelope. The self-addressed return envelope should specifically direct the survey back to the person designated to collect and tabulate the surveys.
4. Select persons to receive the survey. Depending on the size of your district, you may survey as few as ten persons in each stakeholder group or as many as twenty-five. Do a random selection of persons, but try to include members of subgroups within a stakeholder group (i.e. Be sure you include both elementary and secondary teachers).
5. Identify a return date for the survey. About fourteen days from the time they are mailed is a suggestion.
6. Color-code the survey so that each stakeholder receives a different colored survey. In this way, the person tabulating the survey can tabulate the results from each of the stakeholder groups, so you can differentiate the feedback from each of the groups.

7. When the surveys are returned, ask the person responsible for the surveys to tabulate and average the score on each of the ranking questions. Further, ask them to list all of the written responses.
8. Upon receiving the summary feedback, be careful not to let the one or two “negative zingers” get in the way of looking at the full range of feedback. Persons who have utilized this instrument before, recognize that part of the process is allowing people to get negative feelings off their chest. As the recipient you want to be careful not to dwell on those comments. Human nature would lead you toward wanting to know who made them, but skilled administrators recognize that they should look at the bigger picture and let go of the negatives.
9. Summarize the results into a few specific bullet points that identify the areas where the feedback showed your greatest strengths and your greatest areas for growth. Identify one or two strength and growth areas from each of the stakeholder groups.
10. Incorporate the feedback you receive into your succeeding years personal and professional growth goals.
11. (This next suggestion is the most powerful part of this tool) Share the results in small group meetings with representatives of each stakeholder group. The power of doing this demonstrates and models two things.
 - a. It demonstrates your commitment to growth, and the confidence you have in yourself to share the results of the feedback with your stakeholder groups.
 - b. Models a behavior that can hopefully be more widely used in your district by other administrators and others in gathering and sharing feedback regarding their own performances.
12. While you may want to share the results of both the process and the information you receive with your school board, we would recommend that this feedback process not be made part of your personal file or take the place of a formal performance review. Especially in the case of receiving positive feedback from your stakeholder groups, you will be tempted to want to place this information in your file. However, setting that precedent may well backfire at a later date. This process is designed for your personal professional growth and should be seen as a process separate from a more formal professional review process.

Anyone seeking more information regarding the stakeholders survey process feel free to call Charlie Kyte, Executive Director, MASA at 651-645-6272.