



**Fairfield Public Schools**  
**Fairfield, Connecticut**  
**LEADERSHIP PROFILE REPORT**  
**May 25, 2016**

**Executive Summary**

***Introduction***

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in May of 2016, for the new superintendent in the Fairfield Public Schools (FPS). The data contained herein were obtained from input the HYA consultants received when meeting with individuals and groups in either individual interviews or focus group settings on May 3 and 4, 2016, and from the results of the online survey completed by stakeholders between April 22 and May 9, 2016. The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in determining the primary characteristics desired in the new superintendent. Thirty-one (31) stakeholder interviews and focus group meetings were used to collect information regarding the strengths of the district, the challenges that it will be facing in the coming years, and desired characteristics in the new superintendent. The online survey was used to collect data relevant to ranking desired characteristics in the new superintendent as well as a means to gather open ended comments regarding those characteristics, the district/community in general, and suggestions for prospective superintendent candidates. Data collected through the online survey are very consistent with the input of the stakeholder interviews and focus groups.

***Participation***

The number of participants in interview and/or focus groups sessions, by stakeholder group, in the two methods of data gathering are listed below:

| <b>Group</b>          | <b>Personal Interviews or Focus Groups</b> | <b>Online Survey</b> |
|-----------------------|--|----------------------|
| Board                 | 9  | N/A                  |
| Public/Town Officials | 9  | N/A                  |
| Administrators        | 25   | 32                   |
| Community Members     | 40   | 227                  |
| Parents               |  | 863                  |
| Students              | 30   | 59                   |
| Support Staff         | 4  | 55                   |
| Teachers              | 44   | 268                  |
| <b>Total</b>          | <b>161</b>                                 | <b>1504</b>          |

The Board of Education members were individually interviewed. The Central Office staff had two group meetings and several individual interviews, including one with Dr. Title. The entity of the Town of Fairfield was interviewed with Selectmen, Board of Finance, Representative Town Meeting members, and other town elected officials and employees participating in individual meetings as well as group meetings. Five open invitation community forums for staff and community were offered at various times in the Central Office and in the Fairfield Public Library.

The responses provided by the individuals and focus groups during the interviews are listed in two places: 1) "Summary of Consistent Themes. . ." which are listed on pages 7 and 8 of the report, and; 2) "Summary of All Reported Comments and Observations..." which begin on page 9. They are listed alphabetically with no attempt to prioritize them. A separate appendix beginning on page 25, lists all comments made by survey respondents, in no particular order, although any extremely negative statements about single individual(s) have been redacted. Finally, a first draft of desired characteristics for the new Superintendent, discussed with the entire Board on May 25, 2106, can be found on page 25. A confidential list of prospective Superintendent candidates completed as part of the online survey will be submitted to the Board a separate document.

The 1504 respondents on the on-line survey represent an outstanding cross sampling of the different groups engaged with Fairfield Public Schools. Parents and community members were especially well represented with 40 individuals attending meetings in person and 1090 individual responses to the on-line survey. Fairfield Public School staff members were also well represented with 73 meeting the consultants in person and 355 individuals responding to the on-line survey. The on-line survey comparative statistical analysis, ranking desired characteristics sought in the new superintendent, and the open-ended comments amplify the findings and themes from the focus groups.

It should be emphasized that the data from the focus groups are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the consultants' judgment, they warranted the Board's attention.

### ***Strengths of the District***

When asked about the strengths Fairfield Public Schools, almost every person and group interviewed cited the quality of life, the size of the Town and the extremely high performing schools. The location of the Town along the shore of Long Island Sound with easy and plentiful access to New York City was seen as attractive. Town resources such as the library, ocean and lake beaches, golf courses and the presence of two higher education campuses were viewed as positive community amenities. The vitality and liveliness of the retail shops and restaurants were also cited as strengths.

Although occupying more than 31 square miles, the Town of Fairfield and the Fairfield Public Schools work collaboratively to create and insure the vibrancy of a small town community. The leadership of the elected officials and staff of both the Town and the Schools have, for the most part, maintained stability and commitment that fosters a steady path of support for the Fairfield Public Schools. One respondent said this is truly a place "where the entire town raises the child."

The small size feel of Fairfield Public Schools was seen as strength for finding a way and a means for every child to succeed. There is great pride from all respondents in the commitment to the

individual child and providing the opportunity to give individualized attention and resources to each student. The small geographic size and proximity of the schools also allowed students, teachers and administrators throughout the district to know each other through academic, as well as personal endeavors.

Many focus group and survey respondents went out of their way to praise the quality of Dr. Title's leadership and tenure. Especially noted about his leadership was his ability to model professional development to the administrators and teachers. His focus on instructional leadership was noted and many administrators said that he had helped them become a better instructional leader. Of particular note, his mastery and transparency of the budget process were cited by respondents. Representative Town Meeting representatives and Board of Finance members gave high praise to Dr. Title for his ability to explain and promote the revenues expended towards the schools. All respondents felt that the new superintendent must also possess these political and financial skills to ensure continued support for Fairfield Public Schools in the Town of Fairfield.

Focus group participants and survey respondents view the educational program as soundly based in core curriculum, arts programs, and specialized programs (with frequent mention of Special Education) that provide unique opportunities for all students to reach academic goals yielding high achievement. The quality of the teachers and the entire staff was consistently referenced. Many of the employee participants were either products of Fairfield Public Schools or were residents with children attending Fairfield Public Schools. Many teachers were pleased that their compensation allowed them to live in Fairfield or in neighboring districts. Frequent mention was made of the dedication of the professional staff and their relationships with their students. Students, parents, and community members made reference to teachers and building administrators that went "above and beyond" in assuring the academic needs of all students were met regardless of budget or program constraints with which they may have been faced. Students were also pleased to acknowledge the presence of district administrators, teachers and building administrators in other aspects of their lives (the arts, sports, mentoring, etc.). Administrators mentioned that the reputation and work culture of the district attracted a high number of applicants for administrative and teaching positions.

Parent involvement and support is also at the highest level. The PTSA's of Fairfield Public Schools have the highest participation rate in Connecticut and have been recognized at the state level for this active parent support. Teacher participation in the PTSA's is also at a very high level with teacher representatives serving on the executive Boards of the schools. However, high parent involvement and expectations can also be a challenge.

The facilities are in very good condition and improvements continue with new roofs and solar installations underway. The Town and Fairfield Public Schools have committed funds for growth, renovation and school safety that make the facilities function at a very high level.

The community is in many ways defined by the pride and support given to the schools. Recent growth, increasing housing values and a competitive real estate environment all lead back to the quality of the schools. Fairfield is a much sought after community to provide the best education for children.

Fairfield is truly one of the most unique communities in the United States. While many towns, cities and other communities have visions, hopes and plans to become a great place to live, Fairfield has been the epitome of a great place to live for decades. Due to a citizenry that continues to find ways to improve its town and its schools each and every year.

### ***Challenges/Concerns/Issues Facing the District***

Funding is always a concern and was mentioned frequently by respondents. Connecticut will be reducing state aid, but Fairfield Public Schools receives less than 5% of its budget from state aid so immediate impacts should be small. But funding is linked to citizen support and in recent years, a vocal and active anti-tax group is questioning and trying to limit the amount expended by Fairfield Public Schools. Every respondent mentioned this anti-tax group and even had some pride in telling stories about how they had survived “the attacks” of the group. In moving forward, respondents voiced a preference that the new Superintendent be able to maintain collaborative working relationships where they exist. The Superintendent should also initiate new strategies to work with the anti-tax group that permit the transparent development and implementation of budgets that support the District Improvement Plan and a clear vision for the forward movement of the district. The challenge of dealing with contentious and negative election issues, with candidates from both sides of funding schools, will have to be effectively handled.

Fairfield’s growth and property turnover is leading to a much higher socio-economic per capita income, and the rise in real estate prices and taxes are leading the loss of diversity in age, ethnicity, and income. Fairfield is trending toward becoming a bifurcated community with low-income citizens, wealthy citizens and not many citizens or families in the middle. Concomitant to these trends are issues that encompass an increase in diversity including English Language Learners and students in poverty. One school has been identified by the Connecticut State Department of Education for racial disparity and one other school is close to falling into that category. All elementary schools are currently serving geographic areas surrounding each school and many fear that major redistricting would need to occur to provide relief for the school with racial disparity. The contiguous border with Bridgeport is where more of the diverse, both ethnic and low socio-economic population is located. The new superintendent and the Board must work together to ensure the challenges of diversity and impact on schools does not impact student achievement.

Many parents noted concerns about curriculum issues, especially math. Coupled with that concern is one of communication and transparency. Parents and community members voiced a need for administration to increase openness in district decision-making as well as district communications regarding curriculum. Parents shared several instances of delayed information and/or no information received regarding curricular initiatives. Parents felt that when curriculum or similar challenges/questions are asked a defensive posture is sometimes the response and some parents noted no response at all. School administrators felt they were addressing student achievement issues in math and that the concerns were generated by a small minority of board members and parents. A few respondents were concerned that helping students at risk was diminishing opportunities and advancement for high achieving students. Examples cited were eliminating or combining high school courses. At the other extreme, many staff, students and parents were concerned that the emphasis on college preparation was not allowing for students to feel comfortable or even allowing Fairfield Public Schools to offer programs for students interested in non-college bound programs. Student well-being was also noted as a need for students under many different types of stress in the Fairfield Public Schools.

The staff is well respected but there are different perceptions of quality. Central office staff and school-based administrators were proud of their District Improvement Plan and of professional development. Teachers on the other hand were not satisfied with professional development and had very little knowledge of the District Improvement Plan. The teachers had frustrations on many levels and felt they had little opportunity for input and that their opinions were rarely sought or taken. The new superintendent should establish an open and responsive communication system to ensure teacher input and concerns are included as a standard operating procedure.

One last overall concern frequently cited was the decorum of the meetings of the Board of Education. Emotional and unproductive meetings were seen as counterproductive to a great school district. There was strong desire that the Board and the new superintendent have an understanding of how to air, discuss and build consensus on important issues such as curriculum. Unanimous consent is not the goal, but reducing emotional and accusatory meetings would be a much sought after result.

Despite these concerns, the citizens and especially the Board, staff and parents should and continue to be very proud of the many strengths and accomplishments of the Fairfield Public Schools.

### ***Desired Characteristics***

The most often-mentioned response to this question was a passionate educator able to maintain the current achievements yet provide a vision for continuous improvement for FPS. Many expressed a desire not to change anything dramatically, but some of the same respondents not wanting much to change also desired a vision of how to address many of the concerns cited in the previous section.

The new superintendent must be a community builder! Relationships in Fairfield for the Superintendent extend far beyond the Board and the school staff. A harmonious and productive relationship must exist with the Town of Fairfield officials, Selectmen, Board of Finance, Representatives to the Town Managers, public safety and staff.

The successful candidate should also be a great communicator who can reach out to engage the entire community, especially those citizens with no children in the schools. Communicating and connecting with the teachers will also be vital to the success of Fairfield Public Schools. Community involvement and visibility in schools and the community is highly desired.

The candidate should also be able to analyze and create a strategy to ensure standard operating procedures, curriculum and instruction occur with greater consistency in all schools for all students.

Honesty, ethics and integrity were also frequently mentioned. Many expressed a desire for the candidate to live in Fairfield, but the underlying theme is high visibility in all aspects of the schools and community functions

In summary, the high level of survey responses, along with participation in the focus groups and community meetings, are strong indicators of a school district that is very proud of the past

accomplishments, but seek a talented leader who can build on the excellence and move the district forward in communication and continued and improved high student achievement.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We will seek a new superintendent who can work with the Fairfield Board of Education to provide the leadership needed to continue to raise academic standards and student performance in spite of enrollment fluctuation and facility challenges, while meeting the unique needs of each of its students.

The consultants would like to thank all the members of the Fairfield Board of Education who provided valuable information through individual meetings, as well as Superintendent of Schools, Dr. David Title, for sharing time with us. We would like to thank all the individuals who participated in the focus meetings for their candid “on the ground input” and specificity in dealing with the positive aspects of the district, varying challenges facing the district in the future, and comments regarding characteristics they would like to see in the new superintendent. Equally important was the input provided through the online survey in ranking the top characteristics for the new superintendent and candid comments regarding the superintendent search. We would also like to thank the Fairfield School District staff members and Fairfield Township community members who were most accommodating and always made us feel comfortable as we borrowed office space, navigated our way through the Fairfield Central Office complex at 501 Kings Highway East, and visited the Fairfield Public Library and the three high schools. Finally, a very special thank you is extended to Margaret Brown, Administrative Assistant to the Superintendent, who assisted us greatly in identifying constituent groups and coordinating meeting times within the Fairfield School District community.

Respectfully submitted,

Dwight Pfennig, Ed. D.  
Brad Draeger, Ed. D.

## **SUMMARY OF CONSISTENT THEMES FROM INTERVIEWS AND FOCUS GROUP MEETINGS**

### ***Strengths***

- A strong and challenging academic curriculum that presents high expectations for students
- An engaged community (public, parents, town government) that supports education
- Citizens who understand the value of education and what's offered by the district
- Co-curricular and extra-curricular activities that support the arts, athletics
- Commitment to Special education programs to meet the needs of students
- Committed parents who provide timely assistance to the school district
- Diversity that exceeds other Fairfield County school systems
- Encouragement to implement best practices and successful current educational trends
- Even though not a small town a strong sense of community
- Fairfield's location and access to higher education, the arts, businesses, and recreational opportunities
- Fairfield's sense of community (small town feel)
- Financial leadership in school district budget development and implementation
- Great students
- High performing district that is still focused on improving
- Largest PTA in the state of Connecticut - 30% of CT participation is in Fairfield
- Schools and staff are welcoming
- Strong relationships with higher education (providing interns and student teachers)
- Students come back to Fairfield to raise their families
- Talented teachers that are dedicated, committed, and responsive to parents as well as students
- Town and the community support for financial resources for the schools

### ***Challenges/Concerns/Issues***

- Achievement data provided to parents should be consistent, available, and user friendly
- Alignment of regular education curriculum and special education curriculum
- Avoiding the hit or miss approach of reaching parents with student information
- Building collegial relations with singular and multiple issue groups as well as the business community
- Challenges of hiring a new Deputy Superintendent
- Culture of work should be inviting place - trust is important
- Effectively dealing with Federal, State and local budget constraints
- Improve communication and timely provision of documentation from the central office
- Legal costs that continue to increase
- Maintaining a breadth of programs (especially at the secondary level)
- Maintaining excellent working relationships with the Selectmen, RTM, BOF
- Planning for continued maintenance and renovations of older facilities
- Present realistic well-informed and well-communicated initiatives
- Providing assistive and adaptive instructional technology for special education

- Racial disparity
- Schools operating independently—sometimes to detriment of students (creating inequities)
- Structuring program modifications for increased ELL student population and specialized program
- Teachers need to differentiate instruction, it is lacking in FPS
- Welcoming community and staff input in decision making
- Working effectively within a difficult political climate
- Working with challenging Board issues and diverse Board opinions

### ***Desired Characteristics***

- A listener, who is intelligent, respectful, and respected by all stakeholders
- Able to manage all parents' concerns through listening
- Can work toward consensus and buy in from the entire community
- Collaboratively builds a team rather than building agenda's
- Communicates and connects with parents in a caring and cheerful manner through personal meetings and (especially) the website
- Demonstrates leadership by example
- Develops ideas and is able to stand her/his ground
- Develops relationships within all political spectrums
- Engages with teachers in the schools
- Experience and proactive in Hartford concerning budget cuts, unfunded mandates and cost sharing policies
- Experience in managing large capital projects
- Instructional leader with PreK-12 experience
- Systemic thinker who is proactive - not reactive
- Teaching background is desired
- Thinks outside the box - creative in many areas
- Tough and thick skinned
- Understands diversity in all forms
- Visible in schools, attends functions, approachable, and more engaged with students
- Willing to listen and observe while learning the district – doesn't start changing things immediately
- Works well and communicates effectively with the Board, Selectmen, and RTM



# SUMMARY OF ALL REPORTED COMMENTS AND OBSERVATIONS FROM INTERVIEWS AND FOCUS GROUP MEETINGS

## *Strengths*

- A balance between student spending and what is offered for students
- Academics - good job of challenging students
- Administrator leadership is very strong - central office and school based administrators
- Alternative school is very conducive for many students
- An education centric community
- Balance of above average financial influence and engagement with school district by the community
- Best practices and current educational trends are encouraged
- Block scheduling is accepted
- Career and tech program is excellent and expanding
- Citizens really love this town
- Close proximity to NYC - one hour by train or car
- Coaching for language arts and math specialists to help teachers grow
- Co-curricular events with town and schools are very strong
- Collegial work atmosphere
- Commitment to special education - especially at a younger age
- Committed parents – providing event and short term assistance
- Community learning - alternative high school students work in elementary schools
- Community's heterogeneity from Bridgeport to Westport
- Comprehensive district improvement plan
- Culture of teacher leadership is present
- Curriculum is revised and written and regularly (also a challenge/concern)
- Dedicated and outstanding committed staff
- Deep history of the district - many teachers and families have come through the system
- Depth and breadth of curriculum high schools
- Director of Elementary, math and language arts specialists are all very strong supporters of school administrators
- Diverse, non-pressured community with solid academics
- Diversity of community (i.e. pockets of Indians, Asians, LGBT)
- Each school can write their own plan to align with district plan
- Economic diversity is served by town facilities
- Education is very well supported in the community
- Educational structure is working well
- Engaged community (public, parents, town government)
- Environmentally friendly town and schools
- Even though not a small town a sense of community
- Excellent music and art programs
- Excellent relationship with the Town of Fairfield
- Extracurricular are very strong and need to be maintained
- Facilities are in good shape

- Fairfield provides a quality Special Education program with quality services
- Families and committed parents—maintaining the rankings
- Families are attracted to the community and family oriented activities
- FEA has strong leadership and ready to partner with administration in any way possible—superintendent has to be willing to partner
- Fiscally responsive and sensitive to the community's socio economic status
- FPS attracts a great pool of teachers and administrators and has a strong relationship with the town
- Good relationships with higher education (providing interns and student teachers)
- Great kids
- Great outcomes for students—personal experience of teachers
- Great town recreation department
- Great work under current superintendent (high expectations for data team)
- High expectations for staff and students within a high quality program
- High graduation rate – low dropout rate--85% attend college
- High performing and still focused on improving - even with increasing diversity
- High school schedule change--implemented
- Higher education and cultural activities within the community
- Historic reputation of the district
- Housing values are strong
- Human resources, human capital
- Innovative program and focus on twenty first century skills
- Instructional rounds for teachers is outstanding
- International day activities were very strong
- Knowing the budget inside and out, the Superintendent is a financial leader
- Largest PTA in the state of Connecticut - 30% of CT participation is in Fairfield
- Leadership opportunities are available through clubs and other activities
- Library and performing arts are strong
- Location beaches, access to higher education, and retail opportunities, proximity to NYC
- Long-term facility plan
- Majority of the people are upper middle class or more
- Many families and students stay
- Many shops and restaurants - downtown is vibrant bringing events and people together
- Music department is very strong—trips tie in talent with fun
- Neighborhood schools in large town
- Passionate parents enthusiastically support their students (many volunteers) and education as a whole
- People are not pretentious
- People run for RTM's to ensure education remains strong
- Population is changing but achievement gap is being addressed
- Portable classrooms have been reduced
- Preventative maintenance is strong
- Private education in a public school
- Pro political groups surfaced from both parties that supported education during recent election
- PTA principal of the year came from Fairfield

- PTA, teachers, and administrative involvement in town
- PTA's provide enrichment programs in all schools
- Public facilities provide an excellent quality of life
- Residency officer checks (60 a year)
- Resources for schools are good
- Revamped administrative meetings—respect and valuing the time of administrators
- School district is more diverse than other Fairfield County school systems
- School management plans link to district plan
- Schools and staff are welcoming
- Senior citizens who understand the value of education and what's offered by the district
- Size of district is large but responsive
- Small elementary schools form a strong community
- Some HS extracurricular programs are combined (ski, hockey)
- Special education services are excellent
- Staff stays stable though the pay is not at the top of Fairfield County
- Strategic plan to be best in class
- Strength in teachers (they value para-professionals who support them)
- Strong culture of collegiality
- Strong curriculum (wide breadth and depth of course are offered to students) and consistency of alignment among the schools in the district
- Strong focus on data—district and school data teams in place
- Strong music program
- Strong parent participation
- Students are high achievers who can function on-line with technology
- Students come back to Fairfield to raise their families
- Students do well in academics, the arts, sports and extra-curricular activities
- Superintendent has great political skills and is the epitome of an instructional leader
- Supportive team of administrator's in schools and central office
- Tax dollars go a long way in Fairfield
- Teacher evaluation plan is focused on professional growth
- Teachers and administrators - very strong staff
- Teachers are dedicated, talented, committed, and responsive to parents
- Teachers/Staff (union members) who do what's right for students
- The money we pay (taxes) and the value we get from school system and town
- The town and the community support financial resources for the schools
- Town government schools and schools work well and partner very well
- Town has character and amenities and is a great mix of cultures and diversity
- Town is family oriented—with a great school system as the main attraction
- Town is nice, has a small town feel with sense of community, and outstanding resources
- Town services are great - high taxes but still one of the lowest in Fairfield County
- Town well-funded
- Tremendously strong PTA's and other support from the community
- Triple A bond rating of the town
- Two outstanding high schools
- Very diverse district culturally and socio economically - something is offered for all students to connect with some form of the curriculum

- Very secure and safe school district - great relationship with public safety
- Wide range of diversity of options for students--auto mechanics to AP classes

### ***Challenges and Priorities***

- Absences are being tracked - mental health days to finish reports - emails sent
- Achievement data provided to parents should be consistent, available, and user friendly
- Achievement gap—needs to be addressed—including students with disabilities
- Active and involved parent community
- Address the large turnover of para-professionals
- Addressing a sometimes hostile work environment
- Addressing the autism issues of the district
- Addressing the stigma of public schools not being as good as private schools
- Administration is thin—only one administrator in every elementary school
- Aligning curriculum and special education curriculum and professional development in so many schools is difficult
- Allocating resources well to meet all student needs
- Allocation of funding - Pre-K tuition is not returned to the program
- Alternative HS facilities could use improvement
- Angry people tend to be the attendees and speakers at public meetings
- Anti-tax group is strong and vocal
- Arts are frequently targeted for budget cuts—balanced programs are needed
- Assistive and adaptive technology is hard to get for special education
- Avoid comparisons with other districts that are not always fair
- Avoiding the hit or miss approach of reaching parents with student information
- Balancing teaching with assessing
- Better communication needed from the Superintendent's office
- Better transitions, especially activities between the different school
- Big district
- Board moved to more reasonable in the last election – some demonstrate ignorance of the role of public schools to educate all children
- Board politics - not supportive in philosophy or fiscally (may change with subsequent elections)
- Breadth of programs, especially at secondary level
- Budget constraints—per pupil expenditures have decreased
- Budget cuts impacted facility maintenance
- Budget pressures – funding cuts from the state and radical groups (anti-tax) are trying to limit funding
- Budget process is very Connecticut oriented (BOF, RTM)
- Building administrators are not great with working with teachers—has not been a priority
- Building collegial relations with singular and multiple issue groups as well as the business community
- Central office doesn't know what school-based administrators do
- Central office is not visible in schools
- Challenge of principals as non-crisis managers becoming crisis managers
- Challenges of hiring a new Deputy Superintendent

- Challenging Board Members – some don't understand roles and responsibilities of the Board - they act on a whim
- Changing Board makeup and politics—But Town Charter will always maintain 5/4
- Classroom instructional evaluations (rounds, observations) are stressful and intrusive - too much in too short a time
- Clear vision—with lag of implementing it
- Climate surveys
- College prep is overemphasized - expectations for all do not fit every student
- Combine more music department activities together
- Communicate with the community more
- Communicating with parents about ES schoolwork is needed
- Communication has improved—website is improved—but communication must continue to improve (many view communication as poor)
- Connecticut is cutting educational funding
- Continue to improve on achievement
- Continuous retraining for Maintenance Director and Safety Director
- Continuous updating the facilities is still needed (science rooms)
- Creating better relationships among all school departments and the community
- Culture of work should be an inviting place to work—trust is important
- Current Superintendent has improved the budget process - it will be a hard act to follow
- Curriculum issues (i.e. K-12 curriculums viewed as a continuum; math program approval; development of HS courses)
- Dealing effectively with racial imbalance (disparity) through discussion of viable options and careful, well-informed and well-communicated implementation
- Dealing with divisiveness and the over-emphasis on testing
- Dealing with resistance to parent concerns and the “don't ask – don't tell” mentality
- Dealing with the perception of a “top heavy” administration
- Dealing with the public speaking portion of the Board meeting agenda
- Decline in achievement scores are correlated with changing the leveling the courses
- De-leveling is protecting students at the bottom but not advantageous for upper level students
- Despite the diversity – strong desire to maintain neighborhood schools
- Develop GT students with programs beyond project oriented themes which are just more work
- Developing a Gifted and Talented program for the middle school
- Developing comparative budgets that demonstrate equal spending among schools
- District cohesion and communication is sometimes lacking
- District improvement plan took too long to change and needs improved communication for effective implementation
- District Improvement plans take too long to change
- Diverse outcomes are needed to reflect the different cultures
- Diversity challenge is both positive and negative
- Divide between SPED and regular education at the ES level – no one knows who's in charge
- Doing more with less is reaching a critical point - there can't be much less
- Economic diversity – two title 1 schools
- Education system being asked to do more with less
- Elementary student behavior is moving in the wrong direction because of lack of staffing on all levels

- Eleven elementary schools are each unique - but department teaching and communication is not standardized – there is no sharing of best practices
- Eliminating mid-terms and final exams would free up time
- ELL student population is growing - 40% ELL at one school
- Employee pay is slipping in Fairfield County—and turnover is increasing
- Enrollment is dipping—elementary especially
- ES teachers are being asked to do a lot more
- Exit interviews
- Fairfield is built out - impacts budget and enrollment
- Field trips—were good but have become more restrictive from budget and ideology
- Fifth grade general music has been cut
- Filling positions as people leave
- Focus on teacher quality hires
- Forward thinking in science curriculum
- Foster outside experiences for students beyond the classroom
- Fund only initiatives that provide a return
- Get district back to being a system that works with children
- Getting a challenging Board under control
- Gifted program has become more restrictive
- Good infrastructure - facilities in good shape
- Grading is not always even from teacher to teacher
- Grammar and science need improvement at a young age
- GT identification is too restrictive—it impacts outside FPS opportunities
- Health plan move resulted in nothing coming back for teacher
- High expectations overwhelm students sometimes
- High salaries for employee are needed to attract the best
- Honor rolls and trophies for everyone shouldn't be a FPS ideology
- Honors global should be offered at the freshman level
- Improved communication plan (administrators should attend parent meetings)
- Include all groups in annual convocation for employees
- Increasing diversity—ELL, struggling to meet their needs, poverty
- Justifying expansion based on current data (not that which is 2 years old)
- Lack of cohesion in program role outs do to changing admin roles and communication gaps
- Lack of communication—especially at the elementary level
- Lack of consistency in special education
- Lack of diversity in FPS staff
- Lack of metrics analysis curriculum effectiveness (especially in math)
- Lack of respect (in resources and pay structures at the elementary schools)
- Leadership stems from the top, dividing the current school culture (sometimes parents versus teachers - especially about curriculum)
- Legal costs are increasing—especially in Special Education
- Library media program is not robust—because of teaching assignments
- Local financial aid from the state is always being adjusted or eliminated
- Long range planning - continuous updates of all buildings
- Magnet for special education – children and parents come to Fairfield for Special Education—25% of resources go to Special Education

- Maintain and improve the teacher workforce (\$100 million invested in this piece of HR)
- Maintaining a focus on safety and spending more time building capabilities at all school
- Manage the Board to keep them off the teachers
- Math curriculums seems to change every year—parents are concerned
- Math—Singapore was pushed by several Board members and a few parents
- Meeting facility equity (Holland Hill doesn't have a music room)
- Meeting the challenge of getting people to do their jobs
- Meeting the challenges of Common Core (standards are an inch deep and a mile wide on covering topics; standards are sometimes used an excuse for curriculum changes or achievement gaps)
- Middle school curriculum does not reach all learners
- Middle school locations are not geographically serving the areas where the students are located
- More courses available at alternative schools
- More support needed for special education teachers
- More test prep opportunities should be offered - but not at the expense of teaching to the test
- Much second guessing of the instructional staff
- No one should be afraid to speak their mind respectfully
- Non-college options need to be offered
- Not putting off the upkeep of facilities
- Nutrition policies are restrictive and not that welcome
- Obsession on data is creating some of the frustrations - find more natural means of collection
- Older schools need maintenance and renovations (boilers have been replaced)
- Outside providers are being used rather using internal staff in special education
- Paraprofessional pay is not attractive
- Parent engagement - decisions are made, but parents are only invited to see the results of the decisions
- Parents are quick to overreact with legal maneuvering against FPS
- Parents seeking a response from schools or central office don't always get it because of conflict avoidance
- Patronage
- Pay scales are working against hiring and retention
- Politicization of public schools
- Pre-K is not needed - student needs can be addressed through early intervention instead (could be a long term gains from short-term investment)
- Present realistic well-informed initiatives
- Principals don't have a lot of autonomy—but SOP practices are still needed
- Prioritizing initiatives for school leaders
- Professional development for administrators, and teachers needs to be motivational and connected back to the classroom experience
- Professional development support for strong curriculum writing and resources
- Project oriented GT is not advancing students - it's just more work
- Promoting a climate of unity and collaboration early in the decision-making process
- Providing an updated and user friendly website
- Providing benchmarking for testing (not done since CMT's)
- Providing budget data (during budget development process) in EXCEL format

- Providing district information in a timely manner to non-school related groups
- Providing room for all students and personnel to service them
- Providing salaries for para-professionals that are equitable (benefits included)
- Providing students with a curriculum more global in its approach
- Psychologists and social workers require a reduced caseload, overworked
- Push initiatives with no support and UDL is one example of what disappeared
- Reduce waste, fraud and spend wisely – get what we pay for
- Replace volunteer school building committees with professional project managers
- Respect time—initiatives and meetings eat up time—no project plans or accountability
- Review the relationship between leveling courses and decline in achievement
- SAT's required by CT law as HS diploma requirement
- School climate surveys should be used to help guide services for the children
- Schools operate independently—sometimes too much
- Scope is too wide—we need to narrow the focus
- Seventy-five percent of Fairfield homes have a value below \$700,000
- Should be more debate and discussion at Board level – not cut off because it causes fights (principals moves and redistricting had little discussion)
- Site based district has become more centralized - schools are working collectively together
- Social emotional training is not sufficient or practiced (too many AP courses)
- Social equalization is a detriment to FPS and hypocrisy
- Solving (technical) communication problems in schools and when students are traveling
- Some Board members want to acquire power through the selection of the new superintendent
- Some citizens and parents are very vocal and very motivated to not support the public schools
- Some students are not engaged
- Special education class size is too large - and not serving the needs of Special Education
- Special education is growing—Superintendent needs to allocate resources
- SPED decisions need to be collaborative with principals rather than communicated to
- Staff is leery of making mistakes for fear of angry parent/citizens backlash
- Stress of being public employees
- Strong non-core curriculum areas
- Substitute shortages
- Summer acceleration courses should be consistently offered
- Superintendent is not accessible
- Superintendent job should be better defined for students
- Superintendent needs to be involved in the administrative hiring process
- Superintendent salary can be an issue with some citizens
- Support at the building level for Special Education is sometimes not enough when there is only one administrator—FPS uses Paraprofessionals very lightly
- Taking away as well as adding in
- Talented staff
- Talented students
- Taxpayer alliance has a lot of time and money and they love to tap into discontent
- Taxpayer groups consistently burden the schools with time and resource questions to burden the staff
- Teach computer programming—especially at a younger age—not grade 7
- Teacher



- Teacher input is not sought or taken
- Teacher pay is not keeping up with other Fairfield/CT school systems
- Teacher time—especially at the elementary level
- Teachers have too much autonomy; more control is needed to ensure equal delivery of curriculum
- Teachers need to differentiate instruction, it is lacking in FPS
- Technology and maintenance need additional funding from the budget
- Technology leadership needs to address, funding, equity, development of a clear vision, and sound management
- Tension—between central office and school-based administrators—sometimes a lack of trust
- Textbooks still have importance—technology should not overrun core education
- The central office is not an advocate for teachers, the Superintendent should work for the teachers.
- The community does not respect administrators
- Too many Initiatives needs to be scaled back
- Too much college push - disconnects from many students
- Town walking a tightrope, too often FPS expectations emulate those of the wealthier towns to the south
- Trade schools should be viable options for students
- UConn courses - should be offered more to high school students
- Unrealistic expectations (often for singular concerns rather than everyone’s concerns)
- Utilize hiring practices that realistically reflect what jobs are all about and use staff effectively
- Vast distrust in the Board of education
- Welcoming community and staff
- Working effectively within a difficult political climate

### ***Desired Characteristics for the Next Superintendent***

- A listener, who is intelligent, respectful, and respected by all stakeholders
- Ability to capture best practice
- Ability to influence state education officials
- Ability to work with a dysfunctional board
- Able to brave all the parents through listening
- Accessibility and team approach are important
- Accessible to Board members as well as the community stakeholders
- Advocates for Special Education
- Allow difference between buildings but maintain equity in programs, staffing and resources
- Allow teachers to teach
- Allows central office information to be shared among all stakeholders
- Analytical skills needed
- Appreciative and user of existing talents
- Approachable and articulate
- Be accountable to the parents
- Broad vision of education
- Budget and finance experience
- Can operate the school district like a business (cost effectiveness over time)

- Can work toward consensus and buy in from the entire community
- Clear informed philosophical base that supports a clear vision
- Collaboratively build a team rather than build agendas
- Come to every school and model teaching and be in classes
- Communicating and connecting with parents in a caring and cheerful manner through personal meetings and (especially) the website
- Communicating with all union leaders on a regular basis (used to occur – no longer does)
- Concerned about the social and emotional needs of the children
- Consensus builder
- Courageous with values and integrity
- Creative financial manager- do a lot with a little
- Creative solutions needed for racial disparity rather than redistricting
- Curriculum and finance knowledge
- Deals effectively with CT financial realities
- De-leveling is protecting students at the bottom but not advantageous for upper level students
- Demonstrates leadership by example
- Develop relationships on all political spectrums
- Develops ideas and is able to stand her/his ground
- Diplomacy is important—especially with town officials
- Doesn't "lose it" over minor issues with the Board
- Doesn't live in an ivory tower – understands what's going on and goes to the Board to argue for things
- Doesn't marginalize the roles of parents
- Don't overemphasize test scores
- Early intervention for Fairfield and possibly the State of CT
- Early interventionist—and support the mental health issues of students
- Emphasis on positive work culture
- Encourages people moving on their own
- Engages with teachers in the schools
- Excited about roof replacements
- Experience and proactive in Hartford concerning budget cuts, unfunded mandates and cost sharing policies
- Experience in a middle to large district
- Experience in managing large capital projects
- Experience in unions and collective bargaining
- Experienced with high expectation parents
- Favors early intervention rather than Pre-K
- Financial acumen
- Financial acumen – understand the economics of education
- Financial acumen and relationship with the Town officials is critical to success
- Flexible
- Fund only initiatives that provide a return
- Gets along with all different levels of intelligence and is friendly
- Good communicator
- Good listener
- Grammar and science need improvement at a young age

- Great public speaker, visible and transparent
- GT identification is too restrictive—it impacts outside FPS opportunities
- Guides and leads as a role model for PD
- Her/his business acumen doesn't cloud the academic vision
- Highly engaged with schools and students
- Honor the work of the district, while weaving personal agenda and vision
- If possible, CFO experience
- Instructional leader with PreK-12 experience
- Integrity
- Invests time in the district and makes staff a priority
- Involved and visible with students - especially the alternative school
- Is able to effectively “freeze” the budget
- Is the “lead dog” on all academic issues
- Just likes kids
- Keenly aware of Fairfield's place in CT
- Keep the majority of people happy by proactive communication about operations
- Leader with thoughts and means of how to make things happen
- Leaders with vision are welcome
- Limits initiatives and protects teacher's instructional time
- Lives in town and is invested in the community
- Manage the processes—rather reinvent the educational wheel
- Must listen be transparent and respond—filter out the noise – listen and respond to legitimate issue
- Nationwide search—possibly Massachusetts
- New perspectives are needed
- No fists on table
- Not afraid to push
- One test indicator
- Open mind—curriculum with new eyes
- Passion about educational leadership—not about management
- Personable and nice—understands—but doesn't micro manage
- Personality that sets the tone between the educational system and the community
- Political savvy – lobbying experience on state and local level, dealing with town officials
- Proactive, rather than reactive problem solver
- Promote a belief system that does not rely on testing and common core
- Protect planning time for teachers—minutes are taken of meetings
- Proven track record
- Proven track record of identifying weaknesses and making an action plan and implanting the plan
- Provide effective and timely communication that directly answers all questions
- Provides real time data for BOE and town bodies for effective comparative purposes
- Raises the bar of communication to all stakeholders
- Recognizes the professionalism and expertise that educators bring to issues
- Reflective and courageous
- Safe school starts at the top
- Savvy with finance and politics (understands importance of who and how you know)

- Security and safety knowledge and strongly support the safety program
- Sees beyond ideology of honor roles and trophies
- Sees through instant and small complaints
- Sense of humor
- Social equalization is a detriment to FPS and hypocrisy
- Social media savvy
- Someone who approaches her/his work from experience not just theory
- Someone who views management concerns as important as academic concerns
- Someone with a thick skin
- Someone with stamina for budget and finance - creating transparency for the entire community
- Sophistication and knowledge is needed for working with community boards and committees
- Special Education experience is needed
- Strong advocate for mental health services
- Strong background in early and intervention education
- Strong communicator
- Strong leader with an educational background
- Superintendent should support a comprehensive curriculum and more career (rather than college) preparation
- Supportive of elective programs
- Supportive who advocates for administrators
- Systemic thinker who is proactive - not reactive
- Teaching background is desired
- Teaching experience (on several levels if possible)
- Technology experience and knowledge is very important
- Textbooks still have importance—technology should not overrun core education
- Think outside the box—creative in many areas
- Tough and thick skinned
- Trust
- Understand equity in programming in budget
- Understanding and willing to listen/engage
- Understands diversity in all forms
- Understands operational aspects of the district as well as technology
- Understands role of CEO in providing clear leadership and selection of personnel
- Understands the need to begin to teach computer programming on an elementary level
- Use visible engagement to make decisions about students
- Uses town hall settings to break down budget presentations
- Values all levels of learning—not just catering to the elite parents—help the middle tier
- Values risk taking
- Views Pre-K to 12 programs as important for the entire spectrum of students
- Views social and emotional learning as important
- Visible in schools, attends functions, approachable, and more engaged with students
- Vision and philosophy both needed
- Visits schools and staff for discussion (input)
- Willing to listen and observe while learning the district – doesn't start changing things immediately
- Works well and communicates effectively with the Board, Selectmen, and RTM

## Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 1,504 stakeholders. Over half of respondents were parents (57 percent). Eighteen percent were teachers, and another 15 percent were community members. The rest were students, support staff, and administrators.

| <b>Stakeholder Group</b> |             |              |
|--------------------------|-------------|--------------|
|                          | Frequency   | Percent      |
| Administrator            | 32          | 2.1          |
| Community Member         | 227         | 15.1         |
| Parent                   | 863         | 57.4         |
| Student                  | 59          | 3.9          |
| Support Staff            | 55          | 3.7          |
| Teacher                  | 268         | 17.8         |
| <b>Total</b>             | <b>1504</b> | <b>100.0</b> |

*Percentages may not add to one hundred percent due to rounding.*

The top-rated characteristics respondents selected for a superintendent were:

- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)
- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (CC)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)

Percentages of respondents overall who selected each item, as well as percentages by stakeholder group, are given in the tables on the following pages. Benchmark results from over one hundred and twenty comparable districts, incorporating the ranking of over sixty thousand stakeholders, are also provided in the table to allow for a comparison of results to national norms.

In addition, differences were examined for statistical and practical significance to determine whether the mean scores by stakeholder group differed. Results indicate that, for many items, the various stakeholders were in agreement. On the other hand, there were several items that certain stakeholders valued more than others.

- Parents were significantly more likely than teachers to choose the Vision & Values item “Strive for continuous improvement in all areas of the District.”
- Teachers were significantly more likely than community members to choose the Vision & Values item “Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.”

- Community members and parents were significantly more likely than support staff and teachers to choose the Vision & Values item “Promote high expectations for all students and personnel.”
- Teachers were significantly more likely than community members, parents, and support staff to choose the Instructional Leadership item “Hold a deep understanding of the teaching/learning process and of the importance of educational technology.”
- Community members and parents were significantly more likely than support staff and teachers to choose the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students, including special needs populations.”
- Teachers were significantly more likely than community members to choose the Instructional leadership item “Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.”
- Parents were significantly more likely than teachers to choose the Instructional Leadership item “Utilize student achievement data to drive the District’s instructional decision-making.”
- Students were significantly more likely than community members to choose the Community Engagement item “Be visible throughout the District and actively engaged in community life.”
- Parents, students, and teachers were significantly more likely than administrators to choose the Community Engagement item “Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.”
- Community members were significantly more likely than parents and teachers to choose the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Administrators were significantly more likely than community members, parents, support staff, and teachers to choose the Communication & Collaboration item “Seek a high level of engagement with principals and other school-site leaders.”
- Support staff and teachers were significantly more likely than administrators, community members, parents, and students to choose the Communication & Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Administrators, support staff, and teachers were significantly more likely than community members, parents, and students to choose the Communication & Collaboration item “Lead in an encouraging, participatory, and team-focused manner.”
- Teachers were significantly more likely than parents to choose the Communication & Collaboration item “Involve appropriate stakeholders in the decision-making process.”
- Community members and support staff were significantly more likely than parents and teachers to choose the Management item “Be an effective manager of the District’s day-to-day operations.”
- Community members and parents were significantly more likely than students and teachers to choose the Management item “Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.”
- Community members were significantly more likely than administrators, parents, students, support staff, and teachers to choose the Management item “Effectively plan and manage the long-term financial health of the District.”
- Parents were significantly more likely than teachers to choose the Management item “Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.”

- Parents were significantly more likely than administrators to choose the Management item “Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.”

| <b>Percentage of Respondents Who Selected Each Item (By Subgroups)</b> |   |                        |             |            |            |              |              |           |               |
|--|---|------------------------|-------------|------------|------------|--------------|--------------|-----------|---------------|
| Number indicates rank order by overall results                         |   | National HYA Benchmark | ALL (1,504) | Admin (32) | Comm (227) | Parent (863) | Student (59) | S.S. (55) | Teacher (268) |
| <b>1</b>   | Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.                    | 45%                    | <b>53%</b>  | 25%        | 47%        | 53%          | 58%          | 55%       | 60%           |
| <b>2</b>   | Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.                          | 40%                    | <b>46%</b>  | 53%        | 36%        | 38%          | 31%          | 67%       | 81%           |
| <b>3</b>   | Have a clear vision of what is required to provide exemplary educational services and implement effective change.                     | 39%                    | <b>42%</b>  | 47%        | 38%        | 46%          | 27%          | 42%       | 36%           |
| <b>4</b>   | Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.                                    | 33%                    | <b>41%</b>  | 25%        | 39%        | 47%          | 32%          | 44%       | 27%           |
| <b>5</b>   | Hold a deep understanding of the teaching/learning process and of the importance of educational technology.                           | 35%                    | <b>38%</b>  | 38%        | 26%        | 39%          | 34%          | 25%       | 51%           |
| <b>6</b>   | Effectively plan and manage the long-term financial health of the District.   | 30%                    | <b>38%</b>  | 22%        | 59%        | 38%          | 24%          | 33%       | 26%           |
| <b>7</b>   | Align budgets, long-range plans, and operational procedures with the District’s vision, mission, and goals.                           | 24%                    | <b>36%</b>  | 44%        | 49%        | 39%          | 19%          | 29%       | 22%           |
| <b>8</b>   | Promote high expectations for all students and personnel.   | 34%                    | <b>33%</b>  | 31%        | 36%        | 38%          | 36%          | 15%       | 20%           |
| <b>9</b>   | Identify, confront, and resolve issues and concerns in a timely manner.   | 31%                    | <b>33%</b>  | 38%        | 31%        | 34%          | 37%          | 38%       | 25%           |
| <b>10</b>  | Increase academic performance and accountability at all levels and for all its students, including special needs populations.         | 33%                    | <b>32%</b>  | 19%        | 33%        | 41%          | 29%          | 18%       | 10%           |
| <b>11</b>  | Lead in an encouraging, participatory, and team-focused manner.   | 31%                    | <b>32%</b>  | 56%        | 21%        | 27%          | 25%          | 42%       | 53%           |
| <b>12</b>  | Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning. | 22%                    | <b>29%</b>  | 6%         | 29%        | 32%          | 31%          | 25%       | 24%           |

| <b>Percentage of Respondents Who Selected Each Item (By Subgroups)</b> |   |                        |             |            |            |              |              |           |               |
|--|---|------------------------|-------------|------------|------------|--------------|--------------|-----------|---------------|
| Number indicates rank order by overall results                         |   | National HYA Benchmark | ALL (1,504) | Admin (32) | Comm (227) | Parent (863) | Student (59) | S.S. (55) | Teacher (268) |
| 13   | Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs and professional development | 27%                    | <b>29%</b>  | 38%        | 25%        | 30%          | 19%          | 18%       | 34%           |
| 14   | Maintain positive and collaborative working relationships with the school board and its members.  | 25%                    | <b>26%</b>  | 31%        | 21%        | 26%          | 24%          | 24%       | 30%           |
| 15   | Strive for continuous improvement in all areas of the District.   | 31%                    | <b>25%</b>  | 25%        | 21%        | 29%          | 25%          | 22%       | 17%           |
| 16   | Communicate effectively with a variety of audiences and in a variety of ways.   | 27%                    | <b>25%</b>  | 38%        | 20%        | 24%          | 34%          | 31%       | 27%           |
| 17   | Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.   | 30%                    | <b>24%</b>  | 28%        | 19%        | 23%          | 29%          | 25%       | 32%           |
| 18   | Be visible throughout the District and actively engaged in community life.  | 33%                    | <b>23%</b>  | 31%        | 18%        | 22%          | 37%          | 35%       | 28%           |
| 19   | Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.  | 33%                    | <b>23%</b>  | 38%        | 17%        | 22%          | 14%          | 22%       | 30%           |
| 20   | Seek a high level of engagement with principals and other school-site leaders.  | 21%                    | <b>21%</b>  | 47%        | 15%        | 24%          | 22%          | 13%       | 16%           |
| 21   | Involve appropriate stakeholders in the decision-making process.  | 23%                    | <b>20%</b>  | 31%        | 21%        | 16%          | 14%          | 16%       | 29%           |
| 22   | Be an effective manager of the District's day-to-day operations.  | 21%                    | <b>19%</b>  | 13%        | 28%        | 17%          | 27%          | 36%       | 14%           |
| 23   | Act in accordance with the District's mission, vision, and core beliefs.  | 27%                    | <b>14%</b>  | 19%        | 15%        | 13%          | 14%          | 25%       | 11%           |
| 24   | Develop strong relationships with constituents, local government, area businesses, media, and community partners.   | 22%                    | <b>13%</b>  | 28%        | 20%        | 12%          | 19%          | 9%        | 11%           |
| 25   | Utilize student achievement data to drive the District's instructional decision-making.   | 17%                    | <b>11%</b>  | 16%        | 11%        | 12%          | 17%          | 5%        | 5%            |

|            |                               |                                    |                                 |  |                     |
|------------|-------------------------------|------------------------------------|---------------------------------|--|---------------------|
| <b>Key</b> | <b>VV-Vision &amp; Values</b> | <b>IL-Instructional Leadership</b> | <b>CE- Community Engagement</b> | <b>CC- Communication &amp; Collaboration</b> | <b>M-Management</b> |
|------------|-------------------------------|------------------------------------|---------------------------------|--|---------------------|





## **Fairfield Public Schools Superintendent of Schools Desired Characteristics**

After seeking input from its Board members, parents, staff, students, and community via focus groups, interviews, and an online survey, the Board of Education of the Fairfield Public Schools (FPS) seeks a strong educational leader who possesses the following characteristics:

- Humility and resilience in the face of dealing with difficult decisions and varying opinionated personalities.
- Accessibility to and for community groups and organizations that is transparent and welcoming.
- Excellent financial acumen.
- Teaching and administrative experience that serves as a foundation for understanding differentiation of instruction, meeting individual student needs, and making sound program adjustments.
- Adaptability in developing a professional presence that is demonstrated through visibility.

With regard to leadership experiences and accomplishments, the successful candidate will:

- Demonstrate clear and effective means of defining Fairfield's diversity through previous evidence based experiences and be able to apply what has been experienced to meet increased challenges presented by changing demography.
- Demonstrate community engagement and transparency built upon trust, honesty and integrity, regardless of issues at hand and/or problems to be solved.
- Demonstrate proven skills in budget development that will continue to present a clear understanding between the demands of an excellent educational program and the community's ability to afford that program.
- Demonstrate skilled leadership in curriculum and program development that is research based, evidence based, and is supported by well-planned and sequenced professional development.
- Demonstrate district wide achievement results that have raised the bar of accomplishment while reducing achievement gaps between and among all student groups.
- Demonstrate creativity in the development of an educational working environment that is effective, well managed, fairly evaluated, and inclusive.
- Demonstrate human resource(s) skills that attract outstanding candidates for all positions and decrease turnover vulnerabilities.
- Demonstrate an understanding of project development and project monitoring that ensures quality control and budget efficiencies.