

Fairfield Public Schools Leadership Profile Report

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HYA Executive Search
Hazard, Young, Attea & Associates

Survey/Online Participants

Group	Personal Interviews or Focus Groups	Online Survey
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
Total	161	1504

Consistently Reported Themes

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

Consistently Reported Themes

Strengths

- 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

Consistently Reported Themes

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)

Consistently Reported Themes

Challenges/Concerns/Issues

- 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
- Welcoming community and staff input in decision making
- Working effectively within a difficult political climate
- Working with challenging Board issues and diverse Board opinions

Consistently Reported Themes

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

Consistently Reported Themes

Desired Characteristics

- 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

On-Line Survey Participants

	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
Total	1504	100.0

Percentage of Respondents Who Selected Each Item (By Subgroups)

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M-Management		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)	
CC- Communication & Collaboration		1	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	53%	25%	47%	53%	58%	55%	60%
		2	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	46%	53%	36%	38%	31%	67%	81%
		3	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	42%	47%	38%	46%	27%	42%	36%
		4	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	41%	25%	39%	47%	32%	44%	27%
CE- Community Engagement		5	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	38%	38%	26%	39%	34%	25%	51%
		6	Effectively plan and manage the long-term financial health of the District.	30%	38%	22%	59%	38%	24%	33%	26%
		7	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	36%	44%	49%	39%	19%	29%	22%
IL-Instructional Leadership		8	Promote high expectations for all students and personnel.	34%	33%	31%	36%	38%	36%	15%	20%
		9	Identify, confront, and resolve issues and concerns in a timely manner.	31%	33%	38%	31%	34%	37%	38%	25%
VV-Vision & Values		10	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	32%	19%	33%	41%	29%	18%	10%
		11	Lead in an encouraging, participatory, and team-focused manner.	31%	32%	56%	21%	27%	25%	42%	53%
Key		12	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	29%	6%	29%	32%	31%	25%	24%

Percentage of Respondents Who Selected Each Item (By Subgroups)

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		National IYA Benchmark	ALI (1,504)	Admin (32)	Comm (227)	Parent (863)	Student (50)	S.S. (86)	Teacher (268)
M-Management	Number indicates rank order by overall results								
	13 Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs and professional development.	27%	29%	38%	25%	30%	19%	18%	34%
CC-Communication & Collaboration	14 Maintain positive and collaborative working relationships with the school board and its members.	25%	26%	31%	21%	26%	24%	24%	30%
	15 Strive for continuous improvement in all areas of the District.	31%	25%	25%	21%	29%	25%	22%	17%
	16 Communicate effectively with a variety of audiences and in a variety of ways.	27%	25%	38%	20%	24%	34%	31%	27%
	17 Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	24%	28%	19%	23%	29%	25%	32%
CE-Community Engagement	18 Be visible throughout the District and actively engaged in community life.	33%	23%	31%	18%	22%	37%	35%	28%
	19 Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	23%	38%	17%	22%	14%	22%	30%
	20 Seek a high level of engagement with principals and other school-site leaders.	21%	21%	47%	15%	24%	22%	13%	16%
IL-Instructional Leadership	21 Involve appropriate stakeholders in the decision-making process.	23%	20%	31%	21%	16%	14%	16%	29%
	22 Be an effective manager of the District's day-to-day operations.	21%	19%	13%	28%	17%	27%	36%	14%
	23 Act in accordance with the District's mission, vision, and core beliefs.	27%	14%	19%	15%	13%	14%	25%	11%
VV-Vision & Values	24 Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	13%	28%	20%	12%	19%	9%	11%
Key	25 Utilize student achievement data to drive the District's instructional decision-making.	17%	11%	16%	11%	12%	17%	5%	5%

Fairfield Public 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.

Fairfield Public Schools

Desired Characteristics

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

- 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 effectively, 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 insures quality control and budget efficiencies.