



STAMFORD PUBLIC SCHOOLS LEADERSHIP PROFILE REPORT

Executive Summary

This report summarizes the comments and observations from various school and community meetings as well as the interviews in a Leadership Profile Report conducted by the search firm of Hazard, Young, Attea, and Associates. The purpose of this report is to assist the Stamford Public Schools as one of the initial steps in its search for the next Superintendent of the school district. The data collected herein were obtained from seventeen school community meetings with constituent groups identified by the Board of Education. These meetings occurred on October 27, 28, and 29, 2015, and November 2, 4, and 9, 2015. Additionally, there is data from phone conversations and meetings with individual Board of Education members and Board members “elect” between October 27, 2015, and November 13, 2015. Finally, there is data gathered from an online survey that ran from October 23, 2015 until November 9, 2015. All of this advisory information is intended to help the Board of Education make the critical decision about the criteria they want to govern the Superintendent Search. The Board has decided to make this decision after community constituents have had many opportunities to gather and record their thoughts, feelings and recommendations for the selection of the next Superintendent. The Board and HYA is very appreciative of the involvement of all those who participated in the meetings and the online survey.

Information obtained through the constituent community member responses reflects both the similarities and differences regarding the strengths, challenges, and needs of the district as well as the desired characteristics for the next superintendent of schools. The comments made more than five times on pages 7, 8 and 9 are essentially the opinions of some individuals. Comments are not to be construed as facts, yet important, because some people have reached these conclusions.

While embedded in a rich history dating back to 1600's, Stamford's location on the southwestern tip of Connecticut has caused the city to evolve from a vibrant canal and coastal based commercial center to a New York City suburb boasting of some 17,000 businesses and several corporate headquarters. Likewise, downtown commercial and residential development has caused a population increase of some 4.6% in recent years (128,278 according to 2013 census data). Stamford's population growth has been largely based in the 25-34 age group (65%) downtown. Stamford also provides more traditional residential areas outside of the downtown area. Stamford as a city embodies a diverse population both in terms of ethnicity and culture as well as income levels. The Stamford School District is comprised of twelve (12) elementary schools, five (5) middle schools, and three (3) high schools. Six of the schools are magnet schools drawing from all areas of Stamford by lottery: Hart Elementary (technology and inquiry based science); Toquam Elementary (Bank Street College model, social studies based core curriculum); Westover Elementary (Mastery Learning and Arts and problem Solving); Rogers International (authorized International Baccalaureate Program focused on global awareness and application of scientific skills to problem solving); Scofield Middle School (Interdisciplinary math, science and technology); and the Academy of Information Technology and Engineering (AITE).

Community constituents are proud of the unique educational opportunities that are provided for its students. Frequent references to educational opportunities in an urban/suburban setting that is reflective of the world in which students will have to function in the future, were the focus of that pride. School choice through the magnet program is viewed as a positive opportunity for parents to select educational experiences for their children that coincide with their values. The choice program is also perceived as a way to provide opportunities for high achievers (i.e. UCONN Early College, Wright Tech) as well as struggling learners (i.e. Beyond Limits; Tutoring Programs). In addition to a strong core curriculum, community constituents also indicated pride in the availability of program innovations that include, but are not limited to: STEM initiatives; Next Generation Science Standards; bilingual initiatives; and the revamping of the social studies curriculum. Community constituents also indicated a noted improvement in literacy instruction inclusive of embedded partnerships with community organizations and the public libraries. After school programs as well as clubs and activities (i.e. Odyssey of the Mind; school based clubs and activities; ROSCCO partnership for before and after school programs) are viewed as essential in the development of a well-rounded student experience throughout the district. The overall view of the Stamford School District is positive with particular cautions noted to maintaining a strong academic program despite the many challenges and changes faced through recent educational mandates and those that may be prescribed in the future.

The desire of the corporate community members, small business owners, and not-for-profit organizations to assist the schools on several levels was positively noted by community constituents. Stamford is viewed as “resource rich” with many sources of support actively involved in the school district as well as many desiring inclusivity in developing new partnerships. A wealth of support makes Stamford a resource-rich community (corporations, small businesses, not-for-profits want to help schools). The excellence of teaching staff was noted by several community constituent groups. They are viewed as creative and resourceful when dealing with aging facilities issues as well as budget shortfalls that have reduced and/or eliminated instructional resources. Community constituents indicate that teachers are generally viewed as child centered, caring and hard working. Teachers were frequently mentioned as the “glue” that held the Stamford School District together through times of difficulty and redress. Community constituents also noted the improvement in building administrative teams through new hires that are visible, positive, and responsive to community issues.

There are multiple concerns that recent negative events receiving substantial press coverage may present obstacles in recruiting superintendent candidates. There are also concerns that an atmosphere of school district operational difficulties ranging from discord between district professionals, to discord between the Board and district professionals, to poor fiscal management of school resources, to poor communication efforts with all school constituent groups, will further affect superintendent recruitment activities. Survey results and constituent forum discussions have indicated that the professional climate of mutual trust and respect among board, faculty, staff, and administrators is a major concern of the community. Several community constituents mentioned the word “fear” in their identification of issues requiring long and short term attention in the district. In proper context those fears were inclusive of reprisals for speaking one’s mind, for questioning decisions directly affecting the workplace environment, for not positioning oneself well in a top down management model, and for not acquiescing to political pressure(s). There were several references to “bullying” approaches to gain support for programs, policies, and or professional practices. Community constituents voiced a need for administration to provide openness in district decision-making as well as district communications. Several instances of delayed information and/or no information received regarding curricular initiatives, and policy implementation were mentioned. Community constituents expressed a desire to see improved relationships between the Board and

the community, the Board and the administrators, and the Board and teachers. The clarification of Board member roles and the clarification of their responsibilities within the context of the school district is viewed as the foundation for improving Board performance as well as Board relationships with the population it serves. There is a perceived atmosphere of Board micromanagement and influence over central office decision-making in personnel and program matters that requires attention. Transition of the current Board to one inclusive of different members in December of 2015 may provide opportunities for orientation activities that focus on firmly re-establishing Board roles and responsibilities. There is a perception that the Stamford Public School system is not free to make independent decisions in the best interests of children regarding curriculum, budgeting priorities, and capital projects. Top down management of the district, an administration that functions in silos, and convenient professional partnerships that dictate a loosely planned initiative structure without program evaluation are at the heart of the perception. It is likewise perceived that the positive effects of some shared services with the City are also managed with little, or ignored input from the school district. Often times the severity of overcrowding in the schools was focused on poor capital budget planning and management. Finally, community constituents have a deep concern that issues presented by the diversity of the district are not being adequately addressed or articulated by the school district. While Stamford views diversity as an asset that provides unique and “world-like” exposure and experiences for its students, the unique diversity of the district presents some issues that are not being adequately addressed and/or articulated by the Stamford Public Schools. More specifically, equity in student placements/access to programs, equity in offerings and opportunities for participation in school-based activities, school discipline and suspension rates, and effectively addressing the achievement gap, and insuring legally mandated services are realistically provided for students were most frequent among those concerns.

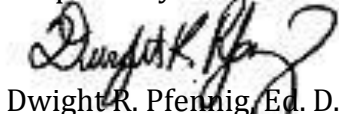
The Stamford Public Schools’ new superintendent will need to be visible, accessible, and focused on reinforcing strong existing corporate and non-profit partnerships with the constituent community, as well as developing new partnerships. These partnerships should play a role that programmatically and financially assists the budget process. Likewise, there is an expressed desire to have a new superintendent who is budget savvy and is able to work with the Executive Director of Finance to insure the maintenance of proven programs, such as those related to the Arts, as well as being able to “step out of the box” in a fiscally responsible manner to provide relevant educational experiences for all students. However, some concerns have been raised by the need to enhance the skill set of the Finance and Purchasing Department to be more reflective of instituting educational cost analyses for making budget decisions. Additional concerns have been raised by community constituents regarding the provision of equitable program resources across all grade levels as the student population grows and funding sources are at a premium. Budget priorities should also be inclusive of professional development that is practical and relevant to work to be accomplished by the staff for the students, not merely reflective of educational fads that are a result of previously mentioned siloed decision-making. Fundamental to the success of the Stamford Public Schools will be the new superintendent’s ability to match a carefully structured budget to a vision and forward movement of the district which has been carefully developed and equitably implemented.

The new superintendent will need to be experienced in evaluating past initiatives for the purpose of efficiency and effectiveness. She/he will require a work ethic that reflects thorough planning, eliminates silos, and utilizes the talents of all professionals as critical team members. The new superintendent’s experience must be inclusive of developing a relationship with the Board that reflects upon and accepts varied viewpoints, builds consensus around critical issues, and periodically revisits roles as advocates for children. The new superintendent will need to have had teaching experience and educational leadership experience that is consistent with the educational and

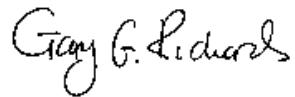
constituent community values of Stamford. She/he must be familiar with state and Federal Special Education program requirements and provide evidence of developing effective relationships with local, state and Federal educational policy developers. She/he must also be able to effectively communicate with a well-educated and highly involved constituent community, take charge without being overbearing and/or dictatorial, and understand what community constituents feel as well as what they need. Finally, the new Superintendent will need to provide evidence of the practice of openness, honesty, and integrity that has perceptively been lost in Stamford. She/he will need to be an empathetic healer with a visible presence that speaks to balancing change within the context of positive forward movement.

The primary function of this profile is to assist the Board of Education and the City of Stamford constituent community in recruiting outstanding Superintendent of School candidates who possess all of the essential characteristics necessary to lead a comprehensive school system in a community comprised of a broad spectrum of demographic and philosophical differences. Constituent community members have clearly echoed that Stamford is a city that is proud of its past, proud of its rich traditions and proud of its diversity. Constituent community members are also cognizant of the rapidly changing and growing population that will require fiscally responsible and strategically focused educational planning. The goals embedded in those plans should be inclusive of continued opportunities for students to be exposed to excellent programs, excellent teaching that yields higher levels of achievement for all students, and transparent operational procedures that focus on honesty, integrity, and succinct communication venues that reach all constituent community members in a timely fashion. We are enthusiastic and most optimistic about the opportunity to assist in this important endeavor.

Respectfully submitted



Dwight R. Pfeiffer, Ed. D.
Vice President, ECRA GROUP



Gary G. Richards, Ed. D.
HYA Associate

Introduction

This report presents the information and findings of the Leadership profile conducted by Hazard, Young, Attea and Associates (HYA) in October and November of 2015 to assist the Board in clarifying the criteria it would seek in the new superintendent for the Warren Township School District. The data contained was obtained from input the HYA consultants, Dr. Dwight R. Pfennig and Dr. Gary G. Richards, received when they met with individuals and groups in either interviews, or focus group settings/meetings, or phone conversations and from the results of the online survey completed by the constituent community members. The survey, interviews, and meetings were structured to gather input to assist the Board in determining these desired characteristics. It is also believed that this data will also be helpful to candidates interested in leading the Stamford Public Schools, as well as the new superintendent, once he/she is selected for the position.

The numbers of participants, by stakeholder group, in the two methods of data gathering were:

	Forums/Meetings	Online Survey
Central Administrators	26	13
Building Administrators		22
Certified Staff Members	5	271
Classroom Support Staff	2	30
Non-Classroom Support Staff		29
Union/Association Leadership	11	4
Community Organization Leaders	15	17
Parent/Community Members at Large	31	288
High School Students	69	12
Total	159	686

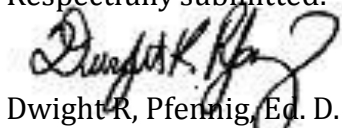
The responses provided by the interviews, focus meeting and survey respondents are listed in three places in the report, under “Consistent Themes” which can be found on pages 7, 8 and 9, under “Summary of All Comments from Observations and Meetings” on pages 10-19, results from the online superintendent survey pages 20-23, and under “Community Survey Comments and Suggestions” on pages 24-52. All patterns and comments are listed either alphabetically or by participant category, with no attempt to prioritize them. In instances where comments/thoughts were mentioned more than five times in the “Summary of All Comments from Observations and Meetings”, there is an asterisk to indicate such frequency in the Comments/Observation.

It should be emphasized that the data is neither a scientific sampling, nor should necessarily be viewed as representing the majority opinion of any group or the community. Additionally, it is plausible that individuals participated in both focus group meetings and the online survey so duplications are more than possible.

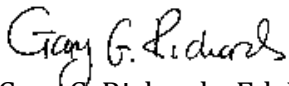
We would like to thank all the individuals who participated in the meetings for their “on the ground input” and specificity in dealing with the positive aspects of the district, varying challenges facing the district in the future, and comments regarding characteristics they would like to see in the new
Stamford Public Schools Leadership Profile Report

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 thank all the members of the Stamford Board of Education and Board members “elect” who provided valuable information through individual meetings and phone conversations as well as current Superintendent of Schools, Dr. Winnie Hamilton, for sharing time with us. We would also like to thank the Stamford Public Schools support staff members who were most accommodating and always made us feel comfortable as we borrowed office space, navigated our way through the Stamford Government Center at 888 Washington Avenue, and visited the three high schools, two elementary schools and a local library. Finally, a very special thank you is extended to Jackie Heftman, Board President, and Sharon Beadle, Stamford Board of Education Public Affairs Officer, who assisted us greatly in identifying constituent groups, coordinating meeting times, and providing valuable insight into the Stamford Public Schools.

Respectfully submitted:



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Vice President, ECRA Group



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HYA Associate

CONSISTENT THEMES FROM STAKEHOLDERS AND IN THE SURVEY

IN ALPHABETICAL ORDER

Strengths

A wealth of support make Stamford a resource-rich community (corporations, small businesses, not-for-profits want to help schools).
Capable, visible Cabinet level administrators who have an eye on the Big Picture.
City is growing unlike other cities.
Community strength in the Arts (to which students are not exposed).
Corporate resources.
Creative, resourceful teaching staff who have dealt with aging facilities and budget shortfalls.
Devoted, committed staff who generally work well together; AITE has hired a kind an understanding faculty; Well-prepared, Child-centered educators with a sense of mission.
Diversity a tremendous strength; Community wants to make it work; the future of Stamford is congruent with that of our Nation; Rich cultural opportunities with the range of countries represented; school populations that help prepare us for the real world.
Diversity of district offerings inside and outside of school.
Educators that work hard.
Ethnic groups reflect the “real” business world.
Excellent teachers and building administrators.
Good job at preparing the student for the real world.
High “A” level courses are good.
Implements a higher level of learning than other districts.
Many choices for students; a nice range of afterschool programs for students led by teachers (e.g. Odyssey of the Mind, HS clubs).
New BOE poised to work together to serve the students; a new BOE and new Superintendent will grow together.
Not strictly a neighborhood district (nicely blended).
Opportunities for student success.
Opportunities provide better background and support for all groups.
Parents have choices about where to send their children; Strong magnet school program; it’s about the values of the parents who choose to send their children to schools with rich diversity.
Past results have proven “that it can be done.”
People come here because they want the diversity combination.
Pockets of amazing community support.
Profit and non-profit businesses are engaging.
Resource rich, but poor in budget waste management.
Stamford is a great place to live; proximity to NYC (1); urban-suburban-village matrix; recreational venues; one of the most successful diverse cities in the US; One of the safest cities in the NE.
Strength in teaching.
Strong building leadership; some good new hires in the principal ranks; committed administrators.
Students are exposed to different cultures.
Students from all walks of life mirrors the world.
Suburban/Urban flair of the city.
Success of HS students on AP tests; impressive college acceptance rate.

System provides opportunities for high achievers (UConn Early College, Wright Tech) while helping struggling learners (Beyond Limits, Tutoring programs).

Teachers that make things happen.

The “bones” of the district are strong despite some “bruises” it has suffered in recent years.

Urban environment and the diversity it brings.

Wide variety of class challenges for students.

Challenges, Issues, and Priorities for the Future

Address some perceptions that Stamford is a fiercely political city with some who engage in manipulative, scary, and bullying partisan politics.

Addressing a district wide "culture of fear"/a vindictive culture in the district.

Addressing press coverage has made and broken many a board member, superintendent, and other persons through its sensationalized reporting and failure to highlight many of the positive aspects of life in the Stamford Public Schools.

Avoiding Board micro-management and its effect (politically and personally) on schools and staff.

Building a more trusting and transparent school district culture.

Celebrating achievement and learning.

Changing central administration behaviors that reflect a bullying, top down management approach.

Clarifying roles for the “new” Board members.

Consistently communicating with public and all constituent groups.

Creating consistent and effective safety plans for all schools.

Creating opportunities for professional development about issues facing Stamford as an urban district.

Openly discussing cultural issues. The "Undoing Racism" program is a good start.

Develop practical long-range planning for building/renovating.

Developing meaningful avenues of communication with the superintendent.

Discontinue “hop-scotching” programs. Justify and evaluate programs appropriately.

Effectively utilize completed studies for planning (some are done and public never knows results).

Expand the required skill set of Chief Operating Officer (COO) job description, so the Superintendent can mainly focus on teaching, learning and building community.

Focusing on all students, not just those with needs.

Hiring practices and processes that reflect transparency, honesty, and integrity.

Improve minority student access to business literacy programs, agro-science, Open Doors.

Improving HR practices that are a reflection of instability in leadership (5 Directors in 7 years).

Improving the public's perception of the schools and to "turn the page" on the SHS incident.

Lack of Board leadership, integrity, and civility (Incidents of inappropriate behavior at the BOE table).

Maintaining separation between “city-side” politics and the Board of Education.

Make sure that egos are not running the district. Create an atmosphere of no fear.

Matching initiatives to policies and contracts (imbedded PD is not a right to bargain).

Moving off the focus on the racial aspects of diversity rather than a broader sense of the issue.

Need to focus on developing a positive BOE/Superintendent relationship.

New and clear language that speaks to district mission as a school system.

Professionally provided public relations.

Provide adequate financial resources for the arts.

Reducing the perception that “we don’t want parents here.”
Removing the impression that Stamford has two school systems: one for the college bound and the other for the non-college bound.
Ridding the district of a "soloed" approach to curriculum and instruction.
Solving the perception/reality of a disconnect between central office and building administration.
Taxpayers need to understand why they should invest in the infrastructure of the schools.
Truly understanding diversity – moving off of a race only approach.
Understanding how wealth and poverty are hubs of decision-making systems.
Understanding that Stamford is at a critical point in history - perhaps a tippingpoint.

Desired Characteristics for the New Superintendent

A thoughtful Innovator and problem-solver.
An inspiring and creative visionary.
Astute at hiring and approving the hiring of all personnel.
Builds trusting relationships quickly with all constituents.
Can inspire people and encourage them to continue growing professionally; servant leader.
Can navigate the borders between the Board, the community, the politicians.
Can take away the fear of speaking out.
Copes with and withstands political pressure.
Demonstrated track record as an instructional leader.
Demonstrated track record of working effectively with town governing officials and bodies.
Demonstrates grace under pressure.
Develops a keen awareness of divisiveness and addresses it.
Exceptional interpersonal skills (e.g. good listener, respectful, humility, can deal with differences of opinion constructively).
Experience as a superintendent; commitment to the profession.
Experience in successfully serving similar communities.
Focused on the students.
Great communication skills.
Handles critical events well - not just a “damage controller.”
Invested in the community, visible/accessible; record of positive engagement with community, listens to community; works well with the business community.
Is honest in dealing with public - everyone knows where they stand.
Maintains high visibility – not just in crisis situations.
One who can bring people together; a healer/bridge builder (Is able shut down the drama).
Open to dialogue; genuinely welcomes collaboration.
Reasonably deals with unfunded mandates and excessive initiatives.
Strategic thinker and planner who makes sure she/he has the right people at the table when planning/discussing initiatives.
Strong collaborative skills.
Trusts teachers to do their jobs.
Understands building operations and analyzing facility needs.
Unquestionable integrity; operates with transparency; brings integrity to the hiring process; communicates honestly about problems facing the district; say what they mean and mean what they say.
Value-centered individual.
Works well with staff in showing respect while holding them accountable.

SUMMARY OF ALL COMMENTS AND OBSERVATIONS FROM MEETINGS

(*Comments and Observations occurring 5 or more times)

Strengths

A lot to offer for those (students) willing to accept challenge(s).

A sense of pride in the schools by HS students.

*A wealth of support make Stamford a resource-rich community (corporations, small businesses, non-profits want to help schools).

Ability for kids to fit in (economic and cultural differences).

Administrative leadership (principal) at Stamford High School.

Amount spent on professional development (GE Grant).

An aligned curriculum.

Anti-bullying policies.

Benchmarking student progress.

Board of Finance willing to support the schools if we can prove need.

BOE makes an effort to hear student voices; Mayors Leadership Council gives students the opportunities to be leaders in the community.

Building administration has a defined structure.

Caliber of faculty generally good.

*Capable, visible Cabinet level administrators who have an eye on the Big Picture.

Central office support and roles are clearly defined.

*City is growing unlike other cities.

Community services organizations are working.

*Community strength in the Arts (to which students are not exposed).

Community that embraces diversity.

Conscious effort of the district to make the public aware of the good things that are occurring in the Stamford Public Schools.

*Corporate resources.

*Creative, resourceful teaching staff who have dealt with aging facilities and budget shortfalls

Data teams focus on professional practices.

Development of the city.

*Devoted, committed staff who generally work well together; AITE has hired a kind an understanding faculty; Well-prepared, Child-centered educators with a sense of mission.

District has accepted change (curriculum; technology; literacy).

District savings resulting from new health insurance program.

Diverse population.

Diversity (socio-economically; ethnically; educationally).

*Diversity a tremendous strength; Community wants to make it work; the future of Stamford is congruent with that of our Nation; Rich cultural opportunities with the range of countries represented; school populations that help prepare us for the real world.

*Diversity of district offerings inside and outside of school.

Diversity of schools (each has its own personality).

*Educators that work hard.

*Ethnic groups reflect the “real” business world.

*Excellent teachers and building administrators.

Flexible ability grouping in some schools has helped meet differentiated student needs.

*Good job at preparing the student for the real world.
 Grants from a variety of sources. Excess cost grant has increased from \$2 million to \$4 million.
 Great program for students at the top.
 Guidance and student advocacy when asked for.
 Help provided after school for students who so desire it.
 Helping students with insecurities.
 *High “A” level courses are good.
 High expectations of parents.
 HS has made entry into Advanced Placement easier – caveat emptor approach; lots of opportunities at HS level.
 If students live here, we educate them.
 *Implements a higher level of learning than other districts.
 Innovations e.g. STEMFEST, Bilingual Training Programs, Next Gen Science Standards, Re-vamping of the Social Studies curriculum, Common Core implementation.
 Kind and understanding staff.
 Library work with the schools has grown.
 *Many choices for students; A nice range of afterschool programs for students led by teachers (E.g. Odyssey of the Mind, HS clubs).
 Mayor is strongly supportive of schools and attends almost all meetings of the BOE.
 Mayor’s Youth Leadership Council.
 Mentoring programs.
 Moving forward with mental health.
 *New BOE poised to work together to serve the students; A new BOE and new Superintendent will grow together.
 No shame in post-secondary education.
 No small ideas on what is acceptable.
 *Not strictly a neighborhood district (nicely blended).
 Odyssey of the Mind program.
 *Opportunities for student success.
 *Opportunities provide better background and support for all groups.
 Para professionals in the classrooms.
 *Parents have choices about where to send their children; Strong magnet school program; It’s about the values of the parents who choose to send their children to schools with rich diversity.
 Parents have magnet school choices.
 *Past results have proven “that it can be done.”
 *People come here because they want the diversity combination.
 People who want to execute initiatives.
 Pockets of amazing community support.
 Professional development that makes Stamford a leader.
 *Profit and non-profit businesses are engaging.
 Public transportation enables students in navigating the community.
 Relationship with community corporations.
 *Resource rich, but poor in budget waste management.
 Sense of community is controlled and contained.
 Serves day laborers as well as millionaires.
 Shifting of budget to favor education.

Social/Emotional supports for students on all levels.
 Sometimes freshman come from other communities (outside of Stamford).
 Sound technology communication.
 SPED Transition Programs.
 Staff at all levels are thoroughly interested.
 Stamford has modeled itself as forward thinking.
 *Stamford is a great place to live; proximity to NYC (1); urban-suburban-village matrix;
 Recreational venues ; One of the most successful diverse cities in the US; One of the safest cities in the NE.
 Stamford is good at hearing the student voices.
 Stamford voluntarily desegregated its schools.
 Strength in community service providers.
 *Strength in teaching.
 Strive Initiative is exciting.
 STRIVE Program – Cradle to Career Collaborative.
 *Strong building leadership; Some good new hires in the principal ranks; Committed administrators.
 Strong economy of the city.
 Strong ELL Training has provided significant training opportunities for teachers.
 *Students are exposed to different cultures.
 *Students from all walks of life mirrors the world.
 Students get along in inclusive school setting.
 Students have made gains in Math achievement using “Everyday Math” program.
 Students learn about the real world through diversity.
 *Suburban/Urban flair of the city.
 *Success of HS students on AP tests; impressive college acceptance rate.
 Success of the magnet schools.
 Summer programs for non-preschoolers.
 System is committed to raising the bar for all students.
 System is doing a phenomenal job with literacy instruction at pre-school level and is partnering with community organizations and library on this area of the curriculum.
 *System provides opportunities for high achievers (UConn Early College, Wright Tech) while helping struggling learners (Beyond Limits, Tutoring programs).
 *Teachers that make things happen.
 Teachers who support students after school.
 Teachers willing to try new initiatives if there is a need and effort is research-based.
 *The “bones” of the district are strong despite some “bruises” it has suffered in recent years.
 Those moving in (to Stamford) choose diversity.
 Transformation of the city.
 Transition program for older kids (provides hope for parents).
 *Urban environment and the diversity it brings.
 Visibility of some central office administrators.
 Vision of the district.
 Welcoming atmosphere in the community.
 *Wide variety of class challenges for students.

Challenges, Issues, and Priorities for the Future

Achievement results need to improve.

Address diversity in a way that increases educational opportunities for all.

Address lengthy bus rides for students who are bused out of their neighborhoods

*Address some perceptions that Stamford is a fiercely political city with some who engage in manipulative, scary, and bullying partisan politics.

Address tracking that has not helped reduce the achievement gap.

*Addressing a district wide "culture of fear"/a vindictive culture in the district.

Addressing documented incompetency's of staff members.

*Addressing press coverage has made and broken many a board member, superintendent, and other persons through its sensationalized reporting and failure to highlight many of the positive aspects of life in the Stamford Public Schools.

Addressing the "things" going on that are not in the best interests of kids.

Addressing the quality of counseling for students.

Administration should be transparent in decision-making (not hiding decisions made).

Administrators should conduct more focus groups for students.

Allocate equitable funding between and among the schools.

Appropriately addressing professional staff who do not behave professionally.

Appropriately addressing travel time necessary for out-of-district students.

Assist the public in understanding how schools need to be different from those of the past.

Avoid isolating freshman from the upper class members in HS.

Avoid leaving the Gifted and Talented students behind.

Avoid teaching to tests.

Avoid the perception of "dumbing down" the curriculum.

Avoiding "initiative overload" for all staff members.

*Avoiding Board micro-management and its effect (politically and personally) on schools.

Avoiding the perception that BOE members are lifetime politicians and not child advocates.

Balancing class sizes in all buildings.

Balancing the infrastructure(s) of magnet and non-magnet schools.

Being proactive in providing programs for mental and physical health issues.

Being sure that the "new" Board is on the same page with the successful candidate.

Blending achievement gap initiatives (serving those who excel and those with need).

Board governance has been disappointing, confusing, and negative.

Bringing back political and cultural discussions with students.

*Building a more trusting and transparent school district culture.

Building relationships with small businesses.

*Celebrating achievement and learning.

Change from operating like a "town" to behaving like a "city" (It's all about the kids).

*Changing central administration behaviors that reflect a bullying, and a top down management approach.

Children are rarely the center of our public conversations about education.

*Clarifying roles for the "new" Board members.

Communicating community programs to the students.

Communicating effectively with parents and families of ELL students

Communications between high schools.

High School clubs and activities should be taken seriously.

Completely vetting candidates so Stamford knows “they really care.”

Consistent instruction should be provided for all students.

Consistently address cleanliness of HS facilities; lack of supplies and services in that may cause students to lose respect for their school.

*Consistently communicating with public and all constituent groups.

Create a master plan for the Youth in Stamford to match the master plan that was done for the City of Stamford

Create an efficient system for processing, planning, and carrying out repairs.

Create effective after school security in all buildings.

Creating a school culture of WE instead of ME

Creating additional magnets with more choices for parents.

Creating central office stability through a reduction of turnover.

*Creating consistent and effective safety plans for all schools.

Creating honors/AP classroom enrollments that reflect the diverse population of the district.

*Creating opportunities for professional development about issues facing Stamford as an urban district. Openly discussing cultural issues. The "Undoing Racism" program is a good start.

Dealing with a culture of fear among students (in terms of repercussions for opinions).

Dealing with rising employee flight (through attrition and transfer).

Dealing with the crisis of buildings in disrepair.

Dealing with the union mentality.

Develop meaning differentiated instruction that students can understand.

*Develop practical long-range planning for building/renovating.

Develop some educational metrics to measure the performance of the budget.

Developing comparable programs for magnet and non-magnet schools.

*Developing meaningful avenues of communication with the superintendent.

Developing school Board behavior that is not dysfunctional.

*Discontinue “hop-scotching” programs. Justify and evaluate programs appropriately.

Do not allow technology to take over instruction.

*Effectively utilize completed studies for planning (some done and public never knows results).

Effectively utilizing enrollment projections to plan for the future.

Emphasizing instruction that has been “lost in the shuffle” of negative district events.

Empower building level administrators.

Empower building level administrators.

Encouraging advocacy for students and the school district a whole.

Equally fund the music program (in comparison to other programs at HS).

Equity among programs in all schools.

*Expand the required skill set of Chief Operating Officer (COO) job description, so the Superintendent can mainly focus on teaching, learning and building community.

Explore the use of Medicaid reimbursements to assist in funding nurses/mental health services.

Finding ways to work with the teachers’ union (not everything is grievable).

Fix the “disconnect” between central office and the students.

Focus on appropriate attire (dress codes) for staff and students.

Focus on the development/refinement of our curriculum with appropriate central office staffing.

*Focusing on all students, not just those with needs.

Following through/evaluating the roll-out of new initiatives.

Get rid of the CYA effect in all district matters.

Getting the Board and the public to understand the job being done in the schools.
 Guidance counselor roles should be clearly defined for counselors as well as students.
 Having Board members who care about kids not “growing up” as political leaders.
 Having community members take the BOE seriously.
 Having honest conversations about advertising district strengths, philosophy, facts, etc.
 Having the Board understand it’s not their job to run the district (day-to-day).
 Having the right team in place to handle crisis on building and district levels.
 Having the superintendent interact with students more often.
 Helping new parents understand how to become involved in their children's education.
 *Hiring practices and processes that reflect transparency, honesty, and integrity.
 Improve communication within the high schools.
 *Improve minority student access to business literacy programs, agro-science, Open Doors.
 *Improving HR practices that are a reflection of instability in leadership (5 Directors in 7 years).
 *Improving the public's perception of the schools and to "turn the page" on the SHS incident.
 Increase access to technology at the high school level.
 Insuring grading system idiosyncrasies are known by students, parents, and staff.
 Insuring the staff recruitment plan reflects diversity of the district.
 Investing appropriate funding in mental health programs (social workers, psychologists, etc.)
 *Lack of Board leadership, integrity, and civility (Inappropriate behavior at the BOE table).
 Maintain positive changes at Stamford High School.
 Maintain the culture and history of Stamford.
 Maintaining fair flexible grouping.
 Maintaining high expectations.
 *Maintaining separation between “city-side” politics and the Board of Education.
 Make public input count.
 *Make sure that egos are not running the district. Create an atmosphere of no fear.
 Making planning decisions with a close eye on growing and changing student population.
 Making the curricular gains in 6-12 programs equal to those in K-5.
 Making the vision come true.
 Managing the achievement gap with a transient population.
 Market district successes more effectively.
 *Matching initiatives to policies and contracts (imbedded PD is not a right to bargain).
 Meet the need of providing technology that works in every classroom.
 Meeting challenges of changing financial structure.
 Meeting the challenges of “snow days.”
 Mending fractured relationship with unions.
 Moving forward with public relations that do not continue to dwell on the past.
 *Moving off the focus of racial aspects of diversity rather than a broader sense of the issue.
 Need for the Board to discuss the existing achievement gap that exists in the SPS.
 *Need to focus on developing a positive BOE/Superintendent relationship.
 Need to market the budget more effectively.
 *New and clear language that speaks to district mission as a school system.
 New policies should be thoroughly explained before implementation.
 Not to be an adult focused culture.
 Overcrowding in the middle school.

Paying teachers fairly in good times and bad times.
 Planning effectively for student overcrowding throughout the district.
 Prioritize what needs to be done.
 Professional development needs to be meaningful.
 *Professionally provided public relations.
 Promoting greater collaboration between the schools and public social service agencies.
 Properly coordinating professional development.
 Properly notifying survey participants of results and decisions made because of surveys.
 Properly utilize the technical school.
 Provide a positive climate for change.
 *Provide adequate financial resources for the arts.
 Provide consistency between high core courses in all high schools.
 Providing academic consistency in offerings as well as instruction.
 Providing adequate time for covering curriculum.
 Providing guidance and materials for staff on making prescribed curricular changes.
 Providing information about community support systems.
 Providing information for staff from the Board through effective communication.
 Providing more opportunities for magnet schools to avoid bifurcating our school system.
 Providing social-emotional learning as well academic opportunities.
 Publicize all HS events, not just sports - achievements known as well as surrounding districts.
 Re-branding schools should be explored as a means of keeping people from fleeing them.
 Reducing the achievement gap (District can't be defined totally by success with this).
 *Reducing the perception that "we don't want parents here."
 *Removing the impression that Stamford has two school systems: one for the college bound and the other for the non-college bound.
 Replicating successful magnet programs in other schools.
 Restore people's faith in the Board of Education.*
 Restore student respect for rules and decorum.
 Restore the arts to what they have been in the past.
 Restoring appropriate funding for the arts and G&T programs.
 Review later starting times for secondary students to improve performance.
 *Ridding the district of a "soloed" approach to curriculum and instruction.
 School district and city each understanding and working with complicated diversity issues.
 Securing resources for increasing population (both regular ed and SPED).
 Sharing best practices for classroom improvements.
 Solving the achievement gap - equivalent program exposure for all students.
 *Solve the disconnect between central office and building administration.
 Standardize the use of technology for testing (SBAC). Mixed devices complicate equitable student performance.
 Strengthening efforts made toward a better stewardship of the tax dollars
 Students should be made aware of all opportunities available to them.
 Support 21st Century learning in SPS classrooms.
 Supporting the disadvantaged population.
 Sustaining a positive work ethic.
 *Taxpayers need to understand why they should invest in the infrastructure of the schools.

Teachers using websites provided by district to make communicating with students easier.
 Teaching kids how to learn, not just how to take a test.
 Training the Board to assist in its understanding of its roles and responsibilities.
 *Truly understanding diversity – moving off of a race only approach.
 Trusting older students to provide meaningful opinions about issues.
 Understanding “where we live” and the “community we serve.”
 *Understanding how wealth and poverty are hubs of decision-making systems.
 Understanding students’ lives outside of school.
 *Understanding that Stamford is at a critical point in history - perhaps a tipping point.
 Understanding why some students choose private schools.
 Unions that promote themselves at the expense of children.
 Working effectively with the City in dealing Custodial/Secretarial/Nurses (City employees).
 Working with kids in “the middle” (between underachievers and honors students).

Desired Characteristics for the New Superintendent

A cheerleader for the district; inspires people.
 A future-oriented thinker who believes that Stamford is going somewhere positive.
 *A thoughtful Innovator and problem-solver.
 Able to analyze test data.
 Able to capture the great potential of the district.
 Able to secure grants and other exterior funding (corporate and non-profit).
 An innovator with sound teaching experience.
 *An inspiring and creative visionary.
 *Astute at hiring and approving the hiring of all personnel.
 Aware of partnership changes that need to happen.
 Be able to take on entrenched silos.
 Become part of the non-profit and corporate community.
 *Builds trusting relationships quickly with all constituents.
 *Can inspire people and encourage them to continue growing professionally; servant leader.
 Can mediate perceived corruption.
 Can mobilize resources of the city and enjoin competing interests.
 *Can navigate the borders between the Board, the community, the politicians.
 *Can take away the fear of speaking out.
 Communicates resources available to schools.
 Confident manager of relationships with the Board of Education.
 Considerate of students inside and outside of school settings.
 *Copes with and withstands political pressure.
 Courage to do the right things and strong enough to handle the culture.
 Creates a caring and nurturing environment for students.
 Demonstrated skills in working with the Board of Education.
 *Demonstrated track record as an instructional leader.
 *Demonstrated track record of working effectively with town governing officials and bodies.
 *Demonstrates grace under pressure.
 Demonstrates political awareness.

Depends on administrative input so as not to repeat or duplicate critical programs

- *Develops a keen awareness of divisiveness and addresses it.

Doesn't begin the budget conversation with cuts – but with student needs.

Encourages staff to be advocates for students.

Evidenced transparency through discussion and actions.

Exceptional communicator with all community constituents.

- *Exceptional interpersonal skills (e.g. good listener, respectful, humility, can deal with differences of opinion constructively).
- *Experience as a superintendent; commitment to the profession.

Experience in counseling people toward professional career change(s).

Experience in effective school choice.

Experience in rebuilding the reputation of a district.

- *Experience in successfully serving similar communities.

Experience with diversity and poverty.

Experience with school choice programs.

- *Focused on the students.

Future oriented.

- *Great communication skills.

Grounded in humility and integrity.

- *Handles critical events well - not just a “damage controller.”

Has a passion for and understands kids.

Highly intelligent; solid academic background.

Innovator who sees the “big picture.”

Instructional leader who supports all schools equitably.

- *Invested in the community, visible/accessible; record of positive engagement with community,

Listens to community; works well with the business community.

- *Is honest in dealing with public - everyone knows where they stand.

Knows student interests within the context of a diverse population.

Listens to input from parents.

Listens to people who do the work – not outsiders.

Maintains an open mind.

- *Maintains high visibility – not just in crisis situations.

Makes positive changes for students moving toward adulthood.

Media savvy.

Needs to be a fresh face from the outside.

Not a “push-over” - makes decisions.

Not a narcissistic leader – leaves ego at the door.

- *Not necessarily a “reformer” but one who can help move the district forward by changing the culture and understanding the change process.

Obsessed with providing services for clients (students).

- *One who can bring people together; a healer/bridge builder (Is able shut down the drama).

One who has great energy for the job

One who listens to the professionals – not just the parents

- *Open to dialogue; genuinely welcomes collaboration.

Permits teachers to do their work.

Positively engages the disenfranchised constituents.
 Provides sound connection between teachers and administrators.
 *Reasonably deals with unfunded mandates and excessive initiatives.
 Sets the tone for the district by the way decisions are made*
 Shows respect when meeting all constituents.
 Social background of having dealt with diversity.
 Someone who is actually know by the students.
 Someone with a high degree of patience, thick skinned, and able to handle criticism.
 *Strategic thinker and planner who makes sure she/he has the right people at the table when planning/discussing initiatives.
 Strategic thinker who puts the right people at the table.
 Strategically plans long and short term movement of the district.
 *Strong collaborative skills.
 Strong communicator with the business community.
 Strong organization skills.
 Thinks and moves forward (building on a firm foundation).
 Treats staff respectfully.
 *Trusts teachers to do their jobs.
 Understands administrative roles necessary for a successful district.
 *Understands building operations and analyzing facility needs.
 Understands the challenges of change.
 Understands the history of Stamford School district that has led to its current state.
 Understands the role of a major change agent.
 *Unquestionable integrity; operates with transparency; brings integrity to the hiring process; communicates honestly about problems facing the district; say what they mean and mean what they say.
 Urban/City experience.
 *Value-centered individual.
 Views things globally especially with immigration concerns.
 Visible within the school and city community.
 Visionary who can create a plan – not dust an old one off.”
 Will create a positive vision for education PreK-12.
 Will take a “hit” for the schools (publically and politically).
 *Works well with staff in showing respect while holding them accountable.

Online Superintendent Profile Survey Results

The Superintendent Profile survey was completed by 686 stakeholders. The largest percentage of respondents were parents/community members at large (42 percent). Forty percent were certified staff members. The rest were classroom support staff members, non-classroom support staff members, building administrators, community organization leaders, central staff administrators, high school students, and union/association leadership.

Stakeholder Groups

	Frequency	Percent
Central Staff Administrator	13	1.9
Building Administrator	22	3.2
Certified Staff Member	271	39.5
Classroom Support Staff Member	30	4.4
Non-Classroom Support Staff Member	29	4.2
Union/Association Leadership	4	.6
Community Organization Leader	17	2.5
Parent/Community Member at Large	288	42.0
High School Student	12	1.7
Total	686	100.0

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

- Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators. (“CC” Collaboration and Communication)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (“CE” Community Engagement)
- Identify, confront, and resolve issues and concerns in a timely manner. (“CE” Community Engagement)
- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (“VV” Vision and Values)
- Promote high expectations for all students and personnel. (“VV” Vision and Values)

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 seventy comparable districts, incorporating the ranking of over thirty-five 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/community members at large were significantly more likely than certified staff members to choose the Vision & Values item “Promote high expectations for all students and personnel.”
- Parents/community members at large and high school students were significantly more likely than certified staff members and non-classroom support staff members to choose the Instructional Leadership item “Increase academic performance and accountability at all levels and for all its students, including special needs populations.”
- Community organization leaders were significantly more likely than building administrators, certified staff members, classroom support staff members, non-classroom support staff members, parents/community members at large, and high school students to choose the Community Engagement item “Develop strong relationships with constituents, local government, area businesses, media, and community partners.”
- Building administrators were significantly more likely than central staff administrators, certified staff members, classroom support staff members, non-classroom support staff members, community organization leaders, parents/community members at large, and high school students to choose the Communication & Collaboration item “Seek a high level of engagement with principals and other school-site leaders.”
- Central staff administrators, building administrators, certified staff members, and non-classroom support staff members were significantly more likely than parents/community members at large and high school students to choose the Communication & Collaboration item “Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.”
- Certified staff members were significantly more likely than parents/community members at large to choose the Communication & Collaboration item “Involve appropriate stakeholders in the decision-making process.”

Percentage of Respondents Who Selected Each Item (By Subgroups)												
Number indicates rank order by overall results		National HYA Benchmark	ALL (686)	Central Staff Admin. (13)	Building Admin. (22)	Cert. Staff (271)	Class Support (30)	Non-Class Support (29)	Union/ Assoc. Leader (4)	Comm. Org. Leader (17)	Parent/ Comm. Member (288)	High School Student (12)
1	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	59%	77%	82%	68%	53%	69%	75%	47%	49%	8%
2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	38%	57%	31%	50%	57%	57%	66%	100%	65%	56%	75%
3	Identify, confront, and resolve issues and concerns in a timely manner.	35%	48%	38%	41%	48%	53%	59%	25%	41%	48%	50%
4	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	36%	42%	54%	18%	37%	27%	55%	25%	41%	50%	42%
5	Promote high expectations for all students and personnel.	38%	40%	54%	45%	29%	37%	24%	50%	35%	50%	42%
6	Be visible throughout the District and actively engaged in community life.	28%	36%	8%	36%	38%	57%	31%	50%	24%	35%	50%
7	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	26%	36%	8%	27%	36%	27%	34%	25%	24%	38%	67%
8	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	35%	23%	32%	38%	30%	28%	50%	24%	34%	33%
9	Lead in an encouraging, participatory, and team-focused manner.	27%	34%	54%	50%	37%	17%	38%	50%	47%	30%	25%
10	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	36%	34%	0%	14%	30%	23%	45%	50%	24%	41%	42%
11	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	30%	32%	23%	32%	18%	30%	24%	50%	53%	44%	75%
12	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	23%	31%	8%	27%	34%	27%	38%	50%	53%	26%	50%
13	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	36%	28%	46%	23%	34%	23%	17%	50%	29%	24%	17%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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Percentage of Respondents Who Selected Each Item (By Subgroups)												
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14	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	23%	28%	23%	32%	30%	23%	28%	75%	24%	27%	0%
15	Strive for continuous improvement in all areas of the District.	27%	25%	15%	18%	21%	20%	31%	50%	24%	28%	42%
16	Seek a high level of engagement with principals and other school-site leaders.	22%	25%	15%	73%	24%	30%	14%	25%	24%	23%	17%
17	Involve appropriate stakeholders in the decision-making process.	26%	24%	38%	32%	33%	10%	14%	0%	29%	17%	17%
18	Maintain positive and collaborative working relationships with the school board and its members.	31%	23%	54%	32%	20%	27%	31%	75%	18%	22%	8%
19	Be an effective manager of the District's day-to-day operations.	20%	22%	15%	23%	18%	23%	31%	25%	12%	26%	17%
20	Communicate effectively with a variety of audiences and in a variety of ways.	27%	21%	31%	9%	20%	23%	24%	25%	35%	21%	42%
21	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	28%	20%	46%	23%	17%	20%	21%	25%	18%	21%	25%
22	Effectively plan and manage the long-term financial health of the District.	34%	18%	31%	23%	14%	7%	21%	25%	6%	22%	25%
23	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	20%	14%	23%	9%	11%	13%	10%	50%	53%	14%	8%
24	Act in accordance with the District's mission, vision, and core beliefs.	25%	11%	23%	18%	10%	17%	21%	25%	6%	9%	8%
25	Utilize student achievement data to drive the District's instructional decision-making.	19%	9%	8%	14%	9%	3%	7%	25%	12%	11%	0%

Key	VV-Vision & Values	IL-Instructional Leadership	CE- Community Engagement	CC- Communication & Collaboration	M-Management
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ADDITIONAL COMMENTS

<i>Stakeholder Group</i>	<i>Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.</i>
Building Administrator	An effective superintendent is one who not only says that children come first but actually means it. Children need to come first - not politics or personal aspirations. A superintendent should never bully their employees or anyone else. Transparency needs to be lived not just talked about! No deals with people to cover things up or get a certain outcome.
Building Administrator	Someone who has a clear vision that is specific to what is developmentally appropriate for students, is focused on the social-emotional well-being of a diverse community, who acknowledges and provides support for the growing special education population and their significant service needs and hours, who listens to and considers the feedback from those at the building level and the reality of the work that goes on, and who is not hyper focused on SBAC and testing.
Building Administrator	The new superintendent must make all decisions based on the best interests of students and NOT on a politically motivated one.
Building Administrator	All of the previous selections are necessary for a superintendent to be successful in this district. It would also have to be someone who is in tune and respectful of our population/diversity.
Building Administrator	Personable and communicative. This is a people business.
Building Administrator	Although, finding a person with a high moral compass may be difficult I believe that is what this district needs. Someone who is not afraid to say "no" to anyone if it's for the good of the students. I have been told many times over it's not "what you know, it's who you know," (to get a job) that mentality needs to stop if Stamford is going to rise above and be what it is capable of being. Personally I would prefer someone in the position who has had no affiliation with the district during the past year.
Building Administrator	High level of moral and ethical responsibility to all students.
Building Administrator	I believe the Superintendent needs to represent the School to all stakeholders including our political leaders, businesses and other community members with a relentless focus on our students and what value their success has to the success of all of Stamford. As such they need to establish close relationships that help everyone one to understand what truly happens within our schools and harnesses their support.
Building Administrator	To create and implement a plan that promotes a positive process where teachers, building administrators, downtown administration, the board of education, and city officials work together to provide for the needs of all SPS students
Building Administrator	The superintendent must be willing and able to work with the building administrative teams to ensure that individual school needs are understood and considered in long-term planning, with regard to budget preparations, personnel assignments and building structural and safety concerns.
Building Administrator	Work collaboratively with building administrators.
Building Administrator	Stamford's next superintendent really should come from outside the district. The next Superintendent should have a proven track record of educational leadership. The level of qualifications should be thoroughly vetted by the search firm. The new Superintendent should be friendly and approachable. Any site visits that take place for finalists should include representation by a broad range of stakeholders, including members of the SAU. I would also recommend that a member of the SAU and

	<p>assistant's superintendent be permitted to sit in on the interview process to script answers and fact-check responses. The next Superintendent should have a background in teaching a core academic and well versed in the teacher evaluation process. The next Superintendent must be able to establish an open dialogue with members of the CT State Legislature to stop unfunded mandates. Also, the next Superintendent should know that the district is in need of healing. Building administrators do not feel supported by central office at all. If this culture does not change, Stamford will lose good principals to other districts. The new Superintendent needs to also recognize that change for the sake of change will only lead to suspicion of motives. The district has some great programs that have a long history of success. If it's working and there is data to support it, leave it alone. The new Superintendent needs to be unafraid to take on the SEA and the facilities director. Both have been unfettered in their ability to undermine building principals and impair the morale of the district. Finally, although it can't be an official qualification, the new Superintendent should have a family.</p>
Building Administrator	Transparent, Professional, Open Minded, Listener, Humble, Warm
Building Administrator	Try and get Benny Hill he will be a perfect fit
Building Administrator	New to Stamford, clean slate, no connections or political affiliations. Not a bully! Someone who will put our children first - not their own political or personal agenda.
Building Administrator	The superintendent needs to support their building and central administrators. They need to understand how important building administrators are to the success of the entire community.
Central Staff Administrator	Previous experience as a superintendent in an Urban school district
Central Staff Administrator	The incoming superintendent needs to be able to listen to others and be accepting of feedback and suggestions from others (like the current super does now). The incoming super needs to be here for the long-term and not someone who just wants to "pad" their resume for a job in another state. The incoming super should also be someone who taught for at least 5 years.
Central Staff Administrator	By 2025, there will be many careers that do not exist today. We need a forward thinking superintendent who addresses this challenge by exploring non-traditional educational models. Students will need more access to customized learning experiences, which will require eventual reconfiguring of schools, central office (including HR), curriculum, technology, resource allocation patterns, union practices and board policies. There is also a gradual shift in student diversity, and the next superintendent will need to promote a "differences without deficits" cultural shift with all stakeholders if we truly want to prepare each and every student for higher education and success in the 21st Century.
Central Staff Administrator	As an administrator it should be clear to all that collaboratively we have one mission, the children
Central Staff Administrator	The ability to listen before passing judgement or harsh decisions.
Central Staff Administrator	The SPS has been through many months of controversy and ongoing, daily, negative media stories. We need a Superintendent who will reestablish trust both internally and with the community. An agenda to promote achievement is essential but, in my view, not possible until climate issues are addressed.
Central Staff Administrator	<p>-Ability to establish trust among constituents</p> <p>- Ability to articulate a student-centered vision</p>

	<p>- Ability to create a positive working relationship with the BOE</p> <p>- Ability to engender a shared vision of teaching and learning</p>
Central Staff Administrator	Someone from the outside of Stamford. I think this is the only way the culture will change.
Certified Staff Member	Given the many and constant initiatives our school district has been implementing over the past two superintendents' tenures, I would encourage our new superintendent be open to take the time to review and understand the programs and staff supporting this work before making changes. I would also hope that what is best for our students is a top and continuous priority as s/he leads our district.
Certified Staff Member	<p>Pilot new cost-effective programs that are initiated by school staff and even students and parents.</p> <p>Collect international information on school programs that appeal to students and teachers and could be implemented in Stamford.</p> <p>Project confidence and collaboration.</p>
Certified Staff Member	I believe the next superintendent needs to listen to the needs of everyone, not just our students but parents and most importantly teachers. We are here to work together, to provide support and help our students build a brighter future. We are all on the same side. There's shouldn't be any division and everyone should get a fair chance.
Certified Staff Member	Whereas I believe that assessment is important, and data driven decision making is key - we are changing the curriculum at a rate faster than we (as teachers) are learning it! I would like to see a superintendent who is actively involved with making decisions for the learning needs of our students. We do not have to reinvent the wheel, which seems to be what we do every couple of years. It would be nice to see someone take the time to find an effective curriculum, and hold it in place for a few years without modifying it to make it more challenging for us to implement.
Certified Staff Member	Promote diversity among staff.
Certified Staff Member	The new superintendent needs to be an open book. Transparency is the only way to build trust and regain the respect of the community.
Certified Staff Member	Open more programs for older special needs students like a vocational school at the middle school level to give those students the training they require as they move forward to high school and beyond.
Certified Staff Member	Someone who is on top of all problems and successes in the district.
Certified Staff Member	An understanding of mental health and trauma, with a vision that supports accommodating for the needs of these children in our schools.
Certified Staff Member	<p>I believe few necessary characteristics for a superintendent to hold are...</p> <ol style="list-style-type: none"> 1. An ability to listen to the teachers about the problems in their building. 2. An ability to not sugar coat everything and look at the reality of situations. 3. Fix the current system of allowing students to do whatever they want and we have no form of consequence because we are a public school district. 4. Hold parents accountable for their efforts in their children's education.
Certified Staff Member	Local district knowledge important. Long - term commitment to community. Unlike a previous superintendent who came in, changed everything, then left leaving chaos in his wake.
Certified Staff Member	The next superintendent should be someone who will always do the right thing for all concerned; especially our children.
Certified Staff Member	The superintendent should be someone who is visible in all of the schools. I work at the two Alliance elementary schools and I very rarely see the superintendent at either

	of them. They need to come visit the schools so they know where the problems lie and can help facilitate change.
Certified Staff Member	I think a superintendent should strongly consider bring back district coordinator positions for every academic area including fine arts, PE, World Language, etc. Many departments in this district have lost sight of working vertically from K-12.
Certified Staff Member	Our Superintendent needs to know the realities of what it's like in our schools and classrooms. He/She needs to talk with teachers and visit our classrooms so that he/she knows what is working and what's not, what is possible and what is not.
Certified Staff Member	Need to fix the notion among the entire city that the Stamford Public Schools are broken and that people who can afford to do so need to leave before their kids enter the middle and/or high schools.
Certified Staff Member	A Superintendent needs to be a decision maker and demonstrate that authority to others, while also considering the input of administrators and teachers. There is a passivity in some areas of the way Stamford schools are run. What is best for students should be the first consideration when making all decisions.
Certified Staff Member	Must maintain residency in Fairfield County. Must be "long haul" candidate.
Certified Staff Member	Transparency Accountability Classroom/content experience Integrity
Certified Staff Member	Is Honest No Tolerance for intimidation or bullying by employer to employees Believes teacher's voice is equal to administrators in decision making and input value. Has the tools and will to change the culture Isn't currently involved with Stamford Maintains an open door policy
Certified Staff Member	Spread accountability and not focus just on classroom teachers who have only been a part of students' lives for less than a year. Involve the parents in this process.
Certified Staff Member	Personable, supportive, takes the time to know the staff
Certified Staff Member	Show strength in making the difficult decisions if/when they arise, regardless of perception of others. Stand up for what is best for student success. Hold high and realistic expectations for all stakeholders.
Certified Staff Member	A superintendent should show the 3H's: Honesty, Humility and be Honorable. Have the courage to do what is right, pursue excellence and justice. Show by their example that they follow the golden rule. They should be very involved in everything and willing to put forth an effort to make things better and foster a good communication environment with all. Be creative and think outside the box. There are many ways to improve student performance....follow leads that other schools have implemented. (Example: Exercise while reading.) Find ways to reduce the budget. Schools are wasting too much paper and supplies, there are a lot of unnecessary things that the tax payers money is being wasted on...eliminate those unnecessary things. Hold schools accountable for what they use and throw away. Implement programs to save money. (Example: Recycling, reusing, etc.) Think about getting rid of AFB and make this a local community thing....They get too much money for nothing.... and we would save even more. Be resourceful, it does not hurt to try. Above all, the superintendent should be a leader, not bossy and do their best to try to gain the respect of all, through the way they treat others.

Certified Staff Member	A person who understands the realities of being a teacher in a classroom, and the fact that students are much more than "data"
Certified Staff Member	Experience as a teacher and principal in either an elementary, middle or high school.
Certified Staff Member	It is necessary for a superintendent to understand the dynamics of the various programs in the district. The alternate setting has continued to struggle without appropriate resources or an understanding of how the program operates from day to day. The students within these programs have needs that must be addressed and met in order to provide the appropriate support to them. It is important to work towards implementing other tiered strategies within the general education setting prior to referring them to these placements in order to address the student holistically and to uphold the law by allowing students access to the least restrictive environment possible.
Certified Staff Member	Someone who has compassion, sincere, honest, accessible and showing an interest in developing the needs of the district to be competitive in preparing all student and the next generation.
Certified Staff Member	Not to cover up any information, for the sake of avoiding negative press.
Certified Staff Member	The superintendent needs to be seen in all schools. S(he) needs to communicate with teachers, not only administrators.
Certified Staff Member	Someone who values the strengths and experiences of existing staff...promote from within. Someone with integrity, transparent communications, and no back door deals.
Certified Staff Member	Have a passion for education and commitment to our school system.
Certified Staff Member	A vision of what a school needs to include in order for its students to be successful.
Certified Staff Member	Someone who can make a decision, and stick by it in a timely manner. Everyone should be treated the same and fairly.
Certified Staff Member	An effective superintendent will have a demonstrable record of teaching experience in the classroom.
Certified Staff Member	Create a positive culture and climate. Transparency.
Certified Staff Member	Promote and model continuous, effective, respectful working partnerships between central office staff and building staffs.
Certified Staff Member	Teachers are the front lines, and the largest EMPLOYED stakeholder group. Why are we left out of so much? The superintendent should strive to always involve teachers, speak to teachers, know their teachers and promote teacher LEADERS.
Certified Staff Member	All of the above in regards to all staff and students, including students of all backgrounds and abilities.
Certified Staff Member	We need someone who is supportive of the staff members who work hard every day and do their job the right way. We also need someone who has reasonable\realistic expectations considering the diverse population we have in Stamford. We have so many students coming from single parent households, poverty, lack of education from parents, crime etc. We need to cater to all students and have reasonable expectations for achievement of those students. Every student is different and the expectations should be as well.
Certified Staff Member	An honest and enthusiastic person to promote positive environments in education
Certified Staff Member	A minimum of 5 years of authentic classroom teaching experience should be a requirement of anyone considered for the position of superintendent.

Certified Staff Member	I think we need to focus on having someone who is determined to move the district in the right direction. Everyone has been focusing on the negative things that have happened in the district over the past year and we need someone who is determined and enthusiastic about moving forward. I think we need someone who is going to gain the trust of the community and regain confidence back into the school district. With all the negativity, people and community members have a negative taste in their mouths. We want people to be proud to send their children to Stamford Public Schools, not shy away from them and look for alternatives.
Certified Staff Member	I'd like to see a leader who has been successful in a district with similar demographic - and I mean school demographics, not the City of Stamford demographics. It seems we are always trying to reinvent the wheel, when I know similar districts have been successful.
Certified Staff Member	Be proactive rather than reactive. Listen and respond.
Certified Staff Member	Looking for someone who has the courage to change the archaic format still existing in many schools; someone who will halt the spread of the mediocracy of the common curriculum; and stop robbing the teachers of almost a month of teaching days given to questionable testing and testing practices.
Certified Staff Member	Providing a safe environment for certified members to express their concerns without being ostracized or feeling like they are unapproachable.
Certified Staff Member	Someone who is approachable and easily accessible via email/phone/appointment. Someone who has teaching experience in the classroom and a passion to increase student learning for all types of learners. Someone who will provide support to students/parents/teachers/administrators and other educational staff.
Certified Staff Member	Be approachable by staff. Hold building administrators to standards of professional conduct. Remember what it is like to be a teacher. Realize that rigor does not mean more assessments.
Certified Staff Member	I think it is very important to have a superintendent that understands special education! Right now the turnover of SLP's in the district is very high. There is minimal training for people in special education, as well as, the paraprofessionals. This needs to change. The only way this will happen is if we have a superintendent that has knowledge of this area.
Certified Staff Member	I think the superintendent needs to truly value classroom teachers, not just give it lip service. Structural practices need to be put in place so that when classroom teachers are asked to implement more and more and more they are given some of the basics that they need to do that, not be in situations where they are asked to teach a certain class, not provided with books and given the run around for three years about who is responsible for getting them books. Specifically for our ELL population and for the teachers who work with them we need to do more than just meet DOJ requirements, we need a conversation with all content areas and curriculum committees to understand this work.
Certified Staff Member	The Stamford Public School district has suffered through several years of disparaging events that have negatively impacted the climate in many of our schools. Our new superintendent must be one who addresses uncomfortable situations swiftly and with integrity. Additionally, a superintendent should collaborate with principals and BOE and listen attentively to the teachers and staff who are "on the front lines".
Certified Staff Member	A strong understanding of classroom teaching based on classroom teaching experience. No nepotism! Professionalism with all constituents.
Certified Staff Member	I believe the next superintendent should be visible at all levels including: schools, events of the community and to be accessible to SPS staff, students and parents

Certified Staff Member	Superintendent should make visits to all schools regularly. Value education as a profession and not as politics. Hire certified staff to match the district's diversified population.
Certified Staff Member	Our superintendent should not have connections in the Stamford political network. He/She should bring a clear understanding of the dangers of being too data driven and to understand that teaching is a human and caring profession first. The needs of all our students should be clearly understood by anyone in a position of power in this district. They should be willing to provide all the needed services to help all of Stamford students achieve, learn and thrive.
Certified Staff Member	I believe that it is necessary for a superintendent to ensure that school spending is equally distributed. At this time, school spending is at the discretion of the principal. Stamford students deserve equality.
Certified Staff Member	Things cannot continue as it is financially. Principals must be accountable for managing their budgets with account details and not changing it to suit their needs.
Certified Staff Member	Someone who will not rush into trying new programs without making sure that we 1- have FULLY trained staff to support teachers when rolling out the initiative 2- have the finances to afford all parts of the program 3- make sure it can be done in conjunction with what is already in place in the district 4- get feedback from teachers to see if it's beneficial and doable
Certified Staff Member	Knowledge of working in an urban school system and new ideas about achieving results in the new "Common Core" world.
Certified Staff Member	I feel bad our current superintendent is resigning.
Certified Staff Member	The superintendent needs to operate in a fair and just way that creates trust. The book The Seven Habits of Successful People by Steven Covey provides an outline on the characteristics that effective leaders possess and might be considered for a "group read" for district leaders, staff and stakeholders.
Certified Staff Member	A new superintendent needs to be present in every school. Teachers need to be able to express their frustrations without feeling like they will suffer retribution from "downtown". The superintendent needs to place people in assistant superintendent and curriculum positions at the BOE that classroom teachers can relate to. So many of the "experts" downtown are so far removed the day to day functions of an elementary classroom yet they call the shots on what I'm supposed to teach my kids every day!
Certified Staff Member	Someone who has no one in his/ her pocket and Likewise is not in anyone else's pocket- meaning he listens to everyone, makes fair and equitable decisions, not for any particular interest group. Someone who is not afraid to actually visit schools and visit ALL programs in the school. As a special education teacher in this system for 43 years it is very demoralizing to have the superintendent visit the school and only go into classrooms that the principal feels are worthwhile to see. Special education children, staff and programs are universally ignored.
Certified Staff Member	A highly qualified superintendent that is not from Stamford but will try his best to provide children with high quality buildings, up to date technology and communicate with teachers and parents about decisions.
Certified Staff Member	At this time we need someone who is not political. The leader of this district needs to be a respected, knowledgeable, honest, caring, committed and kind person. He or she must be able to communicate to everyone all that is positive about our schools. This person must be open and visible every day.
Certified Staff Member	Establish teacher driven district committees to address curriculum learning strategies and building operations.
Certified Staff Member	Integrity, integrity and integrity. The right thing needs to be done all the time! No one should ever be afraid to say something that they've witnessed-whether it involves a

	student, colleague, administrator or parent. What's right is right and what's wrong is wrong.
Certified Staff Member	Just make sure the new superintendent doesn't sweep issues under the rug.
Certified Staff Member	S/he should have been a teacher for more than just a few years and have his or her own children. They need to live in Stamford or very nearby and have a true vested interest in Stamford.
Certified Staff Member	INTEGRITY! A proven track record that leaves no room for doubt, questionable decisions/actions, past controversies, etc. If this person has been let go from another situation for questionable practices then he/she SHOULD NOT be leading our school system. Cronyism needs to STOP in this District. Whoever is hired needs to be objective when assessing each program, school and staff member from Downtown to the school level and make decisions based on merit, not who knows who!!!!
Certified Staff Member	We need someone to work with the teachers on a better alternative to the hour of course content lost each week to an Advisory block. We need other creative ideas to building school community/efficacy in a unified way.
Certified Staff Member	Understanding realistic expectations and change in the classrooms.
Certified Staff Member	Be open to teacher concerns without retaliation aspect when problems arise. Deal with behavior issues for a better school and district climate.
Certified Staff Member	Choose a person who is familiar with life and expectations in Fairfield County.
Certified Staff Member	Our district's school demographics have changed dramatically over the 30 years I've lived here. In 1984 we had 55% white children. Now, it is 30%. In Stamford, you can read "white" as economically advantaged. I am very concerned about white flight -- always a topic, but REALLY happening now. When young parents are thinking about where to live, they often shy away from Stamford. What should we do to keep economically advantaged children in Stamford Public Schools -- from moving to other towns or sending them to private schools? I want a Superintendent with VISION for making our school system one that parents with choice CHOOSE to send their children too. It's not JUST about the achievement gap; it's also about having programs (often that don't cost very much) that will be a draw for parents who have choices. We need a bold visionary.
Certified Staff Member	I think it is vital that the next superintendent should be someone who has had extensive classroom and school-based administrative experience. They can't have forgotten what it is like to juggle all the responsibilities and concerns of the classroom teachers and principals.
Certified Staff Member	They need to develop and support effective proactive methods to discipline unacceptable student behavior. This method should include parents of these students being an active part in the transformation.
Certified Staff Member	The new superintendent should be hands-on and visible in all schools. I feel he/she should have been an educator/administrator at some point in their career.
Certified Staff Member	We need someone who will eliminate the huge gap that exists between building based-school employees and those who work in the central office. We need to eliminate the us - them mentality and create a greater sense of team effort. It seems as though the central office can be far removed from school staff in their knowledge of daily activity and needs. There also seems to be a lack of respect for the knowledge and skills espoused by those who work in our schools.
Certified Staff Member	Stamford needs a superintendent who has been in the classroom and has a strong educational background preferably from the Stamford Public Schools. We need someone who will focus on the SPS and not use us as a stepping stone to bigger and

	so-called better things. Also someone who makes themselves accessible to all staff members.
Certified Staff Member	That they be a people person, really to staff about concerns, be realistic and above all have a sense of humor.
Certified Staff Member	I believe it is very important for the new superintendent to understand the diversity among our students not only in regards to race and economic backgrounds, but their very different/discrepant levels of proficiency. We have many children in the district, some identified as needing special education support, as well as may children who have not been identified, who are performing in the basic and below basic range of proficiency.
Certified Staff Member	I believe the superintendent must be visible in buildings and the community, communicate clearly with all staff and be someone who can earn respect by treating programs and schools with equality.
Certified Staff Member	This superintendent needs to recognize that the professionals in the classroom are experts in their field and trust that our input on best practices are valid and should be taken seriously.
Certified Staff Member	Do not want to feel that I could get in trouble for talking to the superintendent about a concern
Certified Staff Member	The candidate should have teaching experience, administrative experience and be from the Stamford School District.
Certified Staff Member	Confidence, Vision, Leadership
Certified Staff Member	I think this survey makes the point of the problem we have here in Stamford. The "top" talks about being inclusive with all stakeholders in terms of decision-making, but in reality, they do not ask for valid input NOR utilize it. This survey barely breaks the surface of asking what stakeholders want in a new superintendent. The next superintendent needs to LISTEN and act upon stakeholders' input, especially teachers who are on the "frontlines" so to speak. Less focus on data (which can be skewed) and more focus on PEOPLE.
Certified Staff Member	Superintendent ideally would favor going back to researched-based methods in education, and not CCSS, which is not based on research nor was it vetted. Return play to learning and be vocal opponent of high stakes testing. That's a leader.
Certified Staff Member	I feel that the new Superintendent should be new to Stamford, therefore not politically or otherwise connected. This person would have a new, fresh look at our district and its strengths and weaknesses.
Certified Staff Member	I would like to see us get a superintendent who is honest and develops leaders
Certified Staff Member	The new superintendent should have deep knowledge of the teaching/learning process. He or she should represent and make the best decisions for all students including ELs and Special Needs.
Certified Staff Member	Someone who is pro public education. Someone who is against high stakes testing. Someone who will stand up to the governor and education secretary who value a test and punish curriculum. I would like a supt who will question the value of these assessments, such as SBAC, which has not been proving to help prepare students for career readiness. Also someone who will respect parents and allow to opt out of SBAC. Not lie and say you can't! The test is rigged to fail students and schools.
Certified Staff Member	Works to ensure all resources for teachers, students, and district staff are abundant, useable and implemented with regards to technology. Understands that information technology needs to be supported by great IT people. Listens to staff and students over needs. Improves terrible building conditions and unsafe working conditions. Works to bring our school district together and not divided among stakeholders. Brings money to our district in creative grant writing

	and effective solicitation of funds from many places to create programs fir to student needs not one size or one class fits all . Suppresses Common Core and takes a fresh approach at learning how kids learn the best in this district. Empathetic toward special needs and ELL students with an intent of lowering class sizes and getting much needed resource for each area to progress in bridging gap. Add more teachers and para- educators which are desperately needed in the classroom. Reduce class size..... Create novel programs with Community colleges to offer cooperative degree programs and courses for future employment. Believe all children should go to college but understands some will not and works to find ways these young people can fit into a work force by developing work programs with the community. Works to communicate curriculum needs so to restructuring downtown positions to meet needs of students and teachers. Honest, Kind, Cultivating and progressive Visionary, Positive, Uplifting, Insightful individual with zest for education and strong experience teaching at urban and suburban schools.Not just a figurehead former principal. .
Certified Staff Member	Clear thinking, integrity, commitment to education vs. politics, being able to face difficult situations without giving in and covering things up.
Certified Staff Member	Perhaps, get continuous feedback from the teaching staff about the current needs and changes of the school community.
Certified Staff Member	Open, honest person with clear expectations understood by all school personnel, parents, students, and board members.
Certified Staff Member	Visibility, visionary, exemplary experience
Certified Staff Member	What I believe, and as several of my colleagues feel the same, are necessary characteristics for our next Superintendent, is a person who is a positive force of nature, a person who attends not only school events but a person who is a member of our community, a person we see shopping at the mall and walking our streets, someone that can bridge the gap of discontent with the City, Schools, and Police, a person that will change the culture of Central Office, a person who has a true passion for education, demonstrates a true caring for our children of all colors, a person who cares about putting the Pride back into Stamford Schools.
Certified Staff Member	LOOK FOR A PERSON WHO WILL BE COMMITTED TO STAMFORD FOR THE LONG HAUL, NOT USE STAMFORD AS A STEPPING STONE TOWARD ANOTHER POSITION ELSEWHERE.
Certified Staff Member	Hold teachers accountable for serving out their full complement of contractual obligations
Certified Staff Member	Must be a former teacher...at least 15 years in a classroom.
Certified Staff Member	Help foster a team environment where teachers in the schools have ample opportunities to share what they think children need in their classrooms. Sometimes, what the teacher is required to teach in any given week is too much for our students to grasp.
Certified Staff Member	I hope that while the new superintendent has their own clear vision for Stamford's schools that he or she will also respect and see our current successes. I also hope that the new superintendent will reorganize the structure of curriculum staffing and encourage more collaboration. As a classroom teacher, it often feels as if each curriculum leader works so independent of each other that they are unaware of how much is being demanded of staff and students. I support high expectations, but they must be realistic. For example, we are often asked to teach more minutes than we have in one school day! More collaboration will facilitate clearer, more realistic expectations and demands on staff and students. Thank you.

Certified Staff Member	An effective superintendent should make sure that quality instruction is the top priority. He/she should maintain academic coaches in each of the schools.
Certified Staff Member	Honesty and integrity. Someone who is open to new ideas and listens to concerns of the teachers. Takes those concerns and offers reasonable solutions. We need communication downtown. Right now I feel everyone operates on their own and teachers are left to deal with trying to put the pieces together.
Certified Staff Member	A good communicator. A big dreamer. A supporter of staff and the challenges they face in the buildings daily. A person who is willing to spread great ideas across schools regardless of the political costs. A person who encourages more leaders to be developed from within the current staff.
Certified Staff Member	Must have a minimum of three years teaching and three additional years in a leadership capacity.
Certified Staff Member	Honesty and transparency are needed after the trust of the administration has seriously eroded under present leadership.
Certified Staff Member	To have been a teacher and principal within the district prior.
Certified Staff Member	I feel a superintendent needs to be there for all employees of the district. Stamford is a large district, but teachers need to know that they are valued and appreciated for what they do on a daily basis.
Certified Staff Member	I believe visible, public support and appreciation of teachers and their contributions are important characteristics in a superintendent. While it isn't possible to have personal relationships with every single teacher in the district, a superintendent who values positive one-on-one relationships with his or her teachers understands that showing respect and bolstering morale is a critical motivator.
Certified Staff Member	Someone who puts the needs of the students first.
Certified Staff Member	Provide meaningful guidance and support to all staff, use a bottom up approach when listening about what is working or not working within the schools.
Certified Staff Member	Someone who has spent a significant amount of time teaching in a classroom.
Certified Staff Member	Have a good vision for the all-round development of the whole child.
Certified Staff Member	Be well spoken and easily perceived as intelligent, confident and approachable. Know the teachers. Yes, there are a lot, but get to know them.
Certified Staff Member	We need someone who will genuinely respect the input and opinions of the well qualified professionals (teachers) who are in the trenches every day. This person should listen to what the research says and truly make decisions based on what is best for students' learning rather than what the board says or what special interest groups want. If research says we expect too much from our children, we do them no service in trying to make them drones who are expected to be geniuses in all fields.
Certified Staff Member	The new superintendent needs to have a positive vision for the future of the district.
Certified Staff Member	The new superintendent should be honest and well respected. The superintendent should support teacher in teaching more and testing and progress monitoring less
Certified Staff Member	Make sure there is consistency among the schools and that all schools have an equal share of resources.
Certified Staff Member	The most important characteristic for a school superintendent is appreciation of a good teacher. This district is losing good teachers very fast, because we don't feel appreciated by the administrators of the district.
Certified Staff Member	That the superintendent stay in touch with the needs of the teaching staff. No more than one new curriculum initiative per school year. Have all administration prep & teach a class at least twice a year to realize what they are asking of us. That is

	<p>administration from the top, meaning the superintendent also, as well as building. Many I believe don't realize how difficult it can be at times with our student population.</p> <p>Also, less PD. What teachers need on those PD days is time to prep, plan with colleagues, etc. We have lives too. Administrators leave earlier when the day is done while I see colleagues working until eight at night. That means they are putting the families in second place. Their mental health is at risk. One PD a month. The rest for prep & planning.</p> <p>Come to staff meetings. Come tutor some students. Be connected to the staff & students. We are a hard working district of teachers. Be one of us. Not above us.</p>
Certified Staff Member	Someone who is willing to stay for more than 3-5 years, so that the district does not have to keep undergoing drastic change in its administration every few years.
Certified Staff Member	Superintendent should actually have taught an academic area in a Title I school. Gym teacher doesn't count, nor does teaching a minute and a half and then going into administration count. SPS schools are so dysfunctional because our leaders have NO CLUE what it is like to teach, or at least don't remember!
Certified Staff Member	Must be a global thinker and see the big picture not just the local view
Certified Staff Member	We need a fresh start, someone from the outside SPS is a MUST
Classroom Support Staff Member	<p>A superintendent needs to be their own person un-beholden to any one particular group or constituency. He/she needs to open to listening to ALL groups of constituencies though and keep them involved. It cannot be a "my way or the highway" system nor one where people are afraid to truly speak their minds</p> <p>A superintendent needs to have been a teacher and someone who is open and fair even when it is not politically correct.</p>
Classroom Support Staff Member	Communicate with each school on a monthly basis. Have knowledge and understanding of each "team" members' role in schools. Administrators, teachers, para-educators and their importance to the district. Schedule visits to schools in the district regularly to insure open dialogue and communications.
Classroom Support Staff Member	Honest, Transparent,
Classroom Support Staff Member	We need someone who has experience to manage any kind of problem with a good results
Classroom Support Staff Member	Above all, A Superintendent should be actively involved with all School Administration and clearly involved in what is going on in all schools.
Classroom Support Staff Member	It is important this individual has had authentic classroom and administrative experience. Meaning she/he has work their way through the ranks and has had very meaningful work experience managing a large district. This person needs to be strong enough to make a tough decision, ask questions and have a have vision for the district to continue to move in a positive direction.
Classroom Support Staff Member	<p>The candidate who is finally chosen should enjoy serving children and families. It would be important if he/she had worked with diverse populations in other locations in the globe at some time in their life to indicate an exposure and true consideration of DIVERSITY in culture.</p> <p>He or she should not be an individual who is a "bean-counter" and one who desires to help his/her staff be great service providers. This candidate should seek to improve staff rather than "punish".</p> <p>The candidate should have strength in negotiating a "win-win" situation for all involved; but not be afraid to stand alone in a final decision.</p>

	<p>Speaking from the vantage point of a Para-educator, I would like to see an individual who understands the unique position of a paraprofessional in this district. The Para-educator is treated with extensive inequity and due to several lead administrators not having a plan for the assistive expertise these staff members can provide, no quality professional development. There are approximately 500 Para-educators in the district and it remains a weak link in the success of the school district. There are many special needs students in this district and those that are 504 identified. In order to know true success academically and in the social-emotional arena all members of the team have to be trained in technology, common core principles, participate in the PPT work session for a special education student's Individual Education Plan. I believe the candidate should have a global marketplace peripheral sight to prepare us for looking at education in a true next generation way. We should move from being cell phone police to students having hand-held devices at each class. This individual should know there is clearly two school districts a white one and a brown one. Look at the PTO organizations. Rarely any brown representation. An earnest effort should be made to hold PTO meetings in the neighborhoods where the children and families live. They should rotate. Finally, this person needs to be apt in administering mindfulness for a broken staff and it is broken in all twenty buildings because the blight began at the root of this organization. Restorative care should be invested in along with a return to the full staff convocation. If these individuals; Para-educators, African American and Latino staff, students and parents are not at the policy and decision making tables- then we are still on the MENU! Good Luck in your search.</p>
Classroom Support Staff Member	<p>The qualities of transparency and accountability are greatly needed by our next superintendent. No more hiding behind the legal department. We need an individual who has courage to do right by the city of Stamford.</p>
Classroom Support Staff Member	<ol style="list-style-type: none"> 1. Re-evaluate the pay scale of "Substitute Teachers," which has been frozen for about 10 years (\$90), despite the fact the vast majority of them have done it for YEARS (without a raise, i.e., decreasing dollars each year if any inflation). None do this for pleasure. All have college degrees. Many have vast business experience. If nothing else, give \$10-\$25 per hour more after the first year, and thereafter just like every other job in the entire country. Realize, at any given school each day, there can be as many as dozen "subs" filling in, sometimes more. Their function is critical, necessary and worthy of monetary reward. Many go on to become teachers and paras, too. And some are certified! 2. Start over with schools' recycling program. Two cans, but who knows what goes into which. Start over. 3. Visit a school a day, briefly. It will amazing what can be learned. 4. Revisit school discipline procedures. 2-3 "bad eggs" in a classroom destroy the class' decorum and learning. Get them out and into a separate school area. 5. Take on charter schools head-to-head. They have a high degree of fraud on how well they do when compared to public schools. Level the field. 6. Stand ESL programs on their ear. Get these kids into regular classrooms within 3-6 months. Enough already. They can do it. 7. Revisit cellphone policy. Recommend removal from the classroom, period. No leaning occurs when a kid is using a cellphone. 8. Visit any school and look at the dates of textbooks (toss out one's over 5 years old. Technology and the world have moved that fast. 9. Require resource sharing of equipment and supplies from school to school. Some have rooms-full of supplies while others have few. 10. Re-examine moving math further down in grade, as other classes are dumbing down their subject matter. For example, ditch the "Chicago" school of math (teaching

	<p>it 4 different ways...why?), a huge timewaster, and get the excitement back into science and social studies materials.</p> <p>11. Count the days: Look at the unbelievable number of holidays, half days, missing days, assemblies, and such--teachers and students are together less and less each year. Not to forget authorized "sick days," etc. About a third of the time in a school year is just wasted. No teaching occurs.</p> <p>12. Get rid of the "department heads" in the high schools--they teach like 1-2 classes a day. That's it. Wow. Our very best hardly teach at all. Imagine a department head in a business saying: "I'll just come in on Wednesday and Thursday. I'll be reading and pushing papers around the rest of the time.</p> <p>13. A third or more of "healthy" vegetables are thrown away each day. Try them--they are canned, lifeless and lousy. Buy fresh, locally, and cook them the way your mother might.</p> <p>14. Encourage parents to attend classes with their kids. They will be truly shocked at how lousy their child treats the teacher, the school and the bus driver. Get them in also to help present a class lecture on subjects of their expertise. Stamford is wall-to-wall professionals.</p> <p>15. The superintendent's job is also theatre--be available for newspaper quotes on local school stories.</p>
Classroom Support Staff Member	Strong leader that will take all aspects of district into consideration. Be visible in the community
Community Organization Leader	Operational experience in a multicultural urban school district.
Community Organization Leader	<p>-Open minded person who values an ethnically diverse community. He/she should understand the needs of the community and recognize that diversity is an asset to our system and not a weakness.</p> <p>- Consider bi-linguism an asset and not a hindrance to students' test scores</p>
Community Organization Leader	An individual who can assess the challenges and strengths of the district and move forward to tackle the challenges and utilize the existing strengths.
Community Organization Leader	Stamford Public Schools is ridden with nepotism and favoritism peppered with small and mean politics. The new Superintendent must be ethical above all.
Community Organization Leader	Have the ability to "rally the troops" around addressing the serious achievement gap!
Community Organization Leader	Our superintendent needs to be able to set an example and foster civil, respectful, engaging and modern communication. We need someone with the ability to speak truth to power and present the strengths and challenges of our community in a respectful and concerned manner. We need someone that can plan for the long term but engage people with the step by step progress that is required to fulfill it. We need diplomacy and courage of convictions to counter the politics and protectionism that is part of our current culture.
Community Organization Leader	Carefully changing the culture to truly embrace excellence for all will be hard but necessary to succeed. Put the kids first, teachers next, demanding parents last.
Community Organization Leader	The superintendent should arrive committed to work with the city administration on auditing, transparency and in exploration of opportunities to reduce costs through shared services, outsourcing and by any other means possible.

Community Organization Leader	Not afraid of the Politics of the community and would deal with adversity in a non-partisan way.
Community Organization Leader	"The achievement gap between white students and students of color remain wide, but had narrowed, not because minority students are gaining ground, but generally because white students lost ground" (Stamford Advocate, Oct. 29, 2015, "Nation, state get bad report card"). Addressing the achievement gap must be a top priority for a superintendent and the district must not be feckless in voicing the negative effects of state and federal control. SPS must maintain local autonomy and the Superintendent her leading advocate.
Community Organization Leader	The Board of Ed needs to know what is going on and take ownership of the challenges in concert with the Superintendent. No more secrets and blame, please.
High School Student	Though no one seems to realize, anything that happens within the Boards and District directly affects the students, who are usually the ones who suffer about it. Don't turn our education into a political agenda. Focus on making school a place students want to go to, and performance will improve.
Non-Classroom Support Staff Member	Integrity at all levels
Non-Classroom Support Staff Member	Hire a Stamford Native! Hit all situations face on. Honest, caring and ready to rebuild the Stamford Public school system
Non-Classroom Support Staff Member	A Human Being who is not a professional politician, who truly cares about children, staff, the community from which the children come from and all of the complications that go with that. A Leader who leads from the side not a dictator, who is out to get people who do not agree with their agenda. They have to listen, understand and collaborate and then Lead.
Non-Classroom Support Staff Member	Someone who does not invoke a sense of fear into staff members for voicing their concerns, opinions.
Non-Classroom Support Staff Member	I think a superintendent should be fully aware of what a typical classroom today looks and acts like. This person needs to immerse him or herself in what Stamford is about and not judge us by other cities. Above all, this person needs to be open and honest about things concerning the education of our students.
Non-Classroom Support Staff Member	Integrity, ability to take responsibility for actions, authentic person
Non-Classroom Support Staff Member	Thoughtful. Consider what is being asked before delegating. Appreciative of job well done and not afraid to express it. Not a micro-manager. Trust that staff will do what is assigned to them in a timely manner. Up-to-date technologically. Get staff and teachers up-to-date with the latest technology.
Non-Classroom Support Staff Member	Make your employment a long term one. Don't run & hide in a crisis. Be honest with the taxpayers - don't lie to them. When the heat is on you - don't play the blame game! Be accountable! Be available to schools staff, students, and parents.
Non-Classroom Support Staff Member	The new superintendent MUST be cognizant of the needs of current and incoming student populations on all grade levels. Most students who are experiencing difficulties in school also have a history of trauma and often come to us with a psychiatric diagnosis. Our answer so far has been a harrowing period of trial and error due to "least restrictive environment." We are essentially waiting for some of

	our most vulnerable "identified" students to be unsuccessful in every "in district" academic environment before we look at out of district academic/behavioral/therapeutic facilities. This is so very unfair to psychiatrically identified students (of whom there are many) to have to suffer through the least restrictive environment process since it usually takes months. I would like to see a superintendent with a mental health/educational/community organization background and degrees as well as a strong background in involving our disenfranchised families. Lastly, I would like to see a therapeutic school in Stamford rather than pay exorbitant tuitions to out of district institutions to work with OUR students. I think the old Sacred Heart building could make a wonderful therapeutic school within our own district.
Non-Classroom Support Staff Member	I liked the current superintendent in her first years as the Super. She was visible in schools, and not just when something was wrong. I think the new Super needs to live in Stamford, CT and is available to attend school events. I don't think a new Super should be data driven with student test scores because during the last 10 years or so, our test scores have not improved. For example, the math, science and LA assessments (quarterly and otherwise) are of no value to students and teachers. Schools need more leverage in creating their own units and becoming more creative buildings. I think the teacher's contract hurts our students because teachers are abusing their sick time. We have teachers our that post party pictures on Facebook when they have called out sick. School should become more like corporations in handling their teachers and I think the new Super should push for that. If you are out sick too many days, you should be let go. We have teachers on paid leave that are happy to be there. The new Super needs to take the side of our students and change the teacher's contract to reflect that. I think that system of teacher's contract with sick time and keeping teachers is not strict enough.
Non-Classroom Support Staff Member	Someone who understands that bringing the top down is not closing the achievement gap! It is ridiculous to think that all students are college prep and that all students are going to college. Thus is a real disservice to student.
Non-Classroom Support Staff Member	The superintendent should be able to communicate with all levels of staff and students.
Non-Classroom Support Staff Member	The Superintendent should have an open door policy. Meet with all parents, staff and community as needed. Secrecy must be eliminated and back room deals need to be stopped. The Superintendent should be a person with good moral values, responsive to new technology and someone who is fair. Someone who does not threaten staff members and family. Someone who follows through when they say they are going to do something and not make promises they cannot keep just to keep the peace.
Parent/Community Member at Large	Our next superintendent will be challenged with a very difficult and complex environment. He/she will need to restore the trust and respect of the teachers, parents, and community at large as well as building a strong bridge to the BOE. Our schools are doing some amazing work; however, our accomplishments are overshadowed by the bad politics and lack of decisive action at the central office and BOE. Our next leader will need to tackle this head on.
Parent/Community Member at Large	Smart, edgy, strong, open minded
Parent/Community Member at Large	The next superintendent needs to have proper respect for the way the child and family's emotional life interacts with the child's ability to learn. With that I mean, a true deep appreciation for the child's inner life rather than merely giving lip-service to social-emotional learning. Children who are struggling with their basic needs met (both physical and emotional) are not available for learning and no amount of academic supports given to them will change that if the source and root of the

	challenge is not addressed by skilled and compassionate teachers and mental health staff.
Parent/Community Member at Large	Schools are a business. We need someone who knows the people he/she is responsible for not someone behind a desk. Issues need to be identified and handled in a timely fashion not caught in a loop hole which allows things to be dismissed. We need someone who will be accountable for everything in our academiccommunity.
Parent/Community Member at Large	The new superintendent must uphold the highest ethical standards and have unquestionable integrity. This is not a job for someone looking to pad their resume nor is it for anyone looking to please political leaders or those with a vested interest in real estate values. This is a job for an experienced educator who knows how to get the best out of people and give teachers and staff the tools they need to succeed.
Parent/Community Member at Large	A STAMFORD NATIVE!!!!!!!!!!!!!!!!!!!!!! SOMEONE WHO IS HONEST AND NOT SWEEPING THINGS UNDER THE CARPET. FACES ALL AGENDAS, GOOD, BAD, OR INDIFFERENT IN AN APPROPRIATE TIME FRAME. SOMEONE ABLE TO FIX ALL THE DAMAGE THAT HAS BEEN DONE TO THE SCHOOL SYSTEM.
Parent/Community Member at Large	Superintendent needs to be a gladiator in a suit. This person needs to defend and protect his/her teachers and in doing so, they, the teachers will protect and defend the students. The superintendent needs to define the objective and goals for the district. The superintendent needs to stop social promotion within the district so that students aren't pushed along from grade to grade not having the necessary skill sets needed to succeed.
Parent/Community Member at Large	Support of the arts.
Parent/Community Member at Large	Have someone that doesn't look the other way when issues arise. Assume accountability.
Parent/Community Member at Large	I think the next superintendent should be someone who already works in the Stamford public schools - someone who has come up thru the ranks and knows the diversity and expectations of the Stamford community. I don't think it should be an "outsider" - they don't have any stake in Stamford and often make demands in their contracts, get what they want, and then leave!!!
Parent/Community Member at Large	Active in community with a priority on studentactivities.
Parent/Community Member at Large	In addition to what we all know - that the superintendent must create a culture of respect throughout the district and avoid the type of horrible situation that happened last year at SHS - I would like to see the new superintendent focused not only on closing the achievement gap and elevating lower-performing students, but also on retaining high achieving students. We know many, many families who have given up on Stamford and either moved out of district or switched to private schools because they felt their high-achieving, successful students were being completely ignored and even DISCOURAGED to perform well. Stamford Public Schools are weaker as a result, and the cycle will continue unless some attention is paid to the top, and not only the bottom.
Parent/Community Member at Large	I would like the next superintendent to be trustworthy and honest, act in the best interests for education and safety of the children first. Whoever is hired should have an exemplary record in the education field, and not have left a prior job due to issues of questionable judgement or issues of themselves or the people working for them, even if they were not fired or have anything on record. I would like them to take personal responsibility when due, and hold responsible parties accountable in a timely manner.

Parent/Community Member at Large	You will notice all of the items I selected are the direct antithesis of the current administration. I would tell the next to do the direct opposite if the current Superintendent, and you'll be just fine.
Parent/Community Member at Large	I'm not a parent, but I am a taxpayer, and I believe our approach to helping struggling students is broken. There seems to be no accountability for our alternative programs: No one knows how much we spend, what the academic outcomes are for these students, etc. I feel we could achieve cost savings there while doing a more effective job.
Parent/Community Member at Large	We want someone with experience in a high diversity district like Stamford. My suggestion is not someone who is extremely ambitious who is seeking a stepping stone or someone at the very end of their career and seeking an easy conclusion.
Parent/Community Member at Large	Integrity and inclusiveness.
Parent/Community Member at Large	Passionate, confident and determined Able to drive consensus and move forward without making everyone happy Focus and celebrate the enormous resources in our own backyard
Parent/Community Member at Large	Open, Honest communication. Active member of the community. Lead effectively. Help the schools turnaround from the issues over past few years.
Parent/Community Member at Large	Have REAL academic credentials with strong performance, not dubious degrees from marginal phony institutions. This is EDUCATION and should have solid first rate credentials for its leadership. Stamford deserves better -- and it is EASILY found among abundant able people -- not low grade insiders. This district is a disgrace -- it hurts all of us who love the city.
Parent/Community Member at Large	It is important for a superintendent to listen and really hear what others are saying whether they are teachers, administrators, general staff, students or parents. It is should be an honor and a privilege to head up the Stamford Public Schools and the superintendent should always act in a manner that befits this important role.
Parent/Community Member at Large	Stamford Public Schools are, by any accurate account, mediocre. Instead of engaging in constant self-congratulation, the school system need to take an honest look at itself, admit its multiple failures and set proper course. The current gap in achievement between wealthy and not; black and white; is indefensible at best, immoral at its worst. The latest round of testing might have been the worst to date but, instead of outrage, all that was offered were excuses - the same excuses offered for the last two decades. By any honest assessment, the schools are neither acceptable nor competitive and until the problems are acknowledged, the solutions will be far off. The schools are the only business in the world that can fail repeatedly and still be guaranteed both their customers and their funding. Real change is needed - to date, all we've been offered are excuses, promises, commissions, committees, task forces and, in result, more of the same.
Parent/Community Member at Large	Anyone who is not currently working within the City of Stamford School System
Parent/Community Member at Large	Someone with much classroom experience a person who lives close by also someone for the children in this district
Parent/Community Member at Large	Revisit flexible grouping by academic achievement in middle school.
Parent/Community Member at Large	A superintendent for Stamford should be recruited locally. This way the candidate would be familiar with the many challenges unique to Stamford. Stamford represents a diverse community that requires inclusiveness, engagement with the community, positive management from the top down and down up, (example, the Stamford High principal and assistant principal could have been more open with the

	superintendent), a leader that is not afraid of confronting controversy and not afraid of change. The teacher contracts should benefit the students.
Parent/Community Member at Large	Understanding the needs of exceptional learners and ensuring appropriate opportunities for high-achieving students. Hire the best people and let them do their jobs. Must be from outside Stamford with no previous ties here.
Parent/Community Member at Large	The superintendent should ALWAYS have all students' well-being and academic achievement as their most important objective. The students should ALWAYS come first!
Parent/Community Member at Large	Commitment to special education as well.
	Have fiscal responsibility, keeping tax payers' interest in mind, reduce wasteful spending. Get creative. Don't bow to special interests. Don't pander to the teachers union, lawyers, and Stamford nepotism. Help all kids, not just those in need, but those who are average, above average, and excelling.
Parent/Community Member at Large	Keep families in Stamford instead of forcing them to Wilton and Ridgefield for a proper education where their kids get full attention.
Parent/Community Member at Large	A good strong respectful leader that understands the dynamics of running a district like the City of Stamford.
Parent/Community Member at Large	We need a true leader!
Parent/Community Member at Large	I believe the person holding this position must be someone of strong character who is not afraid to stand up for truth where ever that may fall and above all else our children's safety physically and emotionally is first priority.
Parent/Community Member at Large	The BOE has been largely ineffective and, therefore, I've focused on the Superintendent as a leader, a collaborator, a visionary. There is no vision of academic excellence on the BOE. It must come from academic leadership
Parent/Community Member at Large	Needs to be student oriented live close by. Not thinking about oneself and furthering his or her own career something that is not done now
Parent/Community Member at Large	The superintendent needs to develop trust within the community as well as the staff in order to effectively lead and promote a successful k-12 experience for all.
Parent/Community Member at Large	Should devise program for advanced kids who otherwise feel isolated in the class rooms. The superintendent should make time for parents and organize regular meetings or forums to discuss parents' concerns and issues.
Parent/Community Member at Large	This Superintendent needs to be collaborative and understand the complexities of the city and the school system. The new leader must also hold leaders in the schools accountable.
Parent/Community Member at Large	Experienced with turning around and leading a dysfunctional organization, Integrity. Outspoken
Parent/Community Member at Large	This person should be from out of district with no current ties to the existing administration. We need a person that has experience with a large and diverse district such as ours. There should be an interim superintendent whose main role is to bring trust and communication between the central office and the schools. She/he should stay as long as needed to insure that we pick a superintendent without rushing to just fill the position.
Parent/Community Member at Large	Stamford needs someone to lead who is honest, transparent, has integrity and care more about the students and faculty than their own reputation.

Parent/Community Member at Large	<p>OUTSIDER with absolutely NO TIES TO STAMFORD.</p> <p>Must not have any knowledge of prior individuals or events in the district.</p> <p>Vision for the district and his/her life beyond work and Stamford. Not a lifer.</p> <p>Willing to train and performance manage schools employees.</p> <p>Exude calm confidence that lets constituents feel they've been heard and that their opinions inform the superintendent's decisions (even if they actually don't).</p> <p>Able to effect change within three years, but have a plan beyond that.</p> <p>Actual intelligence and experience.</p> <p>Speaks English coherently.</p> <p>OUTSIDER WITH NO TIES TO STAMFORD</p>
Parent/Community Member at Large	<p>Someone who will work on making all schools equal as far as racially balanced including special education and shelter children otherwise go back to neighborhood schools because I pay high taxes and purposefully moved to the area while others out of district are in my daughters school and not paying taxes that I do! Crack down on out of district! I understand professional courtesy, Stamford teachers should be allowed to have their children go to any school, but teachers that don't live in Stamford should pay to come to our schools just like other districts in the area.</p>
Parent/Community Member at Large	<p>The new Superintendent needs to meet the needs of a district that at this time is in disrepair. They need to have good communication between the board and the community. Be more transparent. Meet the needs of a very diverse population. Being sure to meet the needs of all students. They need to also hold periodic meetings with community to see what concerns and problems they may have.</p>
Parent/Community Member at Large	<p>A superintendent must maintain open lines of communication amongst principals at each school so that he/she has an excellent knowledge of issues that may be present in each of the schools. Teaching excellence must be upheld and praised, while sub-par teaching must also be addressed. When it comes right down to it, TEACHERS MAKE OR BREAK A STUDENT'S INTEREST/MOTIVATION/ENJOYMENT IN A SUBJECT. Focus on excellent teaching (not on test scores), and success will follow. We need a leader who embraces excellent teaching.</p>
Parent/Community Member at Large	<p>The Superintendent MUST have classroom experience.</p>
Parent/Community Member at Large	<p>First off, no political "bull." Treat everyone the same. Do not give special interests or groups preferred treatment simply because they complain the most. Try to make school a place where regular kids can learn without distractions, such as what comes from forcing special needs kids into classrooms that are not equipped to help them. If possible, create a special needs school solely for those students who need it, as to help learning return in the classroom instead of maintaining behavior management as it is now. To have the teacher's attention be focused on one or two individuals because of forced inclusion, a bad idea, is a waste of time and resources when compared to losing the rest of the kids. I know if I had a special needs kid, I would not want the Stamford school system to babysit them through their "education" – I would send them someplace that could actually help them. Stop wasting money; instead use it to help those who will actually accomplish something in life, not just occupy space. I know this will not be a very popular or nice point of view, but this is the biggest mistake the Stamford school system has done - now it's time to fix it. Good luck.</p>
Parent/Community Member at Large	<p>Live in Stamford and send their kids to Stamford Public schools. Be honest, transparent and have a long-term plan--not just always be reactionary. Work with the community and supports the teachers. Put the kids first.</p>
Parent/Community Member at Large	<p>The next Superintendent needs to have a strong working knowledge of Special Education and Pupil Personnel issues, including legislation. The current Special Ed administration has been allowed to bleed money and not plan appropriate in-district programs, allowing for unilateral placements as well as due process complaints.</p>

Parent/Community Member at Large	Must be visible to the community
Parent/Community Member at Large	I would like to see the teachers to dress code to be more professional for custodian, security and especially teachers. I been in the schools especially during the warmer months they wear anything especially the women teacher very inappropriate
Parent/Community Member at Large	I did not like your choices. The number one characteristic of a great superintendent is to put the needs of the children FIRST. "What is best for the students?" Everything else will fall into place if that ONE GOAL is kept at the forefront in all things.
Parent/Community Member at Large	Superintendent must NOT have a God complex previous superintendents, and must NOT be a favorites-focused manager like previous superintendents. Don't make the "easy" choice as with prior choices, get the right person.
Parent/Community Member at Large	Urban school experience and a proven track record of ability to close the achievement gap; understanding that the constituents include the entire city as what happens in our schools affects everyone.
Parent/Community Member at Large	The superintendent must be able to be a politician (to be effective) but cannot be focused on politics. We truly need to drive toward making sure we serve every child in this district. Overwhelmingly leaning toward "closing the gap" to the exclusion of all else is not acceptable.
Parent/Community Member at Large	This is one of the worst surveys I've ever seen - burying everything in 1 question? Maybe hire a new survey person before the search starts?! What about education and experience level? Need a new environment so teachers aren't afraid to speak up (current environment for teachers is atrocious). Need a superintendent that is not condescending to parents/teachers/public. Need someone who is more concerned with the education of our children than with politics and their "power" and career. Need someone who will focus on improving education for ALL kids....not just those struggling or with special needs, but also for the kids in the middle, and for the kids at the top who need more challenge. It would be great to have someone who really understands what goes on in the classroom. There has been so much change for change sake over the past few years the teachers, students and parents can barely keep up. How about a superintendent that also believes in the intellectual property rights of students and lets students and parents see and take home tests (especially math) so that parents can help students understand what they missed. By keeping tests away from parents so the district and state can save them forever, you are missing out on a huge educational opportunity of the old days when many parents would help review with their kids what they got wrong. Or is this not fair because not all parents do this so it's not fair to give some kids the advantage? Also, we need a superintendent (and people on the school board) who is street smart and doesn't say ridiculous things like...we had no idea families would move into hundreds of expensive new apartments downtown so we didn't plan for any additional school space when we let developers rebuild downtown and Harbor Point. ???Hello???? Anyone could see that.
Parent/Community Member at Large	Progressive educational programming is essential to fully prepare our young people. Higher order & critical thinking should be emphasized. Research based improvements should be explored (i.e. students standing during class, same gender math classes in middle school, later start times for high school students, etc.) Alternative ways to discipline students - less suspensions/expulsions. Evaluate teachers, administrators on their emotional IQ relating to students. Incorporating life skills in the curriculum (financial literacy, creating healthy emotional/mental environments and relationships, activism/advocacy, basics of study skills -- are a few examples of 21st century education.
Parent/Community Member at Large	Approachable, eager to listen to the voices of all stakeholders. Desire to place the good of the students ahead of others. Improve the opportunities for students with

	learning disabilities, for example there aren't any skilled trained instructors to help students with dyslexia, even though a significant number.
Parent/Community Member at Large	Find someone who truly cares about the district, and education in Stamford, not someone who is using us as a personal or political stepping stone. Someone who leads with truth and integrity.
Parent/Community Member at Large	Promoting a culture of mutual respect among the Board, parents, teachers and students, inculcating proper policies and procedures into staff in every school, holding people accountable for bad behavior, promoting a safe physical and learning environment for all children.
Parent/Community Member at Large	A background in education, rather than just administration. It is important to me that the superintendent realize that our students are more than just test scores. At the same time, it is important to me that the future superintendent be knowledgeable about resources available to improve the quality of our students' education for every student and be a zealous advocate for our children. The children's safety also has to be the number one priority.
Parent/Community Member at Large	Important to understand and be able to navigate the politics that can either enable or prevent schools from getting what they need (e.g. local and state budgets/resources)
Parent/Community Member at Large	I believe some of the necessary characteristics the superintendent must possess are as follows: 1. S/he must have a clear vision for the district and work with the BOE to set the vision, goals and objectives. Everyone in the district should be aware of the vision. More importantly, s/he must ensure that the vision is achieved. 2. S/he must be an instructional leader and ensure that all students in the district are achieving at high levels. This must be done by working together with teachers and administrators within the district and gathering constant feedback for improvement. 3. S/he must be a good communicator and be open with the staff and the public. 4. S/he must be willing to take risks so that the district's goals and objectives are met. Without taking risks or setting "stretch" goals, things will never get accomplished. 5. S/he must be flexible and adapt to changes without losing sight of the district's ultimate vision. A superintendent must be collaborative and not confrontational.
Parent/Community Member at Large	A true leader who provides strong support for teachers and administrators to deliver the highest quality education possible. Critical that the new superintendent be comfortable with new educational technology and the best way to effectively incorporate into our classrooms to make them truly 21st century.
Parent/Community Member at Large	Needs to be open and honest and not foster fear and retribution if staff members have a problem
Parent/Community Member at Large	Supt must keep all students in mind...not just ELL, SPED, etc. Supt should listen to the teachers and make sure they don't have too much on their plates so they're not so stressed out. The kids can feel it.
Parent/Community Member at Large	Positive, accessible, knowledgeable about what's been successful in other communities, and knowledgeable about the many things that make Stamford such a great community. Able to engage with multiple constituencies on multiple levels. Able to build an effective team and drive for results and accountability. Outstanding leadership.
Parent/Community Member at Large	Our middle schools are failing our children. We need a leader who is an outside of the box thinker and one who will implement a consistent curriculum throughout the district. We need all of the schools to have the same set up/tiers so that children can benefit from their peers around them and use it as a learning tool rather than a disturbance. One district plus one set curriculum=Completely proficient outcomes. Our children are struggling in the middle schools and it needs to be reformed
Parent/Community Member at Large	The next superintendent should have no ties to the Stamford Community.

	Given what the district has just been through it is best not to promote someone from within the organization. A fresh NEW start is needed
Parent/Community Member at Large	Someone who is honest and deals with the situation at hand. We need someone who leads this district and puts principals in place when they do the wrong thing for students.
Parent/Community Member at Large	Would like to see someone with business experience. Stamford Public Schools and the amount of money that comes in and out is more than many corporations in Stamford. You need a person that not only understand the importance of budgeting and forecasting, but someone who understand how to hire the right people and build an exceptional team who look to the future.
Parent/Community Member at Large	True understanding of how to educate all students, especially those with special needs
Parent/Community Member at Large	I feel that the last 2 superintendents completely ignored the middle to upper socio-economic constituents. If the next superintendent can engage, attract, and retain those families, then the entire system will be more dynamic and stronger. It also really bothers me that Stamford has some great schools, and some not so great schools. How is that possible? It seems that if a great curriculum and standards can be implemented at one school, then that model can be repeated at other schools.
Parent/Community Member at Large	The superintendent has to have experience in urban and suburban districts. Stamford is an urban/suburban city. For many years the minority groups (now the majority) felt that the school system wasn't addressing their needs. At this time the current minority feels the system is not geared to their needs and are sending their children to private schools or moving. Since our diversity is our strength we need to address the needs of all populations in order to have a vibrant system.
Parent/Community Member at Large	Hard-working, patriot
Parent/Community Member at Large	Most importantly someone who has no skeletons in their closet and that he/she hire no one with skeletons that we become aware of (as in previous hires). Also someone who actually is not using Stamford as only a steppingstone. Someone who loves Stamford and is truly committed to living here and working here for a very long time.
Parent/Community Member at Large	This is a dumb survey in the context of Stamford.
Parent/Community Member at Large	This survey is meaningless. Of course everyone would want all of the aforementioned qualities in a new superintendent. Narrowing it to 8 is completely arbitrary.
Parent/Community Member at Large	Stop sweeping unpleasant issues under the rug...deal with them head on; no nonsense! Be open and upfront this way the Board and public can rebuild their trust.
Parent/Community Member at Large	To make a commitment. If a candidate leaves in the middle of a contract there should be a severe financial penalty. No different than any other contract professionals sign.
Parent/Community Member at Large	I believe that the superintendent should have a comprehensive knowledge of the City of Stamford. They should have goals that foster a nurturing environment for the education of our children and a willingness to work collegially with the Mayor, the Board of Education, parental & teacher associations. In addition, they should possess the highest moral character & standards.
Parent/Community Member at Large	Someone who has a goal of creating better success in the Stamford school system. Stop forced social and economic integration with students and try to go back to neighborhood schools. Look at ending or cutting back busing to save money. Make Rogers and all other magnet schools public again to help with overcrowding. Admit

	that schools like Newfield, Davenport, Northeast, and Roxbury are failing because of busing.
Parent/Community Member at Large	Stamford needs an educational leader who not only demonstrates integrity in every area of life, but demands it at every level of the system. This requires treating leadership (in schools as well as on the Board), staff, students, and the community at large with dignity and respect, regardless of their zip code, financial status, or political demographic. It also requires holding offenders accountable and treating them equitably, not treating favorites to leniency. Problems need to be dealt with and solutions set in place, not allowed to fester, whether in the classrooms, with buildings/grounds, in planning and implementing effective curricula, or rebuilding public trust in Stamford Public Schools. Degrees are not necessarily the most prudent measures of effective leadership - experience with children and teachers is.
Parent/Community Member at Large	A person with strong leadership abilities who values everyone's opinion, is fair minded and of sound reasoning.
Parent/Community Member at Large	We need a superintendent who is not afraid to do the right thing, one whose first priority is the safety and well-being on the children in the district. One who is not afraid to make the tough calls. One that will be a leader, not a friend to her employees.
Parent/Community Member at Large	Ability to protect children, implement drug testing for employees, and promptly deal with issues that arise.
Parent/Community Member at Large	Have deep commitment to the education of our students and improving the current system by challenging the status quo that has put bureaucracy and political agendas ahead of our children's future. No "yes" men or women need apply please!!!!!!
Parent/Community Member at Large	Align ALL of the elementary schools with the SAME curriculum and expectations, regardless of "magnet" status, so that each student arrives in Middle School with the same foundations. The same holds true for Middle Schools. It is interesting to hear MS and HS teachers comment on incoming classes who arrive with technical skills and a solid academic foundation vs. those who do not. Technology is the future, and Stamford is far behind, even just here in Fairfield County.
Parent/Community Member at Large	Not controlling or power hungry but collaborative. Open to ideas from teachers and public. Compassionate. Wise and thoughtful. Willing to make needed changes rather than continue down the same path.
Parent/Community Member at Large	Someone who is not ignorant and autocratic
Parent/Community Member at Large	Previous experience as an effective superintendent with a minimum of 5 years in that role, Not someone who has been promoted through the ranks, Track record of honest responsiveness to difficult issues, Demonstrated courage to tough decisions
Parent/Community Member at Large	It should not be someone from the school district
Parent/Community Member at Large	Superintendent should hire well, set clear expectations and then let the principals manage their schools. S/he should not get involved in day to day minutiae. Be willing to remediate or terminate staff who do not meet expectations. Must be apolitical. Mission should NOT be to redistribute resources to some at the expense of others, based on socio, ethnic, economic criteria which tend to generalize and are not accurate predictors of achievement. The mission should be to maximize the potential of every student -- this would dramatically alter resource distribution to support students at all levels, and challenge those who are high achievers rather than ignore them/slow their pace to match the average.
Parent/Community Member at Large	Do not hide or sneak around suspected criminal behavior in the classroom. Teachers should not be shifted from school to school and have their issues hushed up behind closed doors by the Superintendent.
Parent/Community Member at Large	Proven leadership skills. From Stamford if possible. Current employee of the Stamford School district if possible

Parent/Community Member at Large	Do not hire another superintendent will come from elsewhere and not live here and use this position as a career stepping stone to yet another bigger system in a few years. Get some one local or nearly local. Don't waste anymore taxpayer money with fancy expensive search firms to bring in someone who's not from here.
Parent/Community Member at Large	Please get this right our property values depend on it [to say nothing of the future well-being of our students!] Especially since we are surrounded by the highly regarded and desirable school systems of Greenwich, Darien and New Canaan. Let's show that with a more diverse population we too can have a highly desirable school system. I am a former parent of Westover, Magnet Middle, and Westhill. It all starts with confidence in the principal and teachers who are capable and motivated. thank you
Parent/Community Member at Large	There must be accountability from each school building for its academic performance based not just on standardized tests but on grades given to students. If students are failing classes, they must be identified and supported and the building must account to the superintendent about what they are doing to provide those supports. There must also be a strong effort to remove teachers and administrators after the appropriate and legal steps of assessment have been taken. The district cannot afford to allow ineffective personnel because it is too difficult to remove because of the union rules.
Parent/Community Member at Large	I would like to see a superintendent who can elevate the reputation of Stamford Public Schools. Redistricting in Stamford, while a noble idea, has diluted our neighborhood schools and created a fragmented sense of community especially in neighborhoods in North Stamford. Bring back neighborhood schools and do more to create better PR for our schools. We have such a terrible reputation in Fairfield County! There is a mass exodus of upper middle-class families from our school district and we need these families to continue to send their children to our schools!
Parent/Community Member at Large	Recognize Stamford is a growing city (which is actively seeking corporations to establish headquarters here or stay in Stamford) and the district needs to develop a strategic plan. This plan must be modern and visionary. A new Superintendent has an excellent opportunity to prove that in an urban environment state-of-the art facilities are achievable and high-quality education for all students is possible.
Parent/Community Member at Large	The new superintendent should have an exemplary record in terms of leadership, communication among former colleagues and an understanding of running an urban school district that is diverse in its student body and community surroundings. They should be willing to build strong relationships within the parent population, listen to the student's voice and have the utmost respect for the leaders and staff at each and every school within the district. They should be willing to fight for the district on the state level as well - for better funding for our schools and for better exposure in the media.
Parent/Community Member at Large	We need a leader who understands that we need to raise the students' performance by improving offerings, accepting input from knowledgeable people and NOT lowering standards to give the impression of success. Remove social promotion. Ensure kids are ready for upper levels before pushing them forward. Encourage more communications rather than the existing situation of a superintendent who rules by terror
Parent/Community Member at Large	Choose someone who actually has teaching experience and knows enough about teaching to enact policies that will help the teachers do their jobs and provide the best possible educational opportunities to the students. Also, choose someone who is sincerely dedicated to serving the public. Stamford's educational system is plagued by arrogant, self-serving bureaucrats who spend more time playing political games and making sure that they can avoid being blamed when something bad happens than they do working for the benefit of the community.

Parent/Community Member at Large	Accountability is a key attribute. Standards in the Stamford school district are lower than surrounding areas. Schools are always focusing on low performing students, while average and high performers are left to fend for themselves. It doesn't matter how much money you keep pumping into the school system until the parents start caring about their child's education.
Parent/Community Member at Large	IMPLEMENT DIVERSE PD TO ENSURE THAT ALL CULTURES ARE PROPERLY ENGAGED IN GOOD LEARNING ENVIRONMENTS THAT PRODUCE GREAT AND EQUITABLE LEARNING FOR ALL CHILDREN IN THE DISTRICT.
Parent/Community Member at Large	The last thing we need is a superintendent who is "data" driven. That was a former superintendent and he was a bum. Thanks for that one. What's he doing now? Our children are our most precious resource need to be treated as such. They are not a group of numbers to be tallied up dissected. We need a person who understands that. Our teachers need to be treated with the dignity and respect they deserve. We need a person who has spent 20 plus years in a classroom, not a person who had so few years that they do not qualify as a tenured teacher. We need a person who is tied to Stamford. Someone from the Stamford Public Schools. He/She must live in Stamford. Their children, if they have any, must attend Stamford public Schools. The last thing I want is a carpet bagger who wishes to use Stamford as a stepping stone. As a tax payer, I pay for the superintendent. I'm also paying for this "search team". It's my money. Invest it wisely.
Parent/Community Member at Large	Self-confident but aware of the benefits of occasional compromise.
Parent/Community Member at Large	The next superintendent must clearly define what success for Stamford Public Schools looks like. S/he must then articulate a compelling vision for how success will be met, and match that with managerial acumen to achieve those defined objectives. All of this must be done while serving as an exemplary steward of public resources.
Parent/Community Member at Large	I do not understand why the particular outside search firm was chosen when they placed a prior superintendent who was not a good fit, lasted only a short term and has subsequently left the position he took after leaving Stamford - at a very high salary. I would like to see a local person get, or train for the position instead of using an outsider not familiar with the area.
Parent/Community Member at Large	I believe that the superintendent should be someone who is well respected, has the experience from classroom to administration and the passion for our city. We are a diverse community, yet have the standards for success. I am hopeful we will find someone that is willing to roll their sleeves up, continue to hold the path we are on and drive it forward with high expectations.
Parent/Community Member at Large	The new superintendent needs to come in from the outside and not come from within the system now. We need new and fresh ideas. The status quo is not working and won't work moving forward. A refreshing new approach is crucial to the success of the system. Please hire someone who is not in the system now. I can't stress enough that someone from outside the organization must be put in place.
Parent/Community Member at Large	Ability to be close to the reality of what our schools are facing with the poverty, common core and lack of funding to properly support special education and ell
Parent/Community Member at Large	We need a whole new board - a fresh start!!
Parent/Community Member at Large	Stamford is a town divided by culture, income and reputation. This has always been a top down district; meaning like hires like. Our kids suffer for it. I did not move here for my children to have "better schools" only to learn I can't get better, not even walking in the same arena because of the bullies here. Parents, educators and even local politicians. I would like to know that this superintendent can and will fight for us all.
Parent/Community Member at Large	Knowledge of Special education!

Parent/Community Member at Large	The Board of Education should not micro manage the Superintendent. They should have allowed her to clean house as needed.
Parent/Community Member at Large	A person of high integrity and someone who is fair and appropriate. Educational leader who is like able and visible
Parent/Community Member at Large	Our next Superintendent should be someone that knows and lives in our community. He or she must be able to be a leader yet be able to have a relationship with his/her staff, principals, and teachers. Someone that they can trust and communicate with openly. We need a Superintendent that not only wants our youth to achieve academically but be concerned about the Mental Wellness of our youth and provide mindfulness and mental wellness education to all students.
Parent/Community Member at Large	Collaborative Effective communicator Creative thinker
Parent/Community Member at Large	Stop the cover ups...make students and staff accountable for their actions. Acknowledge the GOOD teachers in our schools...I'm so tired of defending the SPS. The good in our schools out weights the bad.
Parent/Community Member at Large	The superintendent should be aware and help resolve the "culture of fear" between principals and their staff. There are principals in schools in the district who have terrible leadership skills and have established an unkind, bullying type of communication between them and their staff. These principals are given too many chances to improve their style and they don't face consequences.
Parent/Community Member at Large	Should have a vision that should help challenge the kids in their academics. Bring in more extra-curricular activities
Parent/Community Member at Large	The next superintendent needs to ensure that all children of different backgrounds, races, incomes and birthplace receive an education that will make them competitive in this world. Too often, the teachers in Stamford are only polite and looking out for students whose parents they know.
Parent/Community Member at Large	I would a strong leader who understand the importance of diversity in a very complex community. Also someone who can work hard to close the achievement gap amount lower socioeconomic students. Also understand The difference between ELL students and ESL!!
Parent/Community Member at Large	honesta, humilde, de gran calidad humana, que proyecte seguridad y firmeza sin hacer diferencias algunas entre las personas a su alrededor y apoye todo tipo de actividad dirigida tanto a los estudiantes como padres de familias. ej: Los programas de liderazgo dirigidos especialmente para los padres de familia dela (PLTI). gracias
Parent/Community Member at Large	The new Stamford superintendent will need to heal the wounds created over the past 2 years within our school system (all in the news - I don't need to elaborate); build back pride in our system K through 12 (I'm tired of apologizing for having my kids in Stamford public schools when other parents move to surrounding communities just for their schools), and PLEASE deal with the worn out, aging school buildings - they are not welcoming or conducive to learning.
Parent/Community Member at Large	Strategic and innovative thinker, strong leadership skills, long-term planning skills, someone with good PR skills and can represent the district in an engaging way -- makes people want to send their kids to Stamford Public Schools
Parent/Community Member at Large	I think it's important to have a clear, macro vision of how to guide our school district and not get bogged down with all the daily details. Hire competent people, stand aside and let them do their job. Our superintendent needs to be poised, polished, unflappable and comfortable speaking to the media about all the good things that are

	going on within the district. And I would hope she would support the music programs to a much greater extent.
Parent/Community Member at Large	To promote and by example, foster a total transparency, which has been sorely lacking. To be in regular contact with parents as to what programs are being looked at or instituted in the district.
Parent/Community Member at Large	Honest, Hard Working, Committed
Parent/Community Member at Large	Someone who have a holistic view of education, ore than no just test grades
Parent/Community Member at Large	Our community is among the most diverse in the state, so recruiting a superintendent that reflects our diversity, who has extensive experience working with diverse populations and creating a greater sense of equity and unity among all student demographics should be key in this process. It's not right that in 2015, students, faculty, and administrators blindly accept the unspoken separation between the 'white' cafeteria and the 'black' cafeteria at the high school. This district needs a leader that dedicated to improving the character of the district and this starts by getting in touch with the needs of our Stamford students. Our profile is not the same as that of nearby affluent districts, and trying to match their successes should not be prioritized over modeling integrity, accountability, and honest leadership. Knowing that administrators turned a blind eye to the disgraceful actions happening in our schools, instead of taking accountability and confronting them head on reflected so poorly on our district and community. But the worst of it is that this leaderships' behavior set a tone for our students, that their trusted principals and teachers, model community members who they looked to for guidance and protection not only betrayed their trust, they showed how far people with such little integrity and character could get. We cannot afford a candidate that just talks the talk, they need to walk the walk and have a genuine desire to create true and honest relationships with students and parents to begin to rebuild the many bridges that have been burned.
Parent/Community Member at Large	The culture of the Stamford School system needs to change so that we are able to create an excellent school environment with the myriad of resources available to us. We should focus on engaging all students, especially those who would benefit from CTE programs.
Parent/Community Member at Large	Superintendent choices must keep the student best interests in mind. Some tough decisions on how to move forward with facility management, resource management, and compliance management must be made to create a functional support team. Proven leadership through crisis management, performance management, and diversity and growth challenges must be shown. Our next superintendent must show and expect respect with the Board of Education and lead the District by example. Character strengths of great resilience and passion for creating the best learning environments for our children must be visible qualities.
Parent/Community Member at Large	Please look outside Stamford, the community needs someone not connected to SPS and its past downfalls
Parent/Community Member at Large	Someone who is welcome to open communication on all levels, a caring individual who has a lot of experience in the school system.
Union/Association Leadership	I believe the individual should have constant communications with all union leaders. Establish close involvement with the workings of each union. Listen and take action with the against inconsistencies with in the district. Be aware of the teaching of each subject curriculum on each grade level. Have the district associates and teachers on special assignment develop a walk through or focus walk on the achievements and making sure curriculum standards are met in every subject. Close involvement with Special Education. Take initiative making administrators accountable, hard working, enthusiastic,

	<p>creative with student learning techniques.</p> <p>Good with technology and presentations</p> <p>Be strong enough to get the support of parents and community but not let them run this district allow the professionals do what's best for the learning environment of all children.</p>
Union/Association Leadership	The superintendent needs to be a GOOD LISTENER.
Union/Association Leadership	Communication with the Union, Teachers and the BOE.