

Montclair Public Schools Leadership Profile Report

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HYA Executive Search
Hazard, Young, Attea & Associates

Survey/Online Participants

Group	Personal interviews or focus groups	Online Survey
Board	7	NA
*Building level administrators	7	13
Central office administrators	4	
Teachers	8	87
**Community	64	31
Parents		584
Support Staff	12	35
Students	4	16
Total	97	766

*Building level administrators included 2 retired administrators.

**Community Focus Groups included parents, community organizations, organized action groups, clergy, pre-school representatives, and local government representatives.

Consistently Reported Themes

Strengths

- Culturally, socio-economically, ethnically diverse community
- Dr. Bolandi has demonstrated excellent leadership and rejuvenated MPS
- History of segregated schools, then magnet schools—very important to the history of the school district
- Long term and committed employees, support staff, teachers and administrators
- Magnet schools have a long and strong history
- Montclair has higher education, culture, sports, arts, and thriving businesses in a historic town with a deep history
- Montclair is a vibrant, diverse and exciting place to live for families and children
- Montclair schools excel at the highest levels of public education
- Proximity to New York City
- Supportive community and supportive and engaged parents

Consistently Reported Themes

Challenges/Concerns/Issues

- Ability to continue to attract, develop and retain a great staff of administrators and teachers with emphasis on increased diversity
- Achievement gap (opportunity gap) still exists despite the richness of resources and the commitment of community
- Assess what is already working before launching new changes and initiatives
- Assessment and testing concerns - too much and judging impact of ESSA changes
- Consistent and transparent procedures/policies are needed for students, parents, staff and community
- Consistent staff evaluation needed with strong intervention and supervision
- Dealing with a relatively inexperienced Board
- Differentiation is needed for dealing with the cultural differences of students

Consistently Reported Themes

Challenges/Concerns/Issues

- Expanding the vision for Montclair High School
- Inequities in magnet curriculum resources perceived and real
- Innovative management of financial resources - making smart use of resources (funding)
- Is enough being done to meet the needs of a more diverse student body and community (i.e. Latino and ESL)
- Knowing the history of the district within the context of moving forward
- New ESSA—look at children more holistically, new governor, new federal program—this is an exciting challenge – MPS needs a patient long term view
- Special education disproportionality gap is a challenge (esp. African American males)
- Superintendent salary must be addressed (to the extent it can) to attract talent to MPS
- Technology in all forms, business, education and curriculum skills for students is lacking

Consistently Reported Themes

Desired Characteristics

- Ability to attract a diverse work staff
- Accessible, approachable and visible in the entire community
- Career educator (not a business person or a Broad graduate)
- Cares about students
- Comfort talking with all levels of socio-economic status
- Committed to looking at a data driven level of competency for the teaching staff
- Diverse community experience needed (similar to Montclair's demographics)
- Embraces teacher respect and doesn't treat teachers as adversaries
- Excellent communication skills
- Improvement should be with a long view but possess a sense of urgency for the current students' needs

Consistently Reported Themes

Desired Characteristics

- Involves the community in school accountability
- Knowledge and ability to bring MPS best practices
- Long view of education is needed to preserve, navigate and develop a strong curricular program
- Political skills are a must with emphasis on relationship building and ability to communicate and connect with diverse groups and constituencies
- Savvy with technology and data driven decision making
- Thick skin—citizens are annoyed by taxes but passionate about education

On-Line Survey Participants

Group	Frequency	Percent
Administrator	13	1.7
Community Member	31	4.0
Parent	584	76.2
Student	16	2.1
Support Staff	35	4.6
Teacher	87	11.4
Total	766	100.0

		Percentage of Respondents Who Selected Each Item (By Subgroups)								
		National HYA Benchmark	ALL (766)	Admin. (13)	Comm. (31)	Parent (584)	Student (16)	S.S. (35)	Teacher (87)	
Number indicates rank order by overall results										
M-Management	1	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	30%	50%	46%	65%	51%	44%	54%	39%
CC-Communication & Collaboration	2	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	45%	50%	31%	52%	49%	50%	43%	57%
	3	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	40%	48%	69%	58%	44%	25%	66%	71%
CE-Community Engagement	4	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	33%	46%	23%	39%	50%	13%	31%	37%
	5	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	39%	43%	38%	35%	45%	25%	40%	31%
	6	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	35%	40%	15%	32%	42%	31%	20%	47%
IL-Instructional Leadership	7	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	33%	40%	31%	32%	43%	56%	37%	24%
	8	Promote high expectations for all students and personnel.	34%	40%	31%	23%	42%	19%	34%	37%
VV-Vision & Values	9	Identify, confront, and resolve issues and concerns in a timely manner.	31%	37%	15%	32%	37%	56%	46%	33%
	10	Effectively plan and manage the long-term financial health of the District.	30%	33%	15%	23%	37%	19%	26%	22%
	11	Lead in an encouraging, participatory, and team-focused manner.	31%	31%	54%	42%	27%	25%	46%	47%
Key	12	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	24%	31%	8%	26%	35%	25%	26%	16%

Percentage of Respondents Who Selected Each Item (By Subgroups)										
		National HYA Benchmark	ALL (766)	Admin. (13)	Comm. (31)	Parent (584)	Student (16)	S.S. (35)	Teacher (87)	
M-Management	13	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	27%	31%	54%	23%	31%	19%	34%	31%
	14	Strive for continuous improvement in all areas of the District.	31%	26%	31%	26%	27%	31%	23%	18%
CC- Communication & Collaboration	15	Seek a high level of engagement with principals and other school-site leaders.	21%	24%	46%	19%	25%	13%	14%	23%
	16	Be visible throughout the District and actively engaged in community life.	33%	24%	23%	29%	22%	44%	43%	26%
	17	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	33%	23%	31%	23%	23%	13%	14%	23%
CE- Community Engagement	18	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	22%	22%	0%	26%	21%	31%	26%	25%
	19	Be an effective manager of the District's day-to-day operations.	21%	22%	23%	19%	21%	19%	31%	25%
IL-Instructional Leadership	20	Maintain positive and collaborative working relationships with the school board and its members.	25%	21%	23%	32%	20%	19%	20%	22%
	21	Communicate effectively with a variety of audiences and in a variety of ways.	27%	21%	15%	10%	21%	13%	20%	23%
	22	Involve appropriate stakeholders in the decision-making process.	23%	18%	23%	29%	16%	13%	26%	24%
VV-Vision & Values	23	Act in accordance with the District's mission, vision, and core beliefs.	27%	18%	15%	32%	18%	19%	23%	15%
	24	Utilize student achievement data to drive the District's instructional decision-making.	17%	12%	23%	6%	13%	19%	9%	6%
Key	25	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	22%	9%	23%	19%	7%	25%	6%	14%

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Desired Characteristics

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

- Leadership experiences that produce a high achieving and inclusive school district in racial, ethnic and socio-economically diverse communities.
- Reaches out and forms productive partnerships with all community groups and organizations and makes them feel welcome and included in the MPS schools.
- Teaching and administrative experience that serves as a foundation for implementing an educational vision that embraces diversity and the differentiation of instruction.
- Adaptability in developing a professional presence that is demonstrated through visibility.

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Desired Characteristics

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

- Demonstrate a deep appreciation of school staff and a track record of engagement and collaboration with teachers and principals on the educational vision.
- Demonstrate community engagement and transparency built upon trust, honesty and integrity, regardless of issues at hand and/or problems to be solved.
- Demonstrate skilled leadership in curriculum that involves the staff in well-planned and sequenced professional development.
- Demonstrate district wide achievement results that have raised the bar of accomplishment while reducing achievement gaps between and among all student groups.
- Demonstrate creativity in the development of an educational working environment that is effectively, well managed, fairly evaluated, and inclusive.
- Demonstrate human resource(s) skills that attract outstanding and diverse candidates for all position.