

**SUMMARY OF IN-PERSON STAKEHOLDER INPUT – 2/10/2020 – 2/12/2020**

**Strengths of the District and Montclair Community**

2/10/2020 @ 4:00 pm	2/10/2020 @ 7:30 pm	2/11/2020 @9:30 am	2/11/2020 @ 1:30 pm
Great involved parents – willing to help. Group of parents to help represent students - NIBPA	Very involved parent community – helps move the district		Strong parental support
Real tools to manage equity – student equity advocate, equity department, anti-racism policy	Progressive curriculum – leader vs. follower	Students go on to post-secondary prestigious colleges. High graduation rate and high post-secondary enrollment rate	High academic performance. High graduation and continuing education rates.
Elementary magnet schools	Cultural scene in the community	Magnet school system – families have a choice	
Lot of Montclair residents send their kids to public schools in Montclair	Community places a high premium on education and learning	Unique facilities	Resiliency of district - despite many transitions there is a commitment to work for the kids.
Teachers	Great invested teachers and staff	Highly educated and enthusiastic principals/administrators/staff	Large district/town - notoriety
AGAP report – research done	Diversity		Diversity
Aware of problems – recognize and talk	Montclair State University – young people want to learn and be part of the community		Creativity and willingness to think outside the box.
Progressive vision for district to match superintendent’s vision	Economic viability		Unique in what the community has to offer
Strong community/civic engagement	Uniting of factions		Community partnerships – some already in effect and multiple opportunities for growth
Strong education foundation			Pride – desire and want to be great
Teacher and District roots run deep			Large % of administrators were educators and teachers so there is a lot of institutional knowledge. Staff members also live in the community.

**What would be Helpful for the New Superintendent to Know about Montclair?**

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	District is a magnet system and understanding the history of it	Magnet elementary schools	Tap into community organization to work with to get things done.
Diversity of community	Socioeconomic diverse community	Diversity	Old and new Montclair. Who are the movers and shakers of each?
Political awareness	Moderate sized community with big city problems	Generations of families educated in Montclair	Quickly growing population
Teachers/principals have limited power because of parental influence	Very active teachers union	Strong family input	Know how to navigate the special interest groups to be here for kids. Be strong and push back when needed
	Community is eager for strong leadership	Historical aspect to facilities	There is a lot of experience in the district. Will need to listen and learn due to the turnover.
Community hosts great events	Aspires to be a district that is a leader nationwide	Very artsy community	
	Number of transplants from NY.	Close to transportation to NYC	
	Differentiated administering needed		Still racial/socioeconomic tension issues and segregation. Tied to old and new Montclair.
	Community values teachers/staff		
	Unable to move the needle on the achievement gap.		
	Must be able to navigate modern self-segregation		.
	Large special-needs community that needs to be heard. Also transitional leadership. Need to develop a positive relationship with SEPAC		

**What District Issues/Concerns Require Immediate Attention?**

2/10/2020 @ 4:00 pm	2/10/2020 @ 7:30 pm	2/11/2020 @9:30 am	2/11/2020 @ 1:30 pm
Morale – staff and community	Achievement gap	Overall achievement and significant achievement gaps	Restoring the relationship with administration and MEA. Divisive and combative. No camaraderie and teamwork happening
Trust	Trust between board-community and board-staff	District needs healing. Lot of mistrust – need teambuilding and equitable practices so all are treated the same. Intense climate - fractured	Staff has PTSD. Dismantle Big Brother – rebuild trust.
Not child-centered	Have a vision for what a Montclair graduate looks like and will be able to do	Strategic multi-year plan	Assure and engage the teaching staff on your vision – laser focus
Class sizes too large at elementary schools	Standardization across the elementary schools and autonomy from formulaic teaching	Guidelines and procedures applied to all – not just the richest pockets	Inequity between elementary schools – racially and economically imbalanced
Continuity	Curriculum rigor and quality of progressiveness and continuity	Strong instructional background	
Understanding of budgets	Budget	Understanding of finances and facilities	Budget strategy of saying don't have the funds. Then find them. Style unnerves people. Need to assume responsibility of operating within the budget and err on the side of caution.
Facilities – conditions and space	Infrastructure – ensure the new mayor makes commitment to infrastructure improvements versus deferring the needed maintenance	Treat all the facilities with the same level of attention. Need a normed approach	Infrastructure – facilities. Operating using a patch-it-up model.

More African American male role models – teachers and administrators	Hiring. District has fallen short on hiring minorities. There should be a track record and plan.	Stabilizing force – bring all stakeholders together in a positive and focused way	Fill administrative vacancies – assistant superintendent, central office positions, and building leadership to build a stable team. Bring back supervisors
Greater communication	Execution to make the district run well and address needs quickly.	Aligned set of processes and procedures – universal. Currently non-aligned systems	Central office infrastructure. Put systems in place for administrators – need Standard Operating Procedures for basic things on to-do list.
More visibility – physically present and approachable	Community is socially progressive but not in educational practices in a consistent manner	Rein in groups who have too much power	Special education – look at the vision. What programs do we want and help teachers become experts
Relevant protective factors around children who are most vulnerable/oppressed including LGBTQ students.	Need continued rebuilding around restorative practices	Early education	Understands kids with mental and physical health issues and kids in transitions including the LGBTQ students. Kids can't learn until they are emotionally available.
Over-classification of African American males	Committed to getting the job done	Board has a shared vision and a strong working governance relationship	
Instability of district leadership		Understanding of security and technology needs and can carry out a plan. Vision for technology in the future Technology infrastructure and instruction	Current court cases and supporting the schools with out-of-district placements

**What Critical Issues will the District Face in the the Next 3-5 Years**

2/10/2020 @ 4:00 pm	2/10/2020 @ 7:30 pm	2/11/2020 @9:30 am	2/11/2020 @ 1:30 pm
Gifted and Talented program – identification of students and implementation	Want someone who wants to be in Montclair. Digs into the community – hears different thoughts.	(See Immediate Needs – combined all responses into one list)	Consider the evaluation tool being used for teachers.
Personnel recruitment and development of African American staff	Understanding of the history of Montclair and understand the district now. Be willing to listen to the community.		Program evaluation that addresses the achievement and opportunity gap. All students can be considered stagnant.
Special Education – comprehensive analysis system-wide	Long-term plan to service special needs community with staff accountability		Standardized test scores don't reflect who we are – need a K-12 instructional model
Ages of the buildings and replacements	Change agent who understands and likes the value of change		Mental health – programming, models, staffing
Technology updates	Stakeholders not traditionally included to be enmeshed in decisions -feel welcome/valued.		
Over-classification of African American male students (both immediate and 3-5 years)	Climate where race and equity are talked about openly		Equity – additional supports for students
Training of principals on management of staff	Has a longer-term path for the district – a plan		
Rebuild the relationship with Montclair State University			
Knowledge of magnet and equity programs	Understands a culturally responsive and progressive education		
Restorative Justice – follow-up	Racial and socio-economic literacy		
Implementation of Black History/cross-cultural K-12 throughout the school year			

**What Background/Training/Experience should the New Superintendent Have?**

2/10/2020 @ 4:00 pm	2/10/2020 @ 7:30 pm	2/11/2020 @9:30 am	2/11/2020 @ 1:30 pm
Teacher	Classroom teaching experience is key		Instructional experience on elementary or secondary level
Experience in a similar district as a teacher and an administrator	Comes from a district that is similar with respect to diversity	Proven track record of administrative leadership in a district of Montclair's size. Multiple experiences in different district so can bring collaborative view to the table	Administrative experience on at least two different levels.
Understands and is well versed in Professional Development. Knows how to support staff.	High-level leadership to lead by impact and influence – personal power versus position power	Personnel - many of the administrative team are non-affiliates. Utilize the administrative resources	Both building and central office experience.
Background in anti-racism, systemic racism, and racial justice in a school setting	Develop and execute a sustainable budget	Proven track record with equity. Achievement gaps are widening. Need a 3-5 year game plan.	Current and relevant in education.
Experience with disrupted learning	Experience in managing a large team	Provide demonstrable evidence of success – redacted budgets and student achievement gains	
Background in working with and supporting LGBTQ K-12 youth	Clear track record of success – quantitative and qualitative	Can plan and make difficult decisions and have the backbone to execute them	
African American descent	Strong preference for visual diversity. Spanish speaking	Knowledge of special education programs and law. Understanding the legal process and when need to take a stand.	
	Invested in public education.	Training in strategic planning – taken addition coursework/ collaborative partnerships	
		Able to build a community of educators where staff are supported to take risks	

**What Leadership Style and Supervisory Characteristics are Important in a New Superintendent?**

2/10/2020 @ 4:00 pm	2/10/2020 @ 7:30 pm	2/11/2020 @9:30 am	2/11/2020 @ 1:30 pm
Sensitive to transitions and traumas	Current and relevant in education	Fosters a strong environment of teaching and learning so staff can grow as professionals under your leadership	Toolbox/arsenal of experience from other districts
Accessible – door is open	Humble. Low ego	Needs to nurture healing.	Humility
Responsive	Keen knowledge of human development and behavioral psychology.	Responsive when administrators need you	Knows how to bring out the leadership qualities in others
Not defensive – willingness to receive feedback from all stakeholders	Okay with being wrong. Own mistakes and learn from them.	Thinks and makes proactive decisions – not reactive	Strong enough to admit mistakes and apologize.
Courageous	Cultural competency	Strong moral compass	Reflective in leadership style.
Full scope of community understanding and engagement – communities within communities	Manage diverse approaches to engagement. Navigate different approaches and styles of communication to be effective.	Open transparency – word has to be your bond. Everything is remembered/recorded	Has ability to work well with different stakeholders and bring people together. Leads at the table for any and all.
Communicates	Student-focused. Parents a close second. Manager.	Positive communicator	Good communicator
Actually listens	Thinks and asks questions before speaks. Does research.	Servant leadership and listening to needs	Be here in the next 5-10 years
	Respects the strong sense of institutional memory of staff and stakeholders	Consistent with holding others accountable.	Awareness of personal strengths and pull in experts when needed
	Track record of quality hires	Inclusive	Needs to be thick-skinned.
	Emotional intelligence	Not a micromanager	Creates order and demands respect
	Evidence of positive relationship with principals' union, teachers union, and parents.	Coaching leadership style. Leads by example.	Good delegator – expresses vision and gives good information

	Wants district to be a national model. Has a vision.	Outsiders have too much control – not for the weak of heart. Can't be fearful.	Have a strong and confident vision that is articulated. Be strong enough to stick to the vision when things get tough.
			Able to manage a heavy load and multitask. Superior organization skills
			Knows how to write or uses internal resources to assist/proofread. Cares about grammatical accuracy of communications.

**If you could ask the Applicant One Question, what would it be?**

**2/10/20 at 4:00 pm**

1. How do you go about rebuilding morale and trust? Give specific examples.
2. What are your thoughts on standardized testing and what can you do to make sure optimal outcomes can be achieved for Montclair students?
3. What do you think of the current Montclair high school schedule and the use of study halls?

**2/10/20 at 7:30 pm**

1. After a serious district trauma, such as an active shooter, what would you do as the superintendent to make the community feel safe and the staff/students to feel safe to go back to school?
2. What is the most consistent critical feedback you have received and what have you done about it?
3. What is your plan to recruit and retain teachers of color?
4. Share with us your own identify and self-awareness.
5. What do you see as the biggest issue to tackle in the district and what is your plan?
6. When doing a classroom walk through, what do you look for to ensure rigorous instruction is taking place?
7. Define what success looks like after one year.
8. What specific programs have you enacted to work with students' emotional intelligence and the cultural responsiveness of staff?



**2/11/20 at 9:30 am**

1. What makes you want to come to Montclair?
2. Based on what you know about Montclair, what is your vision for the school district?
3. Define two words – diversity and equity.

**2/11/20 at 1:30 pm**

1. Why do you want to come to Montclair and what will you do for us?
2. Knowing what you have learned from the interview process, what is one short-term goal and one long-term goal for Montclair?
3. How would you help us recover from the past several years?
4. What would your entry plan be? What would be included in your 3-5 year strategic plan?
5. What process would you use for nurturing and establishing trust with all stakeholders?

**2/12/20 at 10:00 am**

**(Note: this group incorporated its feedback in the other areas above into the questions so there are only 4 columns above and 5 sets of questions.)**

1. How would you help ensure parents and teachers raise culturally conscious children?
2. What steps would you take to diversify teaching staff and senior administration across the district? How would you demonstrate your commitment to finding teachers of color?
3. How would you take and use teaching to assist struggling students' gaps in education?
4. How would you help ensure teachers and the curriculum supports strengths of the special education population?
5. What would your dream team of support be?
6. What background, training, and experience do you have with an increasing special education population?
7. What experience do you have with facilities management - \$1 million + projects?
8. What is the role of the high school for the college and career readiness tracks?
9. What would your plan be to improve communication within the district at all levels? 21<sup>st</sup> century style practices.
10. What is your experience jumping from emergency situations to being more proactive?
11. Provide examples of successfully managing multiple and competing interests groups.
12. How do you celebrate staff strengths throughout the district and hold staff accountable?
13. What are your ideas for providing public PreK and for prioritizing early childhood education to help close the achievement gap?
14. How do you ensure/provide a consistent education for all students across classrooms and schools?
15. What is your background and experience with restorative justice practices?
16. Please share your specific experience in increasing the performance and learning experiences of African American children across all levels of achievement.
17. What will you do to eliminate explicit and implicit bias in the classroom – specifically with teachers?

18. What do you think Montclair needs to do to be successful?
19. What experience do you have in managing a 2% tax levy cap? What is your experience in finding alternative revenue sources?
20. What is your experience in remedying the challenge of low morale at the high school?
21. What experience do you have organizing coalitions and building community among diverse stakeholders?
22. How can you leverage the AP process to help close the achievement gap?
23. How do you close the gap among services and procedures for parents in securing supports for students?
24. What measurable efforts will you make to increase the number of staff of color and males within the K-5 schools?
25. What is your commitment to integrated public schools? How will you work with the magnet schools to ensure integrated populations?
26. How do you think the vast amount of nepotism affects our district? Are you willing to measure it?
27. What policies have you recommended to the Board that were adopted and implemented?
28. How do you get buy-in from multiple stakeholders to implement policies?
29. Please provide an example when you successfully opposed a policy that would adversely affect students.
30. What is your vision for STEAM education?
31. What is your philosophy on charter versus public schools?
32. What is your understanding of the magnet system and its value?
33. How would you expand the successes for student with disabilities/different learners?

**Miscellaneous Notes for the Board:**

**2/10/2020 at 7:30 pm**

- Communication and transparency are critical throughout this process.
- Ensure that input from teaching staff is not an afterthought.
- Consider the honesty from the high school students.

**2/11/2020 at 1:30 pm**

- There is a disconnect between whether the Board understands the deep trauma experienced over the past eight years.

**2/12/2020 at 10:00 am**

- District needs to sell its many positive attributes to the potential candidates. Consider making a short video that is current and portrays the district in a positive light.
- Community would like a two-way meeting with the Board regarding the superintendent search process so ensure the community has been heard and they can see/hear the Board's responses.
- Consider using a stakeholder advisory group throughout the search process. There is already a group formed for the budget.
- The community would like the opportunity to compare and assess the final few candidates.