

# Norwalk Public Schools

## Superintendent Leadership Profile

Prepared by



December 1, 2009



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## Introduction

This report presents the findings of the Leadership Profile Assessment conducted by Connecticut Association of Boards of Education (CABE) Search Services on October 20, October 28, November 5 and November 10, 2009 for the Norwalk Board of Education. Upon appointment of CABE Search Services as consultants, the Norwalk Board of Education directed CABE Search Services to meet with as many constituents as possible to solicit comments that would be used to assist the Board in identifying the key characteristics desired in the new Superintendent.

Approximately 198 individuals participated in the focus sessions and public forum facilitated by Eliza Holcomb and Jacqueline Jacoby of CABE Search Services. In addition to meeting with the Board of Education members, the consultant met administrators, community members, city officials, faculty, parents, students and support staff. Individuals who were unable to attend a focus group or public forum were invited to submit a Leadership Profile Assessment form, available at all Norwalk Public Schools, and the Superintendent's Office. Forms were also downloadable from the district's website at [www.norwalkpublicschools.org](http://www.norwalkpublicschools.org). Approximately 183 questionnaires were returned, and those responses are included in this report.

In developing the leadership profile, the consultant sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as district strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the Superintendent. At the focus groups and public forums the consultant noted that the Board of Education was seeking the views of a broad range of individuals to provide input and thereby assist in the search process. It was agreed that the consultant would report the findings to the Board without revealing the identity of any individual contributor.

The Leadership Profile Assessment form was used to solicit responses and provided the framework for reporting data compiled by the consultant. To highlight broad themes within each topic, data is aggregated into eight response groups. Under the category "consensus" or "consistent" are the comments that were frequently heard from many of the individuals or groups. Comments heard less often are listed under the respective group as designated on the Leadership Profile Assessment form: Administrators, Board of Education, Community, Faculty, Parents, Students, Support Staff and Town Boards/Commissions. Under each of these groups, the comments heard or submitted with some regularity are listed alphabetically.

It should be noted that the data collected does not represent a scientific sampling, nor should it necessarily be viewed as representing the majority opinion of a group. Items are included if, in the consultant's judgment, they were repeated by a sufficient number of respondents to warrant the Board's attention.

We commend the Norwalk Board of Education for its efforts to include representatives from many diverse and varied groups within the school and greater community. We wish to express our appreciation to those with whom we met for their participation and commitment to educational excellence. Many thanks to the respondents whose concern for the school and commitment to Norwalk were evident as they provided us with their perspectives.



Respondents spoke with great respect about many staff affiliated with Norwalk Public Schools. They are viewed as passionate, dedicated and hardworking individuals who have proven to be resilient in the face of difficult economic circumstances and changes in leadership. The students are also seen as a strength by respondents across all categories. The community takes great pride in its richness of diversity while also recognizing the inherent challenges of educating a student body that is culturally, racially and socio-economically diverse.

The survey respondents and forum participants generally acknowledged that Norwalk Public Schools has experienced a void in leadership, collaboration and long-term vision. The organizational structure needs to be reassessed and systems need to be automated and updated in order to operate a district of this size competently and efficiently. Communication issues at every level were cited, both internally and externally. The perception of inequity among schools is a serious concern to respondents, as is the aging and overcrowded infrastructure. While modest gains in student achievement have been made, the need to raise standards, set high expectations and close the achievement gap is of paramount concern.

After meeting with the various constituencies in Norwalk, it is the opinion of the consultants that the next educational leader has successful Central Office experience in a diverse community. This individual must have the capacity to unite a community divided by its complex challenges. The next superintendent must lead with integrity and vision, while partnering with the community. Broad visibility in the schools and greater community will be integral to the success of the next superintendent. This individual should possess successful community engagement and outstanding communication skills to articulate and implement an ambitious educational vision for the schools that is reflective of the communities desire for all students to excel. Expertise in the delivery of comprehensive special education services should be considered a requirement for the successful candidate.

In addition, a record of successful recruitment, retention strategies, substantive professional development and ongoing support as well as a systemic approach to building internal capacity should be reflective of this individual's expertise in human resources. Norwalk Public Schools also requires an individual with financial management acumen at the helm in order to insure targeted funding for student achievement efforts as well as infrastructure and organizational system upgrades. A corresponding strength in community building would be a tremendous asset as Norwalk is fortunate to have significant resources that may be harnessed through the development of authentic partnerships. This position presents an excellent opportunity for a dynamic educational leader whose enthusiasm about the potential of Norwalk Public Schools matches that of its community members.

Sincerely,

Eliza K. Holcomb  
Senior Consultant  
Connecticut Association of Board of Education Search Services

Jacqueline Jacoby  
Senior Consultant



**What areas of expertise are most important for the next superintendent?**

	Consensus	Admin	Board	Community	Faculty	Parents	Students	Support Staff	Town Boards
Distinguished record of improving student learning	1	1	1	1	1	1	2	1	4
Budget and finance expertise	2	5	1	3	4	3	1	2	1
Community support and collaboration	3	2	5	2	3	2	3	3	1
Communication Plan	4	2	4	4	2	4	5	4	5
Knowledge and experience with labor relations	5	4	3	5	5	5	4	5	1

Note: Results have been tabulated and ranked in descending order of priority (1 = Highest priority)

Categories that result in a tie are given the same numeric value and the subsequent number is skipped.

**Other desired areas of expertise as identified by survey respondents and/or focus group participants:**

Consistent	<ul style="list-style-type: none"> <li>• Classroom teaching and Central Office experience</li> <li>• Community engagement</li> <li>• Experience in a similarly diverse school district</li> <li>• Record of success in raising student achievement</li> <li>• Outstanding communication skills</li> <li>• Technology</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Global experience</li> <li>• Knows philosophy/theory and practice</li> </ul>
Board	<ul style="list-style-type: none"> <li>• English Language Learners (ELL)</li> <li>• Innovation</li> <li>• Organizational management</li> <li>• Ph.D. or Ed.D.</li> <li>• Proven track record of success</li> </ul>



Board (Cont'd)	<ul style="list-style-type: none"><li>• Special education</li><li>• Superintendent experience preferred</li><li>• Technology</li></ul>
Community	<ul style="list-style-type: none"><li>• Data driven decision making</li><li>• Implementation of best practices</li><li>• Negotiation skills</li><li>• Outside experience</li><li>• Management of limited resources</li><li>• Proven leader</li><li>• Special education law</li><li>• Superintendent/Central Office experience preferably in an urban district</li><li>• Track record of success</li></ul>
Town Boards	<ul style="list-style-type: none"><li>• Early childhood</li><li>• Past experience updating /reenergizing school system</li><li>• Public relations</li><li>• Strategic planning</li><li>• Superintendent or Deputy experience</li><li>• Systems thinking</li></ul>



**What administrative leadership styles should our next superintendent possess?**

	Consensus	Admin	Board	Community	Faculty	Parents	Students	Support Staff	Town Boards
Decisive, confident and objective problem solver	1	1	4	1	3	2	1	1	3
Visionary with clear vision for Norwalk Public Schools	2	2	1	5	1	1	4	2	2
Creative, innovative and resourceful leader	3	4	2	3	4	3	2	3	1
Accessible, approachable and visible in the schools and community	4	5	3	2	2	4	2	3	5
Team builder	5	3	5	4	5	5	5	5	3

Note: Results have been tabulated and ranked in descending order of priority (1 = Highest priority)

Categories that result in a tie are given the same numeric value and the subsequent number is skipped.

**Other desired leadership styles as identified by survey respondents and/or focus group participants:**

Consistent	<ul style="list-style-type: none"> <li>• Consensus-builder</li> <li>• Culturally competent</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Celebrates excellence</li> <li>• Demonstrates a sense of accountability with decisions</li> <li>• Human capital recruitment and retention</li> <li>• Human resources: matching skills with responsibilities</li> <li>• Not an experimental leader</li> <li>• Proactive</li> </ul>
Board	<ul style="list-style-type: none"> <li>• Builds trust</li> <li>• Demonstrates sensitivity to diversity</li> <li>• Maintains an open line of communication</li> <li>• Problem solver</li> </ul>



*Leadership Profile Prepared for Norwalk Board of Education*

Board (Cont'd)	<ul style="list-style-type: none"><li>• Relates to and understands diversity</li><li>• Team builder</li></ul>
Community	<ul style="list-style-type: none"><li>• Ability to mobilize the system</li><li>• Data driven</li><li>• Management by walking around</li><li>• Problem solving skills</li><li>• Works well with City government</li></ul>
Faculty	<ul style="list-style-type: none"><li>• Collaborative</li><li>• Maintains a productive relationship with union leadership</li></ul>



**What are the most important personal qualities of leadership?**

	Consensus	Admin	Board	Community	Faculty	Parents	Students	Support Staff	Town Boards
Integrity	1	1	1	1	1	1	2	1	2
Judgment	2	3	1	2	3	2	4	2	1
Inspiration	3	4	3	4	2	3	3	3	3
Courage	4	2	4	5	5	5	1	5	3
Enthusiasm	5	5	4	3	4	4	5	4	5

Note: Results have been tabulated and ranked in descending order of priority (1 = Highest priority)

Categories that result in a tie are given the same numeric value and the subsequent number is skipped.

**Other important personal qualities as identified by survey respondents and/or focus group participants:**

Consistent	<ul style="list-style-type: none"> <li>• Intelligent; intellectual</li> <li>• Unifier</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Consistent</li> <li>• Determined to make it happen</li> <li>• Dynamic</li> <li>• Ethical</li> <li>• Even handed</li> </ul>
Board	<ul style="list-style-type: none"> <li>• Decisive</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Bilingual</li> <li>• Courageous</li> <li>• Fair and balanced</li> <li>• Hands-on</li> <li>• Passionate</li> </ul>



*Leadership Profile Prepared for Norwalk Board of Education*

Community (Cont'd)	<ul style="list-style-type: none"><li>♦ Strategic thinker</li></ul>
Faculty	<ul style="list-style-type: none"><li>♦ Cheerleader</li><li>♦ Compassionate</li><li>♦ Hands-on</li><li>♦ Problem solver</li></ul>
Students	<ul style="list-style-type: none"><li>♦ Confident</li><li>♦ Kind</li><li>♦ Someone who does not give up</li><li>♦ Strict, but not harsh</li><li>♦ Young in spirit</li></ul>
Support Staff	<ul style="list-style-type: none"><li>♦ Honest</li></ul>
Town Boards	<ul style="list-style-type: none"><li>♦ Firm</li></ul>



**What dimensions of district leadership and management are most important in the new superintendent?**

	Consensus	Admin	Board	Community	Faculty	Parents	Students	Support Staff	Town Boards
Strategic planning and implementation of policies and procedures to develop an education vision of the district	1	1	1	2	1	2	1	2	1
Innovative and passionate leader that motivates and inspires others and creates focus on outcomes	2	2	5	1	2	1	2	1	2
Knowledge of curriculum design, implementation, assessment and evaluation	3	3	2	4	4	3	3	3	4
Strong interpersonal, communication and public relations skills	4	4	2	5	3	5	4	4	3
Ability to effectively communicate the educational needs to the community at large	5	5	4	2	5	4	4	5	5

Note: Results have been tabulated and ranked in descending order of priority (1 = Highest priority)

Categories that result in a tie are given the same numeric value and the subsequent number is skipped.

**Other important dimensions of district leadership and management as identified by survey respondents and/or focus group participants:**

Consistent	<ul style="list-style-type: none"> <li>• Able to facilitate change</li> <li>• Believes that failure is not an option for any Norwalk student</li> <li>• Brings a fresh perspective</li> <li>• Focused on the best interests of students</li> <li>• Resides in Norwalk</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Ability to rally support</li> <li>• Demonstrates a strong work ethic and values same</li> </ul>



Administrators (Cont'd)	<ul style="list-style-type: none"> <li>• Understands a small urban district</li> <li>• Understands the culture of Norwalk</li> <li>• Values the history and respects what was done</li> <li>• Willing to make a long-term commitment to Norwalk</li> <li>• Works to build trust</li> </ul>
Board	<ul style="list-style-type: none"> <li>• Strong interpersonal skills</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Able to bring message to the community</li> <li>• Able to communicate educational vision</li> <li>• Ability to say, “no”</li> <li>• Ability to work with mayor and common council</li> <li>• Builds a sense of confidence</li> <li>• Constructively manages conflict</li> <li>• Inspires trust</li> <li>• Reaches out to the business community</li> <li>• Respects all stakeholders</li> <li>• Understands the importance of talking to everyone</li> <li>• Uplifts the community</li> <li>• Values input</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Brings a new vision and approach</li> <li>• Cares for Norwalk</li> <li>• Demonstrates a strong work ethic and values same</li> <li>• Eloquent speaker</li> <li>• Interested in the history of Norwalk</li> <li>• Not an afterthought relationship</li> <li>• Not arrogant</li> <li>• Seeks input from others</li> <li>• Wants to be here</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Supportive of teachers</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Ability to make a difference in Norwalk</li> <li>• Knowledge of Connecticut</li> <li>• Meets with and gets to know students</li> <li>• Recognizes the importance of equity among all schools</li> <li>• Take prides in our community</li> </ul>
Town Boards	<ul style="list-style-type: none"> <li>• Focuses dollars in the classroom</li> </ul>



**What do you consider to be the three most significant strengths of Norwalk Public Schools?**

Consistent	<ul style="list-style-type: none"> <li>• Community and parent involvement</li> <li>• Diverse population of students and staff</li> <li>• Extracurricular activities</li> <li>• Large core of dedicated, passionate educators committed to student success</li> <li>• Students</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Achievement gains</li> <li>• Assistant principals at all the elementary buildings</li> <li>• Early childhood initiatives</li> <li>• Focus on improvement</li> <li>• Resilient staff</li> <li>• Size of district; small enough to make a difference</li> <li>• Strong leadership at the schools</li> </ul>
Board	<ul style="list-style-type: none"> <li>• Arts, music and foreign language programs</li> <li>• Depth and breadth of course offerings</li> <li>• Focus on academic improvement</li> <li>• Teachers are excited and engaged</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Active PTO</li> <li>• Community resources</li> <li>• Connection with community</li> <li>• Foreign language programs</li> <li>• Gifted and talented program</li> <li>• Global studies program</li> <li>• Music program</li> <li>• Norwalk Community College - trainer of early childhood</li> <li>• Plethora of organizations willing to help</li> <li>• Progressive thinking is allowed</li> <li>• Science Fair</li> <li>• Small town feel of community</li> <li>• Urban Leadership Council</li> <li>• Variety of programs</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• Ability of the city</li> <li>• Comprehensive course offerings at high school</li> <li>• Excellent system for able students</li> <li>• Facilities</li> <li>• Salary and benefits</li> <li>• Sense of community</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Charter and Magnet schools</li> <li>• Family oriented, caring community</li> <li>• Music and art programs</li> <li>• Programs for academically talented students</li> </ul>



Parents (Cont'd)	<ul style="list-style-type: none"><li>• Neighborhood schools</li></ul>
Students	<ul style="list-style-type: none"><li>• Alternative program</li><li>• Middle and elementary schools</li><li>• Opportunities for involvement</li><li>• PTO is strong and active raising monies for scholarships</li><li>• Push to improve educational system</li><li>• Schools care about students</li><li>• Student achievement gains at Briggs</li><li>• Student government is a strong organization</li></ul>
Support Staff	<ul style="list-style-type: none"><li>• District has great potential to improve</li></ul>
Town Boards	<ul style="list-style-type: none"><li>• Chamber of Commerce</li><li>• Global studies program</li><li>• Involvement of the business community</li><li>• Small, hometown feel</li><li>• Vibrant city</li></ul>



**What do you consider to be the three most important issues or challenges facing the Norwalk Public Schools?**

<p>Consistent</p>	<ul style="list-style-type: none"> <li>• Aging and overcrowded infrastructure</li> <li>• Attracting and retaining quality teachers and administrators</li> <li>• Before and after school programs</li> <li>• Budget and finance</li> <li>• Closing the achievement gap</li> <li>• Defining and articulating a clear educational vision</li> <li>• Development of a cohesive, district-wide, content-based curriculum; no vision or vertical or horizontal articulation of what is taught</li> <li>• Difficulty in removing ineffective teachers</li> <li>• Diversity, while a strength, is also a challenge</li> <li>• Lack of effective administrative leadership</li> <li>• Lack of trust</li> <li>• Meeting the needs of a diverse student body</li> <li>• Need to increase parent involvement</li> <li>• Perception of inequities among the schools</li> <li>• Poor communication</li> <li>• Raising standardized test scores</li> <li>• Student behavioral issues including bullying, drug/alcohol abuse, and truancy</li> </ul>
<p>Administrators</p>	<ul style="list-style-type: none"> <li>• Acknowledgement of success in district</li> <li>• Bench mark assessment</li> <li>• Central Office responsiveness</li> <li>• Central office vacancy</li> <li>• Coordination at the district level</li> <li>• Creating a district improvement plan</li> <li>• District-wide disconnect</li> <li>• Facilities management plan</li> <li>• Increasing ELL population</li> <li>• Maintaining academic rigor</li> <li>• Management of resources –Title I</li> <li>• Population growth</li> <li>• Raising awareness on the importance of education</li> <li>• Strained relations with Teachers’ Union</li> <li>• Systems thinking</li> <li>• Unhealthy culture</li> </ul>
<p>Board</p>	<ul style="list-style-type: none"> <li>• Acknowledgment of good work - unveil hidden talents</li> <li>• Collaboration between schools</li> <li>• Customer service</li> <li>• Drop out rate</li> <li>• Economics</li> <li>• Lack of professional development related to cultural diversity</li> </ul>



Board (Cont'd)	<ul style="list-style-type: none"> <li>• Negative perception of schools-one event overshadows successes</li> <li>• Parent education</li> <li>• Preparing students for the 21<sup>st</sup> Century</li> <li>• Resources compared to neighboring towns</li> <li>• Suspension</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Addressing the underlying causes of lack of vision and focus</li> <li>• Anonymous and negative tone of blogs</li> <li>• Articulating a long-term vision that sets high standard for all students</li> <li>• Building district-wide capacity</li> <li>• Busing of students</li> <li>• Connection with community</li> <li>• Creating a culture of equity and respect for all</li> <li>• Creating community centers with schools</li> <li>• Creating “parent friendly” schools</li> <li>• Cultural equity among all schools</li> <li>• Divided community</li> <li>• Equal treatment</li> <li>• Expulsion rate; suspension practices</li> <li>• Focusing on healing</li> <li>• Focusing on issues</li> <li>• Identifying district needs and harnessing energy</li> <li>• Investing in the future of all students</li> <li>• Investing time in community</li> <li>• Lack of coordination among non-profit city agencies</li> <li>• Lack of focus on early childhood</li> <li>• Lack of transparency</li> <li>• Management of school district</li> <li>• Mistrust</li> <li>• Mobilizing the community to share resources</li> <li>• Openly celebrate district-wide success</li> <li>• Pockets of success but some students are left behind</li> <li>• Reaching out and including community in decision making</li> <li>• Student technological skills</li> <li>• Sugar coating diversity</li> <li>• Systemic problem with special education identification</li> </ul>
Faculty	<ul style="list-style-type: none"> <li>• AP Classes do not mirror the 50/50 diversity’ but there is improvement</li> <li>• Board of Education infighting</li> <li>• Building cohesiveness</li> <li>• Central Office organizational structure</li> <li>• Dropout rate</li> <li>• Enormous needs of students dealing with issues of poverty, neglect, lack of discipline, etc.</li> <li>• Flavor of the Month initiatives, no long-term commitment to any innovation</li> </ul>



Faculty (Cont'd)	<ul style="list-style-type: none"> <li>• Getting to know the community</li> <li>• Human Resources gap</li> <li>• Inconsistent application of policies</li> <li>• Inconsistencies in instruction</li> <li>• Increasing enrollment and impact of AYP; potential redistricting</li> <li>• Lack of trust between faculty and administration</li> <li>• Lack of unity</li> <li>• Low staff morale</li> <li>• Meeting the needs of non-college bound students</li> <li>• Orientation and support for new teachers is lacking</li> <li>• Poor data collection</li> <li>• Poor hiring practices and late hires</li> <li>• Professional development program</li> <li>• Public relations / Public perception of the schools</li> <li>• Replacement of key personnel</li> <li>• Respect for all stakeholders</li> <li>• Tacit acceptance of mediocrity</li> <li>• Temporary leadership roles as interims</li> <li>• Transition between middle school and high school</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Bright flight due to the school system</li> <li>• Implementing the school improvement plans done by the State</li> <li>• Lack of support for teachers</li> <li>• Providing opportunities and challenges for high-end learners</li> <li>• Quality of high school educational program</li> <li>• School community is not unified</li> <li>• Student achievement levels</li> <li>• Understaffing due to budget cuts</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Better platform for mentor/mentee program</li> <li>• Eliminate more levels</li> <li>• ELL: Need more help in classrooms</li> <li>• Hold all teachers accountable</li> <li>• Negative image of school district</li> <li>• Perception of alternative education students/recognize success</li> <li>• Quality of food</li> <li>• Restrictions prior to football games</li> <li>• Setting high standards and goals for all students</li> <li>• Some level students not challenged as much as they should be</li> <li>• Transportation for Briggs students</li> <li>• Trust from administration towards students</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• Budget cuts have increased workloads dramatically</li> <li>• District does not value support staff</li> <li>• Elimination of interim positions</li> <li>• Job security</li> <li>• Need to hire Finance Director</li> </ul>
Town Boards	<ul style="list-style-type: none"> <li>• Antiquated systems</li> </ul>



Town Boards (Cont'd)	<ul style="list-style-type: none"><li>• Clearly defining the roles and responsibilities of the Board of Education</li><li>• Early childhood</li><li>• Look at systems thinking by introducing automation</li><li>• Opportunity to consolidate services with the city</li><li>• Rebuilding administrative team</li><li>• Respect</li><li>• State funding</li><li>• Updating the business practices of the district</li></ul>
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### NORWALK PUBLIC SCHOOLS SUPERINTENDENT SEARCH LEADERSHIP PROFILE ASSESSMENT

Your response to the following questions will help the Board of Education develop a profile for our new Superintendent of Schools.

#### IMPORTANT - CHECK THE GROUP YOU REPRESENT

ADMINISTRATOR	BOARD OF EDUCATION	COMMUNITY	FACULTY	PARENT	STUDENT	SUPPORT STAFF	TOWN BOARDS & COMMISSION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### What areas of expertise are most important for the next superintendent?

Please number these in order of importance with 1 the most important

<input type="checkbox"/>	Budget and finance expertise
<input type="checkbox"/>	Community support and collaboration
<input type="checkbox"/>	Distinguished record of improving student learning
<input type="checkbox"/>	Knowledge and experience with labor relations and negotiations
<input type="checkbox"/>	Communication Plan

#### What administrative leadership styles should our next superintendent possess?

Please number these in order of importance with 1 the most important

<input type="checkbox"/>	Decisive, confident and objective problem solver
<input type="checkbox"/>	Visionary with clear vision for Norwalk Public Schools
<input type="checkbox"/>	Accessible, approachable and visible in the schools and community
<input type="checkbox"/>	Creative, innovative and resourceful leader
<input type="checkbox"/>	Team Builder

#### What are most important personal qualities of leadership?

Please number these in order of importance with 1 the most important

<input type="checkbox"/>	Integrity
<input type="checkbox"/>	Courage
<input type="checkbox"/>	Inspiration
<input type="checkbox"/>	Judgment
<input type="checkbox"/>	Enthusiasm



**What dimensions of district leadership and management are most important in the new superintendent?**

Please number these in order of importance with 1 the most important

- |  |  |
|--|--|
|  | Ability to effectively communicate the educational needs to the community at large.                                |
|  | Knowledge of curriculum/instruction design, implementation, assessment and evaluation                              |
|  | Strategic planning and implementation of policies and procedures to develop an educational vision of the district. |
|  | Strong interpersonal, communication and public relations skills  |
|  | Innovative and passionate leader that motivates and inspires others and creates focus on outcomes.                 |

**What do you consider to be the three most significant strengths of the Norwalk Public Schools?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What do you consider to be the three most important issues or challenges facing the Norwalk Public Schools?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Other Comments:**

Empty box for other comments.

If more space is required for additional comments, please feel free to use another sheet of paper.

**Thank you for your comments.**

Please return this completed form no later than  
**November 16, 2009.**

Forms can be returned in any of 3 ways:

1. Completed forms will be collected at forums;
2. Placed in the drop boxes at any school office or the Superintendent's office; or

3. Mailed or faxed to: CABE Search Services  
P.O. Box 111  
Milford, CT 06460  
Fax: (203) 877-1096