

Hartford Public Schools Profile of the New Superintendent

The ideal candidate will be a truly strong leader steeped in success within demanding, complex environments. The proven ability to lead and garner support from a diverse set of constituents will be essential, as will a record of genuine performance and impact against ambitious goals.

The search committee will expect the most compelling candidates to exhibit:

1. Proven passion for public education. We will expect candidates to be passionate and deeply informed about core educational stresses, struggles and opportunities.
2. Success leading complex organizations. Candidates must have had relevant, credible leadership and management experience within suitably complex learning and operating environments.
3. Sensitivity to urban issues. The strongest candidates will have worked within a large, multifaceted urban area. Hartford's diversity is both real and complex, and our residents have benefitted unevenly from the city dynamics. A pervasive appreciation of key urban issues and their impact on children's education will be important to the new Superintendent's success, as will respect for the educational value of differing perspectives.
4. A record of delivering innovative, impactful, sustainable solutions. Incremental improvements may be part of the solution, but alone they will not meet the city leaders' expectation that our school system be a real and respected asset for the larger community. Accordingly, the next Superintendent must be innovative to his or her core – but we require a leader whose reputation is grounded on impact, not just ideas.
5. Excellent communications skills. The Superintendent must be an effective champion for children's education and the system that provides it. Open, honest communications, whether with board members, district employees, students or key partners must be a hallmark of the new leader's management style. The ability to make constituents and stakeholders feel valued and heard is vital.
6. Professional preparation and credentials. Hartford Public Schools is at heart an academic institution, and academic credentials matter. At minimum, the next Superintendent will combine strong academic credentials with at least 10 years of successful professional and managerial experience in highly demanding environments. The candidates must possess or be eligible for 093 certification.

Core Competencies for the New Superintendent

A. Leadership

1. Demonstrate leadership by collaboratively assessing and improving culture and climate both at individual schools and also throughout the system;
2. Demonstrate leadership by providing purpose and direction for individuals and groups;
3. Demonstrate an understanding of issues affecting education in suburban and urban settings;
4. Through a visioning process, formulate strategic plans and goals with staff and community;
5. Serve as a spokesperson for the welfare of all learners;
6. Understand how education is impacted by local, state, national, and international events. The next Superintendent has a deep understanding of the issues in Hartford;
7. Demonstrate the ability to facilitate and motivate others;
8. Demonstrate the ability to implement change in the context of educational reform.
9. Drive a culture of accountability and transparency in all context and measures;
10. Facilitate teamwork.

B. Organizational Management

1. Demonstrate an understanding of organizational systems;
2. Define and use processes for gathering, analyzing, managing and using data to plan and make decisions for program evaluation;
3. Plan and schedule personal and organizational work, and delegate and empower others at appropriate levels;
4. Demonstrate the ability to analyze need and allocate personnel and material resources;
5. Demonstrate an understanding and manage budgets (student based-budgeting), and maintain accurate fiscal records;
6. Demonstrate an understanding of facilities development, planning and management and the impact in student learning;
7. Understand and use appropriate technology as a management tool;
8. Demonstrate the ability to use various management tools to implement strategic goals;
9. Demonstrate the ability to use various management tools to improve and maintain culture and climate at individual schools and throughout the system.

C. Diversity Leadership

1. Demonstrate an understanding and recognition of the significance of diversity, and respond to the needs of diverse learners;
2. Develop and nurture the cultural capacity of all educators, staff and administrators throughout the district;
3. Create and monitor a positive learning environment for all students;
4. Create and monitor a positive working environment for all staff;
5. Promote appreciation of diversity throughout the school community;
6. Demonstrate the ability to adapt educational programming to the needs of diverse constituencies.

D. Policy and Law

1. Demonstrate the ability to influence local and state education advocates in state and federal education policy in the interest of Hartford students;
2. Develop, adjust and implement policy to meet local, state and federal requirements and constitutional provisions, standards and regulatory applications;
3. Demonstrate a working knowledge of *Sheff versus O'Neil*.
4. Understand the implications that current and future negotiations have with the school system; and the ability to influence those negotiations;
5. Recognize and apply standards of care involving civil and criminal liability for negligence, harassment and intentional torts;
6. Demonstrate an understanding of state, federal and case law governing education.

E. Political Influence and Governance

1. Exhibit an understanding of school districts as a political system, including governance models;
2. Demonstrate the ability to involve stakeholders in the development of educational policy;
3. Demonstrate the ability to engage and leverage social agencies and human services;
4. Demonstrate the ability to align constituencies in support of priorities and build coalitions for programmatic and financial support.
5. Ability to internalize criticism and stand up for what is right for students;
6. Exhibit an understanding of school districts as operating within a larger political system consisting of multiple local, state, and federal with varying levels of sophistication and different (and sometimes conflicting) agendas.

F. Communication

1. Demonstrate an understanding of and formulate effective communications, and ensure effective implementation of communication strategies;
2. Demonstrate facilitation skills;
3. Apply an understanding of individual and group behavior in normal and stressful situations;
4. Facilitate teamwork;
5. Demonstrate an understanding of conflict resolution and problem solving strategies;
6. Communicate and present appropriately (speaking, listening and writing) for different audiences—students, teachers, parents, community and other stakeholders;
7. Understand and appropriately utilize communication technology.

G. Community Relations

1. Articulate organizational purpose and priorities to the community and media;
2. Request and respond to community feedback;
3. Develop programs for capacity building within the community;
4. Demonstrate the ability to be a convener and build community consensus;
5. Identify and interact with internal and external publics constituents;
6. Understand and engage appropriately and proactively to the news media;
7. Promote a realistic image of schools and the school district;
8. Monitor and influence perceptions about school-community issues;
9. Demonstrate the ability to identify and articulate critical community issues which may impact local education;
10. Develop an understanding of our constituents' needs and validate those needs.

H. Curriculum Planning and Development for the Success of All Learners

1. Demonstrate the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners, including pre-k-elementary, middle/junior high school, high school, English language learners, special education, and career readiness;
2. Demonstrate the ability to provide planning and methods to anticipate trends and educational implications;
3. Articulate issues and trends regarding Common Core;
4. Demonstrate the ability to develop, implement and monitor procedures to align, sequence and articulate curriculum and validate curricular procedures;
5. Demonstrate the ability to identify instructional objectives and use valid and reliable performance indicators and evaluative procedures to measure performance outcomes;
6. Appropriate use of effective learning technologies;

7. Demonstrate an understanding of alternative instructional designs, curriculum, behavior management and assessment accommodations and modifications.

I. Instructional Management for the Success of All Learners

1. Demonstrate an understanding of research of learning and instructional strategies;
2. Describe and apply research and best practices on integrating curriculum and resources to help all learners achieve at continuous higher levels;
3. Demonstrate the ability to utilize data for instructional decision making and improvement;
4. Demonstrate the ability to design appropriate assessment strategies for measuring learner outcomes;
5. Demonstrate the ability to implement alternative instructional designs, curriculum and assessment accommodations that also integrate behavior management;
6. Demonstrate the ability to appropriately and effectively use technology to support instruction;
7. Demonstrate the ability to meet the enrichment, remediation, and special education needs of all students.

J. Talent Management

1. Demonstrate knowledge of effective personnel recruitment, selection and retention;
2. Demonstrate an understanding of staff development to improve the performance of all staff members;
3. Demonstrate the ability to select and apply appropriate models for supervision and evaluation;
4. Demonstrate understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures and directives governing human resource management;
5. Demonstrate understanding of labor relations and collective bargaining;
6. Demonstrate understanding of the administration of employee contracts, benefits and financial accounts.

K. Values and Ethics of Leadership

1. Demonstrate understanding of the role of education in a democratic society;
2. Demonstrate understanding of and model democratic value systems, as well as ethical and moral leadership;

3. Demonstrate the ability to balance complex community demands in the best interest of learners;
4. Help learners grow and develop as caring, informed citizens;
5. Ability to create and maintain a culture of integrity and model behavior.

L. Safety and Security

1. Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments;
2. Demonstrate the ability to formulate safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures;
3. Demonstrate the ability to identify areas of vulnerability associated with school buses, buildings and grounds and formulate a plan to take corrective action;
4. Demonstrate understanding of procedural predictabilities and plan variations where possible;
5. Demonstrate the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling and implement recommended threat assessment procedures.

Among the assets available to the next Superintendent are a mayor, Board of Education and deep bench of leaders from all sectors –business, academic, civic, nonprofit and faith-based entities– who are serious about the quality of education being provided to our children.

There are enormous challenges ahead, to be sure, and the path to transformative educational accomplishment may be steep, but the ingredients for success are at hand, ready to be leveraged by an executive with the experience, vision and tenacity to lead a system that provides the best possible education for all of Hartford's children.