

**Superintendent Search
Stamford, CT**

Leadership Profile Presentation



1

Who participated?

2

What did they say?

3

How will this inform our search?

Deep Stakeholder Engagement

A group of five diverse business professionals are gathered around a table in a meeting. The image is overlaid with a blue tint. The text 'Deep Stakeholder Engagement' is positioned at the top, and 'Zeal's Methodology' is at the bottom.

Zeal's Methodology

74 Sessions | 10 Zeal Facilitators

Live Language Translation



23 in-person meetings held at each school



13 in-person meetings throughout the community



38 virtual meetings at various times

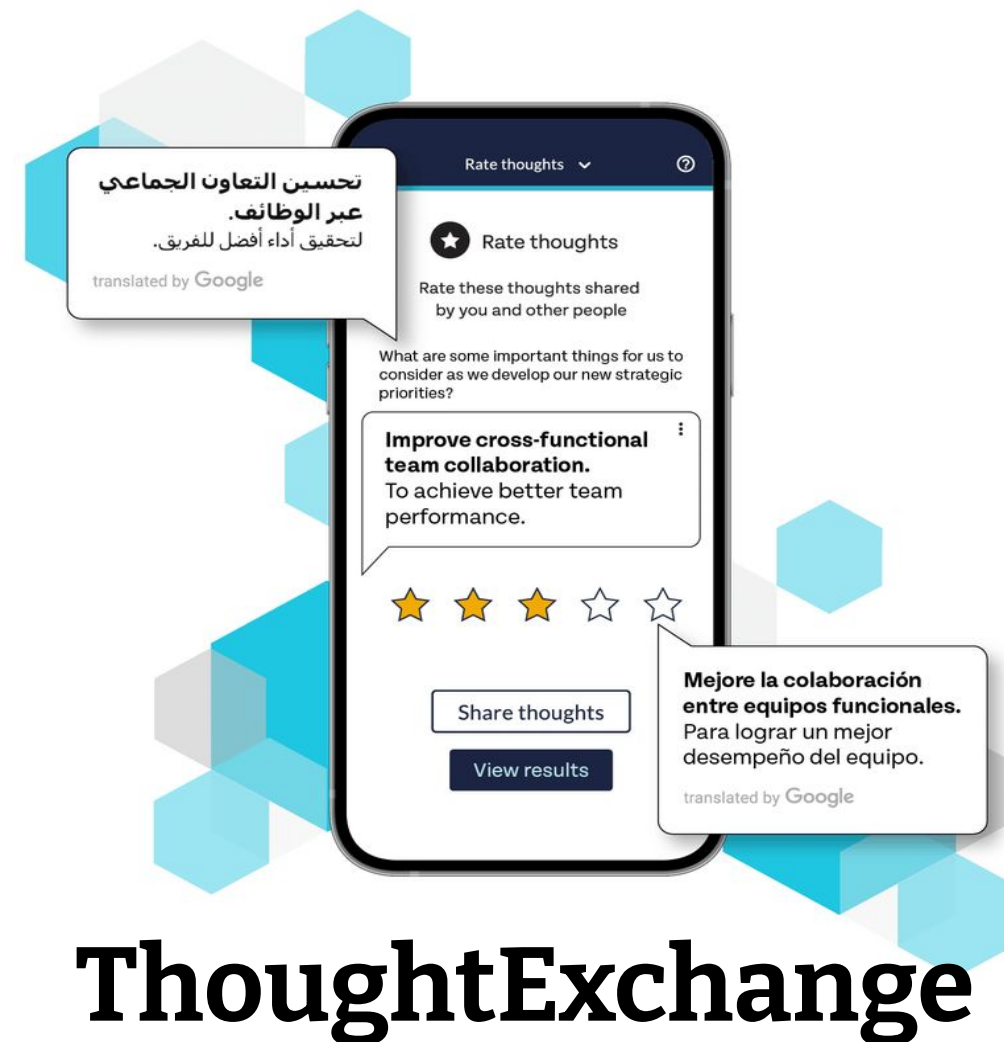
Five Questions:

- What are the district's greatest strengths?
- What are the district's greatest immediate challenges?
- What areas should be the focus of change?
- What should be the new superintendent's change priority?
- Is there anything else you want to share?

Stakeholder Group	Engagement Format	<i>n</i>
Faculty and Staff	In-person at 23 schools	231
Parents and Guardians	In-person and virtual	101
Individual Stakeholder Interviews (Other)	One-on-one interviews	84
District and Central Office Staff	In-person and virtual	32
Students	Virtual	28
Community Partners and Organizations	In-person and virtual	26
District Leadership (Cabinet, Executives)	Individual interviews	14
Board of Education Members	Individual interviews	9
Elected and Civic Leaders (Mayor, Government)	In-person	4
Total Participants		529

792 participants | 738 responses | 16,869 ratings

English (96%) | Spanish (3%) | Ukrainian (1%)



Stakeholder Group	n	%
Parent or Guardian	367	50
Certified Staff	241	33
Other	40	5
Resident	21	3
Non-Certified Staff	20	3
Administrator	17	2
Student	16	2
Stamford Public Schools Alumni	5	1
Government / Community Official	4	1
Business Owner	3	>1

What Did People Say?

What are the district's greatest strengths?

- Diversity
- Community engagement
- Dedicated staff
- Academic programs
- Geographic location

What are the district's greatest immediate challenges?

- Curriculum concerns
- Greater collaboration between teachers and district

What should be the focus of Change?

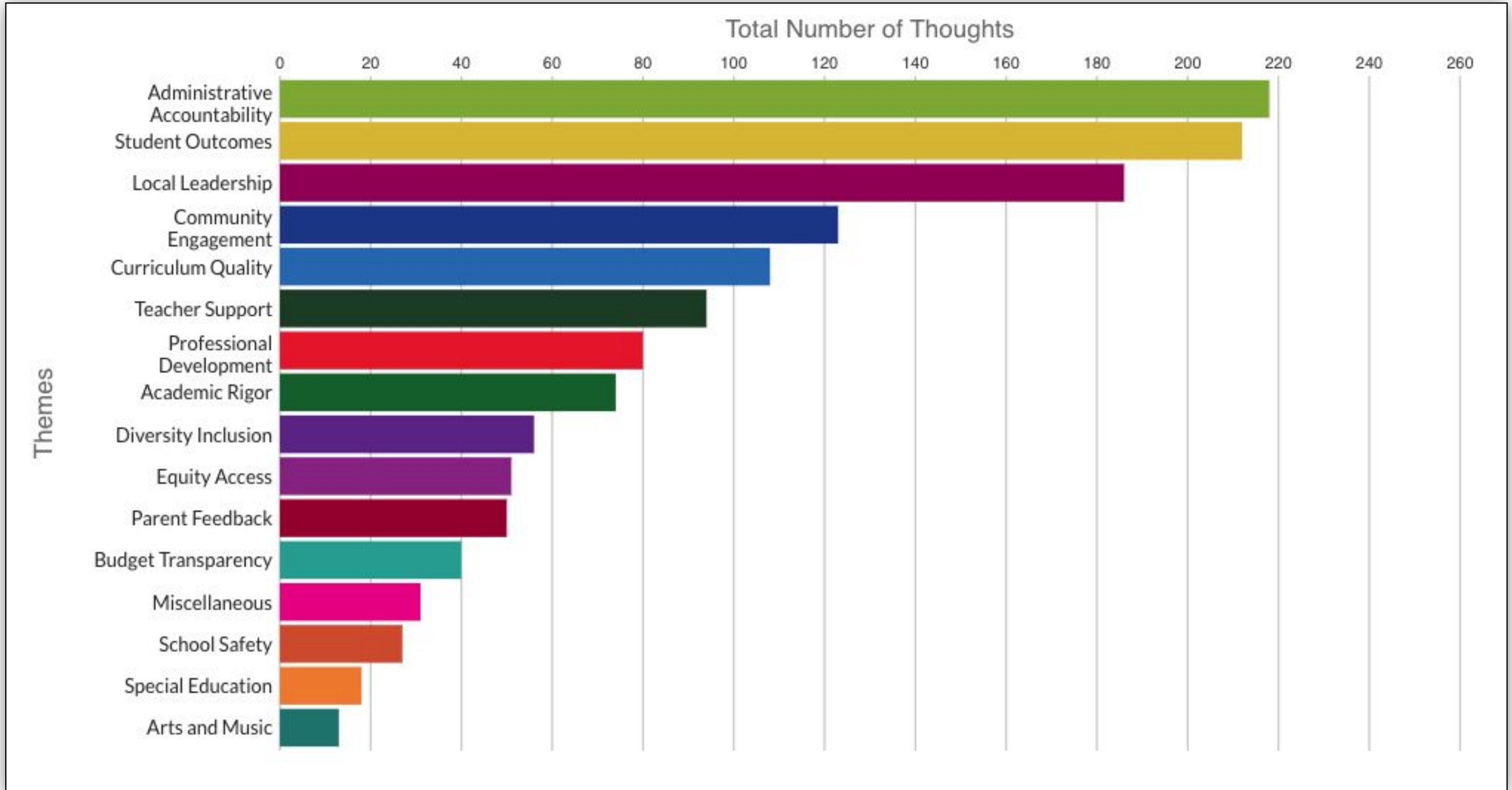
- Teacher Engagement
- Communication and transparency
- Curriculum flexibility to meet diverse student needs

What should be the new leader's change priority?

- Building relationships and trust
- Inspiration and motivation
- Transparency

Is there anything else you want to share?

- Desire an emotionally intelligent, strong leader, who can manage complex issues
- Urban exp.



Equal opportunity for all students, teachers being well prepared and supported

All students deserve an opportunity to shine and learn. A great teacher builds great leaders.

😊 Positive

👤 31

★★★★☆ 4.5

Ranked #1 of 738



The Superintendent must ensure an excellent, well-rounded education for all students.

Our community needs citizens with critical thinking skills.

😐 Neutral

👤 25

★★★★☆ 4.5

Ranked #3 of 738



Improve academics without lowering standards

Lowering standards widens gaps rather than closes them, strong expectations with support help all students succeed and be better prepared for life.

😐 Neutral

👤 23

★★★★☆ 4.5

Ranked #5 of 738



Prioritizing teachers and students when making big decisions like changing the schedule. Making sure that new plans will benefit students and teachers

Prioritizing a high quality curriculum that benefits students and creating resources for students for academic assistance.

😊 Positive

👤 29

★★★★☆ 4.4

Ranked #10 of 738



Recruit



Evaluate



Superintendent Search Process

1) ESTABLISH A STRONG FOUNDATION

Host an initial planning meeting to set communication norms, clarify mutual expectations, and align on district priorities.

2) DEVELOP A TARGETED TIMELINE

Design a timeline that works backward from the desired start date, ensuring a structured and efficient process.

3) ENGAGE STAKEHOLDERS

Confirm a calendar of events that allows ample time for meaningful community and stakeholder input.

4) CRAFT A LEADERSHIP PROFILE

Develop a candidate profile that not only attracts high-caliber leaders but also ensures alignment with the district's vision and needs.

5) RECRUIT A DIVERSE TALENT POOL

Leverage our extensive national network to identify and engage top-tier candidates.

6) SCREEN AND EVALUATE CANDIDATES

Conduct rigorous assessments to recommend the strongest candidates for interviews.

7) PREP THE BOARD FOR INTERVIEWS

Train board members on legal and ethical considerations, equipping them with best practices for candidate evaluation.

8) FACILITATE THE SELECTION PROCESS

Lead candidate interviews, guide board deliberations, and ensure a structured decision-making process.

9) VERIFY FINAL CANDIDATES

Conduct comprehensive reference checks and third-party background screenings to validate the top candidate's credentials.

10) FINALIZE THE OFFER

Guide the Board through contract negotiations in collaboration with legal counsel to secure a fair and strategic agreement.

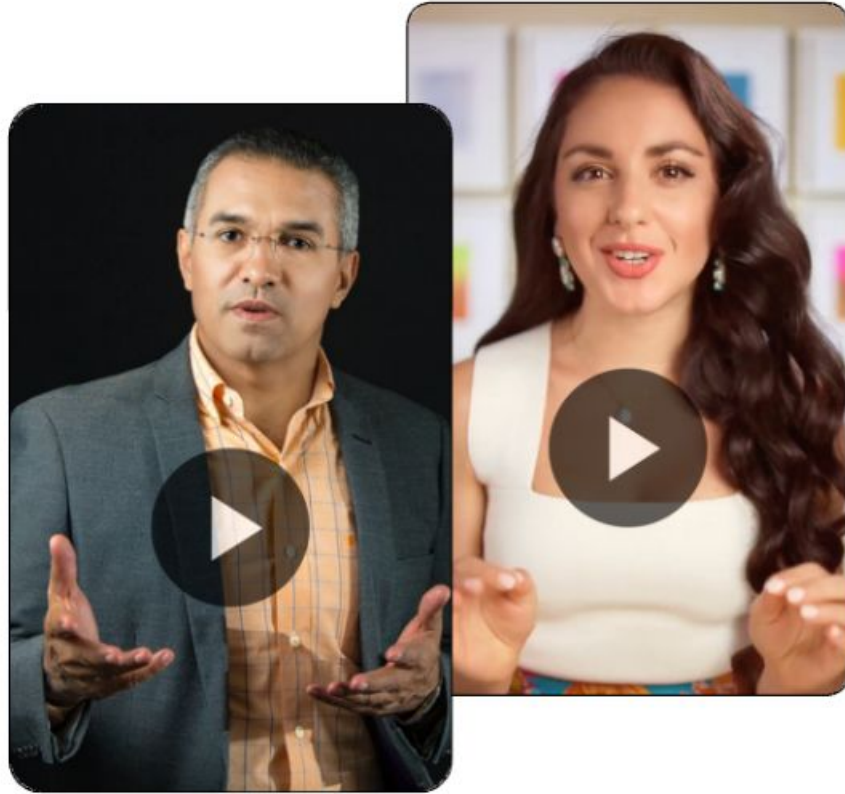
11) SUPPORT THE TRANSITION

Assist the new superintendent with the development of an Entry Plan and provide twelve months of Executive Coaching to ensure a strong start.

12) STRENGTHEN LEADERSHIP ALIGNMENT

Lead a Board retreat with the new superintendent to foster a high-performing governance team built on trust, collaboration, and clear expectations.

All Applicants > Slate > Semi-Finals > Finals



Slate Candidates

Board reviews 8-10 full applications, executive summaries, and a **90-sec video** explaining why the candidate feels called to this role



Board Interview Prep

Board receives guidance on **bias, legal, & ethical** interview practices, develops questions, and selects 5-7 semi-finalists for in-person interviews



Facilitated Guidance

Our team leads the Board through **consensus-driven conversations** to identify 2-3 candidates for final interviews

Superintendent Personas



The Community Builder

Excels in bringing people together, creating strong relationships with families and staff. While effective in collaboration, their consensus-driven approach may slow urgent decisions.

- **Traits:** Relational, inclusive, coalition-focused
- **Strengths:** Builds trust, fosters engagement, unites stakeholders
- **Challenges:** May struggle with tough decisions, moves cautiously



The Visionary Change Agent

This superintendent pushes districts forward with ambitious reforms and innovative solutions. They inspire transformation but may struggle with those resistant to rapid change.

- **Traits:** Bold, strategic, innovative
- **Strengths:** Transforms districts, drives systemic change, energizes stakeholders
- **Challenges:** Faces resistance, can be seen as disruptive



The Instructional Leader

Focused on teaching and learning, this leader ensures high-quality curriculum and PD. They may require support in managing district logistics.

- **Traits:** Data-driven, student-focused, curriculum expert
- **Strengths:** Improves instruction, boosts student achievement, supports teachers
- **Challenges:** May neglect operations, needs strong executive team



The Operational Strategist

This leader ensures smooth operations, balancing budgets and streamlining systems. While highly efficient, they may lack visibility in instructional leadership.

- **Traits:** Detail-oriented, fiscally responsible, process-driven
- **Strengths:** Strengthens finances, improves efficiency, optimizes resources
- **Challenges:** Can appear bureaucratic, less visible in instruction



The Student Champion

Committed to fairness, this leader ensures all students have access to opportunity. Their work is essential but often met with resistance.

- **Traits:** Justice-driven, culturally competent, advocate for marginalized students
- **Strengths:** Reduces disparities, promotes inclusivity, drives student-focused policies
- **Challenges:** Political push-back, progress can be slow



The Crisis Manager

Thriving under pressure, this leader effectively handles crises and high-stakes situations. While strong in the moment, they may struggle with future-focused strategy.

- **Traits:** Decisive, adaptable, action-oriented
- **Strengths:** Leads in emergencies, manages crises, ensures safety
- **Challenges:** Can be reactive, may lack long-term planning



zeal-ed.com/stamford

- **February 4, 2026 – Posting of Position and Release of Leadership Profile**
- **Sunday, March 8, 2026 at 11:59 PM EST – Application Deadline**
- **March 28-29, 2026 – In Person Semi-Finalist Interviews with the Board**
- **April 14, 2026 – Finalist Interviews**
- **April 28, 2026 – Anticipated Appointment of New Superintendent**
- **July 1, 2026 – Start Date of New Superintendent**



Stamford Public Schools
EXCELLENCE IS THE POINT.

Superintendent of Schools
Stamford Public Schools
Stamford, Connecticut
Start Date: July 1, 2026

About Stamford Public Schools

Stamford Public Schools (SPS) is a vibrant, diverse, and future-focused district serving more than 15,000 students in PreK-12. As a district committed to the mission of cultivating productive habits of mind, body, and heart, Stamford offers a broad range of academic opportunities to help prepare all students for post-secondary success.

SPS is the 5th largest public school system in Connecticut, employing more than 2,400 staff, including more than 1,500 certified educators. The district's 23 program sites include more than 3 million square feet of instructional space on more than 300 acres. SPS proudly reflects the diversity of the Stamford community. SPS students speak more than 75 world languages at home and our diverse student body represents a wide range of cultural and religious backgrounds and significant socioeconomic diversity.

Why Lead Stamford Public Schools

This is an exciting time to assume leadership of the Stamford Public Schools. The district is nearing completion of a three-year PreK-12 curriculum redevelopment effort that will ensure vertically aligned and high-quality curriculum in all content areas across all grade levels. The curriculum modernization effort is supported by a strong focus on instructional practice, data-informed decision making, and robust professional learning opportunities.

SPS facilities are also undergoing modernization as part of a 20-year Long-Term Facilities Plan to upgrade or replace all 23 of the district's program sites. Construction is set to begin in 2026 on the new Westhill High School and the new Roxbury K-8 School in Stamford's Westover Neighborhood. By 2028, construction also will be underway on a new two-campus K-8 school in the City's Cove Neighborhood. All four of these projects are backed by state grant funding of 60 to 80 percent.

SPS is a state leader in the number of Advanced Placement and UConn Early College Experience Courses taught in its high schools, and the three schools offer students a wide array of academic opportunities including the International Baccalaureate Diploma Programme, the Standard Regional FTA (Agriculture) Program, Project Lead the Way Biomedical and Engineering Programs, the Early College Studies Program with CT State, the Academy of Finance, and the High School of Business. SPS has also collaborated with the State of Connecticut to develop a robust career pathways program at its two comprehensive high schools with more than a dozen offerings including construction, manufacturing, public safety, and a CNA program.

SPS has greatly expanded its programming for students with disabilities, who comprise 18 percent of district enrollment. SPS has more than 50 specialized classrooms for students with disabilities, and the new Oakwood Collaborative School in partnership with CES has ensured that even more students with disabilities can meet their educational goals within the district. Our multilingual learner program includes ESL, native language support, sheltered instruction, bilingual anchor programs, and new arrival centers that collectively serve 19 percent of the K-12 population.

Leadership Profile

The Stamford Board of Education has asked Zeal Education Group to conduct a comprehensive engagement with all stakeholders throughout the SPS community. Once complete, we will share the Leadership Profile. All serious applicants should review the Leadership Profile in consideration of this role.

Key Dates

- February 4, 2026 – Posting of Position and Release of Leadership Profile
- Sunday, March 8, 2026 at 11:59 PM EST – Application Deadline
- March 28-29, 2026 – In Person Semi-Finalist Interviews with the Board
- April 14, 2026 – Finalist Interviews
- April 28, 2026 – Anticipated Appointment of New Superintendent
- July 1, 2026 – Start Date of New Superintendent

Application Process

The Board has committed to a fully confidential search. Interested candidates must submit the following materials in one PDF:

- Completed application form
- Cover letter detailing your fit for Stamford and alignment with the Leadership Profile
- Current résumé or curriculum vitae
- Three current letters of recommendation
- Proof of, or eligibility for, Connecticut Superintendent Certification
- Unofficial copy of educational transcripts

Questions

- All inquiries will be treated with full confidentiality and discretion.
- Please contact the Zeal search team at stamford@zeal-ed.com.

CONTACT US

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	
<input type="submit" value="Submit"/>	

ZEAL EDUCATION GROUP
800 Irving Street
Suite 104-1050
Wilmington, DE 19801

© 2026 Zeal Education Group | All Rights Reserved

Ranked answer

Q3 Please rank these six (6) traits based on what you think is most important for the next Superintendent of Schools. The most important trait should go on top, the least important on the bottom.

Answered: 255 | Not answered: 29

Ranking	Average Ranking	Percentage
1. The Superintendent should bring people together and build strong relationships with teachers and staff	1.88	75%
2. The Superintendent should make sure the district has available to manage finance and business well	2.88	50%
3. The Superintendent should focus on helping teachers reach better to students and parents	3.88	25%
4. The Superintendent should work on the students and work to make school fun for students	4.88	12%
5. The Superintendent should work on communication and work to help students and parents	5.88	6%
6. The Superintendent should focus on the business and make the district grow and improve quality	6.88	3%

ZEAL
EDUCATION GRP

EMPLOYMENT APPLICATION

Application information

What position are you applying for?

Full name: Date:

Last First M.I.

Address: Phone:

Street address Apt/Unit #

City State Zip Code

Email:

Persona Self-Assessment

Please carefully review each of the six personas below. Based on these descriptions, in 300 words or less, please use the following page to describe which of one these six personas best represent your personal leadership style. Based on what you know about the district, why does your persona make you the ideal candidate for this position? If you do not feel that any of these six personas represent your leadership style, please feel free to respond accordingly.

From: To: Did you graduate? Yes No Degree:

Other: Address:

From: To: Did you graduate? Yes No Degree: