



**National Association of
School Superintendents**
United in Common Purpose: Each Other's Success

Name

Dr. Nathan L. Fisher

Current School District and Location

Roselle Public Schools, Roselle, New Jersey

INTRODUCTION

Education

Nova Southeastern University, North Miami Beach, Florida April 2009

Ed.D. Educational Leadership

Kean University, Union, New Jersey January 1999

M.A. Educational Administration

Montclair State University, Upper Montclair, New Jersey May 1992

B.S. Technology Education

Experience

Roselle Public Schools (1/1991 to Present)

Superintendent of Schools (7/2020 to Present)

Principal (7/2011 to 6/2020), Kindergarten Success Academy

Central Office Administrator/Principal (7/2010- 8/2011)

Principal (1/2003- 7/2010), Abraham Clark High School

Principal (8/2001- 12/2002) Leonard V. Moore Middle School

Vice-Principal (10/1999- 8/2001) Abraham Clark High School

Outstanding Achievement(s)

- NJ Alliance for Social Emotional and Character Development (Advisory Board Member)
- NJ Council of Education
- League of Innovative Schools: Advisory Board Member
- 2022 Certified District of Kindness
- 2021 National School of Character
- 2020 NJ State School of Character (National School of Character)
- 2015- 2019 Healthiest School in America (Bronze Award)
- 2019 School of Character Honorable Mention Recipient
- 2018 Kean University Adjunct Faculty Federation Professional Development Award
- 2016 Roselle Chamber of Commerce Principal of the Year Award

AN INTERVIEW

Tell us about how you see today's superintendent.

Today's superintendent must be more than an instructional leader; one must be a visionary, communicator, equity advocate, and systems thinker who leads with both courage and compassion. The demands of this role go far beyond overseeing curriculum and instruction. It requires setting a clear, inspiring direction for the district while building the infrastructure and culture necessary to achieve it. In Roselle, this means fully embodying our mission to prepare *all* students for college, work, and life by fostering safe, inclusive, and academically rigorous learning environments where every learner is seen, valued, and supported.

A successful superintendent must skillfully balance daily operational responsibilities such as staffing, budgeting, facilities management, and crisis response, with long-term strategic planning that drives continuous improvement and innovation.

Equity is a cornerstone of this leadership. The superintendent must actively identify and dismantle barriers to access, opportunity, and success, particularly for historically underserved students. This involves disaggregating data to uncover academic disparities, promoting inclusive practices, and ensuring that resources are allocated where they are needed most, including in support of digital equity and technology access.

Visibility and responsiveness are equally critical. In an era where trust in public institutions must be constantly earned and reaffirmed, a superintendent must be present and engaged with all stakeholders: students, staff, families, board members, and community partners. That means being accessible in schools, transparent in communication, and proactive in listening and responding to concerns. It also means elevating student voice, supporting teacher leadership, and creating authentic partnerships with families and local organizations.

Finally, the superintendent must be a systems-level leader, someone who can align people, processes, and policies toward a common vision. They must foster a culture of continuous learning and improvement, use data to inform decisions, and build a pipeline of leadership that sustains progress beyond their tenure.

In short, today's superintendent is the architect and steward of an educational ecosystem that must serve *all* children and the communities they call home, not just for today, but for generations to come.

What new understandings did you acquire after two or three years on the job?

Here in Roselle Public Schools, it has become increasingly evident that sustained progress hinges not merely on programs or initiatives, but on people. Our mission makes this clear: *ALL STUDENTS MATTER*, and every student can achieve their full potential when supported by a collaborative, responsive, and equity-driven school system. Over the past several years, I've learned that our most meaningful advancements have stemmed from empowering educators, engaging families, and forging partnerships with informed, invested community members.

Our strategic planning process reflects this truth. It was built through thoughtful collaboration with staff across levels, parents, and local stakeholders, ensuring alignment to our core goals: Student Achievement, Planned Sustained Leadership, Culture and Climate, and Community and Outreach. Our shared vision of

preparing all students for college, work, and life is not fulfilled by strategy alone, but by the people who live that mission daily.

While we maintain strong structures and SMART goals to guide our work, such as increasing student proficiency, improving staff retention, and enhancing community engagement, real impact occurs when we build deep trust. I've come to understand that consistency, transparency, and clear communication, coupled with active listening and presence, are foundational to that trust. Whether in a school hallway, a community meeting, or a boardroom, it is through these relational practices that we create the climate for lasting change.

Data has played a critical role in this work, not only in measuring outcomes but in identifying inequities and targeting interventions. Our commitment to disaggregated data helps us illuminate the gaps that might otherwise remain unseen. Our assessment tools allow us to track student progress in real time, and our weekly Professional Learning Communities use this data to collaboratively tailor instruction. From equity audits to department-level analysis, we rely on data to ensure every learner receives the access, opportunity, and support they need.

We are constantly reminded that systems don't change; people do. That's why we continue to invest in professional development, strengthen home-school partnerships, and create spaces for all voices to be heard. Through strategic alignment, shared accountability, and the belief that everyone in Roselle matters, we are moving steadily toward our vision of equitable, high-achieving, community-connected schools.

Together, we are not just implementing plans, we are transforming lives.

Share an idea to use or something you've learned with your colleagues.

One idea I'd share is the transformative power of cross-goal integration, especially when viewed through the lens of equity, including digital equity. It's my ongoing belief that student achievement is not the result of instruction alone. It flourishes when we intentionally connect multiple elements of the educational experience: rigorous academics, a safe and inclusive school climate, engaged families, and equitable access to resources.

In Roselle, we've seen stronger, more sustainable outcomes when we adopt a holistic approach. For example, enhancing instructional quality is more effective when supported by a positive school climate that prioritizes student and staff well-being. At the same time, strengthening family engagement through culturally responsive outreach, multilingual communication, and flexible event formats amplifies student success by building trust and collaboration beyond the classroom.

One strategy that's proven especially valuable is cross-analyzing culture and climate data with academic performance benchmarks during our mid-year reviews. This dual analysis allows us to see the full picture, not just who is struggling academically, but why. It has revealed patterns tied to attendance, behavioral trends, and social-emotional concerns, helping us deliver more targeted and equitable supports for students who are at risk.

In recent years, we've added digital equity to this conversation. We know that without access to reliable technology, high-speed internet, and digital literacy support, students, especially in underserved communities, are at an academic disadvantage. Our approach includes ensuring all students have access to devices, expanding family tech support, and incorporating digital citizenship into our curriculum. By integrating digital access data with instructional and engagement metrics, we've been able to identify digital gaps and respond with tailored solutions, such as mobile hotspots, tech workshops, and in-class digital navigation supports.

When we stop viewing goals as silos and instead see them as interconnected pathways to equity and excellence, we unlock deeper, systemic change. In that way, our work becomes not only more effective but also more just.

Submitted by:

Dr. Nathan L. Fisher

May 29, 2025

Name/Signature

Date