



New England School Development Council

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Newmarket School District Superintendent Search

Successful Candidate Profile

October 2015

This document reports the results of the community outreach portion of the superintendent search process and provides the Successful Candidate Profile to inform the candidate selection process.



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To: The Newmarket School Board

**From: Dr. Carolyn Burke, New England School Development Council
(NESDEC)**

and

Mr. Al Zink, Newmarket School Board

Date: October 2015



SUCCESSFUL CANDIDATE PROFILE

INTRODUCTION

During the months of June and September, 2015, The Newmarket School Board, with the assistance of the New England School Development Council (NESDEC), conducted a Community Needs Assessment through a series of focus groups and an online questionnaire. Participants provided their views regarding the qualities, characteristics, skills, knowledge, and experiences desired in a new Superintendent and on the immediate tasks and challenges ahead for him or her in the first six to twelve months of the position.

The Newmarket School Board reviewed and analyzed the community input that was collected through this process and then added its own perspective to create the resulting Successful Candidate Profile. The Successful Candidate Profile is designed to guide the interview and selection process during the Superintendent search.

The Newmarket School Board wishes to thank and commend all those in the community and the schools who took the time to participate in the community needs assessment process. The School Board looks forward to using the valuable insights gained through the needs assessment as candidates are considered for the position of Superintendent of Schools.

Respectfully submitted,
The Newmarket School Board

NEWMARKET SCHOOL BOARD SUCCESSFUL CANDIDATE PROFILE

The Newmarket School Board expects a high level of competence across all areas from the position of Superintendent. To ensure the selected Superintendent is a match for the Newmarket School District, the School Board conducted a community needs assessment. Participants were asked to provide their thoughts on the qualities, characteristics, skills, knowledge and experience desired in a new Superintendent of Schools, and on the immediate tasks and challenges ahead for him or her. The School Board used the valuable information gathered through this process to inform its decisions in creating the following Newmarket Successful Candidate Profile.

1. Preference will be given to the candidate who demonstrates a significant depth of experience and knowledge in the following priority areas:

COMMUNITY ENGAGEMENT

- Sees all town citizens, including School Board members, parents, students and all staff as valued members of the comprehensive school community. Places a high value on community engagement; is personable, friendly and enjoys interacting with people, including students of all ages; is an ethical person with a reputation for acting with integrity.
- Ensures that district-wide communication networks exist and that communication from the Superintendent and all staff is timely, respectful, informative, honest and addresses the needs and concerns of the audience. Puts procedures in place to seek input and to respond efficiently, respectfully and transparently to input from stakeholders.
- Develops effective communication networks to keep members of the community who do not have students in the public schools informed about the many academic and programmatic strengths of our district that enable it to compete with the best of schools or districts; is a visible and effective positive spokesperson for our public schools.
- Is proactive; is able to clearly demonstrate that multiple perspectives and opinions from stakeholders are expected, sought, valued and considered as an integral part of his/her leadership and decision-making process. Is someone with whom people feel comfortable expressing opinions.

- Demonstrates strong interpersonal, written and oral communication skills through multiple mediums; models this behavior and expects it district-wide.
- Provides opportunities for parents and community members to learn about district programs and initiatives, to ask questions and to offer suggestions. Builds a bridge between the School Board and the community.
- Is engaged with the community; is at school and community events, is in the schools, is visible and known and builds positive relationships with staff, students, parents, and community members. Is able to knowledgeably discuss what is going on in the schools and the district.
- Has the political experience to work with elected officials and understands the process; builds and uses collaboratives and relationships with town leaders and with youth organizations.

CREATES A POSITIVE PROFESSIONAL CULTURE

- Leads the district through a climate of shared commitment to achieving mutually developed high standards for interacting, teaching and learning.
- Provides multiple opportunities and forums for administrators and teachers to seek and share information, to learn together and to create solutions to system and instructional issues. Sees him or herself as an integral team member.
- Mutually develops professional development opportunities that provide staff with the skills, knowledge and strategies they need to effectively implement the district's curriculum. Ensures staff are prepared to implement any new programs.
- Provides opportunities for students, staff and parents to interact with the Superintendent to mutually explore issues and to develop solutions and strategies toward the achievement of high academic and social standards.
- Acts as an educational advisor to the School Board ensuring that Board members have up-to-date data and information and engage in informed discussions around district programs, curriculum, strengths and areas of need. Acts as positive bridge between staff and the Board.

IS LEAD EDUCATOR IN DISTRICT

- Able to clearly articulate a vision and purpose for education in the 21st Century and to work with the community to operationalize this vision for our students.
- Demonstrates ability to work with staff to ensure curriculum and programs, including special education programs, are aligned and effective PK-12; uses data-driven decision-making; collects both test data and anecdotal data from staff.
- Measures success based on the academic, social and emotional health of students. Values educating the whole child and supports programs and curriculum in the Arts.
- Recognizes, promotes and celebrates instructional strategies and programs that meet the diverse learning needs of students across the district.
- Knowledgeable about educational technology and its role in instruction and assessment. Able and willing to provide on-going professional development and programmatic support that enables teachers to best use our technology to support student achievement.
- A skilled advocate; able to advocate for schools and district especially with the New Hampshire legislature; involved and informed about what is going on in the bigger picture – knows what is coming down the pike; someone who is able to share and adapt best practices from other districts.
- Skilled and knowledgeable about special education issues, concerns, laws, regulations, budgets and effective, efficient student-centered instructional practices; someone who can ensure that Newmarket students are offered a high-quality program PK-12
- Skilled at hiring, supervising and evaluating administrators and staff; hires and evaluates based on district goals and student learning; practices supportive, efficient and respectful evaluation methods.

EFFECTIVE OPERATIONS MANAGER

- Skilled financial manager and budget developer; someone who has a proven record of creating sound school budgets that meet the needs of a high-achieving, cutting-edge school system; someone who will prioritize the town's educational needs in a financially responsible manner; someone who uses a budget development process – and provides budget information – that is clear, concise and transparent; someone who is able to foresee issues to ensure that

other issues do not emerge later; someone who understands that the public's pocketbook is not bottomless; is able to keep costs down yet keep services; is able to make meaningful cost comparisons at cost per pupil.

- Collaborates intensively with town to maximize the organizational and operational efficiencies of both organizations. Takes a leadership role in identifying operational efficiencies.
- Effective strategic planner, able to oversee the inclusive development and implementation of a quality, achievable and affordable five-year plan for the district – including Capital Improvements (CIP) and strategic planning for non-capital expenses such as staffing, benefit planning and anticipated changes in State and Federal funding.
- Ensures effective health and safety procedures are in place in all schools and district-wide
- Ethically and fairly implements state and local laws, regulations, mandates and policies.
- Oversees an efficient, responsive, community service focused, and respectful organization.

2. Areas of focus for the new Superintendent in Year One:

- Be prepared to work with the School Board to develop a five year Strategic Plan for the District.
- Get to know the District, learn the work that has been done in the last five years around curriculum, instruction, assessment, educational technology and professional development. Get to know the strengths of each school and the district. Be prepared to use this knowledge to inform your strategic plan discussions with the Board.
- Understand the physical campus and facility issues such as the necessity to maintain new and renovated buildings; learn the complex issues around supporting our community's expectation for seven day a week access and use of facilities.
- Learn the Budget and understand the significant budget challenges ahead. Build alliances with stakeholders within the community, district and municipal leadership to promote real budget growth. Collaborate intensively with the town to maximize resources.
- Provide capital and spending projections for short- and long-term.
- Be a part of the community; build bridges, foster positive relationships between and among groups; develop a true sense of community within the district and in the larger town population; develop a school community that works together to solve problems.
- Become a positive spokesperson for our district. Promote our many academic and programmatic strengths. Make clear the ways our district is able to compete with the best of schools.
- Be prepared to intelligently discuss the issues around the growing number of magnet schools and the impact on our district; develop a plan to attract and retain students.
- Learn the political climate of our Town – from five years back to recent events.