

To: School Committee  
From: John Cianciarulo  
Subj.: Policy CBA - Qualifications and Duties of Superintendent  
Date: June 3, 2022

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At the Policy Review Subcommittee meeting on June 1, Field Representative Jim Hardy shared the Committee's existing Policy CBA - Qualifications and Duties of Superintendent for review.

Mr. Hardy noted that some districts choose to omit it from their manual (as it is not actually a policy) and maintain a job description separately instead.

After consulting other districts, I was only able to obtain a job description from the Greenfield Public Schools. I was, however, able to locate candidate profiles, including the one Westwood used in February 2017.

Attached please find the following that may be helpful as a basis for your discussion:

- Current Policy CBA
- Westwood - Profile
- Dover-Sherborn - Profile
- Greenfield - Job description
- Seekonk - Profile
- Quincy - Profile and criteria matrix

**File: CBA - QUALIFICATIONS AND DUTIES OF SUPERINTENDENT**

**POSITION TITLE:** Superintendent of Schools

**REPORTS TO:** School Committee

**QUALIFICATIONS:**

1. Master's degree or better with a major in educational administration and supervision.
2. Minimum of five years of public school experience in supervision and administration.
3. A valid Superintendent's certificate as prescribed by the Commonwealth of Massachusetts.

**GOAL:** To lead the School Committee, staff, students and community in providing an optimum educational environment for public education.

**GENERAL RESPONSIBILITIES:**

1. **General Duties:** The Superintendent is the chief executive officer of the School Committee and the administrative head of the school system. The Superintendent:
  - a. Attends all School Committee meetings.
  - b. Administers the schools in conformity with Westwood School Committee policies, rules, regulations and laws of the Commonwealth of Massachusetts.
  - c. Is responsible for the administration and supervision of the school system and is the professional leader of the School Committee and teaching staff.
  - d. Prepares and presents to the School Committee information relative to proposed school policies; presents evaluation information as necessary.
  - e. Is responsible for long range curriculum development for the school system.
  - f. Serves as the leader in devising ways of keeping the public informed about the schools.
2. **Employment of Personnel:** The Superintendent:
  - a. Recommends employment of all personnel.
  - b. Assigns, transfers and supervises all personnel.
  - c. Recommends employees for promotion, demotion, or transfer.
  - d. Reports to the School Committee on staff evaluations, and serves as the final reviewing authority for the Committee.
  - e. Recommends staff dismissals when necessary.

(NOTE: The Asst. Superintendent, when there is such, may appoint and discharge support staff, subject to School Committee approval.)

3. Adoption of Textbooks: The Superintendent:
  - a. Appoints committees to review textbooks and make recommendations, when so directed by the School Committee.
  - b. Purchase books; arranges for their distribution and care.
4. Preparation of Budget: The Superintendent:
  - a. Prepares the annual budget in cooperation with the Asst. Superintendent.
  - b. Submits the budget to the School Committee.
  - c. Administers the budget as approved.
5. Special Use of School Buildings: The Superintendent:
  - a. Prepares plan for use of buildings.
  - b. Receives applications and lets buildings in accordance with plans adopted by the School Committee.
6. Salary Schedule: The Superintendent:
  - a. Assigns salaries to teachers and other employees on basis of adopted salary schedules.
7. Supplies and Equipment: The Superintendent:
  - a. Recommends supplies needed on basis of their contribution to efficient operation of the school system and benefit to instructional program.
  - b. Makes purchases; arranges for use and care of supplies and equipment.
8. Course of Study: The Superintendent:
  - a. Recommends course of study.
  - b. Places course of study into action.
  - c. Recommends additions and changes as need arises.
  - d. Reports to the School Committee on progress and evaluation of course of study.
9. Miscellaneous Duties: The Superintendent:
  - a. Prepares an agenda for each School Committee meeting in cooperation with the School Committee Chairperson.
  - b. Develops in-service training programs and other suitable means for teacher improvement and education.
  - c. Prepares the school calendar for the ensuing school year for presentation to the Committee for its approval and adoption.

- d. Attends such professional meetings as are necessary and important to continued professional growth, and for the improvement of the organization and administration of the schools, with approval of the School Committee.
- e. Performs such other duties as the School Committee may determine.

Supersedes Policy CB of 1972

Existing Westwood Policy - p. 3

## **Superintendent Search Superintendent Leadership Profile**

### **Introduction:**

The members of the Westwood community are proud of the high-performance of their students in the Westwood Public Schools. Many expressed that the quality of the educational programming and the high level of academic rigor are major reasons why people seek to reside in Westwood. There are many things that the Westwood Public School District does well. There exists a very strong sense of community that supports the three A's for all students: outstanding **academics**, competitive **athletics** and talented **arts**. The community is supportive of its schools in many ways: financially, in developing partnerships, and through strong parental involvement. Despite being recognized as a high-performing school district, the Westwood Public School District demonstrates a philosophy in which continuous improvement is expected and modeled by all members of the school community. Status quo is not considered acceptable. Special education programs are well developed and support the needs of all learners. Both staff and leadership are respected for their outstanding contributions to the teaching and learning, specifically in empowering students, staff and leadership to excel at what they do and in hiring quality staff at all levels. Lastly, through open dialogue, transparency, and fostering collaborative relationships where the opinion of all constituents is respected, the Westwood Public School District employs effective, proactive communication strategies between home and school.

### **The Search Process: Listening to Key Stakeholders**

In December of 2016, the Westwood School Committee began the search for its next educational leader. They employed Future Management Systems, Inc. and Scott L. Borstel, Ed.D. to facilitate the superintendent search process. In an effort to gain feedback from students, parents, community, municipal leaders, staff, leadership, and elected officials, both quantitative and qualitative data were collected. A community questionnaire was electronically administered over a two-week period of time. A total of 356 constituents responded, including students, parents (PK-12), parents with children in out of district placements, residents without school-age children, teachers, support staff, administrators, municipal employees, and elected officials.

In order to gain a rich description of school community perceptions regarding the needs of the community, characteristics and values the next educational leader should possess, and the challenges s/he may face, focus groups, interviews and forums were held with all constituents of the Westwood School Community. The results of the collected quantitative and qualitative data were analyzed in order to identify themes and patterns to be used in developing the leadership profile and informing the upcoming superintendent search process.

The survey questions and the probing and clarifying interview and focus group questions were closely related to the following competencies of leadership developed by Lyle Kirtman and Michael Fullan. These competencies will also be used to guide the search committee in the pursuit of identifying the best person to serve as Westwood's next educational leader. The following seven competencies are research based and documented in Lyle Kirtman's and Michael Fullan's books on leadership.

## **Kirtman's Seven Competencies for High Performing Leaders: The Leadership Profile**

- **Challenges the status quo**
  - Delegates compliance tasks to other staff
  - Challenges common practices and traditions if they are blocking improvements
  - Willing to take risks
  - Looks for innovations to get results
  - Does not let rules and regulations block results and slow down action
- **Builds trust through clear communications and expectations**
  - Is direct and honest about performance expectations
  - Follows through with actions on all commitments
  - Makes sure there is a clear understanding based on written and verbal communications
  - Is comfortable dealing with conflict
- **Creates a commonly owned plan for success**
  - Creates written plans with input of stakeholders
  - Ensures that people buy into the plan
  - Monitors implementation of the plan
  - Adjusts the plan based on new data and communicates changes clearly
  - Develops clear measurement for each goal in the plan
  - Creates short and long term plans
- **Focuses on team over self**
  - Hires the best people for the team
  - Commits to the on-going development of a high performance leadership team
  - Builds a team environment
  - Seeks critical feedback
  - Empowers staff to make decisions and get results
  - Supports the professional development of all staff
- **Has a high sense of urgency for change and sustainable results in improving achievement**
  - Is able to move initiatives ahead quickly
  - Can be very decisive
  - Uses instructional data to support needed change
  - Builds systemic strategies to insure sustainability of change
  - Sets a clear direction for the organization
  - Is able to deal with and manage change effectively
- **Commitment to continuous improvement for self and organization**
  - High sense of curiosity for new ways to get results
  - Willingness to change current practices for themselves and others
  - Listens to all team members to change practices to obtain results
  - Takes responsibility for their own actions – no excuses
  - Strong self-management and self-reflection skills
- **Builds external networks/partnerships**
  - Sees their role as a leader on a broad base manner outside the work environment and community walls
  - Understands their role as being a part of a variety of external networks for change and improvement
  - Strong ability to engage people inside and outside in 2 way partnerships
  - Uses technology to expand and manage a network of resource people

## **Feedback from Key Stakeholders: What the Data Says**

Analysis of quantitative and qualitative data was employed to identify intersections between data sources to develop themes and patterns across all stakeholders' responses. The following findings emerged from the data analysis.

### **Themes that Emerged from Responses to the Expected Characteristics:**

**Theme #1:** The next superintendent should be a **strong manager and educational leader**. The superintendent should possess...

- a strong understanding of the financial / business process in order to best support district practices.
- experience / knowledge of facilities needs, as Westwood may need to address some elementary facilities needs in the near future.
- experience / knowledge in facilitating the process of consolidation and/or redistricting.
- a strong understanding of, and preferably experience in, educational leadership. S/he should be familiar with best practices regarding teaching and learning in PK-12 settings.
- a commitment to authentic learning for all students.
- the ability to assist in maintaining the strong academic / athletic/ arts rigor that currently exists.
- the passion to instill in all members of the Westwood school community the desire to be better at what they do.

**Theme #2:** The next superintendent should be an **effective communicator dedicated to building and maintaining strong relationships** with all members of the Westwood Public Schools community (competency #2). The superintendent should possess...

- effective communication skills in writing and in speaking.
- active listening skills in order to ensure that all stakeholders are heard and appropriately involved in the decision making process.
- the ability to engage in difficult conversations in order to resolve issues of a difficult nature. In order to effectively engage in these conversations, the superintendent must be confident and able to articulate his / her rationale to those involved in the difficult conversation.
- the ability to build strong teams at all levels (students, staff, leadership) which promotes their growth and development (competency #4).

The superintendent should be...

- focused on building strong personal relationships with students.
- engaging in order to foster strong relationships between students, staff, administrators, School Committee, community, and municipal employees.
- dedicated to developing a good rapport with the unions.
- Collaborative and collegial in leadership style to effectively engage all stakeholders (competency #7).
- visible, involved, accessible and approachable.
- confident, but humble.
- politically savvy, but not political in practice.

**Theme #3:** The next superintendent should **support continuous improvement for all**, while **valuing and maintaining the current strengths of the district** (competency #1 & #6). The superintendent should be...

- dedicated to challenging the status quo in order to create an environment of continuous improvement, while understanding that Westwood is a high-performing district and not in need of drastic change.
- focused on identifying what works well in Westwood and maintaining these effective practices.

**Theme #4:** The next superintendent should **be innovative, creative, and visionary**. The superintendent should be...

- forward- thinking, but not trendy or faddish.
- an “outside the box” thinker who is able to employ systems-thinking (the parts and their relationship to the whole).
- able to facilitate the establishment of a long-term vision for the district as it relates to finances, facilities, and educational programs.
- invested in building longevity as Westwood’s educational leader.

**Westwood’s Next Educational Leader Should Possess the Following Values:**

- Openness: Not closed-minded (finding ways to say yes), compassionate, empathetic, familial, caring, value diversity
- Conviction in beliefs: Courage of conviction, assertive, supportive of all constituents
- Honesty: Truthfulness, genuine even when disagreeing
- Humility: Assertive but humble



## **DOVER SHERBORN CANDIDATE PROFILE**

The Dover Sherborn community and the Dover, Sherborn, and Dover Sherborn Regional School Committees expect excellence across all aspects of the position of Superintendent.

Preference will be given to the educational leader who demonstrates a significant depth of skill and knowledge in the following four key areas:

- **Collaborative LEADERSHIP**
- **Exemplary COMMUNICATION**
- **Systemic EQUITY**
- **Whole Child EDUCATION**

The successful candidate will establish evidence of experience, expertise, and commitment in the following ways:

- Collaborative Leadership
  - problem solves and builds consensus while valuing disparate viewpoints and perspectives
  - demonstrates wisdom and courage when dealing with conflict and when making tough decisions
  - builds trust through active listening, empathy, and shared goals
  - guides, delegates, and empowers staff
  - inspires growth-mindset through modeling self-improvement; candidly evaluates self and team
  - effectively brings people together to develop a vision, achieve a plan, and create change over time
  - skillfully works in concert with an educated and highly involved community
  - future-focused leader who earns community confidence and respect
- Exemplary Communication
  - communicates directly, clearly, and frequently with all constituents using a variety of media
  - hears and builds trust with all constituencies and actively invites feedback
  - visible, inspiring, and empathetic team and community member
- Systemic Equity
  - works on behalf of marginalized populations
  - steadfastly addresses issues of systemic racism and bias
  - advocates for social justice and a culturally responsive education
  - provides differentiated supports and structures to address the multiple and varied academic, social, emotional, and mental health needs of ALL students
- Whole Child Education
  - maintains focus on quality and high standards for academic achievement, resilience, social and emotional growth, and mental health for ALL students
  - fosters supportive, inclusive, and positive working and learning environments for staff and students based on mutual respect and a team approach
  - facilitates high quality professional development to support teachers meeting diverse student needs
  - champions a whole child perspective for ALL students that supports lifelong learners

## **Greenfield Public Schools**

### **Job Description**

**Title:** Superintendent of Schools

**Qualifications:**

1. Hold or qualifies for valid Massachusetts Department of Elementary and Secondary Education license as a Superintendent/Assistant Superintendent of Teaching and Learning of Schools.
2. Master's Degree or higher (C.A.G.S., Ed.D., Ph.D.) in Public School/Educational Administration from an accredited college or university required or equivalent.
3. Previous experience as a teacher within a public school setting required.
4. Previous experience in a school administrative position required. District-level administrative experience preferred.
5. Such alternatives to the above qualifications that may be found to be appropriate and acceptable.

**Reports To:** School Committee

**Evaluated By:** School Committee

**Job Goal:** To use leadership and administrative knowledge and skills, according to statutes, regulations, policies, and agreements to effectively and efficiently manage the school district in a way that promotes and sustains effective school personnel and student performance, including quality instruction so that every student can achieve at his/her potential in an atmosphere that is safe, respectful, and inclusive of the school community.

**Performance Responsibilities:**

*School District Leadership*

1. Acts as the Chief Executive Officer of the school district and as the chief liaison between the schools and the school committee.
2. Supervises administrative and central office personnel, including department heads, business officer, special education director, and other staff.
3. Supervises principals in their role as the site-based school managers.
4. In consultation with the School Committee Chair, acts as the school district's main spokesperson and liaison between the school district and community and oversees the implementation of varied public relations efforts to keep the school community informed and engaged in a continuous positive working relationship, including having the authority to establish and supervise advisory subcommittees that seek out and utilize school community input related to the workings of the school district.
5. Keeps current and provides advice and direction as required by statutes, regulations, policies, and employment contracts to school district administrators and directors that will impact the health, wellbeing and success of Greenfield Public Schools.

6. Communicates and promulgates high expectations of effort and performance from school district employees and students to the benefit of quality instruction and learning.
7. Oversight of resources and resource allocation to assure goal achievement, equity and financial stability.

### *Relationship to School Committee*

1. Assists the school committee chair and subcommittee chairs or designees with the formulation, completion, and follow-up of meeting agenda items, attends all school committee and subcommittee meetings as reasonably possible, and makes formal recommendations to the committee and subcommittees prior to formal action on agenda items and such other matters as the school committee may require.
2. Assists the school committee and subcommittees with the receipt of all requested information.
3. Assists the school committee with the formulation, approval, implementation, and evaluation of school district organization structures, job descriptions, and policies.
4. Assists the school committee with the formulation, communication, implementation, and evaluation of long-range plans, including the development of a district-wide vision and mission and district-wide goals.
5. Keeps the school committee informed regarding programs, practices, important matters and issues as appropriate.

### *Administration & Management*

1. Oversees and directs when necessary, as required by statutes, regulations, policies, and agreements, the performance of all school district and school-site administrators and directors to the benefit of the school district.
2. May delegate to Administrators and staff as appropriate or needed, to recruit, hire, assign, evaluate, mentor, discipline, and terminate school district and school-site employees according to statutes, regulations, policies, and collective bargaining agreements.
3. Makes all necessary and required decisions related to the proper functioning of the school district according to, and in the absence of, statutes, regulations, and policies.
4. Delegates to subordinates tasks, responsibilities, and authority to discharge his/her job goal and performance responsibilities.
5. Keeps current regarding all statutes, regulations, and policies related to the administration and management of the school district.
6. Oversees the dissemination and implementation of all appropriate statutes, regulations, and policies related to the administration and management of the school district.
7. Oversees the establishment of district-wide processes to maintain the effectiveness and efficiency of the school district, including the development, communication, implementation, evaluation, and reporting of internal program audit/evaluations conducted by the school district with responses to required follow-up on deficient items.

8. Assists with and provides support for the completion of all external program audit/evaluations conducted by outside agencies and with responses to required follow-up on deficient items.

### *School Records & Reporting*

1. Keeps current regarding all statutes, regulations and policies related to public school records.
2. Oversees all processes regarding the keeping of all school district records, lists, reports and other required information and documents according to all statutes, regulations, and policies.
3. Sees that all required federal, state, and local reports that are required are accurately developed, forwarded, and filed for future reference and use.

### *Fiscal Management*

1. Develops and recommends, with the assistance of the School Business Manager, through a district-wide inclusive process, an annual school district budget to the school committee that at least meets the minimum requirements of all statutes, regulations, and policies, and that supports quality performance from school employees and a high level of achievement by students.
2. Oversees, with the assistance of the School Business Manager, the efficient implementation, monitoring and reporting as required by the school committee for the approved annual budget at all levels within the school district and sees that deficiencies are corrected. Recommends adjustments as needed to maintain sufficient and accurate budget processes and data.
3. Oversees, with the assistance of the School Business Manager, the effective implementation of all required processes that manage funds between the school district, federal government, state government, and local City government, within the school district, and between the school district and community and sees that deficiencies are corrected.
4. Sees that all required financial reports are appropriately developed, disseminated, and filed with the assistance of the School Business Manager.

### *School Facilities, Food Services, Transportation*

1. Oversees, with the assistance of the School Business Manager, well-maintained school facilities (i.e., buildings and grounds) that are clean and safe, including making recommendations to the school committee regarding the need for renovations, additions, and new structures as needed. Serves on the City of Greenfield Capital Improvement Committee as a liaison from the Greenfield Public Schools.
2. Oversees, with the assistance of the School Business Manager, the efficient operations of all food services within the school district, and to make recommendations to the school committee for improvements as needed.
3. Oversees, with the assistance of the School Business Manager, the effective and safe transportation of all students to and from school, and to make

recommendations to the school committee for improvements as needed.

### *Curriculum, Instruction, Student Assessment*

1. With the assistance of the Assistant Superintendent of Teaching and Learning and with the principals, sees that school administration and faculty are current concerning the latest research related to curriculum, instruction, and student assessment.
2. With the assistance of the Assistant Superintendent of Teaching and Learning, helps Principals and Assistant Principals with the design, implementation, and evaluation of activities and programs to meet the specific curricula, instructional, and student assessment needs of the schools, staff, and students.
3. With the assistance of the Assistant Superintendent of Teaching and Learning, helps Principals and Assistant Principals with the development, revision, implementation, and evaluation of the school district's and school's curricula and instruction initiatives.
4. With the assistance of the Assistant Superintendent of Teaching and Learning, helps Principals and Assistant Principals with the analysis of all student assessments, internal and external, and makes recommendations to improve curricula, instruction, and ultimately student achievement related to testing.
5. With the assistance of the Assistant Superintendent of Teaching and Learning and the Director of Pupil Services, helps Principals and Assistant Principals with the development and implementation of the annual required Time & Learning Plan.
6. With the assistance of the Assistant Superintendent of Teaching and Learning and the Director of Pupil Services, works to develop inclusive and equitable learning environments across the district.

### *Furniture, Equipment & Supplies*

1. With the assistance of the School Business Manager provides oversight to Directors and Principals for the purchasing and allocation of furniture, equipment, and supplies.
2. With the assistance of the School Business Manager provides oversight to Directors and Principals for the identification and recording of major furniture, equipment, and supply inventories.
3. With the assistance of the School Business Manager provides oversight to Directors and Principals for repair or replacement of defective and unsafe furniture and equipment.

Implements additional performance responsibilities that are appropriate to the position, as directed by the school committee.

**Terms of Employment:** Individual contract length set by school committee.

**Performance Evaluation:** Annual evaluation conducted by school committee.

## Greenfield Job Description

**Compensation & Benefits:** Individual compensation and benefits set by the school committee.

Approved by the Greenfield School Committee: June 9, 2021

# SELECTION CRITERIA

A **dynamic, motivated leader who demonstrates:**

- Success in improving and maintaining high academic performance;
- Experience with development and implementation of curriculum;
- A track record of valuing equity in staff, students, and community;
- Experience with long term planning and goal setting;
- Excellent communication and political skills;
- Skills in budget development and implementation;
- Understanding and recognition of good teaching;
- Successful administrative experience;
- Success in community/family engagement;
- Understanding of and experience with Special Education.

# QUALIFICATIONS

The Seekonk School Committee is seeking a 21st century education leader to become its next Superintendent of Schools. The successful candidate will have the vision to guide the district to achieve its best and the commitment and communication skills to inspire others: faculty, students, administrators, parents and the community.

- Licensed or eligible for licensure as a Superintendent of Schools in Massachusetts;
- Master’s degree required, advanced degree preferred;
- Minimum of 10 years in education, including teaching, central office and/or administrative experience;
- Experience improving academic achievement;
- Experience with school finances and budget;
- Experience with special education;
- Experience with social emotional learning.

# COMMUNITY PROFILE

A community of 15,244, Seekonk was incorporated in 1812 and borders Rhode Island on its western side. It is 18.3 square miles and has been experiencing a steady increase in population and home sales in recent years. Seekonk gets its name from the Wampanoag word for “black goose.”

The town is conveniently located near Routes 95 and 195 with easy access to the commuter rail to Boston. T. F.Green Airport is only 13 miles away in Warwick, RI



Mildred H. Aitken Elementary School

An invitation to apply

# SUPERINTENDENT OF SCHOOLS

Seekonk Public Schools  
Seekonk, Massachusetts



[www.seekonkschools.org](http://www.seekonkschools.org)

# MISSION STATEMENT

The Seekonk Public Schools strive to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in its schools.

The Seekonk Public Schools prohibit discrimination on the basis of race, color, sex, age, gender identity, disability, religion, natural origin, sexual orientation, or homelessness and ensures that all students have equal rights of access and equal enjoyment of the opportunities, advantages, privileges, and courses of study.



## SALARY AND CONTRACT

- \$165,000-174,000; three-year contract, benefits negotiable.

## TIMELINE 2018

May 4	Deadline for submitting applications
May 22-31	Preliminary interviews
May 31	Finalists selected
June 11-15	Site visits/interviews
June 18	Vote to appoint Superintendent
September 1 or as soon as possible	Start date

## THE SCHOOL DISTRICT

**Student Enrollment 2017-2018:** 2,059

**Budget (FY18):** \$25,214,529.00

### School Buildings

Mildred H. Aitken Elementary (PK-5)  
George R. Martin Elementary (PK-5)  
Dr. Kevin M. Hurley (6-8)  
Seekonk High School (9-12)

### Administration and Staff

Superintendent  
Finance Director  
Special Education Director  
School Principals (4)  
Assistant Principals (2)  
Transportation Coordinator  
Payroll & Benefits Coordinator  
Teachers (171)  
Paraprofessionals (62)  
School Psychologists (4)  
Guidance and School Adjustment Counselors (9)  
Nurses (4)  
Technology Staff (3)  
School/Administrative Secretaries (16)  
Custodians/Maintenance (16)

### Seekonk School Committee

Beth Eklund, Vice Chair  
Erin Brouillette  
Deborah Viveiros

## APPLICATION PROCESS

For further information please contact:  
**SEEKONK SEARCH** c/o Jim Hardy  
MA Association of School Committees  
One McKinley Square, Boston, MA 02109  
Phone: (800)392-6023 Fax: (617)742-4125  
Email: [amartin@masc.org](mailto:amartin@masc.org) for application forms  
Application online: [www.masc.org](http://www.masc.org)

Completed applications and information must be received at this location or faxed on or before **MAY 4, 2018** at 3:00 p.m. EDT.

The appointment will be made on **JUNE 18, 2018** with anticipated starting date of **SEPTEMBER 1, 2018 or ASAP.**

For further information, contact Jim Hardy at MASC (see above). Please do not contact School Committee members or members of the administration.





## Qualifications

- Licensed or eligible for licensure as a superintendent in Massachusetts;
- Masters degree required, advanced degree preferred;
- Minimum of 10 years in education, including central office/administrative experience and/or teaching experience;
- Such alternatives to the above qualifications as the Quincy School Committee may find appropriate and acceptable.

## Salary & Contract

The school committee will negotiate a contract with competitive compensation and benefits commensurate with qualifications and experience.

## Application Process

For further information please contact: Glenn Koocher or Kathleen Kelly, **Quincy Search** Massachusetts Association of School Committees One McKinley Square, Boston, MA 02109 Phone: (800)392-6023 Fax: (617)742-4125 Email: [amartin@masc.org](mailto:amartin@masc.org) for application forms Application online: [www.masc.org](http://www.masc.org)

Completed applications and information must be received at this location or faxed on or before **JUNE 25** at 3:00 p.m. EDT.

The appointment will be made on or about **AUGUST 12, 2020** with a **STARTING DATE TO BE NEGOTIATED** with the School Committee.

For further information, contact Glenn Koocher or Kathleen Kelly at MASC (see above). Please do not contact School Committee members or members of the administration.

## Why Quincy?

Public education is strongly supported in Quincy for its all-important role in the development of individuals as both citizens and as productive members of the local and regional economy. The Quincy Public Schools (QPS) possess a long-standing tradition for innovative curriculum and excellence in public education.

Quincy is a city of 94,850 residents and includes a diverse constituency with over 31% of the population having been born outside of the U.S. Over 90% of Quincy families choose to send their children to QPS. This level of trust in QPS has enabled the City to open its third new school since 2010, the South-West Middle School. Meanwhile, the City is planning on a new Squantum Elementary School, discussing a new elementary school to serve West Quincy, and has recently acquired a 53,000 square foot building to establish its very own special education center.

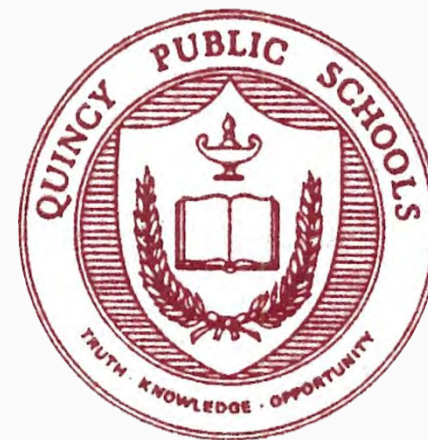
This past year, QPS was selected by the Massachusetts Department of Elementary and Secondary Education to participate in their first-ever Promising Practices Review. The Review documented QPS's best practices and explored how these might be replicated in other districts. In addition, Clifford Marshall Elementary School was named a National ESEA Distinguished School for its progress in closing the achievement gap between student subgroups for two or more consecutive years.

Quincy also has strong support from the business community, with over 100 local partners providing funding, training and employment experience, mentors, and volunteers to enhance the educational and professional opportunities for students.

An invitation to apply for

# SUPERINTENDENT OF SCHOOLS

Quincy Public Schools  
Quincy, MA



## Mission Statement

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential. Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character. We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community. We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

Visit our website at  
[quincypublicschools.com](http://quincypublicschools.com)

*The Quincy Public Schools District is an equal opportunity employer*



## The School District

**Student Enrollment 2019-2020:**..... 9,891

### Demographic Data:

Native American.....	0.2%
African American/Black.....	6.9%
Asian.....	39.5%
Hispanic.....	6.1%
White.....	43.8%
Other.....	3.5%
Economically Disadvantaged Students..	34.5%
English Learners.....	15.5%
Students with Disabilities.....	18.5%

### Administration & Staff:

- Superintendent
- Deputy Superintendent
- Director of Business Management
- Senior Director of Student Support Services & Program Initiatives
- Director of Special Education
- Senior Director of Middle & High School Programs & Initiatives
- Executive Director of Career & Technical Education; Technology
- Director of Food Services
- Director of Safety, Security, & Transportation
- Athletic Directors (2)
- Coordinator of Custodial Services
- Coordinator of Data & Accountability
- Principals, Assistant Principals, Teachers
- Paraprofessionals
- School Secretaries/Admin. Assts./ Clerks
- Custodians/Maintenance
- School Lunch Employees

### School Buildings:

- 11 Elementary Schools
- 5 Middle Schools
- 2 High Schools
- 1 Early Childhood Center
- 1 Comprehensive Extended and Continuing Education Program
- 1 Special Education Center (Opening Fall '21)

**FY20 QPS Budget:** \$115,409,569

**FY20 Quincy Net School Spending:** \$152,929,941

## Selection Criteria

**Candidates will be evaluated on their professional merits with emphasis on the following criteria:**

- Demonstrates strong skills in the development and implementation of the budget.
- Demonstrates successful experience in sound management practices.
- Demonstrates knowledge in the development and implementation of curriculum.
- Demonstrated history of successful team-building & leadership experience as well as excellent communication skills
- Demonstrates skill in working with diverse groups.
- Demonstrates success in improving and maintaining high academic performance.
- Demonstrates the ability to work cooperatively with the school committee, and city leaders and departments.
- Demonstrates knowledge to develop and follow-through on both short- and long-term district goals.
- Understands and recognizes good teaching and knows how to encourage it.
- Demonstrates experience with MA DESE Educator Evaluation System.
- Demonstrates 21st century skills.
- Demonstrates a willingness to commit long-term to the position.
- Demonstrates strong ethical values.

*\*Additional criteria may be added in order to adhere to the results of the Leadership Profile Survey*

## Timeline

June 25: Deadline for submitting applications  
 July 2: Semifinalists selected  
 July 13-17: Semifinalist interviews/finalists selected  
 July 27-August 7: Site visit/finalist interviews\*  
 August 12: School Committee appointment vote  
 Date TBD: Superintendent start date to be negotiated

\*Site visits pending public health guidelines

## Quincy School Committee

Mayor Thomas P. Koch (Chair)  
 Anthony J. Andronico (Vice Chair)  
 Paul L. Bregoli  
 Douglas S. Gutro  
 Kathryn E. Hubley  
 Emily A. Lebo  
 Frank C. Santoro





QUINCY CANDIDATE REVIEW MATRIX (Decision Criteria)

This checklist is for assessing and rating the candidates based on their submitted application packages. Subsequently, this matrix may be adapted to assess those candidates who are interviewed. It is preprogrammed to calculate total scores if numbers are inserted.  
It may be adapted for interviews by substituting question topics and rating the responses.

CRITERIA	1 - Unsatisfactory	2 - Weak	3 - Adequate to Meet Definition	4 - Clear Record of Success	5 - Extraordinary and Exemplary Record
Licensed (or License-Eligible)	No License. License non-existent or rescinded.	License out of date and in need of renewal.	Licensed for Superintendency	Licensed for More than Five Years	Licensed for Substantial Period of Time.
Graduate Degree (Doctorate Preferred)	No Graduate Training	Graduate Degree not in Relevant Field	Masters Degree in Relevant Field	Masters Degree with Advanced Training Beyond Masters Degree, or Doctorate with Minimum Additional Professional Training	Doctorate in Field.
Experience in Education (10 years minimum)	Little or no experience in field of education and little indication of potential for success.	Minimal experience in education beyond classroom.	Minimum experience of 10 years.	Extensive work in education at various positions related to the superintendency.	Extended career in education with experience as principal, central office administrator or superintendent.
Central Office and/or Teaching Experience	No experience in Central Office or in teaching.	Less than 10 years experience as an educator	Demonstrated experience in central office, or in an administrative position.	Steady advancement through the classroom or student services leading to a principalship, central office, or superintendent position.	Documented record at various levels with demonstrated success in several areas.
Developing and Implementing Budgets	Inexperienced in school budget and finance.	Some experience developing budgets but not in a meaningful way.	Has held responsibility for working on and implementing budgets but not necessarily as a responsible administrator.	Solid understanding of school finance and budget, including revenue, expense, and state financial law.	Thorough experience as a school finance administrator or working with school finance in a leadership capacity. Solid understanding of Chapter 70 and school budgeting in various circumstances. Solid skills in communicating a budget.
Experience in Sound Management Practices	Little or no experience as a manager.	Some experience as a manager or manager in a non-educational setting	Has had management experience and is knowledgeable about principles of management.	Skilled manager who has led a school or district with demonstrated success.	Proficient manager who is recognized for good leadership skills and oversight of the various functions of a school district.
Knowledge of Development and Implementation of Curricula	Little or no experience working with curricula	Curriculum and Instruction has not been a significant part of this candidate's experience, and, thus, the candidate is not well prepared to oversee these functions.	Candidate is capable of appreciating high standards for curriculum development and may have relied on a chief curricular colleague in the past.	Candidate has experience in development and implementation of curriculum. Understands state standards and the professional development necessary for success.	Candidate has been a professional curriculum administrator with success in developing a highly respected body of work. Candidate understands state frameworks, and has success communicating goals and standards to colleagues.
Successful Teambuilding and Leadership Experience	No experience building a team or being a leader.	Some experience, not necessarily in education.	Experience building and working with teams and in the use of teams to advance student achievement.	Success in building effective teams and using them as a leader. Teams are identified and success is defined.	Demonstrated success building effective teams as a cultural priority within a distract or organization and subsequent capacity to involve teamwork to improve student success.
Excellent Communication Skills	No demonstrated experience communicating in any medium.	Some experience having to deploy communications skills in various formats.	Identified record developing and using communications skills and strategies, with specific examples.	Candidate can articulate a vision of effective education and is able to cite cases where effective and ineffective communications have affected their work.	Demonstrated record of recognized achievement and success communicating at various levels and understands how to use the various strategies and tools to inform colleagues, the public and other stakeholders and interested parties.
Commitment to Diversity, Equity, and Belonging	No understanding of the importance of diversity and belonging, and how to achieve equity within an organization.	Little understanding and inability to articulate the importance of these principles and objectives.	Understands and can speak to these principles and objectives and why they are important. Understands the importance of building understanding and community between people and being respectful and open to different cultural perspectives.	Identifies actionable steps and metrics to achieve equity in access and outcomes. Has held self and those who report to them accountable on metrics related to diversity and belonging. Has a high level of cultural competency and has led efforts to build an open and welcoming school community that celebrates and honors its diversity.	Demonstrated record of making diversity, equity, and belonging cornerstones of all programming and policies. Able to show measurable success in these areas and is viewed as a leader in these fields. Has communicated the importance of these values and objectives to their subordinates, colleagues, school committee, students, and community.
Success in Improving and Maintaining High Academic Performance	Candidate has no experience working to improve academic outcomes.	Little experience in working to improve outcomes and little background working with others to do so.	Has held positions where improving academic performance is required and has been able to show some meaningful growth in student success.	Candidate has been responsible for goals and success in bring about academic improvement for students, and has been instrumental in securing that growth in student performance.	Candidate is highly skilled in strategy, management and oversight in goal setting, implementation, and continuous leadership for improvement - and has the data to demonstrate that success.
Working Cooperatively with School Committee, City Leaders, and Departments	No experience working with a school committee, civic officials, or constituencies for public schools.	Some experience working with a school committee, civic leaders and constituencies.	Experienced working with a school committee. Understands the importance of building relationships with civic leaders and department heads and their staffs, and deploys communications skills to help build future success.	Considerable experience working with the school committee, local civic leaders, and various public policy constituencies, including legislators and area colleagues. Candidate has some experience in advocacy for public education.	Extended time working with local elected officials, including the school committee, building collaborations and mutual support. Is proficient in advocating for schools at various levels.
Develop and Follow-Through on Short and Long-Term District Goals	Experience shows little or no experience in goal setting.	Some experience in goal setting, but no meaningful obligation of accountability for achievement.	Candidate has developed goals or worked on a strategic plan that has short and long-term implications.	Candidate has been responsible for setting goals and has demonstrated the ability to address both the short-term and long-range objectives for academic and district success.	Candidate has led development, implementation and updating of a strategic plan or set of goals, motivating colleagues to achieve success and improving student outcomes.

CRITERIA	1 - Unsatisfactory	2 - Weak	3 - Adequate to Meet Definition	4 - Clear Record of Success	5 - Extraordinary and Exemplary Record
Understands and Recognizes Good Teaching	Little or no experience with teaching or teachers professionally.	Has worked in an arena where good teaching is required, but does not necessarily know how to mentor or coach teachers for continuous improvement.	Candidate has experience hiring, mentoring, and evaluating educators and has worked with evaluation tools and processes. Has a basic understanding of what effective teaching learning is and can supervise educators effectively.	Candidate is effective in making good hires, recommending appropriate assignments, and helps educators improve their professional practice by using a toolbox of skills that work. Has the personal and professional skills necessary to understand and apply principles of good teaching in others.	Candidate has a deep background in teaching and learning and appreciates the value of a strong evaluation system, educator professional development, and mentoring for improvement. Exercises good judgment assessing teacher candidates through principals and persistently focuses on strong classroom skills as key to student success.
Can Encourage Good Teaching	See Above	See Above	Candidate focuses on continuous improvement among the faculty, using the tools available, including a constructive evaluation process.	Candidate is a cheerleader for excellence in teaching and is recognized for work bringing about success as well as recruiting and retaining good teachers.	Candidate has a demonstrated record of working with principals and department heads to focus on excellence in the classroom and continuous professional development and support. Has used the evaluation process as a positive tool to improve educator practice.
Experience with DESE Educator Evaluation System	No familiarity with the Educator Evaluation System	Some experience with Educator Evaluation System but not real depth of understanding. (This might apply to out of state candidates.)	Some experience with the system, and possibly, some use of it as an evaluator or evaluated individual. Enough experience to understand it.	Experience implementing the system and coaching supervisors to use it as a constructive tool to improve educator practice.	Thorough knowledge of how the system works and how it can be used effectively. Demonstrated history using the system, communicating it to others, and linking it to the growth of student performance.
Demonstrates 21st Century Skills	Little understanding of 21st Century Skills for education.	Some experience and understanding of 21st Century Skills.	Understanding beyond basic talking points about the appreciation of 21st Century Skills and some history advocating for effective integration.	Appreciation for the key skills necessary to prepare students for college, career, and life. Demonstrated record of working with colleagues to implement a plan to acquire these skills.	Able to explain to the public with clarity the importance of 21st Century Skills and the experience building a strategic plan to implement new curricula, technology and other content as part of the district-wide program for students.
Willingness to Commit Long-Term to the Position	No link or real interest in Quincy.	History of frequent job change and little evidence of loyalty to a district, school or community.	Offers commitment to remain in the position for an extended period of time when questioned, or as stated in cover letter.	History of working in districts for extended period. Knowledge of Quincy and its history, culture and community.	Expresses a firm commitment to remain in the position. Validates this with a history of commitment to districts where employed. Brings considerable depth of understanding of the city.
Strong Ethical Values	Belongs in prison	Unable to explain how to apply strong ethical values on the job.	Understands state ethics laws and the principles of ethical leadership. Claims to have honored them.	Understands the importance of high ethical values, personifies them. Is recognized for using good, clear and ethical judgment on the job.	Integrates ethical values into the daily work in the district as demonstrated by example. Is able to explain ethical challenges faced with exemplary strategies to resolve them. Expects solid ethical values in subordinates, colleagues, school committee, students, and others.
Knowledge of Special Education Regulations	No experience with special education programs and regulations	Limited experience that is insufficient to supervise staff or respond to parent or student concerns.	Some experience working in an educational setting with special education, and with students and parents.	Experience supervising special educator programs and educators and is familiar with regulations.	Demonstrated record of success in overseeing special education programs and the public policy, regulations, and compliance mandates as well as experience integrating services with general education community.
Understands and Recognizes the Needs of ELL Populations	No experience working with English Language Learners or the communities in Qunity	Limited experience working with the immigrant, transient and non-English speaking community or students in particular.	Some experience as an educator or professional working with English Language Learners.	Experience working with ELL students and families and in integrating services for student success. May speak a second language.	Considerable experience working with English Language Learners, identifying their needs, and focusing on student achievement. Also, educator who may speak one or more second languages.

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