BERLIN-BOYLSTON PUBLIC SCHOOL DISTRICT
BERLIN-BOYLSTON, MASSACHUSETTS

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR SUPERINTENDENT (Interim)

Personal Information:

Name David L. Thomson, Ed.D.

Home Phone

Address [redacted]

Office Phone [redacted]

[redacted]

Cell Phone [redacted]

city state zip

Email Address dlt7265@gmail.com

How may we contact you? ☐ at work ☐ at home ☑ by e-mail ☑ by cell phone

Certifications Held

Certification	State
Superintendent / Assistant Superintendent.	Massachusetts

Are you licensed as a superintendent in Massachusetts? ☑ YES ☐ NO

Are you eligible for licensure as a superintendent in Massachusetts? ☐ YES ☐ NO

If not, have you submitted an application for certification as a superintendent in Massachusetts? ☐ YES ☐ NO

Date of application:

Current School District Information:

Are you presently under contract to a school district? Yes

If yes, when does your contract expire? June 30, 2025

Name of District Mashpee Public Schools

Position Interim Superintendent of Schools

Academic and Professional Training:

High School(s), Colleges, Universities Attended	Location	Degree
Northeastern University	Boston, MA.	Doctorate
Framingham State University.	Framingham, MA.	Masters of Education
Framingham State University.	Framingham, MA.	Bachelors (Biology and Secondary Ed)
Marlborough High School.	Marlborough, MA	High School-College Prep

Professional Experience:

No. Years	Dates From/To	Position	School District
1.	7/2/2024 to 6/30/25.	Interim Superintendent of Schools.	Mashpee, MA
7.	7/1/2017 to 6/30/24	Superintendent of Schools.	Norwood, MA
3.	9/2014 to 6/2017.	Assistant Superintendent	Blackstone Millville Regionals S.D
7.	7/1/2007 to 8/2014.	Principal Raynham Middle School	Bridgewater Raynham Regional S.D.
3	7/1/2004 to 6/30/2007.	Principal Qualters Middle School	Mansfield, MA
4	8/2000 to 6/2004.	Assistant Principal Duxbury Middle School	Duxbury, MA
6.	9/1994 to 6/2000	Teacher Gr 7 Math and Science Ahern Middle School	Foxborough,MA

Other Relevant Work Experience and Achievements:

Massachusetts Middle School Principal of the Year (2010)

DESE Underpreforming and Exemplary School Review Panelist

Worcester State University and American International College – Adjunct Professor

Eagle Scout, Boy Scouts of America

Outstanding Eagle Scout, Mayflower Council, BSA

BSA Fretwell Outstanding Educator Award

Professional Development Comm Massachusetts Assoc. of School Superintendents (MASS)

Silver Beaver Award, BSA – highest award given to a council volunteer

Memberships in Professional Organizations:

Massachusetts Assocaiton of School Superintendents (MASS) Since 2014

2025 Leading Now Fellow- Cohort working on Public Engagement and Strategic Communications

National Association of Secondary School Principals' (NASSP), Executive Board Member, Region1 Rep -Elected 2011- 2015

President, Massachusetts School Administrators Association (MSAA) 2010-2011

Massachusetts School Administrators Association, Vice President and Executive Board Member (2005 - 2015)

Association for Supervision and Curriculum Development (ASCD) Member (since 2002)

Massachusetts School Administrators Association Member since 2002

References:

Please list below the names and addresses of three persons who have knowledge of your professional competence and character, whom we may contact should you become a finalist.

Name Dave Thomson Address [redacted]

Relationship Supervisor - Superintendent Phone Number [redacted]

Name Ellen Whittemore Address [redacted]

Relationship Parent-School Council Member Phone Number [redacted]

Name Christopher H. Martes, Ph.D. Address [redacted]

Relationship Mentor - Retired Superintendent Phone Number [redacted]

A complete application form includes the following:

✓ 1. A completed and signed application form. **APPLICATIONS WILL NOT BE CONFIDENTIAL.**

✓ 2. An up-to-date resume.

✓ 3. A copy of the candidate's Massachusetts superintendent license, or evidence that the candidate is eligible for licensure as a superintendent in Massachusetts and has submitted his/her application to the Department of Education.

✓ 4. Evidence of highest degree earned (copy of diploma, license and/or certificate).

✓ 5. Three recent letters of reference (within the past three years preferred) from persons **other than those listed on the previous page**.

✓ 6. The Committee requests a personal statement describing your major educational accomplishments and the specific leadership and management skills you can bring to the superintendency of the Berlin-Boylston Public School District.

All application documents listed above must be received in the MASC office on or before **April 4, 2025** at 3:00pm.

Please note: MASC does not maintain an applicant file for use in future searches.
A new application and application materials listed are required for each search.

I understand that my application will become public information.

Signature [signature] Date 3/26/25

Send all information to:

Berlin-Boylston Public Schools Search
c/o Tracy Novick
MASC
One McKinley Square
Boston, Massachusetts 02109
Telephone: (617) 523 – 8454
FAX: (617) 702 – 4111

Email all information to Ann-marie Martin: amartin@masc.org

For further information please contact Tracy Novick at tnovick@masc.org (508-579-5472)
Please do not contact school committee members or members of the school administration.

David L. Thomson, Ed.D.

[redacted]

Objective

To obtain a position that will maximize my experience in school leadership to improve district processes and increase student achievement and excellence in our schools.

Employment

2024- Present **Mashpee Public Schools, Mashpee, Massachusetts**
Interim Superintendent of Schools

2017– 2024 **Norwood Public Schools, Norwood, Massachusetts**
Superintendent of Schools

2014 –2017 **Blackstone Millville Regional School District**
Assistant Superintendent for Curriculum, Assessment, Technology, and ELL

2007 – 2014 **Raynham Middle School, Raynham, Massachusetts**
Principal
Curriculum Coordinator for Math grades 5-8, District Harassment Officer

2004 – 2007 **Qualters Middle School, Mansfield, Massachusetts**

Principal

2004 – 2007 **Massachusetts Department of Education**

Panelist
Underperforming School Review Panelist: worked with other panelists to determine if state intervention was needed to initiate student MCAS improvement. Analyzed school data, reviewed school improvement plans, conducted interviews, observed teachers, and deliberated with other panelists.

2000 – 2004 **Duxbury Middle School, Duxbury, Massachusetts**

Assistant Principal

1994 - 2000 **John J. Ahern Middle School, Foxborough, MA**
Science and Pre-Algebra Teacher
Administrative internship 1999 – 2000

[redacted]

David L. Thomson, Ed.D.

Education

Northeastern University, Boston, Massachusetts
Doctorate in Educational Leadership (2013) GPA 3.84

Framingham State College, Framingham, Massachusetts
Masters in Educational Leadership GPA 3.89

Certification

Massachusetts Department of Education Certificate Number: [redacted]

- *Superintendent/Assistant Superintendent All Levels*
- *Principal/Assistant Principal Grades 5-9 and Grades 9 – 12*

Rhode Island Department of Elementary and Secondary Education Number [redacted]

- *Superintendent of Schools*

[redacted]

David L. Thomson, Ed.D.

Awards and Professional Activities

- Massachusetts Middle School Principal of the Year (2010)
- Principal Level One School, Raynham Middle School (2012, 2013)
- National Association of Secondary School Principals (NASSP), Executive Board Member 2011- 2015
- President, Massachusetts Secondary School Administrators Association (MSSAA) 2010; Vice President and Executive Board Member (2005 – 2015)
- Eagle Scout, Boy Scouts of America
- Elbert K. Fretwell Outstanding Educator Award, Mayflower Council, BSA
- Outstanding Eagle Scout, Mayflower Council, BSA
- Silver Beaver Award, BSA – highest award given to a council volunteer
- Leading Now Cohort 15 (2025) -Strategic Communication and Engagement
- NAESP/NASSP Teacher Evaluation Committee
- Massachusetts Association of School Superintendents (MASS) Summer Executive Institute presenter (DEIB), Member of the Professional Development Committee
- Massachusetts Secondary School Administrators' Association (MSSAA) Summer Convention Presenter (Educational Leadership for Teacher Learning and Improvement, Advisory Programs, Professional Learning Communities, Middle Level Math)
- Who's Who in America 2020
- Association for Supervision and Curriculum Development (ASCD) Member (since 2002).
- Learning First Alliance National Summit Participant (March 2007). Worked with other invited educational leaders in a nation-wide effort to develop a vision for public schools in the 21st century.
- Completed coursework in *Observing and Analyzing Teaching* (OATS) and *The Skillful Leader* through Research for Better Teaching
- Served as District Restraint Trainer (ANV certified)
- Completed coursework in *Understanding by Design* and *Universal Design for Learning*
- Worcester State University and American International College – Adjunct Professor

[redacted]

David L. Thomson, Ed.D.

Highlights

Mashpee Public Schools 2024- Present
Interim Superintendent of Schools

- Oversee entire school operations and a 26-million-dollar budget
- Developed a strategic communication plan to facilitate stakeholder engagement
- Coach and develop two new principals
- Support and facilitate the development of the new district strategic plan
- Implementation of a multiple-tiered system of support to enhance student achievement
- Enhance culturally proficient practices, including partnering with the Mashpee Wampanoag Tribe
- Instituted administrative evaluations focused on improving instructional practices
- Engaged in negotiations with Unit C
- Provided budget oversight as well as development and promotion of the FY26 budget

Norwood Public Schools 2017 – 2024
Superintendent of Schools

- Oversee entire school district operation of 3,500 students, 477 employees, and a 54-million-dollar Budget
- Facilitated the development and implementation of a five-year strategic plan and the development of the yearly action plans, and progress monitoring and reporting to the community
- Implemented Curriculum and Instructional improvements, including, expanded AP, career pathways programs, response to intervention and progress monitoring, trauma-informed instruction, and culturally response instructional practices
- Worked closely with the School Committee to set and achieve yearly district goals aligned with the strategic plan
- Passed a property tax increase campaign (Operational Override) that was the largest in the state and passed by 75%
- Passed a debt exclusion override to build a new 158-million-dollar middle school
- Oversee building project now in the construction phase
- Orchestrated significant investment in curriculum and instructional methodology
- Brought Assessment and intervention systems to the Norwood Public Schools
- Conducted an Equity Audit of the district and implemented Equity Goals into the strategic plan
- Implemented culturally responsive teaching practices enrolled in REDI Leadership for DEI program
- Facilitated technology integration and one-to-one computing grades in one to twelve
- Revised budget process for transparency and clarity to engage stakeholder's and build trust and support in the community
- Rebuilt administrative team on the core belief of teamwork, collaboration, and support for the mission of the district



- Blue Ribbon School Prescott Elementary 2020
- Mentored Massachusetts State High School Principal of the Year 2022

Blackstone Millville Regional School District 2014 - 2017

Assistant Superintendent for Curriculum, Assessment, and Technology, ELL Director

- Oversee district wide curriculum improvement including mapping, development using Understanding by Design, implementation of new Math programs, and integration of technology into instruction
- Oversee district ELL Programming and staffing
- District budget development including planning, prioritizing, presenting to school committee, town officials, and town meeting
- Development of District Determined Measures, teacher evaluation process, and professional development
- Supervise all district grants and federal programs
- Supervise, mentor, and evaluate all principals
- Mentored Massachusetts Middle School Principal of the Year 2016
- Collaborate with the Superintendent in the oversight of district operations, facilities, and union negotiations

Raynham Middle School, Raynham, Massachusetts 2007 – 2014

Principal

- Massachusetts Middle School Principal of the year 2010, NASSP Executive Board Member 2011-15
- Level One School 2012, 2013

Administration

- Member of the District Strategic Planning Committee, Superintendent Search Committee, Curriculum Development committee, District Wide School safety committee, Professional Development Committee, and the Textbook Review Committee.
- District Harassment Officer 2008 - 2014

Professional Development

- Develop teacher leaders to assist in the educational leadership of the school and facilitate the implementation of school and district initiatives.
- Implemented Professional Learning Communities that examine student work through common assessments and benchmarks, in forming the implementation of instructional strategies and differentiated instruction to ensure students' academic success.
- Developed intervention process for underperforming students including tier one and two intervention strategies.
- Provide Leadership in implementing effective best practices to assure maximum learning for the 21st century. Revised the master schedule to maximize time on learning, and increased collaboration between staff to facilitate school improvement, increase technology use, and student engagement.

[redacted]

- Lead staff development in the areas of differentiated instruction, Understanding by Design, common assessments, writing for open response questions, and examining student work.

Curriculum Oversight

- Assist the leadership of the curriculum department through facilitating professional development, conducting curriculum meetings and representing the district at area meetings.
- Oversee the middle school math curriculum and implementation of new materials, including adoption, professional development, and assessment of progress.
- Develop a yearly comprehensive, school-wide MCAS improvement plan based on the critical review of MCAS data, established goals, and benchmarks for school improvement.
- Develop school-wide benchmarks to measure student progress and inform improvement planning.

Qualters Middle School, Mansfield, Massachusetts 2004 – 2007

Principal

- Provide Educational Leadership for a large (1220 student) suburban middle school. Created a culture of Professional Learning Communities, common assessments, data informed instructional practices, supervise curriculum development (Understanding by Design) and alignment to State standards, established vision for Mathematics Instruction based on training in Lenses on Learning program.
- Established a teacher committee for professional development, curriculum development and review cycle, and worked with the department chairs collaboratively in yearly budget preparation.

Duxbury Middle School, Duxbury, Massachusetts

2000 – 2004

Assistant Principal

- Chaired subcommittees of the school transition team

John J. Ahern Middle School, Foxborough, MA 1994 - 2000

Science and Pre-Algebra Teacher

- Taught seventh-grade Life Science, General Science, and Pre-Algebra. Member of the curriculum development team, Implemented the state Science and Technology frameworks. Peer tutor for other teachers, incorporating computer technology into their classes.
- *Administrative internship 1999 – 2000*
- Coordinated furniture purchasing for new middle school, assisted with student discipline, facilitated peer supervision by teachers, coordinated move into the new school building, and developed team teacher schedules for the next school year.

[redacted]

David L. Thomson, Ed.D.

References

Mr. Allen Himmelberger.
Superintendent of Schools (retired)
Blackstone Millville Regional School District
[redacted]

Ellen Whittemore
Assistant Superintendent, Administration and Finance
Sharon Public Schools
[redacted]

Christopher H. Martes, Ph.D.
Superintendent of Schools (retired)
Foxborough Public Schools
[redacted]

[redacted]

Massachusetts Department of
Elementary & Secondary Education

UNOFFICIAL LICENSE INFORMATION

David Thomson
[redacted]

This license information was generated by the educator from the Department's electronic licensure file, ELAR. It should not be taken as proof of current licensure or as an official record. The Department advises that verification of this information via ELAR is always necessary.

Educator: David L Thomson

License #: [redacted]

MEPID: 51923431

Original Certification Date: 09/07/1990

FIELD(LEVEL)	CATEGORY	APPLICATION TYPE	ISSUE DATE	EXPIRATION DATE
Biology (5-9)	ACADEMIC	Professional	08/19/94	06/17/99
Biology (9-12)	ACADEMIC	Professional	09/07/90	06/17/04
General Science (9-12)	ACADEMIC	Professional	09/07/90	06/17/99
General Science (5-9)	ACADEMIC	Professional	08/19/94	06/17/04
Principal/Assistant Principal (9-12)	ACADEMIC	Professional	06/09/09	06/08/14
Principal/Assistant Principal (5-9)	ACADEMIC	Professional	07/12/05	07/31/16
*Superintendent/Assistant Superintendent (All Levels)	ACADEMIC	Professional	01/10/19	01/09/29
SEI-Admin (Level depends on prereq license)	ACADEMIC	Endorsement	08/28/14	***

*** Primary Area**

***** Due to varying requirements, please pay attention to the specific requirements for the potential of renewing an endorsement.**

Please contact the Department of Elementary and Secondary Education customer service at 781-338-6600, if your license information above is incorrect or incomplete.

ELAR

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

NORTHEASTERN UNIVERSITY

Northeastern University
Registrar

Office of the University Registrar
230-271
360 Huntington Avenue
Boston, MA 02115-5000
email: transcripts@northeastern.edu web: http://www.northeastern.edu/registrar/

Record of: David L. Thomson NUID: [redacted]
Issued To: DAVID THOMSON
[redacted]

Primary Program
Doctor of Education
College : College of Professional Studies
Major : Education
Maj/Concentration : Educational Leadership

Degree Awarded Doctor of Education 24-JAN-2014
Primary Degree
College : College of Professional Studies
Major : Education
Maj/Concentration : Educational Leadership

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
INSTITUTION CREDIT:						
Fall 2010 CPS Quarter						
EDU	7201	Glbl/hist Perspctives on Educ	3.00	A	12.000	
EDU	7202	Transforming Ed Systems	3.00	A	12.000	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 24.000 GPA: 4.000				
Winter 2011 CPS Quarter						
EDU	7220	Creating Hgh-Performance Teams	3.00	A-	11.001	
EDU	7221	Negotiatn, Mediatn & Arbitratn	3.00	A	12.000	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 23.001 GPA: 3.834				
Spring 2011 CPS Quarter						
EDU	7200	Soc/cultl Analysis of Ed Systs	3.00	B+	9.999	
EDU	7203	Ethical Decision Making for Ed	3.00	A-	11.001	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 21.000 GPA: 3.500				
Summer 2011 CPS Quarter						
EDU	7208	Theoretcl Found of Ed Research	3.00	A-	11.001	
EDU	7211	Public & Institutional Policy	3.00	A	12.000	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 23.001 GPA: 3.834				

********** CONTINUED ON NEXT COLUMN **********

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
Fall 2011 CPS Quarter						
EDU	7205	Research Processes	3.00	A	12.000	
EDU	7212	Financl Decsn Mkng for Ed Ldrs	3.00	A	12.000	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 24.000 GPA: 4.000				
Winter 2012 CPS Quarter						
EDU	7222	Community Engagement	3.00	A	12.000	
EDU	7223	COM Challenges for Eductn Ldrs	3.00	B+	9.999	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 21.999 GPA: 3.667				
Spring 2012 CPS Quarter						
EDU	7215	Qual & Quant Research Data	3.00	A	12.000	
		Ehrs: 3.000 GPA-Hrs: 3.000 QPts: 12.000 GPA: 4.000				
Summer 2012 CPS Quarter						
EDU	8790	Doctoral Thesis Seminar	6.00	A	24.000	
		Ehrs: 6.000 GPA-Hrs: 6.000 QPts: 24.000 GPA: 4.000				
Fall 2012 CPS Quarter						
EDU	8791	Doctoral Thesis Continuation	0.00	A	0.000	I
		Ehrs: 0.000 GPA-Hrs: 0.000 QPts: 0.000 GPA: 0.000				
Winter 2013 CPS Quarter						
EDU	8791	Doctoral Thesis Continuation	0.00	A	0.000	I
		Ehrs: 0.000 GPA-Hrs: 0.000 QPts: 0.000 GPA: 0.000				
Spring 2013 CPS Quarter						
EDU	8791	Doctoral Thesis Continuation	0.00	A	0.000	I
		Ehrs: 0.000 GPA-Hrs: 0.000 QPts: 0.000 GPA: 0.000				

********** CONTINUED ON PAGE 2 **********

Rebecca Hunter

Rebecca Hunter Assoc VP & University Registrar

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NORTHEASTERN UNIVERSITY

Northeastern University
Registrar

Office of the University Registrar
230-271
360 Huntington Avenue
Boston, MA 02115-5000
email: transcripts@northeastern.edu web: http://www.northeastern.edu/registrar/

Record of: David L. Thomson NUID: [redacted]

SUBJ	NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						
Summer 2013 CPS Quarter						
EDU	8792	Doctoral Thesis Continuation	0.00	A	0.000	I
		Ehrs: 0.000 GPA-Hrs: 0.000 QPts: 0.000 GPA: 0.000				
Fall 2013 CPS Quarter						
EDU	8792	Doctoral Thesis Continuation	0.00	A	0.000	I
		Ehrs: 0.000 GPA-Hrs: 0.000 QPts: 0.000 GPA: 0.000				

********** TRANSCRIPT TOTALS **********

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	45.000	45.000	173.001	3.844
TOTAL TRANSFER	0.000	0.000	0.000	0.000
OVERALL	45.000	45.000	173.001	3.844

********** END OF TRANSCRIPT **********

Rebecca Hunter Assoc VP & University Registrar

This transcript processed and delivered by Parchment

Northeastern University, Office of the Registrar
271 Huntington Ave.
Boston, MA 02115

SCALE OF GRADES AND COMMENTS TO ACCOMPANY TRANSCRIPTS

Effective Fall 2016: College of Professional Studies undergraduate programs converted from a quarter system to a semester system. For student records including hours earned prior to fall 2016, the credit hour conversion rate is as follows: QH x .75. For example a 4-credit quarter course is now equivalent to a 3-credit semester course.

Effective Fall 2009: Northeastern University converted its Student Information System. All courses and Programs were converted.

Northeastern University Course Numbering

UNDERGRADUATE

Orientation and Basic	**0001-0999**
No degree credit	
Introductory Level (First year)	**1000-1999**
Survey, Foundation and Introductory courses normally with no prerequisites and designed primarily for students with no prior background	
Intermediate Level (Sophomore/Junior year)	**2000-2999**
Normally designed for sophomores and above, but in some cases open to freshman majors in thedepartment.	
Upper Intermediate Level (Junior year)	**3000-3999**
Designed primarily as courses for juniors. Pre-requisites are normally required and these courses are pre-requisites for advanced courses.	
Advanced Level (Senior year)	**4000-4999**
Designed primarily for juniors and seniors, or specialized courses. Includes research, capstone and thesis.	

GRADUATE

Orientation and Basic	**0001-0999**
No degree credit	
1st level graduate	**5000-5999**
Courses primarily for graduate students and qualified undergraduate students with permission	
2nd level graduate	**6000-6999**
Generally for Master's only and Clinical Doctorate	
3rd level graduate	**7000-7999**
Master's and Doctoral level classes. Includes Master's Thesis	
Clinical/Research/Readings	**8000-8999**
Includes Comprehensive Exam Preparation	
Doctoral Research and Dissertation	**9000-9999**

Northeastern University Grade Scale

Letter Grade	Numerical Equivalent	Explanation
A	4.0	Outstanding Achievement
A-	3.667	
B+	3.333	
B	3.0	Good Achievement
B-	2.667	
C+	2.333	
C	2.0	Satisfactory Achievement
C-	1.667	
D+	1.333	
D	1.0	Poor Achievement
D-	0.667	
F	0.0	Failure
I		Incomplete
IP		In Progress
NE		Not Enrolled
NG		Grade not reported by Faculty
S		Satisfactory (Pass/Fail basis; counts towardtotal degree requirements)
U		Unsatisfactory (Pass/Fail basis)
X		Incomplete (Pass/Fail basis)
L		Audit (no credit given)
T		Transfer
W		Course Withdrawal

Course Comments

E	Course excluded from GPA
HON	Honors level course
I	Course included in GPA

LAW SCHOOL

CR	Credit
F	Fail
H	Honors
HH	High Honors
I	Incomplete
MP	Marginal Pass
P	Pass

Earned Hours

Northeastern University offers both quarter hour and semester hour programs.

Quarter Hours to Semester Hours Conversion Rate: For student records including quarter hours, the approved semester hour conversion rate is as follows: QH x .75. For example a 4-credit quarter course is equivalent to 3 creditsemester courses.

Northeastern University

Boston, Massachusetts

College of Professional Studies

Upon recommendation of the President and Faculty and by authority of the Commonwealth of Massachusetts, the Board of Trustees has conferred the degree of

Doctor of Education

upon

David Lee Thomson

with all the honors, privileges and responsibilities appertaining thereunto.

Signed and sealed at Boston, Massachusetts, this twenty-fourth day of January in the year two thousand and fourteen.

DEAN

CHAIRMAN OF THE BOARD OF TRUSTEES

PRESIDENT

Mashpee Public Schools
School Committee
150 A Old Barnstable Road
Mashpee, MA 02649
508-539-1500
Fax 508-477-5805

Don Myers, Chair
Cathy Lewis, Vice-Chair
Brian Weeden, Secretary
Dan Rodrigues, Member
Kelly Robson, Member

January 29, 2025

David Thomson Letter of Reference

To Whom It May Concern,

I am writing to provide a reference for Dr. David Thomson, who joined Mashpee Public Schools July 1, 2024 as the Interim Superintendent of Schools. Since his arrival, Dr. Thomson has made significant contributions to our district, demonstrating exceptional leadership and resilience during a challenging period.

Dr. Thomson assumed his role during a period of significant change, following the retirement or departure of nearly all senior leaders in the district. Despite these turbulent circumstances, Dr. Thomson has been a calming voice of reason, effectively managing the transition and maintaining high performance levels among students, families, and faculty.

Under his guidance, Dr. Thomson has fostered a strong working relationship with the Town Manager and skillfully navigated the latest budget cycle for the district without any reductions in services. His commitment to the safety and well-being of our school community was particularly evident when a fire broke out in one of our schools. Dr. Thomson promptly informed parents, coordinated the relocation of school activities, and collaborated with safety and disaster response teams to ensure a swift recovery.

Additionally, Dr. Thomson has shown a forward-thinking approach by hiring a data analyst to assist the district in identifying potential opportunities related to our DEIB (Diversity, Equity, Inclusion, and Belonging) initiatives, aimed at enhancing student outcomes. His proactive and strategic leadership has been instrumental in maintaining stability and fostering growth within our district.

Dr. Thomson also brings extensive experience in implementing and using a multi-tiered system of supports (MTSS) and has ensured that all staff are thoroughly trained in using MTSS to help improve student outcomes. He led the development and implementation of a system to provide research-based instructional resources and interventions specifically targeted at addressing each student's skill deficits, thereby fostering a more inclusive and supportive educational environment.

In summary, Dr. David Thomson's tenure as Interim Superintendent has been marked by his unwavering dedication to improving student outcomes, effective crisis management, and innovative vision for the future. I have no doubt that he would be a valuable leader for any district.

Sincerely,

Don Myers
Mashpee School Committee, Chair

Norwood High School
Dr. Hugh Galligan, Principal
Mrs. Cynthia Derrane, Associate Principal
Mr. Matthew Curran, Assistant Principal · Mr. Juan Manuel Gonzales, Assistant Principal
Phone 781-769-2333 · Fax: 781-762-0826

October 28, 2024

To Whom It May Concern:

It is an honor and a privilege to write this letter of recommendation for Dr. David Thomson as a candidate for Superintendent of Schools in your district. Dr. Thomson brings an exceptional skill set to the role that focuses on relationship building, pragmatic problem solving, focused strategic planning, student support, and shared leadership. Dr. Thomson does this work with equity and the general well-being of students at the core of each decision that he makes. He is able to deal with changing situations and difficult circumstances while bringing out the best in staff and students, and creating trusting relationships with students, staff, families and community members. He leads by example, is always fair and reasonable, and challenges himself and others around him to improve. Most importantly, his ability to help create a shared vision for a school or district, and then help that organization achieve its strategic goals set him apart. He does this while understanding the challenging nature of a leadership position like the superintendency, and is able to navigate that aspect of the job naturally while keeping his core values intact.

I had the pleasure of working with Dr. Thomson in the Norwood Public Schools from 2018-2024 in his role as Superintendent of Schools, and in my current role as Principal of Norwood High School. During that time, I was fortunate to be part of a leadership team that was progressive and goal oriented. Dr. Thomson facilitates a process that allows schools and districts to reach their goals through focused, steady progress. One example of this is Dr. Thomson's facilitation of a strategic plan that included key indicators such as increased career programming and safe and supportive schools focused on equity. Dr. Thomson facilitated this work by helping to structure a focus group of key stakeholders who would research options, create a vision, participate in structured protocols, and execute action steps that would lead to the achievement of said goals. While he had the vision and structure, he also empowered the high school team to have flexibility and control of how the vision came to fruition, allowing us to pursue innovation pathway designation in three areas at Norwood High School. The result was a more

personalized learning experience for students that allowed them to explore their interests and capitalize on the relationship between high school coursework and post-secondary plans. Under his leadership, similar goals were reached that involved a later start time for secondary school students, increased safety and security training and planning for all, new progress monitoring tools at all levels, and a middle school building project. Through it all, his focus and facilitation were collaborative, creative, and well communicated.

David Thomson has had a tremendous influence on my career and is a large part of the reason that I was successful as a high school principal. In many ways, my transition to principal in a new school was made easier because I learned both from and with him. From Dave, I learned the importance of identifying and empowering talented people around me, providing stability during times of uncertainty, and establishing trusting and positive relationships before trying to institute change. Quite simply, Dave helps others do their best work.

It is without hesitation that I recommend Dr. David Thomson for Superintendent of Schools in your district. Dave will help provide stability, build relationships, and accelerate growth in identified areas of improvement. He will take the time to listen and learn both from and with those around him, and people will be comforted by this. You will get an experienced leader who understands the needs of teachers, students, and families, and who is willing to work tirelessly to create the conditions for optimal learning to occur at all levels. He will be understanding, creative, communicative, and collaborative in all facets of school and district leadership.

If you have any questions, or if I can be of assistance in any way, please don't hesitate to reach out to me at [redacted]

Sincerely,

Hugh T. Galligan, Ed.D.

Catherine Lewis
[redacted]

January 26, 2025

Dear School Committee;

I'm writing on behalf of Dr. David Thomson. I am the current vice chair of the Mashpee School Committee and currently on the Superintendent Evaluation subcommittee. Dr. Thomson has been the interim superintendent since July 1, 2024. Mashpee has been seeing a lot of turnover in our administration over the last four years and Dr. Thomson was hired at the pinnacle of this massive turnover.

One of our biggest issues, district-wide, was communication. Our district was always behind the ball when communicating with families and caregivers and with faculty and staff. Dr. Thomson's effective communication style was instrumental in improving the district's communication. He has implemented a clear plan for weekly communication from each principal; a "What's Happening Wednesday" that highlights all of the events both within the district and within the town; a superintendent's newsletter that is concise and to the point which highlights district news and information; and a new podcast that allows him to highlight various aspects of his role as superintendent and lend transparency to the work done in that position.

Dave has been amazing at creating relationships within the district. The faculty and staff that I have spoken with have all told me that he is present. As a school committee member, that is always refreshing to hear. A leader should be able to form good working relationships and Dave has clearly done so within the district. The parents that I have spoken with also feel he has done a good job in fostering relationships with our families and is responsive to their questions and concerns. This also has been a marked improvement in our district since Dave took the helm.

Dr. Thomson's commitment to student achievement is clear. He has identified ways in which our district can better leverage data to improve student achievement. While Mashpee has developed a portrait of a graduate, Dave observed that there were no metrics applied to the portrait of a graduate and indicated that in order to best utilize that, metrics needed to be identified and tracked to ensure that the values and ideals that were identified are able to illustrate student growth in a meaningful way.

During his time as interim, he has shown that he is very knowledgeable about what is going on in the state and educational trends that impact districts. He was able to come to our small district of about 1450 students and learn the intricacies of our district fairly quickly which is important as we are a very unique district that has a partnership with the Mashpee Wampanoag Tribe, a federally

recognized tribal nation that has its governmental seat in Mashpee. He has been able to uphold the celebration of diversity that is the cornerstone of our district. His acknowledgment that students need to feel they belong in order to effectively learn is clear through his leadership practices and implementation of practices within the three schools.

While Mashpee has apparently chosen to go in a different direction, I strongly believe that we are losing a wonderful leader and collaborator in David Thomson. His openness and willingness to discuss items is appreciated. His years of experience and knowledge as a superintendent have provided him with the skill set that any district would be lucky to have as his dedication to the students is what clearly drives him to want to do the best in his position as superintendent. He is passionate about his career and the work he does. His willingness to include student voice along with that of the staff and faculty is a quality you don't often see in leaders but one that is highly valued.

I would highly recommend David Thomson for consideration as superintendent in your district. If selected, you will gain a valuable leader who will be an asset not only to your community but to your students and district. I'm happy to discuss further if you wish and can be reached at [redacted]

Kindly,
Catherine Lewis, MPA

/s/ Catherine Lewis, MPA
Vice Chair, Mashpee School Committee
MASC Division VII Vice President

David L. Thomson, Ed.D.

[redacted]

March 26, 2025

Selection Committee,

I am responding to your posting for the Berlin - Boylston Public Schools Interim Superintendent. I bring seven years of rich experience as the Norwood Superintendent and a year as the Interim Superintendent in Mashpee. This tenure has equipped me with a unique set of skills and knowledge. These qualifications and commitment long term will enable me to enhance the district's organizational effectiveness, elevate student achievement, and develop a curriculum and instruction that will propel the Berlin - Boylston Public Schools to new heights.

I have invaluable experience as a Superintendent who develops a cohesive team focused on student achievement and effective and transparent governance that builds confidence and trust in the community. My core values are focused on educating the whole child in a safe and nurturing environment. My values manifest in an enduring focus on the classroom, our student's experience, and access to high-quality learning opportunities. As Superintendent, I have led work in establishing academic opportunities focusing on equity to meet all learners, including expanding our Advance Placement opportunities and tiered support systems and creating career pathway programming that engages students and facilitates deeper learning in future areas of study and work.

My belief in shared leadership has manifested in team-based decision-making focused on the district's goals. Through this approach, we have improved financial processes, transparency with the community, and a comprehensive strategic plan focused on multiple aspects of district improvement. I practice an inclusive and highly communicative governance style that continually incorporates school committee members, community members, teachers, staff, and parents working together to improve our schools and district. I am a tireless, dedicated, motivated leader who keeps the students' best interests at heart while articulating the needs of my learners, staff, and district.

Although I earned a doctorate in Educational Leadership from Northeastern University and was named the 2010 Massachusetts Middle School Principal of the Year, I continue to learn and improve through professional development and mentoring new school leaders. I have been awarded a fellowship through Leading Now, where I will continue developing strategic communication skills and adaptive leadership abilities. I strongly believe in the value of being a lifelong learner and setting an example for others.

I would appreciate an interview if you feel my resume reflects your expectations for this position. Thank you for your time and consideration.

Sincerely,

David L. Thomson, Ed.D.

Personal Statement

Over my thirty years in education, I have accomplished numerous things that I take great pride in. Some of my significant achievements include successfully leading the largest operational override in Massachusetts history and overseeing the resulting improvements to curriculum and instruction in the Norwood Public Schools. I have also had the privilege of mentoring two Massachusetts Principals of the Year, and in 2019, one of our schools was recognized as a Blue Ribbon School. I'm particularly proud of leading Raynham Middle School to be designated as a Level One school, which was an incredibly satisfying achievement. This success was further validated when I was named the Massachusetts Middle School Principal of the Year in 2010.

Additionally, I led a project for a $157 million middle school through the lengthy MSBA process and secured an override from the Town of Norwood to create a state-of-the-art learning facility for our students. Ultimately, I find the greatest satisfaction in accomplishments that positively impact my students and enhance their opportunities. These successes have strengthened the tools and knowledge I possess, allowing me to continue making a meaningful difference in their lives.

Throughout my administrative journey, I have consistently demonstrated leadership and management skills that are essential for the role of a school superintendent:

1. Visionary Leadership: I have a clear vision for improving educational outcomes and a proven track record of inspiring others to unite around shared goals. I foster a culture of continuous improvement and innovation to ensure our district's success.

2. Collaborative Leadership: I understand the importance of collaboration and stakeholder engagement. I have effectively built and led teams, promoting a sense of collective ownership and accountability in achieving objectives, which is evident in the development and execution of our strategic plan.

3. Data-Driven Decision-Making: My commitment to evidence-based practices and data-driven decision-making ensures educational strategies are founded in research, leveraging measurable outcomes to maximize student success.

4. Strategic Planning and Resource Management: I have experience developing and implementing strategic plans, ensuring that resources are appropriately allocated to support educational goals.

5. Crisis Management and Adaptability: The contemporary educational landscape presents numerous challenges that require leaders who can adapt to unforeseen

circumstances and make informed decisions during crises. This was evident in our response to the COVID-19 pandemic. In the absence of clear guidance, I researched how other countries were approaching a return to the classroom and devised a model that ensured everyone's safety while maximizing student engagement in both virtual and in-person learning.

6. Diversity, Belonging, Inclusion, and Equity: Addressing racial bias and structural barriers to success begins with understanding cultural differences and establishing culturally responsive teaching practices. We embarked on this journey with an equity audit and provided two years of professional development focused on teaching all students through culturally responsive teaching. This initiative ensures that every student feels a sense of belonging and is positioned for success in our schools, and we have incorporated these efforts into the district's strategic plan.

7. Communication and Relationship Building: Effective communication and relationship-building skills are vital for fostering positive relationships with a diverse range of stakeholders, including teachers, parents, board members, and the broader community.

As an educational leader, I possess unique skills that enable me to build effective teams, develop a shared vision for the district, and manage projects and initiatives that enhance our school system. I excel at hiring the right people, delegating tasks, setting goals, and ensuring all team members collaborate cohesively. Additionally, I am an excellent communicator, capable of conveying complex ideas clearly to town leaders, parents, and community members. I am also a skilled problem-solver, able to think creatively to devise solutions to challenges. My ability to remain calm under pressure has allowed me to navigate difficult situations and achieve successful outcomes. My educational accomplishments and leadership skills make me an excellent candidate, and I am committed to continually growing and developing my leadership and collaboration abilities.