



New England School Development Council

28 Lord Road, Marlborough, MA 01752 ➤ Tel: 508-481-9444 ➤ www.nesdec.org

**Falmouth, Maine Public Schools
Superintendent Search
Successful Candidate Profile**

February 26, 2025



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SUCCESSFUL CANDIDATE PROFILE

INTRODUCTION

During the week of February 10, 2025, the Falmouth School Board, with the assistance of the New England School Development Council (NESDEC), conducted a Community Needs Assessment through a series of focus groups and an online survey.

Participants provided their responses to two prompts:

- What are the qualities, characteristics, skills, knowledge and experiences you desire in a new Superintendent of Schools?
- What do you see as the pressing tasks and challenges ahead for the new Superintendent in year one?

The Board, with NESDEC's help, reviewed and analyzed the community's input to create the Falmouth Public Schools *Successful Candidate Profile*. The *Successful Candidate Profile* is designed to guide the Superintendent Search interview and selection process.

The Board thanks and commends all those who participated in the community needs assessment process.

Respectfully submitted,
The Falmouth School Board

CANDIDATE PROFILE

The community of Falmouth expects a high level of competence across all aspects of the position of Superintendent.

To ensure the selected Superintendent is a particular match for our district's needs and goals, *preference will be given to the educational leader who demonstrates a significant depth of skill and knowledge in the following key areas:*

- ❖ **Educational Leadership**
- ❖ **Engaged Communicator**
- ❖ **Collaborative Leadership Practitioner**
- ❖ **Experienced Operations and Management Leader**

The successful candidate will establish evidence of such expertise in the following ways:

Educational Leadership

A leader who:

- Has an educational background that includes classroom, building administration, and central office experience and is respected by the teachers, students, parents/guardians and community members in the districts in which they have previously worked.
- Can create, prioritize and execute a long-term plan to bring consistency in practices, services, resources, and academic supports across the entire district.
- Has the knowledge, background, and experience to meet the wide range of students where they are in their development and can create supports to ensure their success.
- Is focused on the advancement of academic programs and promotes best practices to provide a well-rounded education for every student.

Engaged Communicator

A leader who:

- Is an effective communicator who possesses the skills and willingness to build relationships with all school and community stakeholders.
- Supports a collaborative approach to problem solving by valuing different opinions based on the experiences and expertise of people they are working with.

- Is an honest communicator who follows through and consistently shares that information with all stakeholders. Is approachable, personable, accessible, and responsive to all members in the district and community.
- Takes the time to learn about the district and community by interacting with the community. Develops relationships built on trust and two-way communication.

Collaborative Leadership Practitioner

A leader who:

- Has management experience in an educational environment and has demonstrated the skills to work with a variety of constituents.
- Is willing to work with all involved in the schools and surrounding community to develop the relationships needed to support improvement in the district and is able to create communication pathways to foster collaboration.
- Is a good listener and strong communicator. Doesn't work in isolation. Is flexible with a willingness to listen to others' feedback and input and take action when appropriate.
- Demonstrates strong conflict resolution skills. Is able to work through conflict, not avoid it.

Experienced Operations and Management Leader

A leader who:

- Is skilled at assessing current initiatives, programs, staffing and facilities to build a budget that supports academic achievement and other needs of the district. Demonstrates a responsible approach to budgeting. Is able to look for ways to streamline financial spending.
- Is comfortable delegating and supervising when a task or problem is given to other professionals to ensure situations are dealt with in a timely manner.
- Has experience working with unions and negotiations. Demonstrates the skillset to bring different groups together and work toward a common goal.
- Understands the importance of being a liaison between the School Board, staff, parents/guardians, community and the Town of Falmouth, keeping the focus of all parties on the needs of the district.
- Has experience with district building projects and facilities renovations. Understands the complexity of operating a district during construction projects.

TASKS AND CHALLENGES IN YEAR ONE

Challenges

- Develop a budget that creates consistency regarding programs and offerings within all district schools and supports core subjects and alignment, while building a relationship with a new finance manager.
- Analyze the gaps existing in student academic achievement data in the district and develop a plan of action to support students and close these gaps.
- Recruit and retain qualified teachers and administrators. Reduce turnover.
- Address the inconsistencies found in the policies, procedures, and building culture in the district's school buildings.
- Establish a strong two-way communication pathway for stakeholders that allows them to share information and receive feedback from the superintendent.
- Lead and navigate Falmouth Public Schools through the current changing trends and challenging political and educational landscape.

Tasks

- Develop an understanding of, and a plan to address, the current state of morale in the district through the eyes of the variety of stakeholders making up the school community.
- Be involved in the community, get to know the community and its values; discern what the community wants from the schools. Identify the strengths and areas of improvement needed in Falmouth Public Schools.
- Create opportunities to interact with and gather feedback from all stakeholders. Take time to learn about the district and the community to help shape the future of the district.
- Review the current situation regarding the building of a new middle school and other facility concerns.
- Review academic and extracurricular programs, as well as support systems for all students.
- Review current supervision and evaluation practices in the district to ensure there is an aligned system and consistent practices in place.