



To: Masconomet Regional District School Committee

From: Kenneth L. DeBenedictis, Ed.D.
NESDEC Executive Search Consultant

Re: Superintendent Search Focus Group Report

Date: March 30, 2009

From March 4, 2009 to March 25, 2009, I conducted six focus groups: elected and appointed town officials, school committee members, town-wide participants, teachers and staff members, school administrators and the K-12 tri-town parent representative group. The following report includes the priorities identified by each focus group and the detailed suggestions generated by each of those groups.

In the focus groups, a system of individual brainstorming, group consensus development and priority ranking resulted in a set of recommendations focusing on responses to two questions: 1) *What characteristics, background and experiences should the new superintendent possess?* 2) *What immediate challenges and tasks should the new superintendent focus upon in the first six to twelve months in the position?*

The members of each focus group were open about their concerns and their hopes and aspirations for the district. In reviewing the process, it is very clear that each group was focused upon issues pertinent to Masconomet. It is also evident that there were shared priorities from group to group and distinct priorities specific to certain groups.

The report begins with an executive summary which represents a composite of those items given the greatest emphasis in discussions. The executive summary is followed by the responses and priority rankings generated by each focus group.

I believe that the information provided by the six constituent groups will be helpful to all involved in the screening process for the new superintendent. The information should also provide a rich resource to the new superintendent as part of the transition and entry process.

Many people were involved in the focus group sessions, and I am very appreciative of their interest and enthusiasm. School Committee members are to be especially commended for their efforts to support the organizing of these discussions. Their encouragement of group participation and the welcoming of community suggestions will unquestionably support the search for the new superintendent of schools.

**MASCONOMET REGIONAL SCHOOL DISTRICT
SUPERINTENDENT SEARCH**

EXECUTIVE SUMMARY

Question #1 – What characteristics, skills, background, and experiences should the new superintendent possess?

Not ranked in priority order

- **Extensive background experiences.** An educator with classroom and administrator involvement; experienced through the ranks as teacher, principal and central office leader. Highly intelligent with an advanced degree. Knows how to assess need, and can engage others to make decisions about next steps in planning for improvements; thoroughly understands and is experienced with strategic planning. Hands-on abilities, not just an administrator. Similar district experience as Masconomet and preferably in a regional arrangement. Has the ability, interest and skills to successfully become involved in a tri-town operation. Possesses technical skills – knows how to use technology for both management and instruction. Knows curriculum: state and national standards and local connections – knows how to work with others to assess quality of delivery. Skillful with grant writing and fundraising. Successful experience with negotiations; demonstrates evidence of knowing how to bring closure to negotiated agreements. Thoroughly understands the budgeting process and has experience with creative, out-of-the-box thinking about funding programs. Understands special education and is aware of state and federal mandates for local responsibility. A strong advocate for students; kids come first in all decision making.

- **Possesses exemplary leadership skills.** Is a visionary who can engage all stakeholders in moving a district forward; has a creative mind. Recognized as a creative thinker while focusing on practical needs of the schools; is adept at problem-solving; highly supportive of professional development and seeks opportunities to facilitate growth of all staff. Skillful in promoting high standards along with providing resources to reach those standards; is experienced in reaching out and involving community and area resources in supporting the schools - connections with universities, the business community, etc. Understands the importance of coordination and consistency within grades K-12 and recognizes that collaboration with the elementary district can pay long-term dividends. Skillfully works with guidance personnel to enhance the high school to college transition, the application and matriculation. Examines and works with others to enhance technology efforts in curriculum and management: equipment, software, networks, maintenance and professional development. A long-range planner in all areas of district need; recognizes the importance of delegation and does not micro-manage; flexible, innovative and collaborative in style – embraces the team

approach; a consensus builder. An inspirational leader who models skills others can emulate. Focuses on academic efforts providing for the full range of student need, but recognizes the importance of a multilayered approach to education: values and promotes the arts, athletics, wellness and a variety of other programs that have direct impact on students.

- **Highly developed personal and communication skills.** Experienced with successful communication practices; welcomes input from a variety of sources; very open and approachable – values opinions of others; honest; strong integrity; articulate; charismatic; skillful in developing staff and community relations; a collaborator. Highly visible; attends and participates in activities in the district. Students know him/her because of frequent visits to the schools and from meetings that he/she arranges with them. Parents recognize his/her willingness to listen and value their thoughts. Decisions are not politically motivated, but made in the best interests of children. Is well read and can provide insight into the world of tomorrow in terms of educational program needs. Will provide a long-term commitment to Masconomet. Easily engages with tri-town officials and values benefits of working together. A staff morale booster who recognizes staff contributions and celebrates successes. Values student contributions and champions their efforts toward accomplishment.
- **Successfully practices community outreach:** highly visible everywhere - involved, welcoming, enthusiastic. A very strong advocate for the schools. Incorporates constituent groups and stakeholders in developing an action plan for the schools. Successfully articulates a vision for the schools after working with others to gather and sift through the data. Helps the community to understand how the program can make differences in students' lives. Recognizes that budgeting requires dynamic and creative approaches; explores all avenues to financially support the schools. Is transparently accountable and has a plan to provide the evidence to support success claims. Someone who is politically wise and can connect; values collaboration with other town departments and works towards consensus in decision-making. Organizes communication tools to connect with the community and encourages involvement; schedules meetings with parents, residents, staff and students. Corresponds verbally and in writing, and welcomes feed back. Solicits opinions from others and incorporates these thoughts into the overall plan for the schools. Recognizes efforts of the community to support the schools and values the many contributions that are made.

While no candidate can possess all of the qualities and experiences noted above, considering candidates who best match the profile during the screening and interview process will help the screening committee recommend a strong group of candidates to the school committee. The profile will also assist the school committee in selecting the candidate who is best suited for the position.

Question # 2 – What immediate challenges and tasks should the new superintendent focus upon in the first six to twelve months in the position?

Not ranked in priority order

- **Build community relationships.** Become highly visible, develop trusting relationships with townspeople, town officials, staff; validate and recognize teachers and the successful instruction that they provide; celebrate the successes of the schools; become familiar with students by visiting the schools and attending activities. Energize and excite the community through articulating a vision of “what could be.” Communicate with townspeople through emails, notices, mailings, school visits.
- **Organize a process to develop a vision for the district.** Identify educational priorities by assessing strengths and needs and organizing a strategic plan to include all stakeholders in mapping a strategy for improvement; welcoming and encouraging feedback; creating a long and short-term calendar; examine and organize funding and build a plan to monitor, evaluate and report. Collaborate with the superintendent of the elementary district to examine coordination and consistency of curriculum and instruction, and provide support to align as needed.
- **Examine the budget development process and seek ways to successfully communicate with the community about need.** Understand the budget needs of the district, assess the ability of the town to pay and work collaboratively with all stakeholders to build and organize a defensible and understandable budget. Be accountable for expenditures and regularly report budget status. Search for alternative funding strategies, i.e., increase state funding, grants, donations, connections with businesses, universities, private and corporate foundations, etc.
- **Assess curriculum and instruction.** Determine if needs of all children are being met by program offerings; evaluate administrators and staff to determine professional growth needs; assess professional development to align objectives with improvement goals; work with professional staff so that they are held accountable to the high standards of the district.

**MASCONOMET SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

School Committee Members

**March 4, 2009
(9 Participants)**

The new Superintendent of Schools should have the following characteristics, skills, background and experiences (in priority order):

1. **Possesses strong leadership skills.** A strong advocate for children first. Knows how to assess needs and strengths of the district and use current resources to support students to reach their full potential – a strong advocate for them with a capacity to successfully articulate their needs. He/she has effective negotiation skills; has the capacity to work with a large, diverse school committee. A collaborative leader who encourages and promotes shared decision-making. An effective facilitator of enhanced curriculum and instruction. A leader with a presence; recognizes the value of high visibility in the communities and the district.
2. **Has an exemplary capacity to articulate a vision.** Has a background in global education and knows how to facilitate its growth in the district. Collaborates with the district to bring together all constituencies to articulate an educational vision for the 21st Century – one that contains solid theory, but is also practically based. Has the capacity to reach out and engage the community in the development of the vision.
3. **Brings a range of experiences with his/her candidacy.** Successfully experienced as a superintendent of schools. Is knowledgeable about Massachusetts public education. He/she knows the academic needs of a program so that the core competencies are emphasized in decision making; is skillful in bringing together consensus in decision making.
4. **Outstanding communication skills** – highly developed capacity as a public speaker. Is skillful in making clear, articulate decisions and can successfully communicate them. He/she is an active listener. Successfully networks and connects with a variety of individuals and organizations to understand and clarify issues, trends and directions and the impact they have on the school district.
4. (Tie) **Excellent fiscal - business capacity.** Possesses strong political agility. Has a solid understanding of the regional school district. An effective fiscal manager with a history of success in other positions. Knows how to manage personnel; can relate to them and coalesce in shared initiatives. Has a detailed knowledge of contractual obligations and is skillful in implementing sound practices and procedures.

5. **Personal skills.** A doer, not a delegator; an effective time manager; tireless and energetic; personable and approachable. Possesses a warm and inviting sense of humor. Viewed as someone with a strong ethical character. Recognized as compassionate, caring and supportive. He/she is someone who is admired by peers. A creative problem solver who relishes a challenge. Achieved an advanced graduate degree, with a doctorate preferred.

The following challenges and issues need to be addressed within the first six to twelve months in the position. (The group did not identify the areas in priority order because they believed that all were important, but recognized that the indicators could be categorized under two headings: planning and connections.)

- Meet with all department heads for visioning and next step discussions.
- Carefully study, assess and present the plan for the global education initiative underway in the district.
- Navigate the fiscal challenges of the district. Understand what they include and creatively problem-solve possibilities.
- Implement and deliver the technology initiatives as recommended for the district by a previous study.
- Explore and creatively examine alternative funding possibilities.
- Connect politically with the towns – work collaboratively with town leadership.
- Utilize savvy approaches that build trust and cooperation.
- Develop a plan to connect with the stakeholder groups in the tri-towns.
- Identify community resources that can support the district and consider creative approaches that encourage investment.
- Connect with the teachers union; depending on contract status, determine next steps with the union.
- Examine the status of the curriculum and instruction model and examine approaches to improve it.

- Develop traction with the current administrative staff and create successful working relationships with them.
- Connect with students; understand their needs and determine how successfully the district is meeting those needs.
- Develop an entry plan as a result of the above community outreach and involvement efforts and answer the question: "What is the plan to develop the plan?"
- Included in the entry plan should be a focus on the roles, rules, responsibilities and relationships of the school committee and the school superintendent. Who does what and why? Being proactive will provide dividends.

**MASCONOMET REGIONAL SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

Town Administrators

**March 18, 2009
(12 participants)**

The new Superintendent of Schools should have the following characteristics, skills, background and experiences (in priority order):

1. **An extensive background in school leadership.** He/she should be an inspirational leader who has the capacity to articulate a vision and cause people to follow it. One who has the ability to work collaboratively with town government, including finance and other officials. Works effectively with students and parents; especially with difficult people. Is willing to confront difficult issues – doesn't duck issues and problems. Values qualities in the school program beyond academic successes: the performing arts, athletics, student activities – both academic and social. Has the ability to strike a balance between and among the competing priorities of the district. A political visionary; sees the big picture – understands that compromises one year can bring ten fold dividends the next. Embraces a karma approach to governance: considers the needs, connections and values of the three towns within a framework of political astuteness; someone who sees and appreciates the multilevel demands of the three towns. Appreciates the fiscal environment of Massachusetts towns as compared to cities.
2. **Highly developed communication skills.** Is willing to listen, to be open - minded and responsive to the needs of the three communities. Has the capacity to work well with difficult people. Articulately speaks for students, communities, and parents and gets along with both small and large groups. He/she is approachable, actively listens and honestly communicates.
3. **Personal skills.** Someone who is accessible to all. Highly energized and enthusiastic about the possibilities of the district and the connections with the communities. Manages time very successfully and has the capacity to handle and coordinate many meetings. A creative thinker; someone who can think outside-of-the-box. Someone who is really smart and is clear, credible and genuine. Is professional in all relationships with others; is honest and candid. Values the Masconomet District and is willing to stay for a lengthy period.
4. **Brings a solid background to the position.** Has both teaching and superintendent or assistant superintendent experience. Has a working knowledge of the Standards and Frameworks of the Commonwealth of Massachusetts. Knows how to create a budget and has enjoyed success in its organization and implementation; has strong financial skills. Recognizes that the three towns are essentially property tax based with little revenue from other sources. Knows the

regional school district organization and has success in working within that framework. Understands the special education program in Massachusetts and can successfully navigate its many conditions. Has enjoyed success with contract negotiations, especially skillful when they become challenging. Has an advanced graduate degree with a doctorate preferred.

5. **Position conditions.** Lives within proximity of the three towns. Willingly accepts the contract terms of the position – recognizes that all compensation packages are impacted by difficult economic conditions.

The following challenges and issues need to be addressed within the first six to twelve months in the position. (Priority order is not provided because all the following tasks are necessary.) By using skills involving leadership, organization, communication and the other personal and professional skills mentioned above, the following could be addressed:

- Reach out to the three communities – get to know them; their strengths and needs.
- Teachers and people in the schools get to know the new superintendent because of high visibility.
- Needs of the district should be identified through an understanding of its strengths and weaknesses.
- Communication strategies are being organized to welcome opinions.
- A connection and a collaborative relationship should be organized with the elementary school superintendent.
- Maintain a balanced budget.
- Collaborative efforts with K-12 SpEd programs and initiatives to make them more cost effective.
- Reach agreement with the teachers' contract, if not successfully completed when the position begins.
- Write the FY '11 budget.
- Connect with the regional vocational technical school and become familiar with the discussions about its possible expansion.

- Work collaboratively with others to develop a strategic plan to identify needs, articulate goals, organize an action plan and implement the effort.
- During this process, recognize the following budgetary considerations: current economic times present many challenges; a capacity to wade through and provide a sense of balance with the budget is critical. Work with the budget of this year and provide a priority listing of needs to advance in subsequent years. FY '12 might be particularly challenging because the state/federal stimulus funds and local rainy-day funds might not be available. To navigate these possibilities, a politically smart/savvy visionary should look at the school/community success of the past five years, work with others to build a big picture budget and map out the future so that the school and the community can connect to determine ways to support that vision.

**MASCONOMET REGIONAL SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

Community Group

**March 21, 2009
(6 participants)**

The new Superintendent of Schools should have the following characteristics, skills, background and experiences (in priority order):

1. **Outstanding leadership skills.** Someone who is fair in the way that he/she deals with people. Possesses a capacity to delegate to leaders in the system – school administrators and department heads, for example. A leader who can make decisions.
2. **Extensively experienced.** Experienced as a superintendent in a school system similar to Masconomet. Has extensive classroom experience with ten years as a superintendent; has moved through the ranks from classroom teacher to building administration to the central office.
3. **An advocate for the school district.** Someone who has successfully advocated for school district funding; knowledgeable about grant opportunities and other funding sources. Someone who can successfully articulate the needs of students and teachers, and who is skillful in developing broad-based coalitions to support those needs; someone who is not afraid to take a stand on behalf of students and teachers; will fight for their needs.
4. **A believer and supporter of educational initiatives and standards.** Someone who will place the bar high for student achievement and accomplishments. A capacity to look at all students, but also serve those who are high performing. Has aspirations and goals for admission of students into the most competitive colleges and universities in the country. Someone who has children of his/her own. A creative thinker; can reach out to bring successful programs in other districts to Masconomet; for example, the first robotics program. Knowledgeable about successful programs in other high performing districts. Believes in education first and business practices second. Understands the importance of SAT scores and considers those scores a priority.
5. **Personal qualities.** Possesses strong interpersonal skills; personable, polite, a good listener, generates a positive outlook (charming); approachable and welcoming. Knows how to and has experience with developing a positive working relationship with the school committee. Gains respect of others even during difficult decisions and times of disagreement.

6. **Involved and knowledgeable about the community.** He/she has successfully connected with all components of the district. Has enjoyed high visibility in the schools and communities; highly accessible, and provides an open door approach. Lives within proximity of the three towns. Involved and connected with the district; attends student activities.

The following challenges and issues need to be addressed within the first six to twelve months in the position (without priority order):

- Meet with each department (science, math, etc.) to learn about strengths and needs of programs.
- Meet with principals, parent groups, and PTO to learn about their values, concerns, etc.
- Build positive relationships with staff; go to events, cultural and art activities; go into classrooms and talk with students.
- Begin to advocate for what schools need to provide a top quality educational program.
- Ask a lot of questions (including students in the process) to understand needs and aspirations of the district; work with others to organize the effort, collect data, and analyze with staff and school committee.
- Develop an assessment of learning and teaching success and gather the evidence to support claims.
- Settle the teachers' contract if it is not negotiated by the time the position begins.
- Organize a schedule to regularly visit the buildings and classrooms; be visible and accessible.
- Set up a time for the parents and community to regularly meet with you; a superintendent coffee hour with an open agenda.
- Develop a plan for the future as a result of the preceding steps.

**MASCONOMET REGIONAL SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

Teachers/Staff Group

**March 23, 2009
(12 participants)**

The new Superintendent of Schools should have the following characteristics, skills, background and experiences (in priority order):

1. **Strong leadership.** The ability to unite the staff and join the staff in providing leadership. Develop a vision for the future as a result of building a consensus within the Masco community. Implement the vision as a result of engaging the school community. Someone who can be respected for his/her decision-making ability. Others might not agree with all decisions, but will respect the rationale for them. Provides inspirational leadership – others want to become engaged in initiatives as a result. An “Obama” type; transparent, agendas are not hidden, knows what good teaching and learning includes – not Nixonian in approach. Someone who is frank, direct and clear. A person who will truly be where the buck stops, with no shadow person in the background who is really in charge.
2. **Possesses a solid educational philosophy.** Believes in and promotes a strong educational program as the first priority. Identifies the needs of the school as a result of a carefully developed process, and then passionately articulates the needs and the funding requirements. Someone who understands that the most valuable things in education are not measurable. Places testing and the MCAS in proper perspective. Embraces the middle school philosophy as articulated by “Turning Points.”
3. **Extensively experienced.** Significant classroom experience. Provides a proven history of hiring successful principals. Can identify successful teaching practices that he/she utilized that impacted student learning; possesses a proven track record of incorporating good judgment in the effort.
3. (Tie) **Has strong communication skills.** Has enjoyed strong working relationships with staff as a first priority and then relationships with town administrators, finance committee, etc. Advocates educational needs to the town so that funding requests are understood and supported. Enjoys high visibility; someone who wants to be involved in the school district and someone who knows everyone.
4. **Attractive personal skills.** Someone very honest. Values the culture of the school as created by the staff. Sees teachers as vitally important in the district, whose contributions make differences in students’ lives. A superintendent with

youthful enthusiasm. Someone who can embrace the ethical values as articulated and published by the high school.

5. **A supporter of diversity.** A proven ability to promote the hiring of racially and socio-economically diverse faculty. Someone with experience beyond suburban education.

The following challenges and issues need to be addressed within the first six to twelve months in the position (not in priority order):

- Provide high visibility in student activities, classrooms, schools in general.
- Get to know staff, students, towns, programs.
- Meet with all departments to understand strengths and needs.
- Talk with students, in small and large groups, to learn more about their interests, needs, etc.
- Identify courses that work for kids. What more do they need?
- Expand course offerings to better provide for the range of students at Masco.
- Learn the institutional history of the district.
- Learn about and understand the patterns of communication in the district.
- Develop a shared vision by reflecting on the data collected from the above activities.
- Work toward the development of a consensus about next steps through including all stakeholder groups (students, staff, parents, administrators, community, etc.).
- Create a strategic plan with assessment steps included to determine success of effort.
- Settle the contract, if not concluded by the time the position begins.

**MASCONOMET REGIONAL SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

PTO/School Support Organizations (Umbrella Group)

(10 participants)

March 25, 2009

The new Superintendent of Schools should have the following characteristics, skills and background experiences (in priority order):

1. **Leadership/vision.** He/she can articulate a vision for the school district. The person is innovative; has a creative mind and is a cutting-edge curriculum developer. He/she is recommended by people supervised. Can balance academic achievement with arts, athletics, health and wellness, etc. Knowledgeable about the environmental sciences and can assess program success. Has the capacity to assess the weaknesses of the school and knows how to include stakeholders in initiating improvements. A promoter of staff development. Experienced with supporting guidance personnel as they help students to matriculate to college. Can move current initiatives forward – i.e. global education.
2. **Experienced.** Regional school district success – preferably with a three town arrangement. Someone with experience, not a first time appointment. Middle school and high school experienced. Budget development success; has creative ability to seek funding sources. Well equipped to hire principals; has a track record of success in appointing them. Has successfully negotiated collective bargaining agreements.
3. **Communication.** A people person who has high visibility. Has a capacity to listen well; values the opinions of others. Good negotiating skills. Someone who can articulate why he/she wants to be the Masconomet Superintendent. Has a willingness to communicate openly; understands the privacy vs. alerting the public dilemma.
4. **Collaboration abilities.** Values parents as assets. Has an interest and a willingness to collaborate with the elementary superintendent for economies of scale and the sharing of resources. Enjoys productive relationships with colleges and universities which could support the transition and matriculation of Masconomet students. Relationships with colleges and universities could also provide resources for Masconomet in terms of program opportunities, materials sharing, courses and workshops, etc. An interest in connecting with the business community – i.e., the Mass Tech Council, etc. A proponent of social outreach – students become involved in supporting community needs.

5. **Personal qualities.** A life-long learner; always growing – reads, explores, knows about benchmark programs and schools. Focuses on the superintendent's position and limits out-of-district activities. Experienced with raising children. Masconomet should be a destination position not a stepping stone; the appointed candidate should remain for five years.

The following challenges and issues need to be addressed within the first six to twelve months in the position (not in priority order):

- Work with teachers; get to know them.
- Organize a retreat for administrators and department coordinators; what's good and what needs to be fixed?
- Understand the dynamics and the culture of the three towns.
- If hired on time, attend the Town Meetings.
- Provide an anonymous survey for teachers to examine issues, concerns, questions about the district.
- Connect with students by regularly meeting with them.
- Become highly visible.
- Survey the parents.
- Provide a regularly scheduled time for parents to meet with the superintendent.
- Assess the college preparation and application process; support guidance counselor efforts to connect with students to assist with this effort.
- Champion the continued expansion and development of the student college application process with a program beginning in the sophomore year. Timelines and guidelines available to parents could support this effort.
- Examine the elementary to middle school transition. Do programs align?
- Assess the quality and clarity of the district web site.
- Look at expanding the Connect Ed software, currently used in the elementary district to communicate with parents, to the middle and high school levels.
- Articulate a district vision, as a result of analyzing needs and work with others to develop a strategic plan.

**MASCONOMET REGIONAL SCHOOL DISTRICT
FOCUS GROUP SUMMARY REPORT**

School Administrators and Coordinators Group

**March 25, 2009
(18 participants)**

The new Superintendent of Schools should have the following characteristics, skills, and background experiences (in priority order):

1. **Excellent leadership abilities.** A strong instructional leader. One who collaborates, not dictates. Has exceptional problem solving abilities. Includes stake holders in decision making so that there is buy in and a sense of ownership for district initiatives. Resourceful in creating partnerships – businesses, universities, hospitals, etc. Respects the chain of command. Carefully assesses the current program; includes stakeholders and collaboratively identifies the next steps.
2. **Philosophy/vision.** A strong advocate for education – more than a money manager. A supporter of innovation in education for both regular and special education. Values multiple intelligences. A grounded educational visionary; not “out there” but a vision that can be brought to fruition. Respects and supports the multiple layers of a good education: academics, arts, athletics, the entire elective program, etc. An out-of-the-box thinker for revenue sources; being very resourceful. Has an awareness of the current conversations in education – i.e. the 21st Century Skills movement. Has a solid understanding of NCLB (No Child Left Behind) and the ramifications for public schools as we approach 2014.
3. **Personal qualities.** A sense of humor. Highly intelligent. A sense of commitment to Masconomet; won't “jump ship” for a better offer. Someone who appreciates the joy of making a difference in a student's life. Thoughtful and ethical. A nice person.
4. **Strong communication skills.** He/she has a positive public image. Communicates well with everyone. Actively engages and includes and creates a sense of ownership as a result.
5. **Experience.** Enjoyed success as a secondary principal or assistant principal. Involved in communities similar to the tri-towns and the Masconomet district. Well developed negotiation skills; successful with contract completion. Knows and values the connection of technology with learning and teaching. Experienced in obtaining grants.

The following challenges and issues need to be addressed within the first six to twelve months in the position (not in priority order):

- Watch and listen.
- Walk around – maintain high visibility.
- Meet with all constituents.
- Look happy to be here. Demonstrate that the Masconomet superintendency is what the person really wanted.
- Learn about current initiatives.
- Connect with the community; not just the leaders, but all stakeholders.
- Provide an informed context for AYP (Average Yearly Progress) in the state-wide testing program.
- Rebuild trust with teachers.
- Finish contract negotiations, if not completed by the time the position begins. Begin negotiating for current one-year contracts.
- Review and analyze all data collected and work with others to develop a strategic plan.
- Benchmarks need to be identified to measure success and appropriate modifications made as the process continues.
- Don't take on too much. Overloading could create real problems.