



New England School Development Council

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Brooklyn Schools Superintendent Search

Successful Candidate Profile and Needs Assessment Report

January 2024

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



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To: Brooklyn Board of Education (Search Committee)

From: Mark Winzler and Elizabeth M. Osga
New England School Development Council (NESDEC)

Date: January 17, 2024

This report contains the following two sections:

Section 1: presents the *Successful Candidate Profile*.

Section 2: provides the results of the stakeholder outreach from which the profile was developed.

SECTION 1:

SUCCESSFUL CANDIDATE PROFILE

INTRODUCTION

In November 2023, Mark Winzler and Elizabeth Osga, consultants from New England School Development Council (NESDEC), facilitated the administration of a community survey in coordination with Brooklyn’s central office. In all, 82 people participated in the survey. The respondents included 30 parents, 5 community members, 6 administrators, 35 faculty and staff and 5 respondents who elected to respond as “other”. The information gathered through the outreach process was used as the basis to detail the qualities, characteristics, skills, knowledge and experiences desired in a new superintendent and to identify the pressing challenges ahead of him or her.

The input was subsequently reviewed and analyzed. This information was used to develop the *Successful Candidate Profile*. The *Successful Candidate Profile* will be used to guide the interview and selection process for the search for our new superintendent. It might also be useful in guiding the successful candidate into the first year of service.

The Brooklyn Board of Education wishes to thank all stakeholders who took the time to participate in the needs assessment process. The Board looks forward to using the valuable insights gained through the needs assessment as candidates are considered for the position of superintendent.

Respectfully submitted,
Brooklyn Board of Education

BROOKLYN BOARD OF EDUCATION **SUCCESSFUL CANDIDATE PROFILE**

The Brooklyn Board of Education seeks candidates who are experienced and successful educational leaders of highest character and who demonstrate competence in all aspects of the job of superintendent of schools. To ensure the selected candidate has the necessary attributes to succeed, the Board of Education conducted a Community Needs Assessment. Participants were asked to provide their thoughts on the qualities, characteristics, skills, knowledge and experience desired in a new superintendent of schools, and the pressing tasks and challenges ahead of him or her. The valuable information gathered through this process was used to create the following Brooklyn Schools *Successful Candidate Profile*.

The Brooklyn Board of Education Seeks a Superintendent Who:

1. Can build and maintain excellent relationships with stakeholders.

Stakeholders in Brooklyn clearly recognize and value the importance of relationships with the community's superintendent of schools. They seek a superintendent who knows and is known by them. Frequently described in the survey responses was a desire to have a highly visible superintendent who establishes and maintains trusting relationships with Brooklyn's stakeholders.

2. Has outstanding communication skills and habits.

Brooklyn's superintendent needs to be a strong communicator. A strong communicator sets and maintains scheduled communications but also communicates when need or occasion is appropriate. A strong communicator also uses a variety of communication modes in recognizing that different stakeholders will be reached with different modes, including but not limited to written communications, video communications, internet communications, presentations, and in-person or telephone conversations. The purposes of the communication may be to provide alerts, information, inquiries, and announcements, as well as to foster a positive district and community culture.

A strong communicator recognizes that outreach is as important as generative communication. The new superintendent should be fluent with methods and approaches to outreach. The superintendent may seek the voices of stakeholders through technology, in writing and in person.

All communications should be timely, accurate and transparent.

3. Can and will collaborate with stakeholders in problem solving and decision making.

Stakeholders are eager to be part of problem solving and decision making in Brooklyn Schools. They want their experiences and perspectives to be heard and valued in meaningful ways.

A superintendent who is a good collaborator will structure opportunities for stakeholders to participate in problem solving and decision making as appropriate. An effective superintendent will ensure that collaborators understand that their roles require them to broaden their understandings about issues and perspectives when participating. An effective superintendent will also be sure to make it clear what decisions and problems can be shared, and which must remain within the domain of the Board and administration.

4. Has both vision and competency in facilitating continuous school improvement.

Stakeholders have expressed both a desire to have a superintendent with strong vision and a caution that the new superintendent should not attempt to impose a predetermined change agenda. Brooklyn stakeholders have a strong sense of community identity and want to preserve valued community traditions. At the same time, they want the educational system to prepare students for the future they will live in. Achieving the vision will require that the superintendent lead continuous school improvement.

Pressing Tasks and Challenges for Our New Superintendent

While it is a given that the new superintendent will create an entry plan that acquaints him/her with people, processes, policies, politics and programs, the community outreach input provides a focus on very specific tasks and challenges for the new superintendent. Discussion of these tasks and challenges follows.

1. Provide instructional leadership that will support higher levels of student achievement, curriculum articulation, and mandated program implementation.

The ideal candidate will have a strong background in teaching and learning and will have demonstrated success in promoting high levels of program implementation and student achievement.

Of immediate priority will be the implementation of a revised professional growth and evaluation plan and the implementation of an English Language Arts program that meets the approval of state specifications. While the district invests efforts to implement these mandates, it must also attend to continuing needs to articulate curriculum between the elementary and middle school levels and to improve student achievement.

2. Ensure that adequate and effective policies and practices are in place to address diversity, special education, and social/emotional needs of students.

Stakeholders have voiced their concerns about the increasing challenges of servicing the needs of today's students. Special education, social and emotional wellness and diversity continue to command the attention and efforts of the district. Ensuring that adequate and effective policies, practices and resources are in place will be among the priority tasks for the new superintendent.

3. Maximize the district's success in recruiting, hiring, developing and retaining outstanding staff.

Brooklyn shares in the state and national challenges of fully staffing its classrooms, programs and services. In order to achieve and maintain a full and highly qualified workforce, a multi-pronged strategy needs to be employed. The District must be seen as a desirable place to work with competitive compensation and benefits. Equally important, the District must sustain its reputation as a place where employees are valued, appreciated, and entrusted. Staff should be consulted and engaged in decision making and problem solving as necessary and appropriate. At the same time, staff should be held to high standards of service.