

Christopher R. Quinn
12 Matio Cove
Stafford, Virginia 22554
Ph.: (540) 720-9420
E-mail: chrisquinn72@gmail.com

May 2, 2011

Dr. Wayne Blanton, Executive Director
Florida School Boards Association

Dear Dr. Blanton:

*I would like to be considered for the position of **Superintendent of the School District of Osceola County**. I have a broad experience base that would allow me to provide the necessary leadership for an educational system that places an emphasis on high standards of excellence and innovation. As a teacher, I served on curriculum committees to incorporate effective teaching practices into the system curriculum guides in Augusta, Georgia.*

My interest in innovative methods was further developed during the five years that I studied and worked in western New York state. I was involved in five separate consolidation studies commissioned by the state education department that enabled me to become familiar with the quality of education throughout New York. I was exposed to the possibilities of distant learning technology and the sharing of services between rural school districts. In another project, I helped develop a school-within-a-school structure in an urban secondary high school. As an administrative assistant to the superintendent in Williamsville, New York, a wealthy, growing suburban district of Buffalo, I assisted with the development of a long-range facilities plan that included a fifty million dollar bond referendum. In addition, I was a member of a committee that worked with IBM to develop a proposal for incorporating technology for administrative and instructional uses in the school system consisting of eleven schools. Since my association with this school district seventeen years ago, it has gone on to build two new schools and has become a leader in using technology.

As a high school administrator in Georgia for nine years, I placed an emphasis on innovation with the faculties that I worked with. In Washington, Georgia, I developed a cadre of teachers who were trained to use teaching models that promoted higher-order thinking skills. I worked closely with central office personnel to implement a pilot project of the National Science Foundation to introduce technology into mathematics instruction through an algebra computer lab. I also assisted with the planning for the implementation of a computer information system for student records and attendance.

In Walton County, Georgia, I restructured the school to better meet the needs of ninth graders by dedicating a wing of the building for their classes, and having those teachers share in-service experiences that would make them effective in helping these students make a successful transition into high school. Included in this effort was a new computer lab that addressed deficiencies in writing skills. One of the most exciting adventures that we embarked upon as a faculty and staff was shared decision-making. We used the concepts of the total quality management approach to bring about change. Through the High Schools That Work program we made significant curriculum changes that included raising expectations for students in the vocational program of study by not only teaching all courses at an advanced level but also developing applied academic courses.

In Bartow County, Georgia, after a year of research and planning we implemented a block schedule in both the middle school and high school that made classes 90 minutes in length. In working with the School Improvement Team and the Parent Advisory Council, we became convinced that students would have the opportunity to become active learners under the block plan. These school improvement efforts require a leader who can educate various groups to understand that change is necessary. In addition, we implemented through a state grant a career academy in the high school that focused on the environmental sciences. To promote accountability, we developed a “pay-for-performance” plan that was submitted for state approval.

During my three years as Assistant to the Superintendent and Executive Director of Curriculum in Liberty County, Georgia, I initiated a system-wide school improvement process, curriculum alignment and a skills-based K-12 curriculum sequence. During two years as Assistant Superintendent for Evaluation and Leadership in Buffalo, New York, I worked with twenty-eight K-12 principals in Zone A in an effort to raise student achievement. I established a school improvement process that focused on internal causes, measurable objectives, realistic benchmarks, efficient use of resources, and research-based strategies. During the 2003-04 school year as Dublin City Schools Superintendent, I implemented the same kind of school improvement process. In addition, I evaluated all administrative staff with a process requiring evidences, scoring rubrics, and self-evaluation. Also, a community reading campaign was implemented to establish neighborhood reading clubs. I have continued my commitment to continuous improvement of student achievement in my responsibilities as Assistant Superintendent in the Stafford County Schools, Virginia.

I believe that my competencies in the areas of communications, curriculum, technology, supervision, staffing, planning and operations analysis give me the tools that would make any school system an even better place for students to learn, and teachers to work. I welcome the opportunity to discuss my qualifications and experiences personally.

Sincerely,

Chris Quinn

Christopher R. Quinn

References:

1. Dr. David Sawyer, (Former Stafford County Public Schools Superintendent), 800 Poquoson Crossing, Chesapeake, Virginia 23320, (757) 436-0617
2. Dr. Andre Nougaret, Acting Superintendent, Stafford County Public Schools, 31 Stafford Avenue, Stafford, Virginia 22554, (540) 658-6620.
3. Bill Stephens, (Former School Administrator), Community Leader, 34 Morning Dove Road, Stafford, Virginia 22554, (540) 659-9252
4. Sheila Tillman, (Former Appling County Schools Superintendent), 60 Andrea Street, Baxley, Georgia 31513, (912) 367-3521
5. Dr. Mark Frazier, Associate Superintendent, 727 City Hall, Buffalo, New York 14202 (716) 816-3703
6. Danny Causey, (Former Appling County Schools Board Member), 5660 Graham Zoar Road, SW, Baxley, Georgia 31513, (912) 367-4462
7. Mattie Hicks, Liberty County Schools Board Member, P.O. Box 66, Hinesville, Georgia 31310, (912) 884-2697
8. Rev. Horace Austin, Pastor, 203 Cypress Drive, Dublin, Georgia 31021, (478) 290-2925
9. Rev. Richard Sheffield, Dublin City Schools Board Chair, 703 Hayes Street, Dublin, Georgia 31021 (478) 278-9456

Christopher R. Quinn

12 Matio Cove
Stafford, Virginia 22554

Born: April 7, 1954 in Augusta, Georgia
Personal: Married to Nancy Stiefler of Buffalo, NY
2 children: Ryan, 29; Julian, 27
Tel. No.: (540) 379-3638



ACADEMIC PREPARATION:

Evans High School, Evans, Ga.		1972
Augusta State University	B.A.	1976
	M.Ed.	1983
SUNY at Buffalo	Ph.D.	1988

PROFESSIONAL EXPERIENCE:

Richmond County Schools Augusta, Georgia	Teacher	1979-84
SUNY at Buffalo Buffalo, New York	Graduate Research Asst.	1984-87
Williamsville Central Schools Williamsville, New York	Administrative Assistant to the Supt. (Intern)	1987-88
WNY Educational Service Council Buffalo, New York	Research Associate	1988-89
Wilkes County Schools Washington, Georgia	High School Assistant Principal	1989-92
Walton County Schools Monroe, Georgia	High School Principal	1992-95
Bartow County Schools Cartersville, Georgia	Middle-High School Principal	1995-97
Appling County Schools Baxley, Georgia	High School Principal	1997-98
Liberty County Schools Hinesville, Georgia	Asst. to the Supt. and Exec. Dir. of Curriculum	1998-01
Buffalo Public Schools Buffalo, New York	Asst. Superintendent	2001-03
Dublin City Schools Dublin, Georgia	Exec. Asst. to Supt. and Superintendent	2003-05
Stafford County Schools Stafford, Virginia	Exec. Dir. of Curriculum and Asst. Superintendent	2005-present

PROFESSIONAL MEMBERSHIPS:

Phi Kappa Phi National Honor Society, Georgia Association of Secondary School Principals (District L President, 1994-95), Georgia School Superintendents Association, Georgia Association of Curriculum and Instructional Supervisors (District 1 Vice-Pres., 2000-01).

SELECTED PROFESSIONAL GROWTH EXPERIENCES:

- *Models of Teaching Training; Richmond County Teachers' Center, Augusta, GA; July 15-26, 1991.
- *NASSP Principals' Assessment Center; Regional Educational Services Agency, Dearing, GA; September 1991 to March 1992.
- *School Superintendents Professional Development Program, sponsored by GSSA, University of Georgia, 126 Aderhold Hall, Athens, GA; April 1995 to August 1997.
- *Improving School Quality through Block Scheduling Workshop; Organizer of the workshop and presented a seminar entitled "Investigating Scheduling Models"; Baxley, GA; February 17, 1998.
- *American Productivity and Quality Center Benchmarking Project; Presented a seminar on leadership development; Omni Hotel, Houston, Texas; December 12-14, 2001.
- *Virginia Mathematics Specialists Annual Conference; Presenter, "Effective Leadership in a Professional Learning Community"; Rosslyn Center, Richmond, Va.; November 2-3, 2006.

EMPLOYMENT HISTORY AND DESCRIPTION:

Stafford County Schools, Va. 31 Stafford Avenue, Stafford, Va. 22554 (540) 658-6683
Exec. Dir. of Curriculum and Asst. Supt. 2005 to present Salary: \$140,000
Supervise 14 curriculum coordinators. Responsibilities include program evaluation, federal programs, budgeting, alternative education, summer school, school board policies, staff development, K-12 curriculum, strategic planning, and school improvement.

Dublin City Schools, Ga. 207 Shamrock Drive, Dublin, Ga. 31021 (478) 272-3440
Exec. Asst. to Supt. and Superintendent 2003-2005 (2 years) Salary: \$125,000
Supervised six K-12 principals and eight central office administrators. Worked with the school improvement teams to develop data-drive school improvement plans. Worked with the Board to develop strategic plan, annual budget, policies, and improvement of facilities. Left position to pursue out-of-state opportunities closer to wife's ailing mother.

Buffalo Public Schools, NY 712 City Hall, Buffalo, NY 14202 (716) 851-3575
Asst. Supt. for Leadership and Evaluation 2001 to 2003 (2 years) Salary: \$115,000
Supervised 28 K-12 school principals. Worked with principals to develop data-driven school improvement plans. Supervised the 9-12 vocational department and summer school. Responsibilities included staffing, hiring, staff development, leadership development, budgeting, evaluation and assessment. Left position for career advancement.

Liberty County Schools, Ga. 110 S. Gause Street, Hinesville, Ga. 31313 (912) 876-2161
Asst. to Supt./Ex.Dir. of Curriculum 1998 to 2001 (3 years) Salary: \$95,000
Supervised Title 1 director and assistant, special ed director, technology director, and pre-K director. Responsibilities included testing and evaluation, staff development, K-12 curriculum, and school improvement. Left position to pursue out-of-state opportunities closer to wife's ailing father.

Appling County Schools, Ga. 249 Blackshear Highway, Baxley, Ga. 31513 (912) 367-8600
High School Principal 1997 to 1998 (1 year)
Supervised and evaluated all school staff. Building responsibilities included budgeting, student discipline, athletics, staff development, school improvement, testing and evaluation, accreditation, parent involvement, maintenance and safety. Left position for career advancement.

Bartow County Schools, Ga. 65 Gilreath Road NW, Cartersville, Ga. 30120 (770) 606-5800
6-12 Principal 1995 to 1997 (2 years)
Supervised and evaluated all school staff. Building responsibilities included budgeting, student discipline, athletics, staff development, school improvement, testing and evaluation, accreditation, parent involvement, maintenance and safety.

Walton County Schools, Ga. 200 Double Springs Church Road, Monroe, Ga. 30656 (770) 266-4520
High School Principal 1992 to 1995 (3 years)
Supervised and evaluated all school staff. Building responsibilities included budgeting, student discipline, athletics, staff development, school improvement, testing and evaluation, accreditation, parent involvement, maintenance and safety.

Wilkes County Schools, Ga. 313 N. Alexander Avenue, Washington, Ga. 30673 (706) 678-2718
HS Asst. Principal 1989 to 1992 (3 years)
Building responsibilities included budgeting, student discipline, teacher evaluation, accreditation, maintenance and safety.

Other Education-Related Employment:

Research Associate	7/88-6/89	WNY Educ. Service Council, SUNYAB	1 year
Supt. Administrative Asst.	7/87-6/88	Williamsville CSD, NY	1 year
Graduate Assistant	7/84-6/87	SUNYAB	3 years

DESCRIPTION OF SELECTED PROFESSIONAL ACCOMPLISHMENTS:**1. Development Special Academies**

As a 6-12 principal in Bartow County, Georgia, the two year process of developing and implementing a career academy as a school-within-a-school may be the program in which I am most proud. As a member of the High Schools That Work program, we attended a number of conferences and visited a number of schools. We recruited a team of students to help develop the program. They went with us when we approached local businesses to provide shadowing and work experiences. They played a key role of marketing the program to other students, including presentations at a school-wide assembly and a parents' night. The combining of college and tech prep students into one program based on interdisciplinary units made it a program with expectations of quality learning for all students. In addition, as Assistant Superintendent in the Stafford County Schools, I have guided the development of five STEM (science, technology, engineering and math) academies in our five high schools, as well as the implementation of an International Baccalaureate program.

2. Development of a Standards-Based Curriculum

In my curriculum responsibilities, I believe that my knowledge and skills in the areas of standards-based teaching and assessment has improved learning. I have a proven track record of building support for improving the curriculum and developing a norm of collegiality amongst teachers. For example, in Liberty County I developed a curriculum committee structure that put teachers together from the same grades throughout the system and between grades, especially the transition points (e.g. – 5th/6th and 8th/9th). Teachers in these committees developed standards and benchmarks for learning so that students would be prepared as they move from grade to grade. Other committees developed formative assessments linked to the state standards. For example, my teachers developed assessments with rubrics that they used five times a year to monitor student understanding. Administrators used this data as well to determine professional development activities. I believe that the school districts with the best achievement scores will be those with the best curricula and the best formative assessment systems.

3. School Improvement Planning

As Assistant to the Superintendent in Liberty County, I chaired the committee that wrote a three-year strategic plan. I worked with the 14 school principals to establish goals, strategies, benchmarks and improvement targets. Each school developed an individual school plan that paralleled the system plan. As Assistant Superintendent in Buffalo, I supervised 24 schools that I required to develop school improvement plans that reflected the goals of the Board of Education. In addition, I served on a system committee that developed a strategic plan to reconstruct and renovate 30 school buildings. As Superintendent in the Dublin City Schools and as Assistant Superintendent of Instruction in the Stafford County Schools, each of our schools developed action plans based on intermittent assessments and checkpoints to measure student learning throughout the year.

4. Human Resources and Leadership Development

In Liberty County, I chaired the committee to fill the positions of human resources director and high school principal. In Buffalo, I developed a rigorous process to fill various building-level administrative positions and curriculum supervisor positions. Based on this process, 15 building principals were placed, along with 14 assistant principals, and four curriculum supervisors. I developed an intensive leadership development program to provide principals and assistant principals the practical skills needed. In addition, I acted as a mediator to resolve personnel issues when teachers filed grievances. As Superintendent, I assigned four new building administrators and three new central office administrators. In addition, I used a performance-based process for both filling vacancies and evaluating administrators. In my role as Assistant Superintendent in Stafford, we have developed a leadership development program for both our administrators and aspiring administrators, including teacher leaders. In addition, we have just completed a new teacher evaluation system.

WHY I WOULD LIKE TO BE SUPERINTENDENT:

My professional goals have been to be a change agent in a school system for the purpose of creating high-performing schools. I believe that improvement can happen quickly in a school system like Osceola County Schools with a capable superintendent and a supportive School Board. I am impressed that the Osceola County Schools is known for trying school improvement programs. I have a track record of getting principals to work together, learn from one another, and implement new developments in curriculum and instruction. I am dedicated to the development of people, especially children. I practice a proactive, results-oriented approach to working with people to maximize performance. I understand that maximizing performance requires a spirit of cooperation built on trust. As Stephen Covey has preached, a leader must first seek to understand and then he must synergize the efforts of all the parts of an organization by making people accountable and placing people in places where their skills are best used.

In my curriculum responsibilities, I believe that my knowledge and skills in the areas of standards-based teaching and assessment would improve learning in the Osceola County Schools. I have a proven track record of building support for improving the curriculum and developing a norm of collegiality amongst teachers. For example, in Liberty County and Dublin City, I developed a curriculum committee structure that put teachers together from the same grades throughout the system and between grades, especially the transition points (e.g. – 5th/6th and 8th/9th). Teachers in these committees developed standards and benchmarks for learning so that students would be prepared as they move from grade to grade. My resolve to make aligning teaching and assessment a priority is a strength, I believe, and my organizational and communication skills have made this process a success. Finally, my commitment to data-driven decision making is a key to my success. I have seen that an emphasis on a results-oriented approach with benchmarks and goals gets everyone pulling together. In my role as assistant superintendent in Buffalo and superintendent in Dublin, I have worked with the principals, teachers, and support staff to develop a process for measuring school improvement. In the Osceola County Schools, I would implement an accountability process that measures both high achievement and academic gain of the students at the classroom level and the school level. Through a structure of periodic, formative common assessments that are used in every classroom throughout the school system, the effectiveness of the schools would be transparent. In addition, the principals would be able to make mid-course corrections using the resulting data. In addition, the performance of the school would be an integral component of the principal's evaluation. In every position that I have held, I have been committed to continual improvement through tracking data.

In my roles as Assistant Superintendent in Buffalo, Superintendent in Dublin, and now as Assistant Superintendent for Instruction in Stafford, Virginia, I have worked with principals to develop a school improvement process which identified root causes in the areas of curriculum, instruction, and assessment that are internal to the educational program. In this process, the school improvement teams aligned these internal root causes with effective strategies. Accountability is an essential element of this process since principals must meet performance standards and demonstrate academic progress. A key initiative implemented in Buffalo was a school improvement matrix based on schools meeting target goals and improvement goals. During the 2003-04 school year as Dublin City Schools Superintendent, I implemented the same kind of school improvement process. In addition, I evaluated all administrative staff with a process requiring evidences, scoring rubrics, and self-evaluation. I believe that principals should be evaluated based on the success of their school improvement plans.

I believe that communication is essential to the success of any program that is built on higher expectations. First, both the school staff and community must be convinced of the need for improvement. Second, input is essential. This communication process guarantees buy-in on the front-end which increases the chances for success. I believe that trust is only possible when everyone is kept informed and is included in the communication loop.

Finally, I model high expectations. The first principle of TQM is the constancy of purpose to improve the product. In education, the product is the quality of student learning or achievement gains. The foundation of achievement gains must be high expectations and measurable objectives. I have always believed in accountability based on data. I am very motivated by the challenged of making a difference in the lives of young people. Specifically, I hold every person in the organization accountable. Through a results-oriented approach, the principals, teachers, and other school personnel are able to determine what is working and what is not, so that resources can be focused where the most good can be done. After progress is evidenced and goals are achieved, everyone feels a sense of accomplishment.

My enthusiasm for high performance is balanced by a caring spirit. Both of these qualities have enabled me to move groups toward consensus-building in the problem-solving process. I believe that the children of the Osceola County Schools could benefit from this kind of leadership. Proactive leadership based on trust is a requirement for high-performing schools. Because I know that my strategies would require change, my success as a superintendent would require a School Board that is strongly supportive, one that is not interested in excuses, and one that will not settle for mediocrity. I would like to work with a School Board that will hold me accountable for results. In addition to these professional goals, my wife and I would enjoy living in a smaller area and becoming part of the civic and faith communities.