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July 10, 2008

Pinellas County School Board
301 Fourth Street SW
P.O. Box 2942
Largo, Florida 33779-2942

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SCHOOL BOARD
OFFICE

Dear Pinellas School Board Members,

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I appreciate your consideration for the position of Superintendent for the Pinellas County Schools.

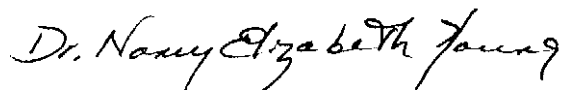
My training and experience in administrative leadership, policy and planning, organizational development and executive management provide a strong basis from which to pursue this position. My professional preparation with the National Training Lab, IBM, and doctoral work with Boston University has enlarged my skill base to include strategies in corporate and public education. My administrative experience demonstrates that I have been a practitioner dedicated to school improvement. I appreciate and understand the improvement process as one that must begin with a collaborative planning effort. Goals provide shared and well established clear direction. The establishment of curriculum standards, professional development and assessment of students and programs complete the cycle. Interventions necessary to provide continuous ongoing progress are defined by comprehensive analysis of assessment results. My success in moving student performance forward in multiple school districts has been guided by this cycle.

However, training and experience are not sufficient to yield desired improvement. A strong commitment and interpersonal skills are equally necessary. My work in school and district improvement as a Superintendent has enabled me to understand and appreciate the need to develop and become a full participant in strong team development. The work is done through others. The results belong to all.

I fully appreciate and possess strong communication skills as they are essential to achieving commitment to desired results. Communication is teaching. It is how we influence others. Although the context requires different tools as in a large audience presentation, brainstorming in teams, or interpersonal coaching, the fundamentals require understanding the motivation and needs of others, demonstrated active listening, and building the bridge in between. The expectations must be clear, and the goals set high, yet individuals must feel your support.

It is time for me to move beyond School Superintendent in a suburban district and pursue school improvement where the achievement can affect a larger number of students and professionals. It is also time for me to grow in and expand my capacity as an educational leader. The position of Pinellas County Superintendent of Schools would become a logical and essential next step in my journey.

Respectfully submitted,



Dr. Nancy Elizabeth Young

Dr. Nancy Elizabeth Young

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Rehoboth, MA. 02769
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EDUCATION

Boston University, Boston, MA.

Ed.D. Administration, Policy and Planning - 1989
PHI DELTA KAPPA, NATIONAL HONOR SOCIETY

Bridgewater College, Bridgewater, MA.

M.Ed. Counseling - 1979

Rhode Island College, Providence, R.I.

C.A.G.S. Educational Psychology - 1982
M.A. Educational Psychology - 1980

Tufts University, Medford, MA.

B.S. Geology/Secondary Education - 1972

PROFESSIONAL DEVELOPMENT

NESDEC - Certified Assessor, School Executive Assessment and Development Center

NASA - Mentor, Springfield Development Program Assessment Center

AASA - National Curriculum Management Auditor

AASA, NASE - Certified Internal Facilitator in Strategic Planning

IBM - Management Training "Executive Education Program"

Brown University - Certificate in Training (pending)

National Training Lab - Certificate in Organizational Development (pending)

Collaborative WIN - Certified Negotiator, (Negotiations for Attorneys, Leaders, and Managers)

EXPERIENCE - PUBLIC EDUCATION

SUPERINTENDENT OF SCHOOLS

Sandwich Massachusetts - 2004-2008

- Provided effective instructional leadership in a district encompassing three elementary and one high school for 4010 students, 450 staff, supported by a 27M budget
- Facilitated curriculum standards in mathematics and language arts kindergarten through grade 8 through collaborative teaming
- Provided ongoing assessment for instruction through implementation of the Fountas and Pinnell Benchmark Assessment Program K through Grade 5.
- Initiated Reading Recovery as a district wide intervention for every student in need of emergent literacy support
- Fully integrated Curriculum and Technology through the establishment of Director of Curriculum and Director of Technology administrative positions
- Established teacher leader literacy positions k-2, 3-5, 6-8 in all elementary schools and initiated professional development for the teacher leaders through Lesley University Literacy Collaborative
- Implemented a balanced literacy program in all elementary schools
- Implemented a three-year technology plan that provided two laboratories and classroom computers per school
- Expanded the High School Program of Studies to accommodate broad based student needs
- Designed and implemented a middle school program within the elementary school setting
- Implemented a strategic plan for the district
- Developed a teacher evaluation model that merged accountability with professional development

- Tripled Professional Development opportunities for teachers to support curriculum and technology work in the schools
- Developed a transparent, stand alone school budget that established community trust and supported student performance gains
- Created strong partnerships leading to efficiencies with Town departments in accounting and personnel management
- Defined fiscal needs resulting in a 6.2M budget override for Town and schools

Holliston, Massachusetts – 1996-2004

- Provided effective leadership in a district encompassing 2 elementary, 1 middle and 1 high school for 3,035 students, 412 staff, supported by a 25M budget
- Facilitated and implemented several five-year strategic plans resulting in strong partnerships between the schools and community
- Provided educational specifications for a 77M, five-year capital improvement project resulting in full district restructuring to one primary/intermediate elementary complex (1,000 students), a Carnegie middle school, and an academic high school
- Designed and expanded educational programs to increase the capacity for successful student inclusion with a reduction of special education populations from 26% to 9% with associated budget stabilization
- Established comprehensive teacher leadership through the creation of grade, team, and department leaders with daily common planning time for kindergarten through eight by grade and team
- Directed the implementation of curriculum standards and performance-based assessment in all subjects grades kindergarten through grade twelve
- Wrote and implemented a summative/formative evaluation system for all administrators and teachers to drive strategic plan goals, professional development, and licensure requirements
- Implemented standardized testing and raised results of standardized testing to the eighty fifth percentile in math and language arts using the highest national norms
- Created data specialists by school to track student performance, personnel, fiscal, state/national data
- Collaborated with collective bargaining units resulting in a seven-year zero grievance history
- Raised student performance to qualify the Middle School as a Massachusetts Compass School

Franklin Northwest Supervisory Union, Swanton, VT. – 1994-1996

- Provided effective leadership to five districts encompassing a middle/high school and four elementary schools of 2600 students, 400 staff and 16M in budgets.
- Provided instructional leadership in Carnegie Schools - longitudinal change toward middle education – and Brown University Regional Lab Action Research Schools - technology, school climate, literacy, and social responsibility
- Functioned as chief business officer for the Supervisory Union and all five Districts
- Reorganized fiscal management structure and practices to assure accountability, efficiency, and systematic oversight of the school system
- Directed revision of student assessment as an ASCD Assessment Consortium Member
- Established an Alternative High School program for disaffiliated adolescents
- Initiated a 140,000 sq. ft. facility HVAC upgrade with federal/state grants and energy paybacks
- Implemented a plan to align curriculum, assessment, and staff development for the Union
- Guided individual and union boards in training programs to enhance role and function, problem solving, decision making, and community outreach
- Negotiated and carried out provisions for nine collective bargaining units

Rutland Windsor Supervisory Union, Ludlow VT. - 1992-1994

- Provided effective leadership to three districts encompassing a Jr./Sr. High School, and three elementary school districts of over 900 students
- Established comprehensive policies, procedures, job descriptions for all Boards

- Created contracts and personnel practice manuals for all non-bargaining employees
- Acquired State of Education Public School Approval for two of three elementary schools
- Facilitated and directed a Strategic Plan among all districts and communities resulting in a K-grade 12 curriculum and establishment of student individual achievement plans to ensure grade readiness
- Negotiated and carried out provisions of all collective bargaining contracts for all employees
- Initiated and guided energy conservation projects to upgrade all schools in excess of \$200,000 with up to 90% reimbursement from federal, state, and local utilities
- Successfully acquired bonds and supervised \$.6M construction project
- Doubled in-service opportunities and enhanced staff development to include on site MA programs with local universities, curriculum development and gifted/ talented programs for all staff

DIRECTOR OF PUPIL PERSONNEL

Rutland City Schools, Rutland VT – 1990-1992

- Supervised support services for 2400 students K - 12
- Managed federal and state grants in excess of \$1M
- Prepared and managed a \$3M budget while increasing reimbursements by \$150K
- Acted as Equal Opportunity Employer Officer
- Directed staff development district-wide
- Supervised 55 professional and 45 paraprofessional staff
- Provided district policies and procedures to comply with federal and state mandates
- Revised and integrated pre-school and multi-handicapped programs
- Established a developmental early education site for pre-school and Kindergarten populations
- Facilitated redistricting of five elementary schools with inclusive educational plan

HIGH SCHOOL PRINCIPAL

Norwich High School, Norwich, CT – 1984-1989

- Planned, implemented, and established a successful School of Choice serving seven communities
- Developed the school philosophy, charter, strategic business plan and operational budget
- Established operational policies and procedures, student admission requirements, academic performance standards, discipline, and graduation criteria
- Achieved academic accreditation from the Connecticut State Dept. of Education
- Implemented a democratized Town Meeting concept of school governance with participation of students, community leaders, and parents
- Created student vocational internship programs and school wide community service projects
- Integrated curriculum resulting in multiple publications
- Established the school as a respected and valued community resource

HIGH SCHOOL GUIDANCE COUNSELOR

Attleboro High School, Attleboro, MA – 1980-1982

- Academic Counselor for Freshman and Sophomore Students
- Designated College Admission Advisor for Counselor Colleagues, Students, and Parents

SCIENCE TEACHER

Norton High School, Norton, MA. - 1972-1980

- Wrote and taught science curriculum in grades 9 through 12

EXPERIENCE - HIGHER EDUCATION

ADJUNCT PROFESSOR

University of Vermont, Springfield Vt. - 1993-1994

College of St. Joseph, Rutland Vermont - 1990-1992

- School Leadership/Administration
- School Law
- Classroom Management
- Educational Psychology

PROFESSIONAL/COMMUNITY SERVICE

- * Massachusetts School Board Association, Workshop Presenter: Policy Development, Supervision and Evaluation of Superintendents, Strategic Planning, Share the Rewards - French Immersion Program
- * Chair, The Education Cooperative, Wellesley, MA
- * Chair, Tri-County Superintendents Roundtable
- * Member Task Force, Education Reform II
- * Regional Chair, Tufts University Alumni Admissions and Alumni School Comm., Boston University
- * Chair AASA Vermont Supt. of Year Committee
- * Volunteer Facilitator, MASC, Superintendent Evaluation, Policy Development
- * Rehoboth Conservation Commission
- * New England Dressage Association, Board of Directors
- * Facilitator of Five Strategic Plans for schools and non-profits