

# RICHARD L. SHAFFER

## EDUCATION

- 1982-84 Doctorate of Education, University of Montana, Missoula, MT  
Primary and supporting areas: Educational administration, supervision and curriculum
- 1981-82 Masters of Education, University of Montana, Missoula, MT  
Educational Administration
- 1970-81 Preparatory graduate admission and teacher certification coursework  
Pennsylvania State University, University Park, PA
- 1963-67 Bachelor of Science, Education (Social studies)  
Lock Haven State College, Lock Haven, PA
- 1960-63 Graduated with honors  
Jersey Shore High School, Jersey Shore, PA

## ADMINISTRATIVE EXPERIENCE

**July 1, 1994-June 30, 1999:** Superintendent, Shields Valley Public Schools, Wilsall, MT

**District Information:** Enrollment, 330; teaching staff, 30; classified staff, 18; administrative staff, 2; multi-building district; 1998-99 general fund budget, 1.6 million

**Major Accomplishments:** Organized and implemented Internet access sites in district schools; facilitated district-wide curriculum review and revision process; revised transportation reimbursement system to gain additional state revenue for bussing; revised and implemented modified clinical supervision model to improve instruction; organized, implemented, and performed oversight function for long range planning process and facilities improvement projects; devised, created and implemented computerized spreadsheet budget analyses; other projects in progress.

**July 1, 1989-June 30, 1994:** Superintendent, Big Sandy Public Schools, Big Sandy, MT

**District Information:** Enrollment, 300; teaching staff, 25; classified staff, 11; administrative staff, 2; multi-building district; 1993-94 general fund budget, 1.35 million

**Major Accomplishments:** Organized, implemented and facilitated processes and procedures for compliance with newly adopted accreditation standards and budgeting requirements; supervised and administered \$1.02 million construction and remodeling project completed on time, with \$98,000 budget surplus; organized and implemented a revised system of clinical supervision of instruction and evaluation; Star Schools Grant recipient; Perkins formula and competitive grants recipient; facilitated district entry into distance learning through ESD 101 and other satellite technology; facilitated satellite delivery of Spanish for grades 1-6; facilitation, organization, implementation, and oversight responsibilities for various other educational projects including Gifted and Talented Program and Odyssey of the Mind; facilitated curricular additions including calculus, AP English, science investigation, drama, chorus, art, and others.

**July 1, 1986-June 30, 1989:** Superintendent/Principal, Dodson Public Schools, Dodson, MT

**District Information:** Enrollment, 150; teaching staff, 20; classified staff, 7; 1988-89 general fund budget, \$651,000

**General Duties:** Comprehensive administration and supervision of a K-12 program and facility; organization, implementation, evaluation, revision and oversight of all aspects of finance, curriculum, personnel, collective bargaining, transportation, federal programs, and other areas

**Major Accomplishments:** Implemented Edunet Distance Learning Network; completed computerization of district

student/business/administrative records; facilitated revision and computerization of K-12 curriculum incorporating principles of outcome-based education; organized and implemented a music program; began a professional internship program for students in cooperation with the local business community; upgraded physical plant, including completion of library, music and guidance facilities, replacement of boiler systems, completion of asbestos inspection/removal/ management plan requirements, etc.

**July, 1, 1984-June 30, 1986:** Superintendent/Principal, Frazer Public Schools, Frazer, MT

**District Information:** Enrollment, 170; teaching staff, 25; administrative staff, 2; classified staff, 15; 1985-86 general fund budget, \$1.7 million

**General Duties:** Comprehensive administration and supervision of a K-12 program and facility; organization, implementation, evaluation, revision and oversight of all aspects of finance, curriculum, personnel, collective bargaining, transportation, federal programs including PL 81-874, PL 81-815, Title IV, JOM, EHA-B, as well as other areas

**Major Accomplishments:** Supervised and administered construction of the \$3.9 million Frazer K-12 building project completed January 1, 1986, on budget and on time; began computer assisted drafting (CAD) curriculum; devised and implemented a modified cycle of clinical supervision of instruction; organized and implemented the Positive Action Program to improve student self-esteem; implemented a program to computerize district inventory, student, and administrative records

## TEACHING EXPERIENCE

1999-present	Adjunct Professor, Field Liaison, Montana State University: School Finance, School Law, The Superintendent, Finance and Facilities, Field Experience, Supervise Superintendent and Principal Interns (OPI Intern Program)
1991	Adjunct professor, University of Montana, Curriculum Foundations
1983-84	Teaching assistant, University of Montana, Orientation to Education
1968-81	Bald Eagle Area High School, Wingate, PA, Social studies, grades 7, 10, 11, 12
1967-68	Jersey Shore High School, Jersey Shore, PA, World Cultures, grade 11

## PROFESSIONAL CERTIFICATION

Montana	Administrative Class 3, level 3, endorsements 02-secondary principal, 03-superintendent, and 07, curriculum supervisor; Teaching, Class 1, Level 2, endorsement 10, social studies
Pennsylvania	Administrative: Superintendent's letter; Teaching, Permanent certificate in social science
Wyoming	Administrative: Superintendent and principal, K-12; Teaching, social studies, history
Alaska	Administrative and teaching certification in process

## ORGANIZATIONS, HONORS, AWARDS

1998-99	President, 4 Rivers affiliate of MASS, SAM
1996-98	Chair, Forensics and Drama Committee, Montana High School Association
1993-94	Chair, Northcentral Learning Resources Center Board of Directors Selected for Forensic and Drama Committee, MHSA
1992-93	Chair, Northcentral Learning Resources Center Board of Directors Selected for Senator Conrad Burns' Montana Telecommunications Advisory Council
1991-92	Member, University of Montana College of Education Advisory Committee Selected for Steering Committee of the Montana Rural Education Association
1989-90	Selected for MASA State Accreditation Standards Liaison Committee Selected for University of Montana College of Education Advisory Committee
1988-89	Chair, MHSA Interscholar Activities Committee
1987-88	President, Hi-Line Administrators affiliate of MASA MASA Representative, MT Association for Pupil Transportation

	President, District 3C, Montana High School Association
	Vice Chair, Bear Paw Special Education Cooperative Board of Directors
1986-87	Vice-President, Hi-Line Administrators affiliate of MASA
1984-Present	Member of MASA, AASA, Phi Delta Kappa educational organization
1982	Walter R. Ames Memorial Scholarship winner, University of Montana
1981	Vice President, Phi Delta Kappa, University of Montana
1967	Dean's List, Lock Haven State College

## REFERENCES

Sen. Jon Tester, past Board Chair  
Big Sandy Public Schools  
Box 570  
Big Sandy, MT 59520  
406-378-3182

Roy Runnion, past Board Chair  
Big Sandy Public Schools  
Box 570  
Big Sandy, MT 59520  
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Ron Pearson, Board Chair  
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Rachel Weaver, Board member  
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Gordon Moes, Board member  
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Sky Anderson, past Bd. Chair  
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Russell Robinson, Board member  
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Wilsall  
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Dwight Pulis, past Bd. Chair  
Shields Valley PS  
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Wilsall, MT 59086  
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Steve Quigley, past Bd. Chair  
Shields Valley PS  
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Wilsall, MT 59086  
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Richard R. Floren, Asst. Supt.  
Havre Public Schools  
Box 7791  
Havre, MT 59501  
406-265-4356

Ruth Kulbeck, District Clerk  
Big Sandy Public Schools  
Box 570  
Big Sandy, MT 59520  
406-378-2502

\*Additional references available upon request

## PHILOSOPHY OF EDUCATION

I am a strong believer in the concept of the whole child. It is the responsibility of the educational community to maximize student opportunities to utilize and participate in as wide a variety of academic and extracurricular experiences as district funding and staffing will permit. Each child is entitled to the finest education which can be provided in order that that child may assume a position of responsible and informed leadership in the society of the future. Interacting to achieve this general goal, several groups incur a measure of responsibility.

First, and perhaps most important, the trustees of the district have a distinct and vital mandate--that is to expeditiously exercise their authority in lawful fashion, setting broad general policy and providing a firm foundation of support for those entrusted with the administration of the educational program. Should this not occur, a marked degree of instability becomes a matter of fact, and is virtually certain to have negative results.

Next, the administration of the district carries a large measure of responsibility for the successful operation of the district educational program. Relying on the support and direction of the trustees, the administration serves as a liaison between the board on the one hand and the staff, students, and community on the other. Consistent, fair implementation of district policy in light of existing law is of the essence, but must be tempered with a quality of concern for fair play and humaness, for education is human endeavor.

Third, it is the task of the certified staff to competently instruct children, i.e., to impart the body of knowledge to students in such a way that they receive maximum benefit. Additionally, working collegially with the administration, certified staff personnel should work to improve the exhibited level of professionalism evident in the classroom and in associated activities.

Students have a dual responsibility. The finest educational opportunities may be available, but to no avail if students fail to take advantage of them. This, then, is the primary task of the student--to use the system to its fullest. Also, students (and the parents of students) must accept responsibility for their conduct in school. Research on effective schools suggests very strongly that the creation and maintenance of a safe and orderly climate in schools is instrumental in promoting learning. Those who find it impossible to obey school rules have two alternatives: (1) they may, by disobedience, choose to experience disciplinary alternatives mandated in school policy, or (b) they may work within the channels of government to effect positive change in the rules.

Last, but certainly not least in terms of importance, community support and involvement is vital to the success of the school. Successful schools are made of people, are made by people, and are made for people. Without active and comprehensive community involvement, the school as a viable educational entity loses some degree of purpose and direction. It is people of the community, serving as trustees, acting as volunteer aides, attending educational activities and conferences, together with supporting extracurricular activities, who complete the cycle originally begun with the formation of the Board of Trustees. If the neighborhood school is to flourish, nourishment must come in the form of positive people involvement.