

Maureen A. McQuiggan, Ed.D.

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Objective: Current Curriculum Director with broad, district-wide responsibilities in top-ranked school district seeks a leadership opportunity in a district where excellence is the expectation.

SUMMARY OF QUALIFICATIONS

Administrative excellence grounded in over ten years of K-12 teaching experience. Skilled and experienced in collaboration and consensus building to reach district goals, including most recently extensive work in all areas of curriculum development, comprehensive and strategic planning, teacher and administrative professional development, and direct work with the Board of School Directors. A sample of recent major accomplishments includes leading a meaningful implementation of the Educator Effectiveness Model, expanding kindergarten to include full-day programming, and completing Comprehensive Planning.

EDUCATION / CERTIFICATIONS

Pennsylvania Peer Review Monitor for Special Education 2010–2012

Ed.D. Educational Leadership, Immaculata University 2006

Dissertation: “The Use of Paraprofessionals to Support Included Students with Autism”

PA Certifications: Supervisor of Special Education, N–12, Special Education Teacher,

Assistant Superintendent Letter of Eligibility, Elementary/Secondary Principal

Merit Scholarship Recipient

M.Ed. Childhood Studies and Reading, West Chester University 1988

PA Certification: K–12 Reading Specialist

B.S. Early Childhood Education, Temple University 1986

PA Certification: N–3 Early Childhood Education

PUBLIC SCHOOL EXPERIENCE AND SELECTED ACCOMPLISHMENTS

Radnor Township School District, Radnor, PA 2005–Present

Director of Curriculum, Instruction, and Professional Development 2014–Present

Supervisor of Instruction / Literacy Coordinator 2007–Present

- Report directly to the superintendent and serve in the superintendent’s cabinet with full responsibility for all aspects of curriculum, instruction, and professional development and supervision of central office administrators.
- Instituted a collaborative system for working with teachers and administrators to align the K–12 curriculum to PA Core standards, producing a districtwide SPP ranking of #1 in 2014 and 100% student growth in mathematics and language arts in 2015.
- Expanded the academic and social experiences of kindergarten students by designing and implementing a full-day kindergarten program.
- Cultivate and maintain clear communications with the Board of School Directors by planning and facilitating monthly Board Curriculum Committee meetings and publishing regular written updates.
- Established priorities to develop a \$1.5 million curriculum budget. Collaborate with building principals and business office to refine building budgets and fully align them with instructional priorities.
- Operationalized the PDE-mandated Educator Effectiveness Model with fidelity, accuracy, and the involvement of teachers, the teachers’ association, and administrators, including adopting an electronic tool to manage the process.
- Created a system for the ongoing evaluation of, and continual teacher involvement in, the planning and delivery of K–12 professional development.
- Increased instructional time for students by reducing the number and frequency of assessments administered.
- Increased student achievement of HUGs and the fiscal efficiency of supplemental programs by combining ESY and two existing programs to offer a single effective and efficient summer program.
- Increased the focus on student and teacher growth by redesigning and expanding the district’s literacy coaching initiative to align it with PDE’s Educator Effectiveness guidelines.
- Established a three-year partnership with the National Math and Science Initiative (NMSI) to enable middle school teachers to significantly improve the growth of advanced learners, and high school teachers to align their Advanced Placement (AP) practices.

- Formally commended by federal auditors for leadership of the district’s two most recent Title I, IIa, and III audits and a separate audit of two neglected and delinquent institutions.
- Successfully built consensus among administrators, teachers’ association, Board, and community to revise Board policies related to curriculum and instruction.
- Collaborate with numerous external and internal stakeholder groups to co-sponsor community outreach events, including the League of Women Voters’ Common Core Forum, Elementary Mathematics Forum, STEM Audit, and Annual Parent Involvement Night.

Assistant Principal for Special Education and Academic Affairs, Radnor High School 2006–2007

- Recruited to serve as Assistant Principal for Special Education and Academic Affairs.
- Supervised special education and English department professional and paraprofessional staff.
- Served as LEA for all IEP meetings and as liaison to legal counsel for all issues related to special education.
- Directed all phases of course registration and school-wide standardized testing.
- Served as disciplinarian for grades nine and twelve.

Secondary Literacy Coach, Radnor High School 2005–2006

- Used research- and school-based data to set goals for new high school literacy and district-wide coaching initiative.
- Created and taught apprenticeship-model reading course to regular and special education students in grades 9–12.
- Conducted research, selected and created materials, and designed curriculum and assessments for academic literacy course, intensive reading course, essential written language course, and study skills minor.
- Led Building Data Team. Served on Accountability Task Force, Strategic Plan Measurement Team, and Action Team.
- Designed high school literacy assessment map and established a structure for secondary REI, including co-teaching.

Great Valley School District, Malvern, PA 1997–2005

Secondary Reading Specialist, Great Valley High and Middle School 2004–2005

- Created and taught diagnostic and prescriptive reading strategies course for high school students in grades 9 and 10.
- Conducted research, created materials, and designed curriculum to implement new “Reading in the Content Area” required course for middle school students.

Instructional Support Teacher, General Wayne Elementary School 1997–2004

- Provided K–5 instructional support for 650+ elementary school students.
- Coordinated building-level referrals for support services and evaluations, including Occupational Therapy, Physical Therapy, Speech and Language, Assistive Technology, Autistic Support, and Behavioral Consultations.
- Assisted in data collection and development of evaluation reports (ER), Individual Education Plans (IEP), 504 Service Agreements, functional behavior assessments (FBA), and behavior management plans (BMP).
- Independently developed complex database management system to streamline data collection and generate written communication necessary for all phases of IST and special service referral process.
- Developed and facilitated numerous building-level and district-wide professional development workshops.

Phoenixville Area School District, Phoenixville, PA 1988–1997

Elementary and Middle School Instructional Support Teacher 1996–1997

First Grade Classroom Teacher, Schuylkill Elementary 1991–1996

Secondary Reading Specialist, Phoenixville High School 1988–1991

OTHER WORK EXPERIENCE AND SELECTED ACCOMPLISHMENTS

University Professor, Immaculata University 2005–2014

- Continually earned outstanding feedback from students and supervisors as an adjunct professor for graduate and undergraduate courses in reading and special education.
- Frequent dissertation committee member.
- Redesigned graduate courses to meet revised PDE certification requirements and to exceed Middle States expectations.

Lead to Learn, LLC 2010–2012

National Instructional Coach

- Contracted by Dr. Pedro Rivera as part of a team that worked collaboratively to implement a nationally recognized coaching model and increase the achievement scores of a school district that had identified highly effective instruction as a priority.
- Systematically analyzed multiple data points to assist principals and district leaders in identifying focus areas at the teacher, building, and district levels.

Graduate Professor, East Stroudsburg University, Educational Training Center (ETC) 1997–2004