

# CHRISTOPHER FARMER

## ADMINISTRATIVE EXPERIENCE

**Superintendent of Schools  
Gloucester Public Schools, MA**

**2003 - present**

**School Enrollment 3,424**

Significant accomplishments include:

- nurturing the development of a district-wide learning community focused on teaching and learning
- the introduction of formative assessments as a basis for instructional decision making and data driven decision making
- the development of tools and a protocol for assessing classroom practice
- nurturing a positive relationship with the professional associations
- a major restructuring of the elementary school, system to focus resources on classrooms
- stabilizing the budget, and establishing a transparent budget development process linked to school improvement plans
- the development of the district's first strategic plan
- policy preparation in the areas of curriculum, special education, school admissions, and health and sex education
- assembling and developing an effective management team
- developing Principals

**Principal  
Redwood Middle School, Saratoga Union School District, CA**

**1997 – 2003**

**School Enrollment 930**

Significant accomplishments include:

- refocusing the school community on teaching and learning;
- an improvement in parental and community confidence in the school;
- the development of a coherent curriculum;
- the development of the master schedule to facilitate teaming;
- the establishment of an effective administrative and leadership teams;
- the integration of the governance of and support for the school through the establishment of integrated procedures which provide opportunities for all stakeholders to influence developments;
- the planning and management of extensive facilities development program; and
- the expansion of the use of technology for teaching and learning.

**Superintendent of Schools  
Coventry School District, England**

**1987-1994**

**School Enrollment 55,000**

Responsible for K-12, special education, community education, career counseling, Coventry University and four community colleges (to 1991) - including the national college for physically disabled students. Budget: \$400m. About 19 per cent of K-12 students are from Asian and African-Caribbean communities.

Significant accomplishments included:

- maintaining the integrity of the district as a coherent, interdependent collaborative in the face of legislation designed to diminish the role and influence of school districts;
- re-establishing the importance of elementary schools within a district which tended to pay most attention to its high school programs;
- transforming the culture of the district office from one of control to one of seeing support for schools as its first priority;
- developing the district curriculum policy framework, which introduced the national curriculum and a competency-based student assessment system;
- leading a school system to improve scores in national tests;
- joint leadership of an inter-district collaborative which was recognized as the national leader in the development of a quality assured student portfolio based system for recording and reporting student achievement;
- improving communication between the district, parents, the community and the media as a means of establishing consensus and improving understanding of problems and opportunities;
- developing relations with employers: the district was cited by the Confederation of British Industry as one of the top four in the country in terms of the range and maturity of its education-business partnership activity; and
- leadership of the Society of Education Officers.

**Deputy Superintendent of Schools  
Sheffield School District, England**

**1985-87**

**School Enrollment 90,000**

Responsible for secondary, vocational and higher and education: including the Sheffield Hallam University, community colleges, Grades 11-12 in high schools, the youth training program, and the adult and community education programs.

Significant accomplishments included:

- the development of an objective approach to elementary and high school staffing so that schools felt that their particular circumstances were reflected in an open process of resource allocation;
- coordination of restructuring plans which brought together Grades 11-12 and the community college system into a comprehensive post-secondary system, which raised levels of achievement and reduced drop-out rates; and
- restructuring of services for youth and adults on an area basis to improve their coordination and effectiveness.

**Assistant Superintendent - Sheffield** 1979-85

Responsible for Grades 11-12 in high schools, colleges, and community education.

**Program Director (School Staffing and Planning) – Sheffield** 1976-79

Responsible for administrative support for one third of the city's schools, and professional support for facilities development.

### TEACHING EXPERIENCE

#### Administration

Department Chair, Director of Studies, Housemaster (Grades 6-9) and  
Head of the Senior Student Center at Taunton School, England 1969-76

#### Teaching

Geography, Grades 6-12 Taunton School, England 1967-76  
English and History, Grades 6-10 Manygates High School, Wakefield, UK 1962-63

### OTHER RELEVANT EXPERIENCE

#### North Shore Education Consortium

Member of the Board 2003 on  
Chairperson of Finance Committee 2004-05-07-08  
Board Chairperson 2005-06

#### Joint Venture: Silicon Valley Network, California

Consultant on the development of a school performance index 1997

#### San Jose State University, California

Adjunct Lecturer - Student Teaching 1996

#### Santa Clara University, California

Adjunct Lecturer - Foundations in Educational Management Program 1995

#### Sheffield University, England

Occasional Adjunct Lecturer, Education Management 1991-94

### EDUCATIONAL BACKGROUND

#### University of Cambridge, England

BA with Honors Geography, Archaeology and Anthropology 1966

Post Graduate Certificate in Education with Distinction in Teaching 1967

MA Geography, Archaeology and Anthropology 1970