

Mark Modrcin

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January 3, 2019

Agency Human Resource Services
Attention: Gennie Hudson, Personnel Officer III
400 West King Street, Suite 406
Carson City, NV 89703

Subject: SPCSA Director

Ms. Hudson:

This letter expresses my interest in the Executive Director position at the Nevada State Public Charter School Authority. I have worked in the public charter school authorizing sector since 2013 in Oklahoma and Nevada. In my current position as Director of Authorizing, I evaluate charter school applications and renewal applications and analyze the academic, financial and organizational performance of schools so as to inform amendment and intervention recommendations. I diligently monitor compliance with state and federal law to ensure equitable access to our charter schools. In Tulsa, OK, I successfully managed a variety of projects and initiatives in the Tulsa Public School District, including the Tulsa Charter Collaboration Compact and district-wide summer school program.

My resume contains additional details about my experience and skills. After hearing about this posting from other SPCSA staff and studying it closely, I concluded it matched my interests in improving educational outcomes for students. I would appreciate the opportunity to discuss my qualifications with the hiring manager and/or Authority Board.

I look forward to hearing from the appropriate hiring personnel at their earliest convenience regarding next steps. This prospect is very appealing professionally; my background fits well with the position requirements. Thank you for your time and consideration.

Best regards,

Mark Modrcin

Mark D. Modrcin

SUMMARY: Highly dedicated and motivated education professional. Advocate for creative, results-oriented approaches to improve student success and school excellence. Competencies include:

- Charter authorizing expertise
- Performance management acumen
- Capacity to replicate strong charter models
- Proven strong communication skills
- Adept at cultivating mission-driven staff and high performance
- Ability to collaborate with key stakeholders
- Consistently results-oriented

PROFESSIONAL EXPERIENCE

State Public Charter School Authority, Las Vegas, NV

2017 – present

Director of Authorizing

- Oversee the academic, financial and organizational performance of 53 charter campuses serving over 42,000 students in sponsored schools.
- Lead the formulation and presentation of staff recommendations regarding school performance, including renewals, amendments, and recommendations for new school applications.
- Manage an authorizing team of five professional staff members who are responsible for key monitoring and school oversight functions.
- Facilitate monthly meetings with Nevada authorizers to promote best practices, identify priorities, and share research on local and national issues.
- Revised Reporting Requirements Manual used by schools so as to communicate clear performance and compliance expectations.

Tulsa Public Schools, Tulsa, OK

2009 – 2017

Director of Charter and Partnership Schools, 2016 - 2017

- Directed the district charter authorizing office, managing relationships with six schools and all prospective applicants.
- Established Oklahoma's first public charter school performance framework, ensuring charter schools were held accountable for their performance while increasing sector transparency.
- Supported and evaluated charter schools through the application, interview and renewal processes, working with internal and external stakeholders to form a final recommendation for board action.
- Developed flexibilities and autonomies list in collaboration with district departments for schools to execute innovative models supporting instruction that best support their unique communities.
- Designed the district's partnership school application and review processes to promote innovation and empower school teams to leverage key practices to better serve students.
- Created a modified charter school application and renewal process to promote high standards and expectations for current and potential operators.

Project Manager – Strategic Partnerships, 2013 - 2016

- Oversaw the Tulsa Charter Collaboration Compact, an aspirational agreement between TPS and its charter school partners to enhance the educational landscape for students.
- Coordinated recruitment and enrollment between TPS and its charter schools and fostered collaborative problem-solving.

- Designed solutions to solve school configuration and capacity problems of charters and traditional public schools that meet community needs.
- Coordinated with the Oklahoma State Department of Education to identify best authorizing practices and policies to ensure high standards for students.
- Supervised and assisted schools in establishing internal operating systems to support accountability, data collection, and similar protocols.
- Leveraged and shared strengths of charter schools as identified by high quality data so as to promote a community of practice.
- Organized and implemented a balanced scorecard accountability system for all TPS departments.
- Prepared, analyzed and designed core goal reporting for the TPS Board of Education.
- Worked as a liaison with Teach For America-Oklahoma, supporting Corps Member placement, retention, and strategic initiatives.
- Managed annual TPS Roster Verification work to provide district, school and teacher value-added estimates.

Project Specialist, 2011 – 2013

- Managed summer school budget of more than \$700,000 (state, federal, and donor funds), working with district departments and external stakeholders in a cross-functional capacity.
- Planned and executed monthly district leadership conferences with district committee.
- Assisted with district and statewide efforts to develop and implement the Tulsa Evaluation Model for teachers with fidelity.

Teach For America, Tulsa, OK

Charter Corps Member, 5th Grade, Tulsa Public Schools, Whitman Elementary, 2009-2011

- One of 4,000 selected in 2009 (from over 35,000 applicants) to participate in Teach For America's national movement to ensure that children in low-income communities receive an excellent education.
- Selected as "2010 Teacher of Today" of Whitman Elementary for outstanding instruction.
- Led 5th grade math instruction, increasing proficiency scores by 54% from previous year, as measured on state end-of-year assessment; largest increase in metropolitan Tulsa.
- Improved overall reading proficiency through data-driven, small group instruction leading to over 75% mastery after 2010-2011 school year and more than one year of leveled reading growth in nine months.
- Conducted extra conferences and student tutoring sessions, leading to the acceptance of 25% of class to desired middle school magnet or lottery programs.

LEADERSHIP

Tulsa Public Schools, Summer School Director

2012 – 2014

- Led district-wide efforts to plan and execute Teach For America's inaugural Tulsa Summer Institute in 2012, one of only nine nationwide, in collaboration with the University of Tulsa and Community Action Project; more than tripling attendance to 3,600 students, grades 1-12.
- Grew the Tulsa Summer Institute to over 4,500 students in 2013, making it the largest national training site for Teach For America Corps Members nationwide.
- Assisted with placement and training of over 1,300 new teachers and 320 mentor teachers.
- Designed summer school structure, resulting in the recovery of over 800 course credits for secondary students to be applied toward graduation in 2012. Elementary students achieved, on average, approximately 90% of summer reading growth goals.

- Chaired annual selection committee to hire 240 teachers and ten administrators, utilizing recommendations, evaluation scores, and letters of intent. These efforts resulted in overall satisfaction levels for teachers at 15% above the national average.

Walt Whitman Elementary, 5th Grade Team Leader

2010 – 2011

- Led implementation of school-wide data tracking system to assist in effective classroom instruction, thereby increasing student achievement.
- Independently researched district demographic, enrollment, and financial information for Project Schoolhouse presentation to District Executives, promoting consensus within school community.
- Supported collaboration among upper elementary building teachers to share ideas and successful systems targeting improved instructional methods.

Phi Delta Theta Fraternity, Alpha Chapter, Executive Council

2007 - 2009

- Led chapter recolonization following two-year absence from campus.
- As President, doubled membership to 70 in less than one year; developed, planned and executed the first signature philanthropic event, raising over \$1,000; served on Interfraternity Council.
- As Treasurer, managed \$100,000 budget and established financial protocols for fiscal management.

COMMUNITY INVOLVEMENT & HONORS

- One of 12 individuals selected for the 2015 NACSA Leaders Program, the nation’s only professional development opportunity for education professionals performing charter school authorizing functions.
- Volunteered with Reading Partners, tutoring students to build foundational reading skills.
- 2014 Tulsa New Leader, as selected by the Cystic Fibrosis Foundation Sooner Chapter for community involvement and leadership. Raised over \$4,000 for the CF Foundation and research.
- Current Chapter Advisory Board Member, Phi Delta Theta - Ohio Alpha Chapter.
- Former Board Member, Teach For America Tulsa Alumni.
- Nominated for 2012 iON Oklahoma’s 30 Under 30 Next Gen Award, recognizing young professionals who demonstrate leadership and significant contributions to their field.

EDUCATION

Master of Business Administration, *University of Tulsa*, Tulsa, OK

December 2015

Bachelor of Science in Finance, *Miami University*, Oxford, OH

May 2009

- University Honors Program, 2005-2009; Oxford Scholar, 2005-2009.
- Dean’s List: Fall 2005, Spring 2006, Spring 2008.

References

Available upon request

Mark Modrcin

[REDACTED]

[REDACTED]

[REDACTED]

Professional References

1. Ms. Jana Burk
General Counsel
Tulsa Public Schools
[REDACTED]
[REDACTED]
2. Mr. Sam Duell
Associate Policy Director, Charter Schools
Foundation for Excellence in Education (ExcelinEd)
[REDACTED]
[REDACTED]
3. Ms. Amy Ruck Kagan
Vice President of Authorizer Engagement and Advancement
National Association of Charter School Authorizers (NACSA)
[REDACTED]
[REDACTED]
4. Ms. Alyson Murphy
Director of Governance and Support
Grand Valley State University Charter School Office
[REDACTED]
[REDACTED]
5. Ms. Tess Stovall
Director of Charter Schools
Tennessee State Board of Education
[REDACTED]
[REDACTED]

Professional Reference

Applicant's Name:

Mark Modrcin

Reference Name:

Jana Burk, General Counsel for Tulsa Public Schools

Professional relationship to applicant:

Supervisor

Applicant's title while in your employ (if applicable):

Director of Charter and Partnership Schools (or something similar); Project Manager and Specialist

Dates of employment (if applicable) or how long you have known the applicant:

2012 - present; Mark worked for my team until early 2018.

Applicant's reason for leaving (if applicable):

Mark took the position in Las Vegas.

Would you rehire (if applicable), and if no, please explain:

I would rehire Mark. for any position, in a heartbeat. He is a hard worker, and he is very smart. In addition, he's incredibly personable and gets along well with everyone he works with. As a result, he could take on virtually any task.

Describe the applicant's quality/quantity of work:

Mark is a self-starter, is highly conscientious and pays close attention to details. Mark is frequently the person whom leaders of a variety of teams give cross-functional and complex work to. He works hard to accomplish all that is put before him to his high standards, but he will also readily (and legitimately) acknowledge when projects need to be prioritized because not all the work given to him to completed and done well by the deadline.

Describe the applicant's interpersonal skills:

While Mark's work quality and quantity are among the best I've worked with, his interpersonal skills are probably one of his most unique and impressive attributes. Because he is genuinely respectful of, interested in, and kind to everyone he works with (or around) --regardless of their status--he is a very strong leader. He is also very funny and enjoys a good laugh with his team members.

Describe the applicant's leadership skills:

Mark listens for and sees connections between his work and the work of his colleagues--enabling teams to reach system goals and prevent gaps/silos/duplication. With that ability and his tremendous interpersonal skills, he is a natural leader. He is also interested in receiving feedback and growing as a leader. He strives to learn more and wants his entire team to succeed.

Additional comments you would like to share:

As you can see, Mark is extremely special to me as a colleague and friend. He came to my team just a few years out of college, but he had the maturity, interpersonal skills and attention to service that was rarely rivaled. He also responded well to feedback when he had areas of growth to attend to. In particular, he became better about being more strategically diplomatic about keeping his frustrations in check when dealing with charter leaders and outside organizations who were overstepping and trying to take undue advantage of situations. I rarely saw these issues pop up in the last few years he worked with me.

Professional Reference

Applicant's Name:

Mark Modrcin

Reference Name:

Sam Duell

Professional relationship to applicant:

Peer and former project partner

Applicant's title while in your employ (if applicable): N/A

Dates of employment (if applicable) or how long you have known the applicant:
N/A

Applicant's reason for leaving (if applicable): N/A

Would you rehire (if applicable), and if no, please explain:

I did not hire Mark, though we did work on a project together. I would work on projects with him again.

Describe the applicant's quality/quantity of work:

Mark, another colleague and I worked on a project and paper together in Oklahoma. Together we studied the history of authorizing in Oklahoma, the relevant statutes and rules and made recommendations to professionalize the authorizers in the state. Mark was collaborative, professional and loyal to his employer. And I believe the project encouraged the State Board of Education to pass a resolution confirms standards and principles for charter school authorizing. In short, I believe Mark's work and the project were a success.

Describe the applicant's interpersonal skills:

I have only known Mark's work and interaction with others at work to be professional and appropriate. He aims to balance client concerns with organizational objectives. My experience with Mark leads me to believe he is loyal, consistent and thoughtful.

Describe the applicant's leadership skills:

Mark is a detailed, task-oriented leader who cares about accountability and complying with the law. He expects the same of those who work with and for him.

Professional Reference

Applicant's Name:

Mark Modrcin

Reference Name:

Alyson Murphy

Professional relationship to applicant:

Colleagues

Applicant's title while in your employ (if applicable): N/A

Dates of employment (if applicable) or how long you have known the applicant:

I have known Mark since April 2018.

Applicant's reason for leaving (if applicable): N/A

Would you rehire (if applicable), and if no, please explain: N/A

Describe the applicant's quality/quantity of work:

Although I have not personally reviewed Mark's work in his current position, the projects we collaborated on through the National Association of Charter School Authorizers Leadership Program were always high quality, timely, and thoughtfully put together.

Describe the applicant's interpersonal skills:

I met Mark through the National Association of Charter School Authorizers Leaders Program, where he acted as my Leadership Coach. Throughout all interactions with Mark, he was consistently professional, was an active listener, engaging in his delivery, and easy to collaborate with. He provided thoughtful feedback and it was a joy to work with him.

Describe the applicant's leadership skills:

Mark is a natural leader. He is charismatic, acts with the highest integrity, and is able to thoughtfully consider and weigh the opinions of others against how he believes a situation should be handled. Mark is respectful to everyone he is in contact with and I have no doubt he would make a strong and passionate leader for the SPCSA. As my Leadership Coach through the NASCA Leaders Program, he helped me increase my capacity to act as an effective leader. Even though he is no longer my official Leadership Coach (the program has ended), I do still consider him a mentor that I know I can bounce ideas off of anytime.

Additional comments you would like to share:

I highly recommend Mark for the SPCSA Director position. He has worked in the charter sector for a number of years and understands the importance and significance of the charter movement and of the SPCSA Director position. He would lead the office with passion, integrity, respect, and would be a great Leader for the office.

Professional Reference

Applicant's Name: Mark Modrcin

Reference Name: Amy Ruck Kagan, VP of Authorizer Engagement and Advancement

Professional Relationship to Applicant: Colleague, Coaching Lead through NACSA

Applicant's title while in your employ: N/A

Dates of employment (if applicable) or how long you have known the applicant: 3-4 years

Applicant's reason for leaving: N/A

Would you rehire, and if no, please explain:

Mark has been a colleague of mine for a few years- as someone for whom I did a consulting project with, then as a Leader in NACSA's Leadership program, and most recently as a coach for the same program. Not many leaders' participants are asked to be a coach in the year following their cohort, but Mark was ready and remarkable. Mark has a great balance of substance and content expertise, and a true sense of himself as a leader. He is inspirational, confident, and easy to access. I would love for him to continue to lead and coach others through this venue.

Describe the applicant's quality/quantity of work:

Mark has always taken this opportunity very seriously and as an honor. That commitment shows through his high level of engagement, his curious questions and desire for continuous learning. He has continued to push for growth and demonstrates a real passion for the work and for the people doing the work and affected by said work. Mark is a leader and valuable voice in his cohort, in the movement, and across the country in this space. He is an expert amongst an elite number of coaches and authorizers across the country.

Describe the applicant's interpersonal skills:


Mark has exceptional interpersonal abilities, with a talent for balancing empathy and assertiveness, allowing him to navigate even the most challenging personalities and situations with diplomacy and effectiveness.

Describe the applicant's leadership skills:

Mark's leadership abilities come naturally in the sense that he is confident, intelligent, and poised. He has a sense where he knows that the work and his decisions are going to improve by taking a pulse, by asking for perspective, and by being an active listener. He can hear people and make decisive, tough decisions. He is someone that takes context, research, opinion, fact, and policy all into play. He weighs things carefully and thoughtfully. He is a leader who executes with precision and care.

Additional comments you would like to share:

While my work with Mark has been through this unique lens, I also have a great deal of experience with him from his prior authorizing role. He is also a confidante of mine- someone who helps me problem solve and think through tough decisions. He is patient, wise, and has the ability to think both big picture and details in order to strategically execute. He is a thinker and a great practitioner in the field.

Signature: 

Date: 2.25.19

Professional Reference

Applicant's Name:

Mark Modrcin

Reference Name:

Tess Stovall

Professional relationship to applicant:

Charter School Authorizing Colleague

Applicant's title while in your employ (if applicable): N/A

Dates of employment (if applicable) or how long you have known the applicant:

Dates for charter school application reviews: August through October 2016 and August through October 2018. I have known Mr. Modrcin since April 2015.

Applicant's reason for leaving (if applicable): N/A

Would you rehire (if applicable), and if no, please explain:

Mr. Modrcin served as an external reviewer for two charter school application cycles for the Tennessee State Board of Education. I would absolutely consider Mr. Modrcin for future application cycles.

Describe the applicant's quality/quantity of work:

Mr. Modrcin brought a wealth of expertise to reviewing charter applications as he has experience in the classroom, in district operations, and as a charter school authorizer. In addition to this education experience, Mr. Modrcin's master's degree in business administration allowed him to bring a keen eye to the budgets and financial materials of charter applications. Mr. Modrcin was always thoughtful and thorough with his application reviews, and he has a deep understanding of the charter school landscape as well as national authorizing best practices. Mr. Modrcin always asked great questions during review committee discussions and capacity interviews with applicants. Mr. Modrcin provided high quality completed rubrics which were aligned to the evaluation standards and demonstrated a clear knowledge of charter schools.

Describe the applicant's interpersonal skills:

Mr. Modrcin has strong interpersonal skills, and he is skilled at navigating difficult conversations. I participated in a charter application review cycle that he led in Tulsa, Oklahoma, and I witnessed him easily navigate between discussions with internal team members and the applicant group. Mr. Modrcin has strong facilitation skills and is able to work with diverse perspectives to develop a consensus decision. He was able to have difficult conversations with the applicant in a respectful way and in a way that ensured the applicant felt heard.

Describe the applicant's leadership skills:

When I participated in an application review cycle for Mr. Modrcin in Oklahoma, I saw him demonstrate strong leadership skills. He was able to easily facilitate team conversations, ensuring everyone's voice was heard while also working the group toward a consensus. He was able to have difficult conversations with the applicant while doing so respectfully and thoughtfully. Mr. Modrcin excels in leading teams and making difficult decisions that are focused on student success and outcomes.

Additional comments you would like to share:

Over the four years that I have known Mr. Modrcin, I have always been impressed with his knowledge of charter school authorizing and his willingness to listen to stakeholders in order to improve his practice. He is extremely skilled at gathering input from a variety of perspectives, synthesizing the information, and making the best decision possible based on the information in front of him. He has a keen understanding of best practices in charter school authorizing, and I have seen him be eager to apply those best practices to the state context that he is working in. He is driven to improve student outcomes through quality charter school authorizing.