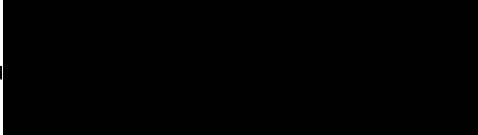


# Anthony Pope, Ed.D.



## Executive Profile

I am a visionary leader with a collaborative and inclusive style of leadership. Throughout my career I have committed myself to supporting public education. I bring a passion and fidelity that is grounded in the belief that working for the benefit of children is purposeful and has a phenomenal impact on their lives and their communities. I bring over 26 years of experience as a teacher, principal, assistant superintendent, superintendent, and educational consultant. Personal integrity, character, and my core values of respecting human difference are at the center of what I offer as a leader. My values are central to my motivation to contribute to the important work of addressing issues in education that have a profound impact on the lives of children. These are the experiences that I bring to this position:

Strategic Planning	Professional Developer	Organizational Development
Financial Management	Instructional Leader	Parent/Community Engagement
Career/Technical Programs	Data Analysis and Interpretation	School Redesign
School/District Evaluation	Working with Diverse Communities	Change Leadership

## Career Summary

My career began as a teacher and administrator in Alief Independent School District, TX. I then entered the Urban Superintendent Program at the Harvard Graduate School of Education and focused as a Doctoral Student for the next eight years. During my doctoral studies I worked as the Executive Intern to the Superintendent in Rochester Public Schools, the Senior Program Officer for High School Reform in Boston Public Schools, the Executive Director for High Schools in Providence Public Schools and the Assistant Superintendent for Curriculum and Instruction for Stamford Public Schools, CT. These senior level experiences helped inform my research while allowing me to gain valuable experience. After completing my doctoral studies my family and I moved to Texas, I worked as the Executive Director for Curriculum and Instruction for the Fort Bend Independent School District, TX. We moved back to Massachusetts to raise our three boys in 2008 where I worked as the Principal of Weymouth High School, Superintendent of Marlborough Public Schools, and a Senior Consultant for the Panasonic Foundation. I am currently an Instructional Superintendent in Boston Public Schools.

## Professional Experience

**Boston Public Schools, Boston, MA**  
**Instructional Superintendent for High Schools**

**2015 – Current**

In this role I am accountable for student achievement gains across a cohort of schools. I supervise and work directly with the principals of schools in the cohort. Responsibilities include building the capacity of principals to improve the conditions of teaching and learning in all areas. I coordinate a team of liaisons that provide support to principals in key academic and operational areas and serve approximately 15 schools. In my role as Instructional Superintendent I have decision-making responsibility to address day-to-day academic issues. I am also responsible for articulating and ensuring that the district's missions and goals are achieved as well as collaborating with department heads and other Instructional Superintendents to ensure consistency of practice and prioritization of resources. My work also includes the sharing of best practices across schools to continuously improve the skills and knowledge base of school leaders. My specific duties include: Supervising and evaluating school leaders; providing leadership and direction for the planning, implementation, improvement, and evaluation of instructional programs; leadership coaching that also involves training, and observing school leaders to raise student achievement and to ensure that they are working to build a positive cultures for student learning; ensure that clear standards and frameworks for school leader evaluations are implemented; develop, implement, and monitor leadership objectives of schools; effectively advocate for the interests of schools at the central office level. My responsibilities also include planning and facilitating principal professional development as well as working closely with the Office of Engagement to ensure that we are working closely with our families and community.

**Panasonic Education Foundation, Newark, NJ , MA**

**2012 – 2015**

**Senior Consultant, Leadership Coach, Strategic Planner, School Improvement**

I worked as Senior Consultant for the Panasonic Education Foundation. The Panasonic Foundation is a corporate, operating foundation that works in long-term partnership with selected school districts to break the links between race, poverty, and educational outcomes by improving the academic and social success of all students. As a senior consultant for the Panasonic Foundation, my work focused on K12 education policy, practice, leadership, and governance, as well as change management and a deep commitment to advancing equity and excellence in education. I worked on a project that focused on high school reform that provided an opportunity for Panasonic partner districts to learn from exemplary practices, experiment with bold ideas, and commit to revamping structures, practices, and processes. For this project, we worked with superintendents, central administrators, and principals in *San Diego Unified School District, CA; Oakland Unified School District, CA; Jersey City Public Schools, NJ; Highline Public Schools, WA; and Elizabeth Public Schools, NJ*. Other highlights included coaching district leaders on strategies to close the achievement gap, district-wide strategic planning, and school improvement processes.

**Marlborough Public Schools, Marlborough, MA**

**2010 - 2012**

**Superintendent of Schools**

I provided leadership for Marlborough Public Schools, a district that enrolls approximately 4,500 students and facing many urban issues, approximately 60% white and 40% minority. The district's budget was approximately 50 million dollars. Upon entering in July 2010 the district faced challenges: consistently not meeting AYP; no articulated k-12 curriculum; on state corrective action; lacked the articulation of district goals; and inconsistency in leadership – I became the fourth superintendent from the previous 6 years. Highlights include the following:

- Developed/Implemented district goals and *Believe 2016*, the district's first 5 year strategic plan.
- Developed the district's prek-8 curriculum that was implemented in September 2012.
- Implemented a grade reconfiguration that moved fourth grade students from the middle school back to the elementary school and 8th grade students from the high school back to the middle school.
- Increased offerings and students enrolled in foreign language classes (87% enrolled) at the middle school.
- Developed/Implemented a STEM Early College program for grades 6-12 that included a laptop for all students.
- Engaged teachers and administrators from all levels to collaborate and develop curriculum frameworks and curriculum aligned to the common core and 21<sup>st</sup> century skills.
- Secured a STEM Early College grant from the Massachusetts Department of Elementary and Secondary Education (DESE) and an Innovation School Grant to develop a K-5 STEM elementary school.
- Enrolled the largest STEM Early College cohort of approximately 200 students, in the state of Massachusetts during its first year of implementation for grades 6 and 9.
- Developed/Implemented a new delivery model of professional development for teachers, administrators, and all staff that brought more consistency and alignment to district goals, objectives and the instructional core.
- Provided cross grade and cross building collaboration opportunities for teachers, administrators and support staff to learn and plan with each other and begin to develop a professional learning community.
- Developed/Implemented a new middle school athletic program which did not previously exist, that engaged over 300 students in middle school sports during its first year.

**Weymouth Public Schools, Weymouth, MA**

**2008 – 2010**

**High School Principal**

I provided leadership for a comprehensive high school of approximately 2,000 students. *Although I did not apply for this position, I was asked by the superintendent for a two year commitment to bring focused leadership to the school.* The school was on probation by NEASC for accreditation, had not made AYP since 2004, and lacked a collaborative culture. The district enrolled approximately 6,500 students. I facilitated whole school change that focused on the development of career academies and the alignment of the curriculum to core 21<sup>st</sup> century skills. I also supervised the Career and Technical Programs, which offered programs in - *Allied Health, Automotive Technology, Construction Technology, Cosmetology, Culinary Arts, Drafting and Design Technology, Early Childhood Education, Graphic Communication, Information Technology, and Metal Fabrication.* Highlights include the following:

- We made AYP in all content areas for the first time since 2004. A 7.1% increase in math for low income students, special education an 8.1% increase in math and low income an 8.2% increase on the ELA section of MCAS.
- Graduation rate increased by 3.3%.
- Significantly decreased the number of out of school suspensions by approximately 60%.
- Successfully approved and implemented a new schedule with over 89% of teachers agreeing.
- Collaborated with high school teachers and staff to develop a new mission for the school.
- Eliminated academic tracking, giving all students access to a college preparatory curriculum, which did not previously exist at the school.
- Facilitated a school redesign process that engaged teachers to develop high school career academies, Over 60 teachers participated on design teams to develop and implement career academies.
- Revised the high school program of study to redefine offerings and credits to transition to an Academy model.
- The high school was removed from probation status by NEASC due to the redesign efforts and new mission.

**Fort Bend Independent School District, Sugar Land, TX**

**2006 – 2008**

**Executive Director for Curriculum and Instruction**

Following the completion of my dissertation, I provided leadership for the curriculum and instruction agenda for a district with approximately 68,000 students. The district's budget was approximately 450 million dollars. The district was very diverse; 32.26% African American, 25.31% White, 22.4% Latino, 19.85% Asian/Pacific Islander. I supervised all k-12 content areas, special education, ELL, educational technology, student support services, and fine arts. I also supervised the Career and Technical Programs, which offered programs in - *Architecture, Agriculture, Health Science, Business and Industry, Science, Technology, Engineering and Mathematics (STEM), Culinary Arts, and Information Technology*. I was responsible for strategic planning that focused on the curriculum and instruction division as well as fiscal oversight. Other duties included, organizing and integrating appropriate professional development and participating in the district-level decision making process to establish and review the district's goals. Highlights include the following.

- All district test scores exceeded the state average with the exception of two that equaled the state average.
- Oversaw the planning and development of an International Baccalaureate (IB) program at one of the district's high schools, as well as outlined future plans for a middle and primary program.
- Developed and implemented a Gifted and Talented Academy at the middle school level.
- Researched and outlined a process to develop a district-wide high school academy system.
- Oversaw a comprehensive curriculum audit in all content areas.

**Harvard Graduate School of Education, Cambridge, MA**

**1998 – 2006**

**Doctoral Student - Urban Superintendents Program**

During this period my focus was as a Doctoral Student in the Harvard Urban Superintendents Program (USP) at the Harvard Graduate School of Education. The Harvard Urban Superintendents Program (USP) is recognized as one of the nation's premier programs for preparing individuals to lead urban school districts. Students enrolled in USP complete 12 months of coursework in full-time residency at Harvard, a full-time, six-month internship in the field, and the research and writing of a qualifying paper and a dissertation. Learning opportunities that informed my research are:

- **Assistant Superintendent for Curriculum and Instruction (2006-2007)** - While working on my doctoral research, I had another opportunity to gain more system level experience in *Stamford Public Schools as the Assistant Superintendent for Curriculum and Instruction*. I provided leadership for the curriculum, instruction, and assessment initiatives for the district. The district enrolled approximately 15,000 students, 38.4% Low Income, and 58.2% minority, and had a budget of approximately 213 million. I supervised all content coordinators, the departments of: English Language Learners, research and evaluation, special education, student support services, technology, and parent and community involvement. Some highlights were - developed and piloted a classroom walkthrough process that focused on teacher collaboration and support to improve teaching and learning and facilitated the development of a Standards-Based Elementary Literacy Report Card, which had previously been a convoluted process for many years.
- **Executive Director for High Schools (2004-2006)** – Also while completing my doctoral research, I had a great opportunity to gain senior level leadership experience by supporting the superintendent of *Providence Public Schools as the Executive Director for High Schools*. I provided leadership for the district high schools and the high school reform agenda and served on the senior cabinet. I also supervised the Career and Technical Programs which offered - *Automotive Technology, Construction Technology, Cosmetology, Culinary Arts and* 3

*Hospitality, Electrical Science, Graphic Communications, Heating, Ventilation, and Air Conditioning, Masonry, Plumbing and Pipefitting.* The district enrolled approximately 24,800 students. I evaluated and provided professional development to principals and oversaw the initiatives for developing a portfolio of schools through small school development supported by the Gates Foundation, Schools for a New Society for the Carnegie Foundation, and the Federal Small Schools Initiatives.

- **Executive Intern to the Superintendent (1999-2000)** - After completing my coursework I completed a full-time six-month internship with the *Superintendent of Rochester City School District*. The district enrolled approximately 30,000 students. During the internship I served as the *Executive Intern to the Superintendent* and a member of the Superintendent's senior cabinet. Projects included, facilitating the development of a standards-based promotion policy; planning and presentation of professional development workshops for principals and teachers; building partnerships with local universities; and I researched, analyzed and provided feedback on the districts organizational structure, school choice policy, organization of special education, and the climate of senior cabinet.

While these senior level positions afforded me great learning opportunities and helped inform my doctoral research, it was a difficult balance that I feel I negotiated well – getting experience, doing good work, and finally, completing the doctorate in the Urban Superintendent Program so that I could contribute to improving teaching and learning and supporting the important work of public education.

#### **Boston Public Schools, Boston, MA**

**1999-2003**

##### **Central Administrator, Leadership Coach, Student Teacher Evaluator, Intern**

Also while working on my doctoral research, I worked in a variety of educational settings supporting the Boston Public Schools (BPS). An urban school district that enrolled approximately 55,000 students. As the **Senior Program Coordinator for High School Reform**, I supported the high school reform initiatives that focused on small learning communities and developing a strategy to create a portfolio of small high schools. I collaborated with design teams charged with creating the portfolio of small schools and assisted with the implementation. I contributed to the planning and development of the district's small school portfolio strategy. I supported the principals at *Quincy Elementary and Snowden International School* as a **Leadership Coach**, which was part of a partnership between BPS and the Harvard Graduate School of Education. This involved working with the Instructional Leadership Team and the principal to build leadership capacity, develop communication processes, analyze data and conduct item analysis for standardized test results. I assisted in the development and writing of the whole school improvement plans (WSIP), and analyzed components of the schools structure and master schedule. As a **Student Teacher Evaluator**, in collaboration with the *Teaching and Curriculum Program*, at the Harvard Graduate School of Education, I supervised and evaluated student teacher interns during their student teaching experience at the Timilty Middle School. Additionally, I served as an **Intern** as part of my course work at the Harvard Graduate School of Education, under the *High School Restructuring Coordinator*, this work was focused on designing and supporting school leaders in implementing a district-wide high school restructuring initiative.

#### **Alief Independent School District, Houston, TX**

**1990 - 1998**

##### **School Administrator and Teacher**

I served as an assistant principal at Hastings High, a comprehensive high school of approximately 4,500 students. The district enrolled approximately 45,000 students. I also served as an assistant principal at the Alief Learning Center, the district's alternative school for students with behavioral challenges. In these roles I served as an instructional leader, teacher evaluator, and disciplinarian. I provided curriculum and instructional supports to teachers and managed various behavior modification programs. I also taught students in grades 7 through 12 the subjects of US History, World History, Geography and English at the district's alternative school. I taught grades 6 and 7 the subjects of World History and Texas History at Olle Middle School while coaching football and basketball. Before becoming a full time teacher I also served as a substitute teacher throughout the school district.

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## **Other Activities**

**University of Massachusetts – Boston, MA**

**Fall 2017**

**Adjunct Professor – Advanced Seminar on Educational Administration**

University of Massachusetts – Boston, MA  
Adjunct Professor – Socio Cultures in Education

Spring 2017

Leadership Development Initiative - Office School Partnerships Harvard Graduate School of Education, 1999-2000  
Change Coach – Boston Public Schools

University of Houston – Houston, TX  
Adjunct Professor – School Evaluation

Spring 2008

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## Education

- **Harvard Graduate School of Education, Cambridge, MA**  
*Ed.D. Administration, Planning and Social Policy, Urban Superintendents Program, 2006*  
*M.Ed. Administration, Planning and Social Policy, 1999*
- **Houston Baptist University, Houston, TX** *M.Ed. Educational Administration, 1996*  
*B.S. Psychology and History, 1992*

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## Professional Memberships

- Massachusetts Association of School Superintendents, 2010-2012
- American Association of School Administrators, 2010-2012
- Executive Board of Directors, United Way, Tri-County, 2012-2013

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## Certifications

- Superintendent/Assistant Superintendent, Massachusetts
- Superintendent/Assistant Superintendent, Rhode Island
- Administrator Mid-Management, Texas

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## Research

### **Principal Instructional Leadership: Building Relationships with Central Office to Meet the Demands and Expectations in the Context of Standards and Accountability - Dissertation - 2006**

I examined how principals interpret the new demands and expectations from central office, what principals feel they need to meet these new demands and expectations from central office, and how district supports, and constraints influence the principals' leadership and strategies for instructional improvement.

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## References

- **Dr. Robert Peterkin, 617-429-8768**  
Professor Emeritus, Former Director Urban Superintendent Program, Harvard Graduate School of Education
- **Dr. Larry Leverett, 973-699-7986**  
Executive Director, Panasonic Foundation
- **Dr. Tommy Chang, 617-515-4453**  
Superintendent of School, Boston Public Schools
- **Dr. James (Jim) Marini, 508-734-5218; Cell-508-505-6057**  
Leadership Coach Massachusetts Association of School Superintendents; Retired Superintendent, MA
- **Jeffrey Zweiback, 610-656-4458**  
Director of Special Education, Springfield, PA; Former Associate Principal Weymouth High, MA
- **Jennifer Hardy, 617-413-8385**  
Former School Committee Member, Marlborough, MA