



**MARBLEHEAD
PUBLIC SCHOOLS**

Marblehead School Committee

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Sarah Fox Chairman	Brian Ota Committee Member	Jennifer Schaeffner Vice-Chairman	Alison Taylor Secretary	Meagan Taylor Committee Member
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**FOR IMMEDIATE RELEASE
September 28, 2023**

The Interim Superintendent Screening Committee, after reviewing several applications and performing interviews, has selected Dr Theresa McGuinnes and Dr Jannell D. Pearson- Campbell as finalists to present to the Marblehead School Committee.

The School Committee has scheduled public interviews of both candidates for Monday October 2, 2023 to take place at the Marblehead High School Library.

Theresa McGuinness, Ed.D.

Swampscott, MA

STRENGTHS & ACCOMPLISHMENTS

- A passionate and responsible steward of the public's funding and goals, with demonstrated outcomes (increased student achievement and growth)
- Designed and executed strategic planning resulting in significant student achievement and growth as measured by internal and State assessments. Example: WPS' third-grade cohort of students across the three elementary schools demonstrated a 23% increase in English language arts and a 15% increase in math, 'Meeting or Exceeding Expectations' on MCAS assessments from 2017 to 2019. The third-grade cohort rebounded *post-pandemic* with similar achievement and growth results across the elementary level from 2021 to 2023 scoring a 7% increase in ELA and 20% in Math. In WPS this fall of 2023, the largest elementary school was awarded 'School of Recognition' for extraordinary achievement, growth in meeting their targets from DESE (one of only 66 out of 1700 schools in MA).
- Expertise in building positive school and district cultures centered around the students, staff, and greater community relationships
- Serve as a M.A.S.S. Mentor to new Assistant Superintendents in MA
- Involvement in all aspects of district leadership including collective bargaining, developing a strategic plan, and creating and implementing a value-based budget
- Experience with multiple school building projects since 2016: Presently involved with a new LEED Platinum 4.0 High School project including supporting the visioning process for the Educational Plan with the design team (Ai3 and OPM), and MSBA; Completed two new and one majorly renovated elementary schools that were under debt exclusion (no override)
- Ownership of a relentless focus on the inclusiveness of instruction, valuing high expectations and equity for all students and all staff members

PROFESSIONAL EXPERIENCE

2016 - Present **Assistant Superintendent** - *Watertown Public Schools*, Watertown, MA
2016 - October **Acting Superintendent** - *Watertown Public Schools*, Watertown, MA
2012 - 2016 **Principal** - *Village School*, Marblehead, MA
2010 - 2012 **Teaching Fellow/Doctoral Student** - *Boston University*, Boston, MA
2005 - 2010 **Principal/Assistant Principal** - *Doherty Middle School*, Andover, MA
2003 - 2005 **Assistant Principal** - *Nashua High School North*, Nashua, NH
Headmaster - *Nashua High School North*, Academy of Health & Human Services
1998 - 2003 **Guidance Counselor** - *Cooperative Middle School*, Stratham, NH (Exeter School District)
2002 **Marine Biology Instructor** (Summer) - *Phillips Exeter Academy*, Exeter, NH
1996 - 1998 **Guidance Counselor** - *Nashua Senior High School*, Nashua, NH
1985 - 1996 **Science Teacher (Grades 10 - 12)** - *Nashua Senior High School*, Nashua, NH
1984 - 1985 **Microbiology Lab Tech** - *Lahey Clinic Medical Center*, Burlington, MA

MA Certifications: Superintendent/Assistant Superintendent; PreK - 12 Principal/Assistant Principal;
MEPID#:50702513 PreK - 12 Guidance Counselor

GRADUATE & UNDERGRADUATE DEGREES

Boston University	2016 Doctorate in Educational Leadership & Policy Studies
UNH	1995 Master of Education in Counseling
UNH	1987 Master of Education in Secondary Education/Biology
UNH	1984 Bachelor of Arts in Microbiology

OTHER SIGNIFICANT EDUCATION STUDIES

Bentley College	2019 - Massachusetts School Building Authority (MSBA) Design Summit (3-Day) <i>The National Design Alliance/Reimagine America's Schools</i> <i>Visioning process using a design charrette, which provided knowledge about forward-thinking school design principles, and an opportunity to learn more about ideas for how teaching and learning can be translated into a school building's design.</i>
HGSE	2017 - Think Tank on Global Education: Empowering Global Citizens
Lectio Institute	2017 - Raising Literacy Rates, Dr. Nonie Lesaux
Cambridge, MA	2019 - <i>Designing Talent Coaching</i> Certification Program (Design Thinking)
HGSE	2008 - Harvard Principals' Institute
Rivier University	2003 - 2004, Completed 5-Course Principal Certification Program
PCOM	2001 - Philadelphia College of Osteopathic Medicine <i>Reducing Crisis in the Classroom: Working with Troubled Youth, Summer Institute</i>
UNH	1999 - Enrolled in a Doctoral Program in Educational Leadership <i>Completed two courses; Deferred enrollment</i>
University of Leeds	1999 - Bretton Hall College - Leeds, England <i>Reworking Curriculum: Education & Industry, Summer Institute</i>
SDSU	1982 - San Diego State University <i>Academic Exchange Program, Spring Semester</i>

Selected AWARDS, GRANTS, PRESENTATIONS

Awards

Community Spirit Award (<i>Equity Work, Anti-Bias Coalition</i>)	Watertown Youth Coalition, 2019
Awarded Full-Time Fellowship	Boston University, 2010 - 2012
International Honor Society Induction	Pi Lambda Theta, 2011
'Unsung Hero' Award (<i>School Culture</i>)	Marblehead SEPAC, 2016
Twice Selected for 'Who's Who Among America's Teachers'	1996, 1998

Grant-Writing

2016 - Present	Federal Entitlement Grants & Various DESE Grants Title I, II, III, IV+ (~\$900,000, Watertown Public Schools)
2005 - 2010	Andover Public Schools - <i>Awarded several grants for technology procurements including Smartboards, Remote Response Cards, In-focus Video Projectors, and Document Cameras for staff.</i> Andona Society, Turning Technologies, Andover Coalition for Education, Andover Fund for Education, Corbett Foundation
Summer, 2001	Philadelphia College of Osteopathic Medicine, Institute - <i>Awarded grant funding for travel to graduate course, Reducing Crisis in the Classroom: Working with Troubled Youth</i>
2000	Exeter Public Schools - <i>Awarded a grant that provided funding for an adventure-based, 3-day camp experience for fourteen 'at-risk' middle school students and staff.</i> The Greater Piscataqua Community Foundation

Presenter

- 2019** Harvard School of Education, *Beyond Desegregation Conference*
Topic: *Watertown Public Schools' Engaging Practices for Diverse & Equitable Schools*
(Presented with a WPS teacher and two middle school students)
- 2018** **44th Association for Moral Education Conference - University of Barcelona, Spain**
Topic: *Connection, Caring, and Fairness: Perspectives of Excluded High School Students, and Interventions Designed to Support Change (Competencies of CASEL's Integrated Framework Promoting Intrapersonal, Interpersonal, and Cognitive Competence)*
- 2018** Harvard School of Education, **RIDES Pathways to Equity Conference**
Topic: *Watertown Public Schools' RIDES Partnership*
(*Reimagining Integration: Diverse and Equitable Schools*)
- 2016** **Boston University, Presented Dissertation**
How do adolescents in an urban setting understand their experience with out-of school suspension? *A Phenomenological Study of High School Students in a Boston Charter Public School* (McGuinness, 2016)
- 2002** **Independence High School - Belize, Central America**
Topic: *Conflict Resolution*
- 2001** **UNH Annual Conference in Counseling Workshop**
Topic: *Group Counseling in a School Setting: Theory vs. Practice*

ADDITIONAL EDUCATIONAL/RESEARCH EXPERIENCES – BOSTON UNIVERSITY

Research Experience, 2010 - 2016

In preparation for my dissertation research, I designed and completed three pilot studies through Boston University: (1) a qualitative study of the impact of out-of-school suspension for repeat offenders as the result of zero tolerance school discipline policies at a high-performing urban charter high school; (2) a mixed-methods (quantitative and qualitative) evaluation study of the impact of a BU course taught on-site at a Boston elementary school; and (3) an extensive organizational analysis around the topic of suspension, attendance, and academic achievement at an urban charter high school in Boston.

Teaching Fellow/Doctoral Student, 2010 - 2012

Teaching Fellow for four semesters collaborating closely with Boston University Professor, Dr. Charles Glenn in a course entitled: *Social and Civic Context of Education*. This course provided Boston University juniors and seniors a detailed overview of American education to include such important topics as: the achievement gap, school reform, religion and public schools, parental choice, and standards and accountability.

Step UP Project, Boston, MA, 2010 - 2012

Working alongside Boston University Professor, Dr. Mary Shann, documented the successes and challenges of the 'Step UP' collaborative partnership to improve student outcomes in Boston's most underperforming schools through participation in interviews of faculty, teachers, and principals, capturing the views of myriad vested interest groups.

ORGANIZATIONAL MEMBERSHIPS

- Massachusetts Association of School Superintendents (MASS)
- Women's Educational Leadership Network (Superintendents/Assistant Superintendents)
- Association for Supervision and Curriculum Development (ASCD)
- Massachusetts Reading Association (MRA)
- Council of Administrators of Compensatory Education (CACE) – MA Title I Network
- Assistant Superintendent Team - Merrimack Valley Collaborative (MVCLE)
- Assistant Superintendent Roundtable
- Elementary/MS Think Tank – Merrimack College

INTERESTS

All-things-education, continuous learning, sailing, hiking, and mountain-climbing (active AMC member), kayaking, extensive traveling (maintain dual citizenship with Ireland), and quality time with family/friends

Jannell D. Pearson- Campbell , Ed.D



EDUCATION

Ed.D, Educational Leadership, University of Massachusetts- Lowell conferred *Spring 2019*

C.A.G.S, Educational Leadership, Bridgewater State University 2008

Minor: Special Education Administration

M.Ed, Special Education, University of Massachusetts- Boston, 2007

B.S. Health Information Management, Florida A&M University 2000

Minor: Pre-Pharmacy

CERTIFICATION

Superintendent/Assistant Superintendent

Principal/Assistant Principal K-12

Special Education Administrator K 12/ Moderate Special Needs Teacher 5-12/Math

SEI endorsed administrator

SCHOOL LEADERSHIP EXPERIENCE

2022- June 30, 2023

Interim Superintendent of Northampton Public Schools

Responsible for 2,618 pre-k to 12 students and 600 full-time and part-time staff across six schools in the Northampton Public Schools, including our alternative education program.

Hired five key staff members: Director of Curriculum Instruction, 2 Interim Principals for the Middle and Elementary Schools, and an Alternative Principal for the High school and School Business administrators in the first three weeks before the beginning of school.

Accomplishments include increasing structures for student achievement by using data protocol in the classroom, district-wide protocols to support communication for safety planning, and strategic budget protocols using district and school improvement plans.

Responsibilities include direct supervision, evaluation, and professional development for principals and central office staff; oversight of the continuation of academic programs for students; creating a budget for the fiscal year 2024; providing direction for curriculum and assessments; organizational management and operational support for the district.

Ongoing work involves creating opportunities to retain, recruit, and develop diverse candidates. include strengthening, managing, and fostering relationships with School Committee members, maintaining positive partnerships with nonprofit and community organizations, and strengthening relationships with city agencies and city and State agencies—elected officials.

2020- 2022

Assistant Superintendent of Teaching and Learning for Old Rochester Regional School District

Responsible for three elementary, 1 Middle, and 1 High School, supporting 2,800 students and 154 full-time educators and part-time staff across Old Rochester Regional School District

Responsibility included overseeing grants, Title I, English Language Learners, professional development and curriculum review.

Responsible for implementing the curriculum, instruction, assessment, and professional development, and curriculum review across the school system to support district and state assessments

Responsible for a stakeholder committee to focus on equity in curriculum, hiring practices, policies, and systems across the district

Responsible for leading central and building principals in creating 10-day professional development to support asynchronous and synchronous learning to support student and adult learners.

Led an acceleration data protocol to examine data to support student achievement during the pandemic, focusing on a sense of belonging, family engagement, and monitoring grades. Our MCAS and AIMSWEB data guided students' performance in literacy and our state assessments.

2015- 2020

Waltham Public Schools for Assistant Director of Special Education and Interim Director of Pupil Services as needed

Responsible for six elementary, 1 Dual Language Elementary School, 2 Middle, and 1 high school, inclusion and alternative programs for 5,600 students.

51.2% First Language is not English, 24.1% are English Language Learners, and 16.7 % of students are Students of Disabilities

Responsible for collaborating with administrators and educators to ensure the implementation of the student's IEP and academic achievement.

Responsibility included developing a protocol to align courses with standards, concepts, and skills for Students with Disabilities and English Language Learners with equity-driven decisions, which increased opportunities for all students

Responsible for reporting on Special Education Indicators and State Testing Programs.

Responsible for organizing district-wide meetings to support curriculum implementation and federal and state laws to support general education, special education, and English Language Learners.

Responsible for hiring, training, and evaluating special education teachers and service providers.

Responsible for developing strategic planning to decrease the number of students in the least restrictive environment by creating a student-centered protocol.

2013- 2015

Turnaround Principal for John B. Devalles Elementary for New Bedford Public School

Led a school with 400 students 20 staff members. 51.9% of the students were First Language is not English, 33.2 % English Language Learners, and 14.8 % were students with disabilities.

Responsible for overhauling a low-performing school, raising MCAS accountability and DIBELS performance for diverse learners.

Responsible for designing and proposing a K-5 school-wide schedule that allowed teachers to meet once a week to design lessons, review student data, and develop school-wide expectations, resulting in the Composite Performance Index increasing in ELA, Math, and Science.

Responsible for designing and monitoring a Science, Technology, Engineering, and Mathematics program which aligned with MA Frameworks. This raised students' reading and academic performance.

2011-2013 Hanover Public Schools, Assistant Principal -Science, Technology, Engineering and Mathematics and Acting Principal of Hanover Middle School

Responsible for collaborating with district-wide administrators and building principals to coordinate and create a professional learning community supporting the new MA Educator Evaluation System and Next Generation Science Standards

Responsible for training and facilitating the latest initiative of the Common Core Standards and assessments guides, preparing students for the new MCAS assessments.

2005 –2011 Boston Public Schools, Special Education Math, and Science Teacher

Responsible for sponsoring a recent textbook acquisition, which increased the number of students passing the 9th-grade Physics MCAS. MCAS Science passing scores soared from 39% to 85 %.

2003 – 2005 Framingham Public School, Special Education Teacher at Framingham High School

Responsible for developing and designing an MCAS math course to increase the number of special education students passing the High School MCAS assessment. High School Math MCAS Scores have risen from 5% to 95% passing rates.

PRESENTATIONS

- Presenter - M.A.S.S 2022 Spring Conference
- Presenter- MPDE 2019 Spring Conference
- Presenter- Preparing IEPs for Common Core Standards
- Presenter-Providing Training for Paras for Social and Emotional Learning
- Presenter: Preparing Universal Design Lesson Plans, data, and interventions to increase student engagement.
- Presenter- Understanding the law and Special Education discipline
- Presenter- How to Navigate the New World Using a Practical Tool in an Educational Setting Focusing on Social Justice and Equity

DISSERTATION

- Examining The Special Education Pre-Referral Process For Culturally and Linguistically Diverse Students

MEMBERSHIPS

- DESE's 2018-2019 Advisory Cabinet Member
- Massachusetts Partnerships for Diversity in Education
- Influence 100 Fellow
- Racial Equity Diversity and Inclusion (REDI