

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