

# Brian K. Reagan, Ed.D.

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## Education

Northeastern University, Boston, MA – January, 2016  
**Doctor of Education: Educational Leadership (Ed.D.)**  
Dissertation Title: *The Changing Role of the High School Principal:  
Instructional Leadership in an Era of Increased Accountability*

University of Massachusetts, Boston, MA – May, 2000  
**Master of Education: Educational Administration (M.Ed.)**

Boston University, Boston, MA – May, 1994  
**Bachelor of Music: Music Education (MusB)**

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## Licensure / Certification

**Superintendent / Assistant Superintendent**  
*Massachusetts Certification: 317930*

**Sheltered English Immersion – Administrator Endorsement**  
*Earned April 2015*

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## School Leadership Experience

***July 2020 – Present***  
**Superintendent of Schools**  
Waltham Public Schools, Waltham, Massachusetts

***July 2018 – June 2020***  
**Assistant Superintendent for Curriculum and Staff Development**  
Wilmington Public Schools, Wilmington, Massachusetts

***July 2011 – June 2018***  
**Principal**  
Hudson High School, Hudson, Massachusetts

***July 2006 – June 2011***  
**Principal**  
Shrewsbury High School, Shrewsbury, Massachusetts

***July 2000 – June 2006***  
**Assistant Principal**  
Bedford High School, Bedford, Massachusetts

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**Relevant  
Professional  
Activities and  
Skills**

***Relationship Building, School Climate, and Community Investment***

- Visibility and two-way communication are cornerstones of my leadership. To that end, I utilize multiple systems of regular communication with all stakeholders, provide families and staff members with forums to ask questions and share concerns, and work diligently to ensure that all stakeholders have an opportunity to express their opinions on issues that impact the school community.
- I have experience working collaboratively with stakeholders to shift school culture, improve instruction, strengthen curriculum, broaden assessment strategies, and expand support services. Examples include implementing a new high school master schedule, changing the structure for grade 8 in an 8 through 12 school, increasing the use of data in the decision-making process, and expanding programming to better serve high-achieving students as well as those students needing additional academic, social and emotional support.
- I have successfully forged strong working relationships and partnerships with administrative colleagues, teachers, parents, municipal officials, and community members. I have used these relationships to collaboratively identify challenges and design and execute plans to meet these challenges.
- I believe school leaders must be committed to the local communities in which they serve. I regularly demonstrate this commitment by attending and participating in community activities and events and by staying closely connected to local government issues.

***Instructional Leadership and Data Driven Decision Making***

- In an effort to foster cross-disciplinary discussions and to develop and deliver professional development opportunities focusing on curriculum, effective instruction, and assessment strategies, I have facilitated instructional leadership teams and organized and facilitated a variety of professional development activities.
- I have led efforts to increase the use of student achievement data and other important metrics designed to measure student success. As a high school principal, I supported an initiative to administer the PSAT annually to all students in grades 8-11 and use data from that assessment to drive instructional decisions. This initiative led to a steady increase in SAT scores and a higher Advanced Placement equity and access rating. As assistant superintendent, I led the implementation of a common data cycle for 6 elementary schools that brought principals and curriculum leaders together every 8 weeks to review data, identify areas in need of improvement, and create action steps. As superintendent, I supported the creation of Small Learning Teams where leaders from across the district come together by grade level to review and discuss the impact of district systems and structures on teaching and learning.
- I have facilitated or collaborated on many program expansions, including the start of a one-to-one technology program, the addition of the Advanced Placement Capstone Program, the expansion of STEM programming and world languages into the middle school level, a comprehensive early college partnership with Framingham State

University and Mass Bay Community College, and adjustments to course offerings, sequencing, and prerequisites designed to provide more equitable access to the curriculum for all students.

### ***Curriculum Support and Program Development***

- I work collaboratively with principals, curriculum directors and specialists to support and facilitate improvements and changes to the curriculum including elementary science (Pearson Elevate), high school mathematics (Eureka), elementary literacy (Lucy Calkins Units of Study), Advanced Placement courses (AP Research, AP Seminar, AP Psychology), and middle school civics.
- I have led several programmatic and structural changes including the implementation of a new master schedule, a redesign of the 8<sup>th</sup> grade model, certification through Project Lead the Way® for a 5-12 pre-engineering program, the development of a co-teaching model across all of the core disciplines, and new programs designed to support students with learning disabilities and students with social and emotional disabilities. I worked closely with elementary curriculum leaders to fully implement the workshop model as an instructional modality for reading and writing in grades K through 5.

### ***Supervision, Evaluation, and Personnel***

- Through the supervision and evaluation process, I provide educators with critical feedback and coaching related to professional practice and student learning goals, instruction, assessment, communication, and collaboration. I have served as a member of a district-wide Educator Evaluation Committee, formed to improve communication between evaluators and educators, increase effectiveness of the evaluation process, and evaluate and modify procedures.
- When necessary, I follow district, state, and legal protocols to facilitate the non-renewal process for educators not meeting the standards set by the district. I also provide coaching and support to principals and other evaluators when they are faced with renewal decisions.
- My experience hiring administrators, instructional staff, and support staff is extensive. This experience includes developing job descriptions, collecting and reviewing application materials, selecting and facilitating screening committees, checking references, organizing site visits, and evaluating demonstration lessons.

### ***Operations and Finance***

- I have experience with student disciplinary hearings in accordance with Massachusetts General Laws, Chapter 71, Section 37H, 37H ½, and 37H ¾ and developed district-wide procedures and documents to meet the requirements of the state disciplinary regulations established in 2014 and updated in 2022 (M.G.L. Chapter 222).
- I am knowledgeable about Chapter 766 and Section 504 and have always enjoyed a collaborative working relationship with the district director of student services in the districts where I have worked.
- I have experience with collective and impact bargaining, settling successor contracts, and establishing memorandums of agreement.

Through regular communication, collaboration, and relationships built on trust, I strive to settle potential labor-management issues well before the grievance process is necessary.

- I collaboratively develop an annual school budget to support program improvements and additions and, in some cases, budget reductions. I work hard to ensure that all budget requests are aligned to district goals and are proportional when considered against the overall district budget. My school finance experience also includes grant writing, grant management, School Choice revenue, and zero-based budgeting.
  - I have completed multiple reports required by NEASC, including a 5-year Progress Report and various special progress reports. I facilitated the start of the accreditation process following the new NEASC 2020 protocols.
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**Professional Memberships and Committees**

Association for Supervision and Curriculum Development (ASCD)

Massachusetts Association of School Superintendents (MASS)

- Assistant Superintendent Leadership Seminar I (2018-19)
- Assistant Superintendent Leadership Seminar II (2019-2020)

New England Association of Schools and Colleges

DESE Urban Superintendent's Network (USN)

Tri-County Superintendent's Roundtable

EDCO Superintendent's Roundtable

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