



# Educators' Collaborative LLC

AN EDUCATIONAL SEARCH & CONSULTING FIRM

*Positioning schools for success through effective leadership*

## CANDIDATE SUMMARY

**NAME: Brian Harrigan**

**DATE: December 12, 2021**

### CONTACT INFORMATION:

Preferred Phone:

Home Address:

### CURRENT EMPLOYMENT:

School/Company: Natick High School

Position: Principal

Location: Natick, MA

Dates – From: 07/15 To: present

*If a school:*

*(Mark "X" as appropriate below)*

Enrollment: 1553 Grades: 9-12

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School Website Address: <https://nhs.natickps.org/>

### FOUR MOST RECENT PRIOR POSITIONS OF EMPLOYMENT:

School/Company:	Position:	Dates (From MM/YY To MM/YY):
1. Westwood High School	Vice Principal	From: 07/12 To: 06/15
2. Advisory Board Company	Senior Director	From: 07/02 To: 3/05 From: 11/07 To: 6/12
3. New England Healthcare Institute	Vice President	From: 4/05 To: 10/07
4. Gonzaga College High School	Teacher	From: 7/94 To: 6/00

### EDUCATIONAL DEGREES, INSTITUTIONS, DATES:

College/University:	Degree:	Date Conferred:
1. Boston College	EdD	anticipated 05/24
2. Boston College	CAGS	05/12
3. Georgetown University	MPP	05/02
4. Catholic University	MA	05/00
5. Amherst College	BA	05/94

## **PERSONAL INTERESTS:**

- Spending quality time with my wife and daughters, ages 16 and 18
- Partnering with our great friends and sisters at Starfish International, a school for girls in The Gambia, West Africa
- Running, hiking and fitness
- Coaching softball
- Vacationing on Martha's Vineyard

Dear Mary and Doug,

I would be honored to serve as the next Head of School for Parker Charter. I am very excited and uniquely qualified for this position. I possess the leadership skills, business experience and student-first values to be extremely successful in this role. Thank you for considering me.

Parker Charter models what an effective education should be. I welcome the opportunity to put students at the center of everything that we do, to build off the tremendous foundation of success and to ensure the long-term viability of Parker Charter.

As the Principal of Natick High School, a large public high school in Natick, Massachusetts, I was recently asked, “If there were no obstacles, what would you do to improve Natick High School?” I wrote the following [vision statement](#), detailing the many things that we would do differently. I address issues of equity, student engagement, curriculum, professional development and more. We have made progress on some of these ideas, but we face many obstacles. Our progress has been incremental at best. I am re-imagining Natick High School in ways that Parker Charter has already realized.

My first exposure to Parker Charter was eleven years ago as an intern at Hopkinton High School. In partnership with our School Council, I led an initiative to reform and revitalize our Senior Project. We visited schools in the region known for doing it well. Parker Charter was the first and last school that we visited. We came in the Fall to learn about the school and the program and returned in the Spring to experience the student portfolio presentations. We were beyond impressed by the excitement and engagement of the students and the extraordinary depth and quality of their projects. We modeled our program after what we saw and felt at Parker Charter.

We have created similar programs in every school that I lead. I created the Senior Independent Project Program at Westwood High School as well as the Capstone Program and Principal’s Advisory Class at Natick High School. I believe that students need to pursue a passion, gain meaningful experience and make a tangible contribution to their community. Our students created a Mentorship and Orientation program for 9th graders; launched a full-day student conference on equity; authored, directed and produced a play; created a music therapy program for preschoolers and so much more.

I also created a cultural exchange program with Starfish International, a school for girls in The Gambia, West Africa. We visited as a family the summer of 2018, returning the next year with 17 students and staff. We stayed in dorms with twelve Starfish girls, doing everything together for two and a half weeks. We became great friends with our Starfish sisters.

We are all better because of these experiences. Starfish International was founded on the belief that education is the most important way that an individual and a community can improve their life. They are dedicated to the principles of hard work, perseverance, collaboration and love. As we promote inclusion and a culture of respect across difference, as we challenge our students to self-advocate and persevere, and as we teach anti-racism across our curriculum, the Starfish girls serve as inspiring examples and partners.

The best school leaders are entrepreneurs at heart. We dream big, take risks, identify problems, understand root causes, create solutions and build an army of partners all in service to our students. We are not afraid to fail,

because the biggest failure is doing nothing at all. I love this work and I am very proud of the profound impact that we have on the lives of young people.

I would take an entrepreneurial approach to the job of Head of School. I would take the time to get to know the students, families and staff. I would study the rich history, values and educational mission of the school. I would invest in school culture, making sure that students and staff feel a sense of belonging, purpose and safety at school. I would make sure the school was filled with love and joy. I would honor the successes as we build for the future.

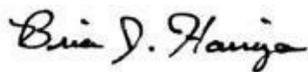
I would support and trust the teachers, counselors and staff who have chosen this incredibly hard and noble profession. My job is to make sure that everyone can do their jobs effectively. I would make sure that staff have the time, professional development and emotional support to love their work and thrive. The best PD is teachers working together, so we would support Professional Learning Communities and team teaching. I would make sure that staff have a voice in important decisions, agency over their work and meaningful opportunities for leadership and growth.

As the Head of School, I would be excited to grow the funding sources of Parker Charter. I have twelve years of experience in health care consulting, sales and strategic partnerships. As the Senior Director of Consulting at the Advisory Board Company, I managed a team of consultants for four years, growing total revenue from \$35 million to \$87 million over that time. We built strong relationships with our clients, rooted in value and trust.

I would take a similar approach to identifying and creating sustainable public and private sources of revenue for Parker Charter. I would work closely with the Trustees and the entire school community. We would explore what other schools are doing and make sure that every opportunity directly aligns with our educational mission. Our students would be directly involved in everything that we do, leaving a positive legacy. If we run a summer camp, for example, our students will serve as counselors and counselors in training. If we launch a capital campaign, our students who help to define the future that we are building.

Thank you for considering my candidacy. I have worked in public and private schools, for profit and not-for-profit companies. I am excited by the prospects of bringing my interests, values and experiences together as the head of Parker Charter.

With respect,

A handwritten signature in black ink that reads "Brian J. Harrigan". The signature is written in a cursive, flowing style.

Brian Harrigan

## EXPERIENCE

### **Natick High School, Natick, MA (2015-present)**

Principal of a suburban high school serving 1600 students

- Foster a positive school culture that is rigorous, loving, anti-racist, mutually respectful, equitable and inclusive for all students - truly ALL students
- Invested in the Social and Emotional Learning of all students, helping students develop healthy relationships, empathy, self-efficacy and self-awareness
- Led Natick High School through the definition of the Profile of a Graduate, defining the knowledge, skills and dispositions students need for long-term success
- Launched a Capstone Program, a full-year, project-based elective for Seniors interested in gaining life skills through classroom and internship experiences
- Created the Principal Advisory Class, a leadership class for Seniors seeking to make meaningful improvements in their school
- Created Senior Seminar, an interdisciplinary course aligned to the Profile of a Graduate competencies; project based with authentic portfolio assessments
- Founded exchange program with Starfish International, a school for girls in The Gambia, West Africa; led a group of 17 students and staff on 2019 service trip
- Launched student clubs - Peer Advocates, Game Changers, Change the World and Equity Collaborative - to foster a sense of belonging, equity and cultural competency for all students
- Launched Unified Basketball, Unified Track and Unified Bocci programs; named Special Olympics Unified Champion School
- Serve as an effective instructional leader, using goal-setting, walkthroughs and observations as coaching opportunities to support the growth of all staff
- Foster a collegial working environment where staff work collaboratively in PLCs, visit the classrooms of their peers and support the growth of one another
- Increased the diversity of the Natick High School faculty and staff, proactively recruited, hired and retained staff of color and LGBTQ+
- Recruited staff from the Gambia, West Africa; partnered with the Institute of International Education to sponsor J1 Visas for international teachers
- Improved student attendance, reduced tardiness and reduced suspensions by tying privileges to attendance and behavior
- Reduced cheating by increasing consequences and proactively teaching students about academic integrity, plagiarism and making ethical choices
- Increased the number of students with a Trusted Adult by prioritizing authentic relationships across all classes, clubs, sports and activities

- Improved academic achievement by expanding co-taught classes and adding RTI workshops for Math, Science, English and Executive Functioning
- Improved the transition and experience of 9th graders through the creation of a two-day Orientation Program and full-year Student Mentorship Program led by 150 students in grades 11 and 12
- Led Natick High School through our highly successful NEASC decennial accreditation
- As enrollment grew from 1500 to 1600 students, added multiple teachers, courses, clubs and sports to reduce class size and further student engagement
- Voted “Most Spirited Faculty Member” in 2016, 2018 and 2020 and honored with the Yearbook dedication by Class of 2016

### **Westwood High School, Westwood, MA (2012-2015)**

Assistant Principal of a suburban high school serving 940 students

- Promoted a positive school culture free from bullying, where students felt comfortable being themselves and standing up to meanness
- Supported all cases of reported bullying, supporting those who were targeted while holding aggressors accountable
- Launched and helped to support the Senior Leadership Council, a group of sports captains, club leaders and class officers who provide positive leadership
- Taught one section of U.S. History and two sections of the Senior Independent Project Program
- Created the Senior Independent Project Program, a full-year elective for students interested in pursuing a passion, working with an outside mentor and completing an internship and hands-on project
- Co-chaired Superintendent’s Taskforce on School Safety, revised district lockdown protocols, and led training and Professional Development across the district
- Led Professional Development for the “Let’s Talk About Race” initiative designed to foster a culturally competent environment where students and faculty discuss race and culture
- Created and managed Saturday School as an alternative to suspensions

### **Gonzaga College High School, Washington, D.C. (1994-2000)**

Social Studies Teacher at a Jesuit high school serving 900 students

- Taught American History, World History, African-American History and Political Philosophy
- Created Introduction to Political Philosophy course, a required course for all seniors
- Emphasized project-based learning, critical thinking and persuasive writing
- Moderated Volunteers in Philadelphia community service program
- Moderated Young Democrats, leading a group of 20 students on voter registration drives, field trips, guest speaker forums and Capitol Hill internships
- Head Coach of Junior Varsity baseball

### **Advisory Board Company, Washington, D.C. (2002-2005, 2007-2012)**

Senior Director for best-practice research and consulting firm serving hospitals

- Managed a department of 20 sales consultants supporting over 300 engagements
- Oversaw strategic planning, hiring, staff development, performance evaluation and compensation
- Trained and mentored staff; created individual development plans for each member of the team and lead department-wide professional development
- Promoted four times in nine years, from research to sales to leadership
- Grew team revenue from \$35 million to \$87 million over four years
- Authored a book on physician-hospital joint ventures, entitled, *Defending the Perimeter: Best Practices for Confronting Specialist Competition*

### **New England Healthcare Institute, Cambridge, MA (2005-2007)**

Vice President of Strategic Partnerships for health policy firm serving 100 companies

- Oversaw business development, communications, strategic planning, and relationship management
- Built relationships with leaders of Boston-area hospitals, universities, health insurance companies, biotechnology companies, consulting firms and trade associations
- Managed and grew a \$2 million budget, accounting for over 75% of the organization's revenue
- Planned and executed all Board of Directors and member meetings

## **EDUCATION**

Boston College, Lynch School of Education, Boston, MA

Doctor of Education (EdD) in Educational Leadership, in progress, anticipated in 2024

Boston College, Lynch School of Education, Boston, MA

Certificate of Advanced Educational Specialization (CAGS) in Educational Leadership, 2012

Georgetown University, Georgetown Public Policy Institute, Washington, D.C.

Master of Public Policy (MPP) in Education and Health Policy, 2002

Catholic University of America, Washington, D.C.

Master of Arts (MA) in Secondary Education, Social Studies, 2000

Amherst College, Amherst, MA

Bachelor of Arts (BA) cum laude in American Studies, 1994

## **ACTIVITIES AND CREDENTIALS**

- Captain and three-year starting catcher, Amherst College Baseball, 1992-1994
- Most Improved Player, Amherst College Baseball, 1992
- Editor in Chief, Georgetown Public Policy Review, 2001-2002
- Award for Practicum Excellence, Georgetown Public Policy Institute, 2002
- Hopkinton Little League softball coach, 2009-2018
- Hopkinton Little League Board of Directors, 2011-2014
- New England Pride softball coach, 2018-2021
- Completed fifteen marathons, 1998-2018
- Ran Boston Marathon in 2014, 2017 and 2018, raising \$20,000 for charity
- Led Natick Boston Marathon team in 2020, raising \$8000 for exchange programs
- Advisor to Change the World Club from 2017-2021, raising \$40,000 for girls education
- Partner to Starfish International Festival in 2020 and 2021, raising \$45,000
- Founder of Starfish International Exchange Program, The Gambia, West Africa
- Created and led professional development for Gambian teachers; 2018 and 2019
- Led professional development for Massachusetts Partnership for Youth, 2021, “Student Voice at the Center of School Culture”
- Massachusetts Administrative License, Principal/Assistant Principal (Grades 5-12), Superintendent/Assistant Superintendent
- Massachusetts Teacher License, Political Science/Political Philosophy (Grades 5-12)
- SEI Endorsement

**Brian Harrigan**  
**Leadership Philosophy**

**My Educational Vision**

Education is a basic human right - as important as food, shelter, health, love, friendship  
Education is freedom - the freedom to dream impossible dreams... and achieve them  
Education is the single most powerful equalizer in a world that punishes or rewards at birth

To deny someone an education is to steal their humanity and imprison their future  
When students fail, or drop out, or fall short of their full potential... we all fail  
To teach someone is to love them - to care, nurture and cherish them

The best teachers set ridiculously high expectations and watch their students exceed them  
The best teachers believe in their students, more than their students believe in themselves  
The best teachers ignite a passion in their students that cannot be extinguished

The curriculum is love, confidence and courage  
The assessment is life  
The impact extends generations

Education changes the world and everyone in it  
...a light that cannot be unseen, a sound that cannot be unheard  
...a call to action and a challenge to do better  
...a relationship rooted in authentic human connection

Education respects culture, identity, language and history  
Education liberates students to question, challenge and demand  
Education fosters impatience

Education is heart, head, hands and soul  
To be educated is to know yourself  
To be educated is to be fully alive

Education is a matter of life and death

**My Leadership Philosophy**

- Students come first, always
- Know, love and cherish all students - truly ALL students
- Love our students unconditionally - love is the foundation on which our school is built
- Students must feel a sense of belonging, mutual respect and inclusion
- Students must be the fullest and truest version of themselves at our school
- Students must feel that they matter at our school

- Activate and amplify student voices
- Share leadership and decision making broadly
- ALL students can learn and thrive and grow
- The most powerful thing that teachers do is believe in their students; the most damaging thing that teachers do is to NOT believe in their students.
- Measure our success by the performance of our most struggling students
- Ensure equity of opportunity for ALL students - truly ALL students
- We cannot simply be non-racist, we must be actively anti-racist
- Identify and eradicate systemic racism all around us
- Students and staff must be physically and emotionally safe at all times
- Inspire others with your beliefs - people follow you because of what THEY believe
- Be visionary, dream big - lots of people will say “no” - let us find a way to say “yes”
- Be entrepreneurial - build and create a new future
- Live your core values and lead by example
- Be honest, courageous and authentic in everything that you do
- Communicate with a human voice using all sorts of tools
- Create a shared vision by listening to others - listen more than you speak
- Build relationships based on love and trust
- Win the why - people don't buy what you do, they buy why you do it
- Own the failures and share the praise
- Celebrate all of our successes, big and small
- Find the positive - kvell more than you kvetch
- Serve those who you lead - model and develop servant leaders
- Say thank you
- Run towards criticism, reflect and adjust - stab me in the front, not the back
- Don't take yourself too seriously - have fun, be a kid, spread joy
- Don't take any of this too personally - it's not about you
- Parents love their children and they are doing the best they can
- If that is how someone feels, it is real to them
- We can do better - we can always do better
- Be everywhere - lead by walking around
- Take risks, step outside your comfort zone and learn from failure
- Take the time to express gratitude
- Take care of yourself and your family - none of this is possible if your personal life is not full of health, love, happiness, fulfillment and connection