GREG PONIKVAR

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SUMMARY

Committed, mission-driven leader and educator with 14 years of experience at Summit Public Schools. Dedicated to building high-performing, equitable, and joyful schools and teams; currently developing leaders at SPS and schools around the country. Strengths include creating and revitalizing positive school and workplace cultures; empowering and supporting colleagues and students; fusing leadership and education theory with real-world know-how and complexity; embodying a whatever-it-takes work ethic, attitude of constant improvement, and passion for learning; and skillfully collaborating with a variety of stakeholders to create communities of learners where diverse students, teachers, and leaders thrive.

PROFESSIONAL EXPERIENCE

FOUNDING EXECUTIVE DIRECTOR

Marshall Leadership Institute | Summit Public Schools

July 2019-Present

- Design and implement customized leadership pipeline programs at public school networks across the country with cohorts supporting aspiring, new, experienced, and systems leaders.
- Develop adult learning experiences using a constructivist, problem-based learning approach that grounds theoretical learning with real, immediate, practical applications.
- Alongside the CEO and Chief Schools Officer, co-design and co-facilitate Summit's professional development for network, school, and home office leaders.
- Envisioned, developed, and currently lead the Transformative Leader Fellowship, which serves new leaders at more than 70% of the charter schools in Washington State.
- Secured funding from the Charter School Growth Fund to build the capacity of senior leaders at DSST Public Schools the largest charter network in Colorado to develop a sustainable program that develops and diversifies their bench of future school leaders.
- Have served more than 200 leaders in intentionally diverse cohorts across five states 65% of whom identify as members of the Global Majority.
- 94% of our Aspiring Leaders cohort members who have sought leadership positions have been hired into leadership roles. 100% would recommend the program to other educators interested in exploring school leadership.

EXECUTIVE DIRECTOR

January 2016 - June 2019

Summit Olympus High School \mid Tacoma, WA

- Led efforts to continuously improve faculty and student culture/climate and academic performance.
- Built and enacted systems of restorative justice, Positive Behavioral Interventions and Supports (PBIS), and Multi-Tiered Systems of Supports (MTSS).
- Developed teachers through regular observation, feedback, professional development experiences, and goal-setting.
- Responsible for recruitment of highly qualified teachers and a diverse student population.
- 100% of seniors accepted to four-year colleges; outperformed similar schools' reading and math growth as measured by the Smarter Balanced Assessment.

FOUNDING EXECUTIVE DIRECTOR

July 2015-December 2015

Summit Atlas Middle & High School | West Seattle, WA

- Represented Summit to the Washington State Charter Commission and helped gain commission authorization for Summit Atlas.
- Launched West Seattle community engagement and recruiting efforts.
- Co-led strategy in response to changing charter legislation, including researching and implementing available short-term and long-term options and contingency plans for the region.

- Supported Washington charter school leaders on advocacy efforts including parent mobilization, meeting with legislators, and organizing events.
- Provided operations and leadership support for the launch of Summit Sierra and Summit Olympus, including teacher support, program building, and acting as stand-in school site leader when needed.

FOUNDING EXECUTIVE DIRECTOR

July 2013-July 2015

Summit Expeditions Program | Bay Area, CA

- Created and led vision, metrics, budget, and logistics for new Expeditions program serving approximately 2,000 students across seven Summit schools.
- Oversaw building of internship and independent study programs in collaboration with 50+ community partners and launched processes to move towards more equitable access.
- Led collaboration, feedback processes, and evaluation with school site principals to ensure successful implementation of Expeditions program.
- Hired, managed, and coached 15 full-time, credentialed Summit Expeditions teachers and 20+ external teachers through community organizations.
- Alumni cited Expeditions as the second-most impactful experience during their high school years (after one-on-one mentoring).

FOUNDING HISTORY TEACHER & MENTOR

August 2009-June 2013

Everest Public High School | Redwood City, CA

- Taught four years of CA standards-based social studies two years of 11th grade AP United States History and two years of 9th grade World Studies in a new, untracked charter school with a heterogeneous population.
- Classroom focused on literacy, critical/historical thinking skills, and investigation of primary and secondary source documents.
- Utilized principles of complex instruction and differentiation on a daily basis. Collaborated weekly with grade-level teams for interdisciplinary planning and student support.
- Mentored a group of 18 students, providing daily support with organization, time management, teen issues, and the college application process.

EDUCATION

STANFORD UNIVERSITY

June 2009

• Master of Arts in Education and Teaching Credential in History/Social Science

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

June 2007

Summer 2010

• Bachelor of Arts in Sociology and History; graduated with high honors

ADDITIONAL PROFESSIONAL EXPERIENCES

Leadership Coach, Global Glimpse, Nicaragua

•	MBTI Certified Practitioner, The MyersBriggs Foundation	June 2022
•	Leadership and Longevity Intensive, Authentic Leaders	January 2022
•	Fostering Inclusion and Diversity, Yale School of Management	September 2020
•	Mindful Educator Training, Mindful Schools	August 2017
•	School Retool Fellowship, Stanford Design School	2015-2016
•	National Board Teaching Certification, History/Social Science	November 2013
•	Committee Member, Western Association of Schools and Colleges	September 2012
•	Mentor for Teacher Candidates, Stanford University	2011-2012