



## Denise Pope

Senior Lecturer in Education  
Graduate School of Education

### CONTACT INFORMATION

- **Admin. Support**

Luci Parker

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### Bio

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#### BIO

Dr. Pope specializes in curriculum studies, service learning, student engagement, school reform, and qualitative research methods. She is particularly interested in student voices and the students' perspectives of school. She focuses on academic stress and its consequences for students' mental and physical health, engagement with learning, and integrity. She co-founded Challenge Success to partner with schools and families to elevate student voice and implement research-based strategies for student well-being and engagement. She is the author of "Doing School": How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students (Yale University Press, 2001), which was awarded Notable Book in Education by the American School Board Journal, 2001. She is co-author of Overloaded and Underprepared: Strategies for Stronger Schools and Healthy, Successful Kids (Wiley, 2015). Dr. Pope co-hosts the podcast "School's In" with GSE Dean Dan Schwartz.

#### ACADEMIC APPOINTMENTS

- Senior Lecturer, Graduate School of Education

#### ADMINISTRATIVE APPOINTMENTS

- Senior Lecturer, Stanford University School of Education, (2009- present)
- Co-Founder, Challenge Success [www.challengesuccess.org](http://www.challengesuccess.org), (2003- present)
- Lecturer, Stanford University School of Education, (1999-2008)

#### HONORS AND AWARDS

- Education Professor of the Year "Educators' Voice Award", Academy of Education Arts and Sciences (2012)
- Inaugural Girls' Award for Leadership, The Girls' Middle School (2006)
- Outstanding Teacher and Mentor, Stanford Graduate School of Education (2005-2006)
- Outstanding Teacher and Mentor, Stanford Graduate School of Education (2002-2003)
- Outstanding Teacher and Mentor, Stanford Graduate School of Education (2001-2002)
- Exceptional Achievement in Teaching, Scholarship, and Service, Santa Clara University (1992-1993)

#### BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Advisory Council Member, Mastery Transcript Consortium (2018 - present)
- Advisory Council Member, The Girls' Middle School (2014 - present)

- Steering Committee Member, Stanford University Mental Health and Well-being Task Force (2012 - present)
- Trustee, Castilleja School, Palo Alto (2013 - 2019)
- Trustee, Gideon Hausner Jewish Day School (2002 - 2012)
- Research Advisor, Service Learning 2000 (1993 - 2000)

## PROFESSIONAL EDUCATION

- A.B., Stanford University , English (1988)
- Ed.M., Harvard University , Teaching and Curriculum (1989)
- Ph.D., Stanford University , Curriculum and Teacher Education (1999)

## LINKS

- Challenge Success: <https://challengesuccess.org>

## Research & Scholarship

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### RESEARCH INTERESTS

- Adolescence
- Child Development
- Curriculum and Instruction
- Leadership and Organization
- Parents and Family Issues
- Professional Development
- Social and Emotional Learning
- Teachers and Teaching

### CURRENT RESEARCH AND SCHOLARLY INTERESTS

Dr. Pope is co-founder of Challenge Success, a research and intervention project that aims to reduce unhealthy pressure on youth and champions a broader vision of youth success. Challenge Success is an expanded version of the SOS: Stressed-Out Students project that Dr. Pope founded and directed from 2003-2008. She lectures nationally on parenting techniques and pedagogical strategies to increase student well-being, engagement with learning, and integrity.

## Teaching

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### COURSES

#### 2023-24

- Curriculum Construction: EDUC 208B (Win)
- Introduction to Qualitative Research Methods: EDUC 200B (Aut)

#### 2022-23

- Curriculum Construction: EDUC 208B (Win)
- Introduction to Qualitative Research Methods: EDUC 200B (Aut)

#### 2021-22

- Curriculum Construction: EDUC 208B (Win)
- Introduction to Qualitative Research Methods: EDUC 200B (Aut)

#### 2020-21

- Curriculum Construction: EDUC 208B (Win)
- Introduction to Qualitative Research Methods: EDUC 200B (Aut)

## STANFORD ADVISEES

### Master's Program Advisor

Khongorzul Batireedui

### Doctoral Dissertation Reader (NonAC)

Victoria Delaney, Archana Kannan

## Publications

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### PUBLICATIONS

- **Helping students to learn and grow** *PHI DELTA KAPPAN*  
Miles, S., Pope, D., Ciannella, C.  
2024; 105 (5): 13-18
- **How Can Schools Support Gender-Diverse Students' Well -Being?** *EDUCATIONAL LEADERSHIP*  
Miles, S., Selby, S., Pope, D.  
2024; 81 (5): 8-10
- **What Students and Teachers Do to Build Positive Reciprocal Relationships: A Study Co-Led by Youth and Adult Researchers** *AMERICAN JOURNAL OF EDUCATION*  
Conner, J. O., Goldstein, M., Mammen, J., Hernandez, J., Phillippo, K., Pope, D., Davidson, S.  
2023
- **A caring climate that promotes belonging and engagement** *PHI DELTA KAPPAN*  
Pope, D., Miles, S.  
2022; 103 (5): 8-12
- **Easing the stress at pressure-cooker schools** *PHI DELTA KAPPAN*  
Villeneuve, J., Conner, J. O., Selby, S., Pope, D.  
2019; 101 (3): 15–19
- **A Systematic Review of Student Self-Report Instruments That Assess Student-Teacher Relationships** *Teachers College Record*  
Phillippo, K. L., Conner, J., Davidson, S., Pope, D.  
2017; 119 (9): 1-42
- **Overloaded and underprepared: Strategies for stronger schools and healthy, successful kids**  
Pope, D., Brown, M., Miles, S.  
John Wiley & Sons.2015
- **How Many Teachers Does it Take to Support a Student? Examining the Relationship between Teacher Support and Adverse Health Outcomes in High Performing, Pressure-Cooker High Schools** *Journal of Youth and Adolescence*  
Conner, J. O., Pope, D. C., Miles, S. B.  
2014; 98 (1): 22-42
- **Student Engagement in High-Performing Schools: Relationships to Mental and Physical Health** *Engaging Youth in Schools*  
Conner, J., Pope, D.  
edited by Shernoff, D., Bempechat, J.  
National Society for the Study of Education Yearbook.,2014; 113 (1)
- **Nonacademic Effects of Homework in Privileged, High-Performing High Schools** *JOURNAL OF EXPERIMENTAL EDUCATION*  
Galloway, M., Conner, J., Pope, D.  
2013; 81 (4): 490-510

- **Not Just Robo-Students: Why Full Engagement Matters and How Schools Can Promote It** *JOURNAL OF YOUTH AND ADOLESCENCE*  
Conner, J. O., Pope, D. C.  
2013; 42 (9): 1426-1442
- **Beyond 'Doing School': From 'Stressed-Out' to 'Engaged in Learning'** *Education Canada*  
Pope, D.  
2010; 50 (1): 4-8
- **Success with Less Stress** *EDUCATIONAL LEADERSHIP*  
Conner, J., Pope, D., Galloway, M.  
2009; 67 (4): 54-58
- **Peshkin's problematics: teaching the nature of interpretation in qualitative research** *Qualitative Research Journal*  
Pope, D.  
2007; 6 (2): 173-182
- **Stressed-out students – SOS: Youth perspectives on changing school climates** *International handbook of student experience of elementary and secondary school*  
Galloway, M., Pope, D. C., Osberg, J.  
edited by Thiessen, D., Cook-Sather, A.  
Netherlands: Kluwer Academic Publishers.2007: 611–634
- **Hazardous Homework? The Relationship between homework, goal orientation, and well-being in adolescents** *Encounter: Education for Meaning and Social Justice*  
Galloway, M. K., Pope, D.  
2007; 20 (4): 25-31
- **Students matter in school reform: Leaving fingerprints and becoming leaders** *International Journal of Leadership in Education*  
Osberg, J., Pope, D., Galloway, M.  
2006; 9 (4): 329-343
- **Help for stressed students** *EDUCATIONAL LEADERSHIP*  
Pope, D. C., Simon, R.  
2005; 62 (7): 33-37
- **Teaching qualitative inquiry: How Elliot Eisner “makes sense.”** *Intricate Palette: Working the ideas of Elliot Eisner.*  
Pope, D.  
edited by Uhrmacher, B., Matthews, J.  
New Jersey: Pearson Education..2005: 153–161
- **Doing school: How we are creating a generation of stressed out, materialistic, and miseducated students**  
Pope, D. C.  
Yale University Press.2001
- **Rationales for Integrating Service-Learning in Teacher Education** *Service-learning in teacher education: Enhancing the growth of new teachers, their students, and communities*  
Verducci, S., Pope, D.  
edited by Anderson, J., Swick, K., Yff, J.  
Washington D.C.: American Association of Colleges for Teacher Education.2001: 2–18