

MEMORANDUM

TO: Members, Malden School Committee

FROM: Jennifer Spadafora, Co-Chair, Malden Superintendent Search Committee

DATE: May 3, 2024

RE: Report and Recommendations of the Search Committee

The Malden Superintendent Search Committee met over a three month period to prepare for the search process and conduct an initial screening of applications and interviews with candidates.

A total of fourteen individuals submitted complete application packages. The Search Committee invited seven candidates to interview, one of whom withdrew to accept a position in another district. Six candidates were formally interviewed.

It now becomes the responsibility of the school committee to establish the final stages of the search process that will include scheduling dates for the candidates to visit Malden, meet stakeholders, and engage the school committee in a formal public interview.

The committee voted to submit the following candidates to the School Committee for formal, public interviews. They are presented in alphabetical order:

- Brent Conway, M.Ed, Assistant Superintendent, Pentucket Regional School District
- Robin Desmond, M.Ed. (ABD), Chief Academic Officer, Lowell Public Schools
- Timothy Sippel, ED.LD, Executive Director of Schools, Worcester Public Schools
- Paul Texeira, MA, CAGS, Director of English Learners and Title III, Medford Public Schools

Attached are the resumes of the four candidates. Each of the candidates holds a current license as a superintendent by the Massachusetts Department of Elementary and Secondary Education.

The Malden School Committees owes a debt of gratitude to the members of the search committee who diligently reviewed all submitted materials, prepared questions and interviewed the candidates before deliberating thoughtfully and thoroughly in making their recommendations.

Attachments: Resumes of each finalist candidate.

Brent T. Conway

Resume

Education

University of Southern Mississippi	Ed.D. – Educational Administration	Expected July 2024
Fitchburg State University	M.Ed. – Educational Leadership and Management	May 2001
University of Rhode Island	B.A. – Elementary Education	Dec. 1998
University of Rhode Island	B.A. – Communication Studies	May 1998

Experience

Pentucket Regional School District Assistant Superintendent – West Newbury, MA Jul 2018 to Present

- Oversee the curriculum, instruction, assessment, data analysis, professional development, Title I, Federal grants, English Learners, accountability, civil rights compliance, human resources and public relations for the district of 6 schools, 2,500 students and over 300 staff members.

Curriculum & Instruction

- Collaborated with staff and partners to implement a new Literacy Curriculum K-6 using evidence-based instruction and high quality instructional materials. National publications, organizations & MA DESE prominently feature our implementation process.
- Implemented a Tiered Literacy Instruction Model for K-6 with data-based decision making and RTI structures with new curriculum adoption for core and intervention tools aligned with evidence based practices.
- Established partnership with MASS Insight to provide coordinated professional development and student support for improved student outcomes for Advanced Placement coursework at High School.
- Instituted a two year partnership with the JED Foundation for comprehensive mental health and social emotional programming review for the High School to receive a JED High School designation
- Organized and led initiative for Innovative Pathways designation for Advanced Manufacturing/Robotics and Life-Science Bio-Tech through state, private and corporate grants and partnerships
- Led a district-wide effort to revise report cards to match a Standards Based grading system in K-6.
- Co-facilitated the review of the science and history and social studies and implemented changes in High School, Middle School course sequences based on frameworks with over 600K in updated curriculum resources.
- Facilitated a multiyear Literacy and ELA program review with implemented changes at K-6, Middle School and High School with updated curriculum resources and investments in professional development.
- Implemented a standards based curriculum for K-12 Math with pathways to advanced math studies and a new curriculum adoption in Grades 7-11.
- Led the student Belonging and Diversity Leadership team and school wide programming for students and staff on bias, micro-aggressions, and responding to incidents
- Initiated common benchmark assessments in K-12 with a data review protocol and intervention systems.
- Developed a modernized District Curriculum Accommodations Plan (DCAP) and successfully implemented and trained staff K-12 in the effective use.
- Improved the district school's average accountability percentile rank from 43% in MA in 2018 to 64% in MA for 2022.

Educator Development and Growth

- Established a three-district partnership (Pentucket, Newburyport and Triton) with Salem State University to host a CAGS in Ed Leadership program.
 - Restructured a Teaching and Learning Department to include instructional coaches for support and consistency of feedback for educators in addition to a revised process of new teacher mentorship.
 - Designed and delivered professional development for teachers, paraprofessionals, other staff along with administrative team on topics such as Inclusive Practices, UDL, Teaching and Writing with Complex Text, The Science
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Brent T. Conway

of Reading, Math Instructional Practices, Recognizing Bias, teacher observation and evaluation, and several other topics.

Community Engagement, Partnerships and Communications

- Developed a Literacy Data Dashboard and public curriculum guides.
- Routinely involve and survey parent community for input with curriculum review process.
- Created the Pentucket Teaching and Learning Blog to highlight the skillful implementation of high quality curriculum <https://bconway56.wixsite.com/pentucketblog>
- Led the Wellness Committee and school based leadership groups to implement routines and practices for social emotional learning, curriculum, screenings and responses.
- Organized a speaker series and community engagement program focusing on bullying and school culture
- Collaborate with family organizations such as SEPAC and PTO.
- Serve as community liaison to Our Neighbor's Table, the Regional Food Security Network.

Management, Finance and Operations

- Wrote and received state CCC IT grant to upgrade our Student Information System, consolidating 7 systems, implementing Infinite Campus.
- Awarded over \$750,000 in competitive grants for professional development and curriculum including two MA Department of Elementary and Secondary Education Literacy Grants.
- Manage all state and federal grants, including ESSER funds.
- Collaboratively prepare the annual budget managing personnel changes and funding needs.
- Successfully negotiated new contracts and MOU's with the teacher's union while leading a revision of the educator evaluation system.
- Facilitate the Labor Management Problem Solving teams.
- Initiated routines and practices for building based leadership enhancing the teacher observation, evaluation and growth model for frequent feedback and focused support.
- Oversee processes and procedures as Director of Human Resources.
- Established pipeline development program with three area colleges to increase the special education staffing pool.
- Provide oversight, guidance and training as Civil Rights Coordinator for the district.
- Worked with administration team, school building committee, MA School Building Authority, and town officials in three communities to pass a referendum to build a new \$147m grade 7-12 Middle – High School (Summer of 2022 completion).

Melrose Public Schools Principal of Melrose Vet. Memorial Middle School - Melrose, MA Jul 2014 to June 2018

- Led a grades 6-8 middle school with 900 students, and 100 staff members.
 - Implemented a waterfall schedule aligned with the HS for shared resources and opportunities for students.
 - Piloted a Competency Based Education system in classrooms.
 - Established a Positive Behavior Intervention System (PBIS) as a foundation for expectations and supports for students to anchor Social and Emotional Learning and developed a plan to further PBIS with Restorative Practices and Restorative Justice.
 - Received a Safe Schools planning grant from MA DESE and created opportunities for student leadership and voice with a Student Council, Gay-Straight Alliance, and Social Justice Club.
 - Collaborated with community partners to secure grant funding to bring the ADL Peer Trainer program for student leadership and work on prejudices and biases.
 - Working with Math Dept. Director, revised math course sequence to align with MA 2011 standards and allow for grade acceleration, compacted curriculum options and multiple pathways to calculus.
 - Developed a robust multi-tiered support system for math, ELA and Science with Intervention and Lab classes to support students based on a data review model with common formative assessments and corresponding data.
 - Created a structured and systematic approach for inclusive special education programming and supports resulting in improved SGP in ELA and Math for High Needs students.
 - Created the first Program of Studies that outlines all classes and opportunities for learning while also developing an online course request process.
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Brent T. Conway

- Wisconsin Title I Conference - Dells, WI - Keynote Speaker - *Systems for Literacy with the Science of Reading*
April 2024
 - Alaska Department of Education in Anchorage, AK – Keynote Speaker at annual Literacy Symposium
April 2024
 - MASS CUE Annual Conference - Gillette Stadium Foxboro, MA- Presenter - *RTI with Infinite Campus Student Information System*
October 2023
 - Nebraska MTSS Conference, Kearney, NE - *The Science of Reading is more than a curriculum – it is a system!*
October 2023
 - Alaska Superintendents' Association Retreat, Anchorage, AK - Keynote Speaker - *Literacy Leadership, A Systems Issue*
September 2023
 - New Hampshire Department of Education, Concord, NH - Literacy Leadership Institute Facilitator – 2 Day event
July 2023
 - Reading With TLC Webinar - Literacy Leadership for Administrators
July 2023
 - Massachusetts Superintendents Executive Institute - *Early Literacy Screening: Implementing beyond compliance* - presented with Jen Hogan (PRSD), Katherine Tarca (DESE) & Linda Sewnarine (DESE)
July 2023
 - California Elementary Literacy Conference - *The Balanced Literacy Hangover* presented with Jen Hogan
June 2023
 - Alaska Department of Education in Anchorage, AK – Keynote Speaker at annual Literacy Symposium
April 2023
 - ASCD National Conference in Denver, CO – Speaker on Leadership for Literacy Systems with Dr. Terrie Noland
March 2023
 - Learning Ally Spotlight on Literacy Leadership: *A Systems Change for Literacy - More than just some "shifts"*. Professional Learning Series for Leaders, keynote presenter.
November 2022
 - National Reading League Conference in Syracuse, NY: *The Balanced Literacy Hangover*. Co-presenter with Jen Hogan
October 2022
 - MA DESE Center for Curriculum & Instruction Webinar: *Let's Talk About Literacy Curricula Discussion*
March 2022
 - Learning Ally Dive Deeper Interactive Webinar: *Early Literacy Systems for School and District Implementation - The Mission, The Plan and The Outcome*
February 2022
 - The Science of Reading - What I Should Have Learned in College - Lunch and Lead session: *Structures and Systems for Tiered Literacy*
February 2022
 - Learning Ally Annual edWebinar "Connecting the Science of Reading to the Science of Learning for Equitable Outcomes": *Early Literacy Systems for School and District Implementation*
January 2022
 - Massachusetts Association of School Committees & Massachusetts Association of School Superintendents Joint Conference – *A Systems Approach to Addressing Literacy Gaps – presented with Joan Sedita, Sally Grimes & Dr. Eric Conti*
November 2021
 - MA DESE Webinar Series for Literacy Instruction – Keynote presenter *Leadership Drivers for Literacy*
February 2021
 - Consultant and PD provider for multiple school districts on Literacy Planning and Systems for Tiered Literacy
2019-current
 - North Shore Literacy Leaders – Panel Discussion and Presentation with Emily Hanford *Implementing a Tiered Literacy Model based on the Science of Reading*
June 2019
 - Massachusetts School Administrators Association – Summer Conference *Tiered Systems for Support in Middle School*
July 2018
 - Massachusetts School Administrators Association – Middle School Series *Tiered Systems for Support in Middle School*
February 2018
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Brent T. Conway

- Massachusetts Association of School Superintendents Summer Executive Institute - *Flexible and Inclusive Programming for Students with Social/Emotional Needs* July 2017
- Massachusetts Department of Elementary and Secondary Education Profile *Enhancing Professional Development – Goals Driven, Results Oriented* May 2015
- Guest Panelist for EEC and DESE Literacy Instruction Series with Sally Grimes *Data Driven Instruction for Early Literacy* March 2011

Featured Professional Work, Interviews and Contributions

- Published Kappan Article – “Emerging Stronger - A Massachusetts district uses curriculum, teacher support, and data to fuel student academic growth.” – September 2023
- NASSP article *The Current Vaping Prevention Landscape: Why We Shouldn't Let Our Guard Down*, November 2021
- Curriculum Matters featured interview -*Data Discussions Drive Progress: Pentucket's Curriculum Journey*, September 27, 2021
- Heggerty Phonemic Awareness Curriculum -*Case Study: Brent Conway from Pentucket Regional School District*, May 7th, 2021
- Mass Literacy – MA DESE Webinar *Getting Started Series – Leading a Multi-Tiered system for Literacy*, April 1, 2021 -
- *Decoding Dyslexia MA – Interview “The Impact of High Quality General Education Curriculum As Early Prevention for Reading Difficulties”*, November 2020

Certifications – MA #355606

Superintendent/Assistant Superintendent	Professional MA
Principal 5-8	Professional MA
Principal Prek-6	Professional MA
Elementary Teacher 1-6	Professional MA
SEI Administrator	Endorsement MA

References

Dr. Justin Bartholomew	Superintendent	Pentucket Reg. Schools	978-363-2280
Paul Brodeur	Mayor	City of Melrose	781-979-4440
Dr. Michael Jarvis	Director of Student Services	Pentucket Reg. Schools	978-363-2280
Cyndy Taymore	Superintendent (ret.)	City of Melrose	781-771-3855
Patti White-Lambright	Assistant Superintendent for PPS (ret.)	City of Melrose	978-886-1805
Dr. Kerry Clery	Superintendent	Billerica Public Schools	978-692-5560
Joyce Schienger	Director of Early Childhood	Arlington Public Schools	781-316-3655
Sally Grimes	National Reading Consultant	Grimes Institute	508-776-2553

ROBIN DESMOND

PROFILE

A seasoned and results-driven strategic leader with strong interpersonal and management skills focused on realizing goals. Highly organized, proactive, and team oriented, provides vision and enthusiasm with a focus on equity.

EXPERIENCE

CHIEF ACADEMIC OFFICER

LOWELL PUBLIC SCHOOLS, LOWELL, MA

2019 -Present

- Design and execute educational programs for preK-12 across various subjects, including math, English language arts, science, and social studies, integrating instructional technology and social-emotional learning.
- Lead initiatives to reduce chronic absenteeism and enhance student reengagement efforts.
- Develop comprehensive reports detailing instructional achievements, performance metrics, and statistical data.
- Direct the Early Childhood department, including strategic planning for the expansion of universal Pre-K.
- Supervise the English as a Second Language department in selecting effective curriculum and screenings for a large multilingual student population.
- Manage the Special Education department, ensuring access to FAPE and providing quality services for a significant student cohort.
- Lead the Information Technology department, overseeing software, networking, hardware, and troubleshooting support.
- Expand afterschool and summer school programs, ensuring alignment with educational goals.
- Develop, implement, and evaluate professional development content tailored to staff and organizational needs, meeting compliance requirements.
- Strategically plan academic programs and set ambitious goals to drive achievement targets.
- Collaborate with cabinet team members to implement components of the strategic plan effectively.
- Work closely with school leaders and district staff to identify opportunities for school improvement across 28 schools.
- Drive the redesign of secondary education programs and offerings to better serve students and families.
- Secure and manage grants to support organizational initiatives comprehensively.

ASSISTANT SUPERINTENDENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT

LOWELL PUBLIC SCHOOLS, LOWELL, MA

2016 -2019

- Develop and implement instructional programs for all content areas to include mathematics, English language arts, science, social studies, English as a second language and social emotional learning.
- Author reports outlining instructional program accomplishments, statistics, and performance data.
- Support six underperforming schools in the development and implementation of DESE approved turnaround plans
- Procure materials, equipment and services to align with program objectives and budget.
- Secure grant funds to support all aspects of the curriculum office and turnaround work.
- Plan academic programming and set ambitious program goals to establish targets for high expectations and student achievement.
- Develop District-wide comprehensive professional development calendar for the school year.
- Work closely with building leaders and curriculum coordinators to develop new opportunities and improvement measures for 28 schools.

PRINCIPAL CHARLES W. MOREY SCHOOL

LOWELL PUBLIC SCHOOLS, LOWELL, MA

2011 -2016

- Evaluated and provided constructive feedback on teacher instructional techniques as part of annual evaluation cycle.
- Monitored and evaluated performance of school non-teacher employees.
- Facilitated staff meetings to convey school improvement strategies, policy changes and hear employee feedback.
- Managed school administration operations and organized teacher schedules, class rosters and class orientation sessions.
- Secure educational grants to support improved outcomes for students.
- Managed student health, counseling, and psychological services.
- Presented resources and opportunities to teaching staff for further professional development and curriculum training courses.
- Collaborated with various departments to support and establish programs, lessons, and student activities.
- Developed and implemented standards for student academic achievement aligned with district, state, and local initiatives.
- Reviewed standardized test results to assess student progress and academic performance.

ADJUNCT PROFESSOR

UNIVERSITY OF MASSACHUSETTS LOWELL

1995 -present

- Develop and instruct Information Systems classes for the mathematics department.

- Developed and implemented first online courses in 1998 for Continue Education Dept.
- Provide regular and effective feedback to students regarding improvements in the content area.
- Conduct research in advancements in the field of information technology.
- Stay abreast of the latest developments and innovations in the field of information technology.

EDUCATION

**PH.D CANDIDATE (EXPECTED GRADUATION 2024)
UNIVERSITY OF MASSACHUSETTS LOWELL**

**1999
MBA
UNIVERSITY OF MASSACHUSETTS LOWELL**

**1996
MASTER OF EDUCATION
UNIVERSITY OF MASSACHUSETTS LOWELL**

**1995
BACHELOR OF ARTS
UNIVERSITY OF MASSACHUSETTS LOWELL**

**1994
BACHELOR OF SCIENCE
UNIVERSITY OF MASSACHUSETTS LOWELL**

CERTIFICATIONS

**MA DESE LICENSE # 346968
PRINCIPAL/ASST. PRINCIPAL – PREK-6, 5-9 & 9-12
SUPERINTENDENT/ASST. SUPERINTENDENT – ALL LEVELS
SCHOOL BUSINESS ADMINISTRATOR – ALL LEVELS**

**PROFESSIONAL
DEVELOPMENT**

**DATA DRIVEN DECISION MAKING
IMPLEMENTING DATAWISE PROTOCOLS
EFFECTIVE TEACHER EVALUATION AND FEEDBACK
CURRICULUM ALIGNMENT AND DATA CYCLES
IMPLEMENTING UNIVERSAL DESIGN FOR LEARNING
INTEGRATION OF TECHNOLOGY IN TEACHING AND LEARNING
DEVELOPING CULTURALLY PROFICIENT EDUCATIONAL ENVIRONMENTS**

GRANTS

**EMERGENCY CONNECTIVITY FUND
DESE TARGETED ASSISTANCE
MASSGRAD
REMOTE LEARNING TECHNOLOGY ESSENTIALS
IDEA - 240, 262, 252, 264
AFTER DARK COLLABORATION WITH GLTHS
ACCELERATION ACADEMIES**

Timothy A. Sippel, Ed.L.D.

PROFILE

Exceptional educational leader with more than 30 years of experience in expanding academic excellence and equity of opportunity for students in urban public schools. Lead through collaboration and community engagement to establish consensus across lines of difference. Develop and sustain programs that prepare all students for college, career, and life beyond, and build teams that are defined by a climate of safety, mutual accountability, and respect. Bring people together through seasons of victory and challenge to ensure students' success. Bilingual and biliterate in Spanish.

PROFESSIONAL EXPERIENCE

Executive Director of Schools

2022 to present

Worcester Public Schools

- Lead the principals of all elementary, middle, and high schools within the district's South Quadrant (13 schools with over 6,500 students) in providing excellent instruction and support for all students.
- Serve on the Superintendent's Cabinet, responsible for the strategic leadership of a district serving more than 24,800 diverse students and managing an annual budget of more than \$500 million.
- Engage members of the School Committee and other elected officials to inform policy decisions and coordinate advocacy and support for schools and their surrounding neighborhoods.
- Collaborate with district and school leaders, preK-12 educators and staff, students, families, and community partners to ensure educational equity and excellence for all students.

Manager of Instruction and School Leadership (Secondary)

2020 to 2022

Worcester Public Schools

- Supervised school leaders at all of the district's middle, high, and alternative schools and supported them through transitions from remote to hybrid instruction and the return to fully in-person learning environments.
- Oversaw the enhancement of districtwide secondary programs, including the expansion of Innovation Career Pathways and the growth of the commonwealth's largest Early College program (which now serves approximately 900 students).
- Facilitated a major revision of the admissions process for vocational programs that significantly increased equity of for students desiring these opportunities.

Special Assistant to the Superintendent/Doctoral Resident

2019 to 2020

Cambridge Public Schools

- Served on the Superintendent's Cabinet and the Deputy Superintendent's Teaching and Learning Team, which managed all aspects of the district's curriculum, instructional programs, finances, and operations.
- Led a strategic project to ensure equitable mathematics opportunities and outcomes for all students in the district's twelve elementary schools.
- Supported school principals and district administrators in making a successful transition to remote instruction following the closure of schools at the beginning of the Covid-19 pandemic.

Brennan Family Fellow

2017 to 2019

Harvard Graduate School of Education

- Completed graduate coursework in school district finance, public sector governance, education reform, entrepreneurship, statistical analysis, and strategic leadership as a full-time, fully-funded doctoral student.
- Facilitated teams and projects to support school improvement in multiple school districts, including Boston Public Schools (MA), Chicago Public Schools (IL), Lincoln Public Schools (MA), Los Angeles Unified School District (CA), Maple Heights Public Schools (OH), and Orange County Public Schools (FL).

Principal

2012 to 2017

John Muir High School, Pasadena Unified School District (California)

- Spearheaded the renaissance of a diverse learning community of over 900 students to ensure educational opportunity and college and career success for the students of Northwest Pasadena and Altadena.
- Increased graduation rates for five consecutive years, led academic growth on state assessments, and established excellent career technical education opportunities for all students.

- Coordinated the renovation of school facilities to ensure a safe and modern learning environment and to support state-of-the-art media, performing arts, engineering, and business education programs.
- Partnered with Pasadena City College to establish an Early College partnership and helped secure a \$14.5 million federal magnet grant to diversify enrollment at John Muir and its feeder schools.

Director, College and Career Pathways 2011 to 2012
Pasadena Unified School District

- Designed and directed process through which over 100 teacher leaders from the district's middle schools and high schools developed curricula that were aligned with the Common Core State Standards and 21st Century skills.
- Led the strengthening of eight career-themed academies of 150 to 400 students each across the district's four high schools that blended academic and career instruction to increase the graduation rates of underrepresented students and their successful matriculation to postsecondary programs of study.

Assistant Principal/School Improvement Facilitator 2007 to 2011
John Muir High School, Pasadena Unified School District

- Led the successful reconstitution of a comprehensive high school in collaboration with school and central office administrators, educational consultants, teacher leaders, community members and staff.
- Developed innovative school-wide Master Schedule allowing all students, including English Learners and Students with Disabilities, to take both rigorous academic and career technical course sequences.

Assistant Principal/Dean of Students 2005 to 2007
Blair High School, Pasadena Unified School District

- Established a safe climate and a fair and effective school discipline system for 1,300 students in grades 7-12.
- Enhanced teachers' student engagement strategies and optimization of instructional time.

English Learner (EL) Program Coordinator 2001 to 2005
James A. Foshay Learning Center, Los Angeles Unified School District (LAUSD)

- Led the instructional program for more than 1,000 English Learners in grades K-12, monitoring student progress, supporting teacher professional growth, and ensuring compliance with federal, state, and district regulations.

Teacher/Lead Teacher 1991 to 2001
James A. Foshay Learning Center, La Salle Avenue School,
and Jordan-Locke Community Adult School (LAUSD)

- Delivered excellent instruction to students in grades 1 through 8, and Adult Education—including regular elementary, Structured English Immersion, English as a Second Language, and Spanish Bilingual classes.

EDUCATION

Harvard Graduate School of Education: *Doctor of Education Leadership (Ed.L.D.)* 2020
Cambridge, MA

- Capstone: *Building Equity through District Coherence: Managing Emergent and Deliberate Strategy for Math Intervention*

University of California, Los Angeles: *M.Ed., Education Administration* 2004
Los Angeles, CA

- California Clear Administrative Services Credential

California State University, Dominguez Hills: *Clear Multiple-Subject Teaching Credential* 1993
Carson, CA

- Bilingual Certificate of Competence (Spanish)

Georgetown University: *B.S., Foreign Service & Certificate in Latin American Studies* 1991
Washington, DC

- Completed one year of coursework at the Universidad del Salvador in Buenos Aires, Argentina.

LICENSES, AWARDS & DISTINCTIONS

Superintendent/Assistant Superintendent License (All Levels), Massachusetts 2020

John Van de Kamp Leadership Award, Pasadena Educational Foundation 2017

Principal of the Year, Pasadena Unified School District 2016

PAUL TEIXEIRA

he/him

Professional Summary

A skilled educational leader with demonstrated accomplishments in organizational, operational, and budgetary areas. With a focus on equity, a committed educator with twenty-six years of public school experience who possesses a broad acumen of instructional strategies and interventions to foster the growth and development of all students. Adept at leading robust and comprehensive K - 12 programs. A collaborative administrator with expertise in securing grants and cultivating partnerships with families, educational agencies, community groups, and universities to support students and their families.

Professional Experience

Director of English Learner Education and Title III | Medford Public Schools, Medford (2017 - Present)

- Supervise the planning, organization, hiring, and evaluation of the K - 12 English Learner Education program in six buildings with 32 teachers and 630 international, immigrant, and refugee students
- Engagement Hub director working with a team of district leaders to remediate the impact of instructional disruption due to the pandemic for Grades K - 12
- Member of the superintendent's cabinet
- Administrative member of the Professional Development Council
- Member of the Instructional Leadership Team for middle school and high school
- Develop and refine curricula for EL students in ESL/ELA, Math, Science, and Social Studies
- Responsible for the Title III grant and securing other grant opportunities and partnerships
- Manage the District English Learner Advisory Council (DELAC), and family and community engagement activities
- Establish and oversee grant-funded after-school programs and summer enrichment programs
- Present to school committee, Medford SEPAC, and administrative team
- Developed and implemented protocols and processes for district learning walks and feedback cycles with building principals
- Redesigned the McGlynn Middle School EL programming and brought EL co-teaching to the middle school teams and structured schedules to include EL students with disabilities
- Redesigned the elementary newcomer program throughout the district
- Led the reopening of schools in September 2020 to safely bring 500 multilingual students and students with disabilities into the buildings while the rest of the district was operating under remote learning
- Member of the central administration team that organized the district's remote learning and phased return to in-person learning plan for students in Pre-K - 12 during the pandemic
- Member of the central administration team that negotiated the Distance Learning Plan between the Medford Teacher's Association and the Medford School Committee

Director of ELL and Title III | Malden Public Schools, Malden, MA (2014 - 2017)

- Responsible for the overall planning, supervision, and coordination of K -12 SEI/EL programs
- Oversaw the intake and placement of approximately 1,600 English learners across six buildings
- District ACCESS coordinator and District RETELL Coordinator
- Advertised, interviewed, and hired new SEI/ESL teachers, ESL literacy assistants, bilingual tutors, and enrichment program teachers for Title III programs
- Developed curriculum, selected ESL textbooks/materials, and introduced a broad range of instructional strategies to support global teaching/learning for K - 12 EL programs
- Facilitated all aspects of the Coordinated Program Review for the English learner program
- Oversaw Title III programs: ESL parent classes; after-school tutoring; middle school and high school summer enrichment programs, parent workshops, Title III professional development

K - 12 Curriculum Specialist/Instructional Coach | Malden Public Schools, Malden, MA (2012 - 2014)

- Provided professional development to K-12 teachers throughout the district
- Modeled lesson plans for EL and core academic teachers using WIDA standards
- Conducted data analysis meetings with grade-level teams

Classroom Teacher for English Learner students | Malden Public Schools, Malden, MA (2002 - 2012)

- English language instructor for all levels of English learners in grades K - 8, Ferryway School
- Implemented project-based learning to make content standards accessible to all learners
- Part of the team that negotiated the Expanded Learning Time (ELT) contract with central administration
- Part of the team that received \$500,000 in grants and projects that were featured in print and video on EDUTOPIA, the George Lucas Educational Foundation

Previous Professional Experience

- **RETELL Instructor** | Massachusetts Department of Secondary and Elementary Education, MA
- **Humanities Instructor** | Chester College International School, Santiago de Compostela, Spain
- **ESL Faculty** | Bunker Hill Community College, Chelsea, MA
- **ESL Instructor Grades 6 - 8** | Brooks Hobbs Magnet School, Medford, MA
- **Journalist** | United Nations Children's Fund/Action for Children, New York, NY
- **Photographer** | United Nations Children's Fund, Colombo, Sri Lanka

Education

- **Certificate of Advance Graduate Studies (CAGS) in Educational Leadership** | American International College, Springfield, MA (2013)
- **Master of Arts, Applied Linguistics** | University of Massachusetts Boston, Boston, MA (1996)
- **Certificate Program in Conversational Spanish** | Universidad Interamericana, Guayama, Puerto Rico (1996)
- **Bachelor of Arts in Media Communications** | Worcester State College, Worcester, MA (1990)

Professional Associations and Special Skills

- American Red Cross Volunteer
- Massachusetts Association of Teachers of English to Speakers of Other Languages (MATSOL)
- Teachers of English to Speakers of Other Languages (TESOL)
- EDUTOPIA, The George Lucas Educational Foundation
- Conversational Spanish
- Analyze and Manage Student Data with: ELLevation, Performance Matters, Mastery Connect, NWEA Map, DIBELS
- Proficient with Aspen/X2 and SchoolBrains student information systems
- Proficient with Vector/TeachPoint supervision and evaluation and Vector Professional Development Platform

Professional Development Presentations (2022 – present) | A Complete List Available Upon Request

- *Data Informed Teaching*
- *Scaffolding Learning through Language*
- *Language Difference vs. Disability*
- *The Case Against Zeros – Equitable Grading Practices*
- *Engaging in DEI Conversations*
- *Implications of Immigration for Culturally Responsive Teaching*
- *Implicit/Unconscious Bias*
- *School-Talk – an Equity Mindset*