

# THOMAS MILASCHEWSKI

## PROFESSIONAL EXPERIENCE

### SUPERINTENDENT RESIDENT (CONCURRENT WITH DOCTORAL STUDIES)

MEDFORD PUBLIC SCHOOLS

2020-PRESENT

MEDFORD, MA

#### *INSTRUCTIONAL LEADERSHIP*

- Collaborated with superintendent of schools to ensure quality of in-person, hybrid, and remote instructional learning models to meet the needs of 4,000+ students across the district
- Led district-wide redesign of principal and assistant principal professional development structure to improve instructional leadership and collaboration amongst district's 19 school leaders through the use of 1:1 coaching cycles and communities of practice
- Supported principals in setting professional practice goals for their leadership, student learning goals for their school communities, and ambitious School Improvement Plans reflective of the COVID-19 context
- Collaborated with Assistant Superintendent for Elementary Education to implement district-wide, grade-level common planning time to promote consistency of instruction, align content delivery, and provide support system for educators

#### *OPERATIONAL LEADERSHIP*

- Led and facilitated district's Reopening Steering Committee, the group tasked with advancing and guiding district's collaborative development of a school reopening plan
- Co-wrote "Medford Public School's Return-to-School Dynamic Planning Framework," an 80-page guide detailing district's instructional and operational approach to reopening schools
- Served as central office representative to district's collective bargaining negotiations committee to develop MOAs on the reopening of schools and in anticipation of the new Collective Bargaining Agreements for all 11 bargaining units
- Collaborated with Superintendent to resolve unanticipated FY21 operating budget challenges and to institute a revamped budgeting process for FY22 intended to align funding objectives with Superintendent's strategic priorities, consistent with district's vision, mission, and goals

#### *FAMILY AND COMMUNITY LEADERSHIP*

- Co-created community driven process for developing district's reopening plan, organizing over 100 district stakeholders to plan the reopening strategy and approach through 4 distinct workgroups (Operations Workgroup, Hybrid/In-Person Workgroup, Remote Workgroup, Communication/Stakeholder Engagement Workgroup)
- Led district's Communication/Stakeholder Engagement workgroup, culminating with the development and execution of a strategy to both engage and effectively communicate with stakeholders throughout the reopening process
- Facilitated cross-functional team, comprised of city Mayor, School Committee members, the Medford Board of Health, parents, and district staff in developing metrics and framework for approaching positive COVID-19 cases in schools

### ADJUNCT PROFESSOR IN EDUCATIONAL LEADERSHIP

SALEM STATE UNIVERSITY & ENDICOTT COLLEGE

2017-PRESENT

VARIOUS LOCATIONS

- Taught 16 leadership courses for aspiring principals in Salem State University's "CAGS in Educational Leadership Program" and Endicott College's "Master of Education in Administrative Leadership Program"
- Led classes on topics such as data inquiry, action and strategic planning, common core implementation, leading professional learning, and family and community engagement
- Organized several modules around the completion of the Performance Assessment for Leaders (PAL), a task-based set of assessments aligned to state leadership standards for principal licensure in the state of Massachusetts
- Serve as "Leader of Practicum Supervisors" within Salem State's CAGS in Ed. Leadership Program, providing coaching and support to the 15 practicum supervisors overseeing the leadership practicums for 55 CAGS candidates

### DISTRICT CONSULTANT

HARVARD GRADUATE SCHOOL OF EDUCATION & INDEPENDENT CONSULTANT

2018-PRESENT

VARIOUS LOCATIONS

- Serve as "District Reviewer" for the Massachusetts Dept. of Elementary and Secondary Education (DESE) tasked with analyzing district systems, policies, and practices to provide actionable recommendations to improve Leadership & Governance, Curriculum & Instruction, Assessment, Human Resources, Student Support, and Asset Management
- Led district-level consulting project in Clark County School District, NV (320,000 students), culminating with actionable recommendations of how to maximize school-level autonomy and district coherence across the 336 district schools
- Led district-level consulting project in Ferguson-Florissant School District, MO (11,000 students), culminating with actionable recommendations to ensure equity and excellence in the development of a new, innovative high school
- Serve as "Content Expert" for Springpoint Schools, tasked with providing feedback and recommendations to districts and communities across the country in rethinking high school and designing innovative school models

**LEADERSHIP FACILITATOR**

HARVARD BUSINESS SCHOOL &amp; HARVARD GRADUATE SCHOOL OF EDUCATION

2018-PRESENT  
VARIOUS LOCATIONS

- Selected to serve as a Facilitator at the 2019 Public Education Leadership Project (PELP) Institute through the Harvard Business School and Harvard Graduate School of Education for 12 district leadership teams including NYC Department of Education, Los Angeles Unified School District, and Chicago Public Schools
- Served as lead PELP Facilitator for the senior-level leadership team from Salem-Keizer (OR), coaching the team through an improvement process aimed at strengthening the capacity of school principals across the district to better meet the needs of the 41,000 students in the district
- Coached and supported 15 school districts from across the country in developing and ensuring coherence within their district reopening plans through PELP's 2020 Summer Online Summer Series
- Served as Facilitator at the 'National Institute for Urban School Leaders' and 'Race, Equity, and Leadership in Schools' program through Harvard University's Programs in Professional Education, working with over 260 superintendents, principals, and teachers from across the country

**PRINCIPAL**

BATES ELEMENTARY SCHOOL

2014-2018  
SALEM, MA

- Led a Title 1 racially, linguistically, and economically diverse school to highest achievement (CPI) and highest Proficiency rates on ELA and Math MCAS in school history
- Aligned systems of collaboration, communication, and support to improve opportunities and outcomes for students within school's "Therapeutic Support Program," designed for students with significant social and emotional disabilities
- Consistently scored significantly above district averages in all 8 categories of the Panorama Teacher Survey, including Educating All Students, Feedback/Coaching, Staff/Family Relationships, and Staff/Leadership Relationships
- Selected as candidate for Massachusetts School Administrators' Association 2018 Principal of the Year Award
- Expanded on school's focus on the arts by increasing arts and movement electives for students to include courses such as papermaking, school newspaper, African drumming, running club, and flag football
- Revamped school budget to include free before and after school academic tutoring opportunities for students
- Awarded federally-funded 21<sup>st</sup> Century Out-of-School-Time (OST) grant to close literacy gaps for struggling learners through hands-on, project-based learning opportunities
- Increased racial and linguistic diversity of teaching and administrative staff
- Implemented job-embedded professional development and collaboration opportunities for teachers and staff

**PRINCIPAL INTERN**

JEREMIAH E. BURKE HIGH SCHOOL, TURNAROUND SCHOOL

2013-2014  
DORCHESTER, MA

- Supported the school-based leadership team in becoming the first-ever Massachusetts high school to exit turnaround/Level 4 status
- Collaborated with school headmaster to lead instructional improvement efforts and manage school operations
- Led instructional rounds initiative for school administrators and teachers to collaboratively improve instruction
- Served on leadership team of *One Dorchester Collaborative*, an initiative aimed at improving instruction and achievement through collaborative practice among Boston Collegiate Charter, Cristo Rey, and J. E. Burke

**HIGH SCHOOL MATHEMATICS AND SPECIAL EDUCATION TEACHER GRADES 9-12**

NORTH SHORE REGIONAL VOCATIONAL SCHOOL DISTRICT

2011-2013  
MIDDLETON, MA

- Rated 'Exemplary' educator under new Educator Evaluation Tool; received only overall 'Exemplary' rating in district
- Designed enhanced Algebra I and Geometry curriculums, resources, and lesson plans to integrate MA Common Core Standards and align to learning from school's 12 technical programs
- Served as head coach of Boys' Varsity Soccer Team and Boys' Freshman Basketball Team

**TEACH FOR AMERICA MIDDLE SCHOOL SPECIAL EDUCATION/ESL TEACHER GRADES 6-8**

LILLA G. FREDERICK PILOT MIDDLE SCHOOL, DORCHESTER, MA

2009-2011  
DORCHESTER, MA

- Selected as one of 4,500 out of 46,000 applicants to serve in national service corps committed to teaching in under-resourced communities and becoming life-long leaders to expand opportunities for all children
- Led 100% of students to pass benchmark math exams and grow by an average of 1.75 grade levels/year in reading
- Supervised academic, behavioral, and social progress of 32 students as an individual liaison with responsibilities including data collection, re-evaluation testing, and IEP drafting
- Taught bilingual financial planning class to families through the resources of 1:1 school laptop program



## ADDITIONAL LEADERSHIP EXPERIENCE

### PRINCIPAL MENTORING/COACHING

2017-PRESENT

- Served as principal mentor within the Salem Public Schools, providing coaching across all 4 standards of administrative leadership including instructional leadership, management and operations, family and community engagement and professional culture
- Selected as a new principal mentor candidate through Harvard University's School Leadership Program and as a facilitator for Harvard Graduate School of Education's "The Principal Center"

### ADULT TEACHING

2017-PRESENT

- Taught 13 Masters' level courses to current and aspiring teachers as an Adjunct Professor through Gordon College's School of Education and Endicott College's School of Education
- Led classes on topics such as inclusive practices, understanding the needs of students with disabilities and English Learners, curriculum mapping, classroom management, and disciplinary literacy
- Served as Teaching Fellow at the Harvard Graduate School of Education in several courses, including 'Redesigning Education Systems for the 21<sup>st</sup> Century,' 'Managing Resources in a Non-Profit Organization,' and 'School Instructional Leadership'

## EDUCATION

Harvard University Graduate School of Education, Cambridge MA 2018-Present  
Doctorate in Educational Leadership, Expected May 2021  
**Capstone:** The Theory and Practice of Central Office Transformation: Redesigning Principal Support, Coaching, and Development in the Medford Public Schools

Harvard University Graduate School of Education, Cambridge MA 2013-2014  
Master of Education in School Leadership, Massachusetts Principal Licensure K-12

Boston University Graduate School of Education, Boston MA 2009-2011  
Master of Education in Teaching and Curriculum - Concentration in Special Education

Colby College, Waterville ME 2005-2009  
Bachelor of Arts in Spanish and International Studies  
*Relevant Experience: Duke in the Andes Semester Abroad (Quito, Ecuador), Men's Soccer Team Captain, NEISL New England All-Star, All-NESCAC, NSCAA All-America Academic Nominee*

## LICENSURE

- Superintendent/Assistant Superintendent License (MA)
- Special Education Administrator License (MA)
- School Business Administrator License (MA)
- Principal/Assistant Principal Licenses, PreK-6 and 5-8 (MA)
- Teacher Licenses (MA): Moderate Disabilities Teacher 5-12; ESL Teacher 5-12; Mathematics Teacher 5-12

## SKILLS AND OTHER INTERESTS

- Conversational in Spanish
- Trained in DataWise Improvement Process and Instructional Rounds facilitation through Harvard Graduate School of Education
- Proud father of four children (Makenna, Olivia, Jocelyn, and Benjamin)