

## Education

Boston Univ—School of Edu. **Master of Edu, Curriculum and Teaching**. Graduated September 2012

GA State Univ—Institute of Public Health. **Master of Public Health, Health Promotion & Behavior**. Graduated May 2010

GA State Univ—Department of Criminal Justice. **Bachelor of Science, Criminal Justice**. Graduated May 2008

## Licensure

Massachusetts, **School Principal/Assistant Principal** (Grades PreK-8), Initial License

Massachusetts, **Initial Elementary** (Grades 1-6), License #: 447321

Massachusetts, **English as Second Language** (Grades PreK-6), License #: 447321

## School Administrator Leadership

July 2020 – Current: **Tobin K-8 School** (Roxbury Crossing, MA) **Assistant Principal**

- Lead the school's professional development programming focused on a range of content from anti-racism through culturally responsive practices, to family and student engagement. Based on a December 2020 climate survey, 81% of 37 teachers have learned "quite a bit/a tremendous amount" about promoting racial or cultural equity.
- Develop teacher leaders, including the Instructional Leadership Team and Equity Roundtable Team, to facilitate learning experiences for staff through PD, CPTs, and race-based affinity groups. As of January 2021, 84% of 38 teachers have led at least 1 segment of staff-wide PD, with a goal of 100% by the end-of-year.
- Manage school-wide communication (like weekly updates, memos, data reports) and calendar (like committee meetings, CPTs, special events, assessments).
- Evaluate and monitor the growth of 17 staff members, including 14 teachers, 2 para-professionals, and 1 social worker. Based on a December 2020 climate survey, 95% of 37 teachers believe the school leaders have been "quite/extremely helpful" in supporting them to advance equity and inclusion in their classrooms.
- Serve as the primary leader of the two K-5 academies of the school, which includes problem-solving with and supporting individual students, teachers and families as needs emerge. Based on a December 2020 climate survey, 92% of 37 teachers believe the school leaders have been "quite/extremely helpful" in resolving challenges related to remote learning.
- Regularly collect, analyze, and use data from students, families, and teachers to assess and respond to school needs around resources, engagement, communication, learning, and climate.
- Author the school's Quality School Plan, with input from the Instructional Leadership Team, and monitor the school's progress towards the various learning and climate targets for the year, including using anti-racist, culturally responsive practices to produce accelerated student growth and engaging families as partners with voice and agency.

July 2019 – June 2020: **Josiah Quincy Elementary School** (Boston, MA) **Lynch Principal Fellow**

- Analyze and present in a compelling way academic data to set the school's vision for building a Culture of Achievement to address race-based performance and opportunity gaps between Black and Brown students and their counterparts.
- Develop 16 teacher leaders on the Instructional Leadership Team, and assist them in facilitating CPT work (like collaborative planning, data cycles, examining issues of race and equity) aligned to the school's instructional focus.
- Lead professional development about data, equity, and race-based gaps, and advise the teacher-led "Achievement for All" committee—focused on addressing school-wide race and equity issues—that emerged in response.
- Coach and evaluate 14 teachers across 7 grades and 7 programs.
- Author a weekly staff newsletter—which conveys information about the school calendar, action items, resources, and more—that streamlines staff communication and increases access to instructional resources.
- Facilitate the Hopes and Dreams Team to engage dozens of parents/guardians of Black and Latinx students to partner with the school to improve their children's academic outcomes, resulting in parents/guardians building internal communication systems and volunteering to plan, lead, and contribute ideas to future engagement efforts.

February 2016-July 2017 **Teach for America Institute** (Lawrence, MA) **School Director of Bruce School**

- Coach and evaluate facilitators of professional development, instructional coaches, and operations managers, resulting in high quality instructional and operational support being provided to corps members.
- Use student data to support corps members to grow student learning, resulting in 72% and 88% of students meeting 80% or more of their rigorous math and science growth goals, respectively.
- Use corps member data and feedback to coordinate responsive professional development, resulting in our professional development facilitators consistently receiving the highest ratings of all 3 school sites on weekly surveys.
- Plan and execute school culture building strategies, including weekly assemblies, weekly family newsletters, a family breakfast, and an end of summer family showcase/cookout.
- Organize school-wide systems, including schedules, assessments, behavior protocols, and enrichment classes resulting in increased corps member satisfaction with operations, high corps member support with students, and heightened student engagement and motivation.

### **Other Leadership Experience**

Sep 2020-Apr 2020: **Lynch Leadership Academy** (Boston College) ***Educators for Black Lives Grant Group Facilitator***  
 Aug 2020-Jun 2020: **Lynch Leadership Academy** (Boston College) ***School Leader Affinity Group Facilitator***  
 Oct 2018-Jun 2019: **Tobin K-8 School** (Roxbury Crossing, MA) ***Teacher Facilitated Time Facilitator***  
 Sep 2018-May 2019: **Curate Fellowship** (TeachPlus) ***3<sup>rd</sup>-5<sup>th</sup> Grade ELA Panel Member***  
 Jun 2018-Jul 2018: **Teach for America Institute** (Lawrence, MA) ***Operations Director of Special Projects***  
 Sep 2015-Jun 2018: **Teach for America** (Boston, MA) ***Elementary Learning Team Leader***  
 Aug 2015-Jun 2017: **Blackstone Innovation School** (Boston, MA) ***BPS Lead Teacher***  
 Feb 2014-Aug 2015 **Teach for America Institute** (Lawrence, MA) ***Corps Member Advisor (Coach)***

### **Teaching Experience**

August 2018-June 2019: **Tobin K-8 School** (Roxbury Crossing, MA) ***5<sup>th</sup> Grade GenEd Teacher***

- Adapt or create CCSS aligned curricula to teach math, science, reading, writing, and social studies to 22 students while collecting and responding to data through instruction; results include 13 of 21 students with math MCAS SGPs above 60 and 18 of 21 students scoring PM or higher on math MCAS.
- Build relationships with students and families—both inside and outside of the classroom—resulting in behavior incidents and problem-based administrator involvement being significantly reduced for all 22 students.

August 2014-June 2018: **Blackstone Innovation School** (Boston, MA) ***5<sup>th</sup> Grade GenEd Teacher***

- Adapt or create CCSS aligned curricula to teach math, science, reading, writing, and social studies to 24-75 students while collecting and responding to data through instruction; results include 10 of 16 students with math MCAS SGPs above 50, 18 of 21 students scoring PM or higher on math MCAS, and 24 of 24 students meeting or exceeding rigorous Fountas & Pinnell reading growth goals (from 1-2 years of growth).

August 2013-June 2014: **Dudley St. Neighborhood Charter School** (Roxbury, MA) ***1<sup>st</sup> Grade GenEd Teacher***

- Adapt or create curricula to teach math, reading, writing, science, and social studies to 22 students while collecting and responding to data through instruction; results include over 80% of students meeting their STEP reading targets.
- Build relationships with students and families—both inside and outside the classroom—resulting in a highly motivated classroom culture and positive relationships with students' families.

August 2010-June 2013: **Orchard Gardens K-8 Pilot School** (Roxbury, MA) ***5<sup>th</sup> Grade SEI Teacher***

- Use language development strategies to make accessible grade level math, ELA, and social studies for 20-45+ students with Spanish or Cape Verdean Creole as their first language.
- Serve as a Collaborating Teacher for 2 Boston Teacher Residents, resulting in deepened content knowledge, broadened instructional strategies, and increased management techniques used towards their licensure process.

## SCARLETT GRANDT



### EDUCATION AND CERTIFICATIONS

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**Johns Hopkins University**, Baltimore, Maryland  
Exp. May 2022

*Doctor of Education (Ed.D)*  
Urban Leadership

**Quinnipiac University**, Hamden, Connecticut  
August 2012

*Sixth-Year Diploma in Professional Education (CAGS)*  
Educational Leadership

**University of Connecticut**, Storrs, Connecticut  
August 2008

*Sixth Year Diploma in Professional Education (CAGS)*  
Gifted and Talented Education

**University of Connecticut**, Storrs, Connecticut  
May 2005

*Master of Arts in Education (MA)*  
Elementary Education Curriculum and Instruction

**University of Connecticut**, Storrs, Connecticut  
May 2004

*Bachelor of Science in Elementary Education (BS)*  
Elementary Education (Kindergarten - 6)  
English Minor

**State of Massachusetts:** Principal/Assistant Principal K-6, 5-8 and 9-12, Initial  
Superintendent/Assistant Superintendent, Provisional  
Sheltered English Immersion (SEI) Endorsement

**State of Connecticut:** Intermediate Administration and Supervision (092)  
Professional Educator - Elementary, K – 6 (013)

### PROFESSIONAL EXPERIENCE

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#### **Salem Public Schools**

**Assistant Principal – Horace Mann Laboratory School (K-5): July 2017 – Present**

#### **Discipline, Academic and Behavioral Support:**

- Attending Student Support Team (SST) meetings to provide instructional interventions and behavioral support to struggling learners based on progress monitoring data
- Creating and facilitating the School Culture and Climate Team to promote and maintain positive environment
- Implementing components of PBIS to generate and put in place school-wide rules and expectations
- Modeling and teaching Safety Care prevention and de-escalation techniques to teachers and support staff
- Overseeing the implementation and delivery of Responsive Classroom and social-emotional learning instruction
- Providing weekly instructional and/or social-emotional strategies to be implemented in the classroom

#### **Administrative Responsibilities:**

- Observing, supervising, and evaluating teachers and staff to further school's vision and goals
- Serving as the MCAS test coordinator and supervising all test administration
- Developing and facilitating professional development sessions for staff using data and feedback from surveys
- Overseeing daily operations of staff coverage based on daily attendance and meeting schedules
- Communicating with parents and communities to develop positive home-to-school relationships

**Everett Public Schools****Assistant Principal – Lafayette School (K-8): August 2015 – July 2017****Academic Support:**

- Working collaboratively with the Instructional Leadership Team (ILT) to improve reading instruction using Bay State Reading Institute (BSRI) reading model and Keys to Literacy strategies
- Providing professional development from Research for Better Teaching (RBT) and Making Thinking Visible
- Facilitating grade level Common Planning Time (CPT) and school-wide data team meetings

**Discipline and Student Support:**

- Managing and providing behavioral support and interventions including prevention and conflict resolutions
- Implementing Therapeutic Crisis Intervention for Schools (TCIS) prevention and de-escalation techniques
- Observing students who have behavioral concerns and developing Functional Behavior Assessments (FBA)
- Overseeing the implementation and delivery of Open Circle and Second Steps lessons in the classroom
- Communicating with DCF and different counseling agencies to support students with mental health concerns

**Administrative Responsibilities:**

- Evaluating teaching and support staff through formal, information observations and walk-throughs
  - Serving as the PARCC/MCAS test coordinator and supervising all test administration
  - Overseeing the reporting and monitoring of student attendance including truancy, tardiness and residency
  - Supervising student and staff records on Aspen X2 including the state Free/Reduced Lunch gateway system
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**Hartford Public Schools****Assistant Principal – Burns Latino Studies Academy (PK-8): September 2012 to August 2015****Special Education:**

- Supervising the Special Education department and providing instructional leadership
- Attending all Planning and Placement Team (PPT) meetings
- Collaborating with District Special Education Director to provide training for Special Education teachers
- Overseeing the implementation of all Individual Education Plans (IEPs) and their accommodations

**Discipline and Student Support:**

- Overseeing Behavior Technicians and the implementation of Positive Behavior Intervention System (PBIS)
- Developing Behavior Intervention Plans (BIP) for students in need of tiered academic and/or behavior support
- Providing wrap-around services for students by connecting with DCF, Wheeler Clinic, Village for Families, etc.

**Administrative responsibilities:**

- Facilitating professional development sessions for all staff to meet the objectives in the School Improvement Plan
- Supporting principal with the budgetary process and providing programs and staffing recommendations
- Building partnerships with COMPASS and other outside agencies to allocate additional resources to the school
- Communicating with parents and communities to develop positive home-to-school relationships

**Teacher evaluations:**

- Providing supervision and evaluating paraprofessionals, teaching and support staff
- Attending grade-level data team meetings and presenting recommendations to effectively improve instruction
- Implementing and assisting in the development of the School Improvement and Accountability Plan (SAP)
- Collaborating with instructional coaches to provide instructional support for beginning teachers

**Hamden Public Schools****Administrative Intern – Dunbar Hill Elementary School (K-6): August 2011 to June 2012**

- Acting as Teacher-in-Charge and building facilitator in all grade level Instructional Data Team (IDT) meetings
- Leading teachers to align district curriculum standards with the Connecticut Common Core State Standards
- Collaborating with ACES education data specialist and principal to create and monitor implementation of the data team (CALI II) process in each grade level with a focus on adult teaching actions
- Conducting formal and informal clinical observations, teacher evaluations, and mini-observations using different approaches such as Kim Marshall's Classroom Systematic Walkthroughs focusing on target areas
- Acting as a building representative of the School Governance Council working with community members, school leaders, and parents to improve student achievement and learning
- Chair of Physically Fit Classroom (PFC) Committee leading staff in implementing physical movements and activities to stimulate academic learning and improve student achievement

**Hamden Public Schools****Grade Four Teacher – Dunbar Hill Elementary School (K-6): July 2005 to September 2012****Building Based Teaching Responsibilities:**

- Implementing curriculum aligned with district standards using Scientific Research Based Instruction (SRBI) and Marzano's Effective Teaching Strategies in daily instruction
- Applying Data Driven Decision Making Model to create SMART goals improving instructional planning
- Creating Common Formative pre and post assessments to identify and target students' strengths and weaknesses
- Implementing differentiated and small group instructions (i.e., guided reading, literature circles) to teach literary skills and strategies meeting the needs of all students with a wide range of reading achievement levels
- Using SMART Board to incorporate technology into daily lessons extending students' learning experience
- Recipient of the Hamden Education Foundation Mini-Grant in 2009 and 2011 on literacy projects

**Building Based Leadership Responsibilities:**

- Member of the School Improvement Plan (SIP) Committee setting three-year building-wide goals
- Acting as School Based Data Team Facilitator providing various data reports for administrator, teachers and staff
- Mentoring beginning teachers and pre-service teachers in the Teacher Education and Mentoring (TEAM) Program
- Co-Chair of Positive School Climate Team implementing school wide positive behavior system
- Coordinating and teaching school-wide afterschool Enrichment Clusters Program for students in grades two to six
- Coordinator of Parent Engagement Activities promoting family literacy events and involvement in the community

**District Wide Responsibilities:**

- Building representative and member of the Science Curriculum and Language arts Curriculum Writing teams
- Member of Math Curriculum UbD Writing Team and piloting Lesson Study units in grade four classrooms

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**Hartford Public Schools****Graduate intern (K-2 Enrichment) – E. B. Kennelly School (K-8): August 2004-May 2005**

- Collaborating with literacy facilitators to pilot a research-based K-2 gifted and talented/enrichment program
- Presenting the pilot enrichment program at the Hartford Public Schools Superintendent's Meeting
- Developing Type I, II and III activities to expand students' interests and knowledge in different research topics
- Implementing components of the Schoolwide Enrichment Model (SEM) to promote enriched learning for all
- Modifying units from Project M<sup>3</sup> and developing additional math units to differentiate for the intermediate grades



# Caitlin Shelburne

-Administrative Services Credential K-12      -Master of Education in School Leadership, UC Berkeley  
-Teaching Credential in English & ESL 5-12      -Bachelors of Arts in Education, University of Vermont

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## Professional School Leadership Experience

**Senior Director of Academic Instruction:** Making Waves Academy, Richmond, CA June 2020-Present

- Establish school's instructional vision, aligned professional development and coaching model for teachers
- Oversee the entire school academic program; Middle and High School, 1000+ students
- Oversee Directors of ELD, SPED, Intervention, Technology and Academic Instruction
- Developed the re-launch plan and vision for distance learning for 2020 due to the pandemic

**Director of Curriculum and Instruction:** Making Waves Academy, Richmond, June 2017 to June 2020

- Develop, facilitate and oversee the school's professional development calendar
- Formally evaluate 37 5-8 educators: facilitate formative and summative evaluations meetings
- Formally oversee the ELD Coordinator and the ELD Program
- Successfully led the school through a Title III Federal Audit
- Refined and implemented the instructional model and master schedule
- Report to the Making Waves Academy School Board
- Collaborate with and manage initiatives of instructional consultants
- Facilitate monthly professional development and informational meetings for parents and guardians

**English Language Development Coordinator:** Making Waves Academy; Richmond, CA, 2016-2017

- Develop and implement differentiated plans to support English Language Learner Students
- Implemented and refined the School ELD Master Plan; provide yearly update to the MWA School Board
- Led faculty Professional Development to Middle and High School Teachers
- Lead the administration of the English Learner Proficiency Assessment

**Dean of Curriculum and Instruction:** Francis M. Leahy Elementary School; Lawrence, MA, 2015-2016

- Developed and effectively implemented school priorities by facilitating professional development, weekly common planning meetings and data leadership team meetings
- Oversaw all school learning and assessment programs: iReady, ST Math, Open Court, Engage NY, Balanced Literacy, Know Atom, Fountas and Pinnell and Achievement Network Assessments
- Executed the school operational plan by creating schedules and systems to ensure optimal time on learning
- Organized and oversaw a school-wide intervention block by creating small groups based on data and training teachers to effectively teach intervention skills
- Coached novice and master teachers in the Inclusion Model, co-teaching and engaging Common Core aligned curricula

## Recent Professional Teaching Experience

**Grade 5 ELA Inclusion Teacher, Team Lead:** Francis M. Leahy Elementary September 2013 to 2015

- Taught classes to students with diverse learning profiles: ELL, SPED and Gifted & Talented Students

**English as a Second Language Teacher & TFA Corps Member:** Francis M. Leahy Elementary; 2012-2013

- Taught English as a Second Language to students in grades three, four and five
- Infused ESL strategies in literacy and math blocks

**Sontag Prize in Urban Education:** Lawrence, MA 2013, 2014, 2015, 2016

- Selected to teach intensive Math and ELA intervention during February and April vacation to students in grades 4, 5, 7 and 9

## Awards and Recognitions

- Rising Teacher of the Year, Lawrence Public Schools, 2015
- Timothy Shiner Ally Award, 2012

