

PRIYA TAHILIANI

EDUCATION:

University of Phoenix; Phoenix, MA
Doctor of Education in Urban Education Leadership
Doctoral Journey Scholarship Recipient
Currently Enrolled

Harvard University; Cambridge, MA
Master of Liberal Arts in Creative Writing & Literature
November 2013

Boston University; Boston, MA
Boston University Dual Degree Program
Bachelor of Arts in English, Cum Laude
Bachelor of Science in English Education, Cum Laude
Minor in Business Administration
May 2001

CERTIFICATIONS:

Academic Teacher: English (5-8) MA License # 373389
Academic Teacher: English (8-12)
Academic Teacher: English as a Second Language (5-12)
Academic: Administrator, Superintendent/Assistant Superintendent (All Levels)

EXPERIENCE:

Everett Public Schools, Everett, MA
Superintendent of Schools **March 2020-Present**

- Leading an urban district consisting of 10 schools, 7,500 students, 1,000 employees, and a budget of \$130+ million
- Updating and digitizing budgetary and human resources management systems to be aligned to 21st century districts
- Securing \$4.5 million in new competitive grant funds to support districtwide initiatives and curriculum reviews
- Creating access to advanced learning and certification attainment opportunities for staff to advance their careers
- Producing high quality materials such as Superintendent Updates, Annual Fiscal Year Budget Book, Superintendent Spotlights, and weekly newsletters that communicate the exemplary work occurring throughout the district
- Serving as a model for the state as a result of the enhanced security systems and measures instituted in all schools
- Introducing educator-led professional development opportunities and professional learning communities
- Negotiating collective bargaining agreements and memorandums of agreement for multiple MTA and SEIU units
- Providing a wide menu of accessible and engaging supplemental services to occur after school and during vacations
- Implementing a Day 6 Program that reengaged, supported, and graduated 44 students over the course of 2 years
- Directing and evaluating the operations, activities, objectives, and programs of district and school administrators
- Reviewing curriculum, instruction, policies, and procedures to ensure the employment of cultural responsiveness
- Increasing and tracking the number of meaningful communications and productive engagements with families
- Establishing English Learner Parent Advisory Councils led by a group of elected parents in their native language
- Initiating partnerships and enrichment programming with organizations such as Re-Imagining Migration, *I Learn America*, City Year, Boston Debate League, La Comunidad, Everett Haitian Community Center and several others
- Outlining a plan for the strategic improvement of the overall district as it meets its mission of being an institution that is dedicated to the academic, athletic, cultural, creative, civic and social emotional growth of students
- Aiding the School Committee in making data-driven decisions regarding instruction, operations, and policy
- Supporting the school community through the COVID-19 crisis by facilitating remote instruction, distributing technology, implementing safety guidelines, hosting a drive-through graduation and multiple virtual school events, hiring 16 multilingual family liaisons to increase parent engagement, creating a steering committee of stakeholders to aid in the plans for school reopening, opening eLearning Centers for students who required in-person support during remote instruction, and convening a health advisory team to monitor COVID data

Office of English Learners, Boston Public Schools, MA

Assistant Superintendent

Executive Director of Instruction

English Learner Instructional Specialist

July 2017-February 2020

February 2017-July 2017

November 2016-February 2017

- Partnering with Department of Justice/Office of Civil Rights (DOJ/OCR), Multicultural Education Training & Advocacy (META), and ELL Task Force to ensure equitable instruction for ELs
- Planning strategically for the roll-out of new and innovative language programming throughout the district
- Writing, reviewing, and/or revising over 100 reports to the Department of Justice for timely submission
- Increasing compliance for ESL services and Title I spending through systematic monitoring and follow-up
- Advising the development of ESL Curriculum in collaboration with Council of Great City Schools
- Managing \$12 million consisting of general funds, Title III grants, Title I funds, and FLNE
- Supervising 50 plus employees within the 6 diverse teams that make up the Office of English Learners
- Leading district-wide and school-based professional learning opportunities (e.g. Culturally and Linguistically Sustaining Practices, Immigration Rights, and English Language Development Principles)
- Intersecting 3 Cs & I and Universal Design for Learning to target English Learners with Disabilities
- Spearheading the implementation of English 3D curriculum for Long Term English Learners
- Implementing a National Professional Development Grant in collaboration with UC Davis
- Observing and providing specific English-language-learning feedback to teachers and school leaders
- Presenting at conferences and venues including but not limited to MATSOL, Massachusetts Association of Bilingual Educators, Council of Great City Schools, Bilingual Immigrant Refugee Educators, National Children's Museum Conference, BU/Wheelock Emergent Bilingual Learners with Disabilities Series, UCLA Mapping Reimagining Migration, Boston City Council, and Boston School Committee

Madison Park Technical Vocational High School, Roxbury, MA

Assessment and Accountability Coordinator

July 2016-November 2016

- Co-created a new interim assessment system customized for Madison Park and targeted towards MCAS
- Organized and proctored school-wide testing for AList interim assessments, PSAT, and MCAS
- Lead whole staff, interactive professional developments on Data Inquiry and Assessment Analysis
- Coordinated and supervised all afterschool professional development as required by the turnaround plan
- Planned and facilitated the Instructional Leadership Team to execute a whole school improvement plan
- Steered biweekly Data Inquiry Meetings with each of our content-specific Small Learning Communities
- Completed responsibilities assigned to school administrators including but not limited to student scheduling, hall/lunch/arrival/dismissal duties, classroom walkthroughs, and observation and feedback

Madison Park Technical Vocational High School, Roxbury, MA

ELA & ESL Teacher, Grade 10

ELA Teacher, Grade 10 & 11

Creative Writing Teacher, Grade 12

Faculty Senate Chairperson; Instructional Leadership Team Member

September 2015-June 2016

September 2006-June 2012

- Wrote and implemented rigorous lessons that aligned with Core Curriculum and MCAS
- Advanced MCAS to 95%+ passing rate for 6 consecutive years and 100% passing rate in spring 2016
- Progressed 76% of students towards advanced proficiency level achievement on the ELA MCAS 2016
- Began groundwork for school accreditation by the New England Association of Schools & Colleges
- Facilitated involvement of families from diverse cultural and socioeconomic background
- Revised the AMSCO School Publication: MCAS ELA Grade 7
- Instituted a playwriting class in collaboration with Citi Performing Arts Center and EdVestors
- Steered the faculty in collaborating with administration to establish new policies and procedures
- Exceeded 1,000 documented verbal communications with families (i.e. phone calls and meetings)

Edwards Middle School, Charlestown, MA

ELA Inclusion & ELA/ESL Hybrid, Grade 7
Elected School Site Council Representative
ELA Teacher, Grade 6, 7, and 8
Instructional Leadership Team Member
7th Grade Team Leader

September 2012-June 2015

September 2001-June 2006

- Wrote and implemented lesson plans that aligned with Core Curriculum and PARCC
- Instructed EL students as well as students with IEPs in a single all-inclusive environment
- Achieved exemplary growth and outpacing district averages on interim and predictive testing
- Attained the largest growth rate of any Edwards teacher on PARCC testing in spring of 2015
- Achieved a 93% passing rate on ELA MCAS for all 7th graders in the inclusive setting
- Reviewed and evaluated school improvement plans, extra programs, special events and school budgets
- Applied Collaborative Coaching and Learning in conjunction with Readers and Writers Workshop
- Created and headed an after-school Book Club and Literary Magazine
- Integrated programs such as Book Pals, Dramatic Developments & ArtsLit (i.e. The ArtsLiteracy Project)

MEMBERSHIP:

- DESE Career & Vocational Technical Advisory Council
- DESE Educator Personnel Advisory Committee
- MASS, Race Equity Diversity Inclusion Joint Standing Committee
- MASS, Women's Educational Leadership Network Planning Committee
- MATSOL Board of Directors, President Emeritus
- MCAS Bias and Sensitivity Committee
- MCAS Standard Setting Committee
- Council of Great City Schools, Strategic Support Team
- Harvard Extension Alumni Association Board of Directors