

RENEE MCCALL EdD

A creative, solutions-oriented thinker and planner with an unwavering commitment to supporting all constituents in the district's ecosystem, primarily students. With a commitment to an assets-based approach, capacity is built and sustained to meet the needs of all learners.

EDUCATIONAL EXPERIENCE

JULY 2021 – TO PRESENT

ASSISTANT SUPERINTENDENT, TEACHING AND LEARNING, NEWTON PUBLIC SCHOOLS

- Builds the capacity of NPS curriculum coordinators to provide professional learning experiences to educators that promote student access and opportunity to universally designed and culturally responsive practices
- Leads priority initiatives focused on engagement, inclusion, and social and emotional wellbeing for all students in the transition back to effective school routines
- Facilitates the examination and revision of curricula at all levels through a culturally responsive lens
- Manages the Teaching and Learning budget that aligns with district priorities including allocations that support academic excellence, educational equity, and social and emotional wellbeing
- Collaborates with central staff to coordinate, develop, and monitor a systemwide action plan to meet established strategic goals

SEPTEMBER 2017 – JULY 2021

HEAD OF SCHOOL, BOSTON PUBLIC SCHOOLS

- Led a comprehensive, business technology pathway school of over 500 students with diverse needs
- Leveraged parents, partners and staff to deliver a highly relevant learning experience that prepares students for life after high school
- Implemented turnaround practices to ensure rigorous teaching and learning, measured through the triangulation of data points
- Created conditions that support literacy and numeracy growth through professional development, common planning time, and peer observations to increase differentiation and achievement for all learners
- Focused on significantly increasing growth rates across student groups as measured by standards-based interim assessments
- Managed the budget in accordance with long-term goals that lead to the advancement of all students
- Engaged with community partners to foster positive working relationships that help shape the school through quality programs

SEPTEMBER 2013 – JULY 2017

MIDDLE SCHOOL PRINCIPAL, BOSTON PUBLIC SCHOOLS

- Provided consistent and meaningful feedback to faculty leading to instructional change that impacts student growth and development
- Planned, coordinated, and delivered professional development based on school priorities and observational evidence
- Developed and implemented academic curriculum aligned with the Common Core standards

- Led the implementation of instructional improvements and school-wide change using data
- Created effective change based on high-leverage areas of growth identified in the Quality School Plan
- Demonstrated high expectations along with built-in supports for all students and staff
- Fostered teaching leadership capacity building through delegation and shared leadership opportunities
- Established two-way communication tools with parents in their respective languages
- Developed and retained strategic partnerships to enhance students' academic and social experiences to help drive success
- Coordinated logistics for the effective administration of all mandatory student examinations
- Engaged with community partners to foster positive working relationships that help shape the school through quality programs
- Effectively managed the budget to ensure the most effective use of resources that lead to student achievement

SEPTEMBER 2012 – JULY 2013

PROGRAM DIRECTOR, BOSTON PUBLIC SCHOOLS

- Co-led the integration between technical and academic subjects with Manager of Academics
- Analyzed school-wide data to identify and address learning gaps and instructional needs
- Built and evaluated instructional strategies that support the engagement of students and their academic achievement
- Led the implementation of current and new pedagogies including Reading and Writing Across the Curriculum
- Provided all levels of support to students and staff of the Health and Technology Cluster
- Co-wrote the Whole School Improvement Plan based on an analysis of all levels of data to accelerate student learning
- Coordinated logistics for the effective administration of the AP examinations
- Facilitated disciplinary hearings with parents and students to ensure a clear, consistent line of communication between home and school for an improved school culture

SEPTEMBER 2011 – JULY 2012

MATH TEACHER LEADER, BOSTON PUBLIC SCHOOLS

- Prioritized and planned weekly professional development for the department based on teacher needs and school-wide initiatives
- Analyzed data to inform instruction and drive school-wide change
- Created measurable action steps to meet short and long-term goals for the Math department
- Managed relationships with outside partners to create and sustain an effective Math department
- Represented the Math department in the weekly Headmaster Advisory Group meetings to shape the school's turnaround efforts
- Assisted in the writing of the 3-year strategic plan
- Mentored new teachers by conducting classroom observations and providing action-oriented feedback that focused on Dimensions of Effective Teaching
- Analyzed all levels of data to inform instructional strategies that lead to student acceleration

- Taught Math electives including AP Statistics, SEI Statistics, and Accounting

SEPTEMBER 2007 – JULY 2011

MATH TEACHER, BOSTON PUBLIC SCHOOLS

- Researched and defined competencies that teacher leaders need to use data effectively
- Developed tools and tasks that help teacher leaders hone competencies
- Piloted resources with teachers to determine effectiveness and replicate efforts
- Developed and implemented instructional responses through the teacher leadership program for the acceleration of student learning
- Mentored and developed two beginning teachers through the New Teacher Developer Program (NTD) emphasizing the Seven Dimensions of Effective Teaching
- Participated in the Instructional Leadership Institute (ILI) for teacher leaders interested in leading and creating organizational change
- Analyzed student data to identify learning targets for struggling students leading to the development of best practices across content areas to bring students into sphere of success
- Active member of the Instructional Leadership Team (ILT) and Early College High School initiative sub-committee
- Facilitated weekly Common Planning Time (CPT) including creating interventions for students with weaknesses in various sub-skills based
- Member of the Scaffolding Apprenticeship Model active research team that successfully created both qualitative and quantitative interventions that improved student performance
- Co-taught Introduction to Business through Fisher College as part of the dual enrollment program
- Instrumental in the implementation of the Volunteer Income Tax Assistance Program (VITA) into the Accounting curriculum where students successfully passed the IRS basic tax preparer's exam
- Junior Class advisor and Cheerleading Coach for the West Roxbury Complex

SEPTEMBER 2005 – JULY 2007

MATH TEACHER, NEEDHAM PUBLIC SCHOOLS

- Developed and taught unit plans for grades 9-12 including MCAS preparation and review, Algebra 1, Algebra 2, and Geometry
- Differentiated instruction to cater to moderate and severe special needs students and English language learners
- Actively participated in curriculum planning and development, departmental meetings and parent-teacher conferences

SEPTEMBER 2004 – JULY 2005

SUBSTITUTE MATH TEACHER, BOSTON PUBLIC SCHOOLS

BUSINESS EXPERIENCE

JULY 1996 – SEPTEMBER 2004

SENIOR ACCOUNTANT, KPMG

- Supervised audits for the retail sector of the company including developing the scope of the audit, creating work programs based on interviews with management, and providing guidance to other team members

- Initiated constructive qualitative feedback to management; assessed auditee’s needs and department’s capabilities to identify additional service opportunities
- Identified opportunities to improve operational inefficiencies including cost reduction and effective management of current resources to add value to the audits
- Developed and maintained strong relationships with various levels of management
- Utilized effective communication and leadership skills to foster productive relationships and a team environment

EDUCATION

DOCTORATE IN EDUCATIONAL AND OPERATIONAL LEADERSHIP, UNIVERSITY OF PENNSYLVANIA

- Graduated with Distinction
- Glosserman Family Urban Education Scholarship recipient
- Urban Education Dissertation Award nominee

LYNCH LEADERSHIP ACADEMY, BOSTON COLLEGE

- Emphasis on leadership development
- Committed to disrupting inequity and increasing opportunities and outcomes for all students

MASTER OF ARTS IN TEACHING, SIMMONS COLLEGE

BACHELOR OF SCIENCE IN ACCOUNTANCY, BENTLEY UNIVERSITY

PROFESSIONAL CERTIFICATION

- Certified Public Accountant
- Initial Superintendent’s License All levels
- Principal’s Licensure K-12
- Professional Secondary Mathematics 8-12
- Professional Secondary English Language Arts 8-12