Tiffany Ostrander

Equity-driven leader dedicated to data-informed decision-making aimed at strengthening systems, supporting educators, and ensuring high-quality learning experiences for all students.

EDUCATION

ED.D. CANDIDATE, EDUCATIONAL LEADERSHIP (EXPECTED MAY 2026)
Boston College
Dissertation Title: *District Leadership Practices: Advancing Equity Through Organizational Learning and Data Use*

M.A., SCHOOL ADMINISTRATION
The University of North Carolina at Greensboro

B.S., ELEMENTARY EDUCATION (K-8)
The University of Maine

LICENSURE

- Massachusetts Department of Education — Administrator, Superintendent/Assistant Superintendent, All Levels (Provisional)
- Massachusetts Department of Education — Administrator, Principal/Assistant Principal, PreK-6 (Professional)
- Massachusetts Department of Education — Teacher, Elementary 1-6

DISTRICT LEADERSHIP & PROFESSIONAL SERVICE

- Shrewsbury Literacy Task Force
- Shrewsbury Elementary School District Study Team
- Shrewsbury Elementary Redistricting Committee
- MSBA School Building Project; Vice Chair, Hopkinton Public Schools; School Building Committee for Charleswood Elementary School (2021-Present)
- Hopkinton Superintendent Search Committee (Spring, 2025)
- Elmwood Elementary School, Hopkinton Public Schools; School Council Member (2024-Present)
- Marathon Elementary School, Hopkinton Public Schools, School Council Member (2022-Present)
- Presenter at the Annual American Education Research Conference (AERA) National Conference (April, 2026)
  - Title of Presentation: *Leading Under Pressure: Scholar-Practitioner Research on Equity-Minded Data Use*
- Alamance County, North Carolina Homeless Coalition
- Promise Neighborhoods Task Force, Burlington, North Carolina
  - Engaged community partners and local organizations to strengthen the cradle-to-career pipeline supporting students from high-poverty, high-crime neighborhoods.
- The University of North Carolina at Chapel Hill, Gillings School of Global Public Health, Service Learning Supervisor

SCHOOL LEADERSHIP

PRINCIPAL
CALVIN COOLIDGE SCHOOL, SHREWSBURY, MA

- Led faculty in the development and implementation of a shared instructional vision grounded in engaging, equitable teaching and learning with high expectations for all students.
- Utilized multiple sources of instructional and student data to inform shared decision-making and empower educators to implement comprehensive systems of support for all learners.
- Collaborated with K–12 Directors, Assistant Superintendents, and district leaders to develop, implement, and monitor measurable, results-oriented school and district improvement goals.
- Conducted educator evaluations and provided ongoing coaching and feedback to teachers, specialists, special educators, and paraprofessionals to strengthen instructional practice and professional growth.
- Partnered with principals to establish aligned systems and structures that strengthened organizational coherence, including shared PBIS behavior definitions and a consistent behavior support framework.
- Developed and managed the school budget in alignment with district priorities, ensuring transparent, equitable allocation of resources to support instructional goals, staffing, and student services.
- Directed school-wide scheduling, staffing, hiring, and retention practices to maximize instructional time, ensure equity, and align resources with district priorities.
- Managed student discipline using PBIS and collaborative problem-solving to ensure consistent expectations, positive reinforcement, and restorative practices.
- Promoted consistent, two-way culturally responsive communication with families to build strong, trusting relationships and strengthen family–school partnerships, intentionally honoring cultural connections and celebrating the diversity of the school community.
- Guided the school community through sensitive, crisis situations with empathy and clarity, prioritizing student and staff safety, emotional well-being, and coordinated support in collaboration with district and community partners.
- Optimized resources by leveraging family input to design and implement differentiated afterschool enrichment opportunities aligned with family needs, interests, and student learning goals.
- Served as the Elementary Representative on the SPS/SEA COVID-19 School Re-Opening Negotiation Team.
- Chaired the district-wide COVID-19 Scheduling Task Group under the guidance of the Assistant Superintendent to create hybrid and in-person schedules for students, educators, and families.
- Elementary Principal Representative on the K-12 Curriculum, Assessment, & Instruction, COVID-19 Reopening District Committee aimed at identifying power standards, restructuring pacing, and creating family communication plans to facilitate access to resources.

SCHOOL LEADERSHIP

ASSISTANT PRINCIPAL
FLORAL STREET SCHOOL, SHREWSBURY, MA

- Partnered with elementary principals district-wide to enhance instructional coherence by developing curriculum maps that supported engaging and equitable learning experiences for all students.
- Participated on the Elementary Math Implementation Team to support the selection and effective use of the Math in Focus curriculum across elementary schools.
- Planned and facilitated purposeful faculty meetings that fostered thoughtful participation to support collective action toward school improvement goals.
- Served on the district selection committee of the first educator evaluation online platform (Baseline Edge) and collaborated with other K-12 District Leaders to develop tools for training and common evaluation practices.
- Analyzed instructional and student data to support shared decision-making and assisted educators in developing and implementing coordinated systems of support for all students.
- Served as the elementary representative on the K–12 District Innovation Team, collaborating with district leaders to study 1:1 learning environments and inform the design of innovative instructional programming in Shrewsbury

SCHOOL LEADERSHIP

ASSISTANT PRINCIPAL OF DATA AND INSTRUCTION
EASTLAWN ELEMENTARY SCHOOL, BURLINGTON, NC

- Served on the leadership team of a K–5 Title I school with district administrators to restructure the school through Race to the Top funding using the Turnaround Model.
- Supported the full reconstitution of school staff, building a new professional team through strategic hiring, retention, and the development of a shared mission, vision, and collaborative culture.
- Collaborated with school and district leaders to direct the strategic use of Race to the Top funding to support incentive compensation, instructional resource acquisition, and high-impact initiatives designed to accelerate student growth.
- Supported comprehensive school redesign efforts focused on instructional improvement, systems development, and accelerated student outcomes.
- Managed daily administrative responsibilities, including student discipline, classroom teacher evaluations, school-wide scheduling, and family communication.
- Led and supported community engagement initiatives to strengthen family partnerships, including the Magic School Bus Initiative, Literacy Nights, parent financial aid workshops, and community-building events.

CLASSROOM LEADERSHIP

CLASSROOM TEACHER: GRADES 2, 3, 4
SYLVAN ELEMENTARY SCHOOL, SNOW CAMP, NC

- Served as a district liaison for curriculum initiatives, including ELA curriculum mapping and pacing, report card evaluation, and the Mathematics Implementation Team, supporting instructional coherence and alignment across schools and grade levels.
- Served as Grade Level Leadership Chair, leading Professional Learning Community (PLC) meetings focused on analyzing student performance data and improving instructional practices across the grade level.
- Participated as a member of multiple school leadership committees, including the RTI Committee, Scheduling Committee (Chair), and PTO, contributing to school-wide planning, intervention systems, and operational decision-making.
- Innovation Grant Recipient; Award Amount: $20,000 to purchase 25 iPads, 1 Elmo Projector, 5 Flip Cameras, and 1 Bretford Syncing Cart. Grant items were used to create a 1:1 digital learning environment focused on project-based learning featuring higher-order thinking skills.