

# Dr. Mary Jane Boynton

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Dedicated educational administrator with transformational leadership experience in education, excels in fostering inclusive learning environments, achieving institutional goals, and driving academic excellence.

Skilled in implementing innovative strategies that reduced discipline infractions, introduced comprehensive MTSS programs, and established Alternative Learning Centers. Proven track record of elevating academic outcomes through integration of student-centered learning and technology, curriculum development, and restorative practices consistently achieving full accreditation and recognition for supporting diverse student populations. Skilled in mentoring new leaders, enhancing multilingual learner engagement, and leading professional development. Demonstrated out-of-the-box thinking to solve complex challenges within diverse educational settings. Committed to creating dynamic educational spaces that prioritize equity, excellence, and community involvement.

## Areas of Expertise

- Educational & Professional Development
- Strategic Planning & Continuous Improvement
- Educational / School Improvement Strategies
- Instructional Coaching & Staff Empowerment
- Curriculum Development & Enhancement
- Educational Program Implementation
- School Culture Development
- Continuous Improvement Initiatives
- Learning & Development Initiatives
- Technology Integration
- Community Partnership Building
- Data-Driven Decision Making

## Professional Experience

The Parent and Children's Project

April 2024 - Present

Director of Educational Services and Advocacy

Compassionate and skilled educational advocate with a comprehensive approach to supporting students and families. Studies new research and trends within the Special Education and MTSS field, to include Restorative Practices and Trauma-Informed Strategies, and develops training opportunities for teachers, administrators, parents, families, and students. Specializes in developing personalized educational strategies, informed by detailed academic record reviews and assessments. Committed to empowering parents and students through informed advocacy, targeted interventions and trainings.

- Brainstorms and executes wraparound services, addressing the holistic needs of students and families.
- Develops educational programming, advocacy, and training initiatives, with a focus on budgeting and performance evaluation methods.
- Co-designed and leads social skills classes for neurodiverse students aged 11-17.
- Advocates for students and families in the educational disciplinary process, ensuring equitable treatment.
- Guides and trains parents through the special education system, providing comprehensive support from record reviews to IEP plan assessments.

VCU School of Education | Center for Teacher Leadership

June 2024 - Present

RTR School Leader Residency Coordinator (Contracted)

Experienced building principal who brings a wealth of knowledge and experience to coaching and support of the VCU School Leader Residents and Mentors. Demonstrates exceptional skill in instructional leadership and culturally responsive and equitable school leadership. Collaboratively facilitates beginning of year program orientation, supports monthly team meetings, and supports the review of applications and interviews for prospective School Leader Residents.

- Reviews and provide feedback on 24 coaching and reflection journals.

- Helps facilitate Resident’s leadership activities; model and/or co-execute leadership experiences as needed.
- Check-in monthly with the School Leader Resident and Mentor pair regarding program components as outlined in the gradual release calendar.
- Sets the stage for discussion about beginning, middle, and end of year evaluation and meetings regarding Resident progress on the standards and indicators outlined in Virginia’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals*.

Rappahannock County High School, RCPS

July 2024 - Present

Principal

Establish a robust program of study designed to meet the needs of all students, but with a specific focus on the 3E’s for graduation: Enrollment, Enlistment, & Employment. Continue to support and enhance a positive school community and foster inclusive learning environments. Implement Restorative Practices to mend and strengthen relationships within the school. Lead professional development initiatives, coordinating faculty educational sessions to promote continuous improvement.

- Revise and rework the high school Program of Study, with the establishment of Academic Pathways.
- Redesign, with all stakeholder input, a robust master schedule, with a clear pathway to graduation.
- Introduce and facilitate trauma-informed practices, equipping teachers and staff with skills to support student body and on another effectively.
- Established school’s first Alternative Learning Center, offering students supportive environments to regulate and refocus
- Supported the development and implementation of an inclusive MTSS program, with strong emphasis on Tier 1 instruction and behavior supports.

Unity Braxton Middle School, PWCS

August 2023 – June 2024

Principal

Implement innovative strategies to enhance positive school community and foster inclusive learning environments. Drive adoption of Restorative Practices to mend and strengthen relationships within school. Lead professional development initiatives, coordinating faculty and grade-level educational sessions to promote continuous improvement. Involve actively on multiple committees, including IT Governance, ROP, Benefits, and Steering Committee on Site-Based Leadership, contributing to district-wide decision-making. Steer collaborative efforts with Middle School Workgroup to address challenges and develop solutions for academic year and beyond.

- Improved academic achievement in less than one year. Reading: Increased by 16% from 67% to 83%; Math: Increased by 11%; Science: Increased by 9%; and Civics: Increased by 18%
- Reduced overall discipline infractions by over 20% through targeted behavioral interventions.
- Introduced and implemented inclusive MTSS program, with strong emphasis on Tier 1 instruction and behavior supports.
- Established school's first Alternative Learning Center, offering students supportive environment to regulate and refocus.
- Enhanced identification of diverse students for Gifted Program through focused initiatives.
- Rolled out trauma-informed practices, equipping teachers and staff with skills to support student body and one another effectively.

Parkside Middle Cambridge PDQ Center, PWCS

January 2016 – June 2024

Head of Center

Established first Cambridge PDQ in USA, ensuring cutting-edge pedagogical development and leadership in educational excellence. Led integration of inclusive learning environments and multilingual learner programs, fostering culture of diversity and academic achievement. Implemented Cambridge Secondary 1 Global Perspectives course, positioning center as trailblazer in global education initiatives.

- Oversaw professional development, process improvement, and strategic planning, leading to continuous enhancement of student-centered learning and team-building processes.
- Selected as one of six program leads nationwide to train and facilitate new CCICP courses, enhancing professional development offerings.
- Piloted Cambridge Secondary 1 Global Perspectives course at the center, one of only eight schools in USA to do so.

- Devised and executed strategies for advancement of multilingual learners, resulting in inclusive and supportive educational practices.
- Led center's transition to student-centered learning modalities, promoting engagement and academic success among diverse student populations.

Parkside Middle School, PWCS  
Principal

July 2011 — July 2023

Launched strategies to elevate academic performance and foster inclusive, supportive school environment. Adopted Standard-Based Grading and Learning, integrating Universal Design for Learning Core Beliefs to enhance educational outcomes. Championed Teachers as Drivers initiative, addressing transportation challenges and improving student conduct on buses. Drove successful execution of 1:1 technology with Canvas and Mastery Connect, advancing blended learning throughout institution. Cultivated culture of continuous improvement and community engagement, establishing transparent communication channels and sense of belonging among all stakeholders.

- Achieved 10% increase in English Academic Achievement and 20% growth in Math Academic Achievement for 2021-2022 school year.
- Maintained full accreditation for twelve consecutive years, underscoring sustained commitment to educational excellence.
- Directed Parkside Middle Cambridge PDQ Center for over eight years, focusing on professional development and quality education.
- Mentored new principals sharing expertise in educational leadership and management.
- Earned the prestigious Purple Star designation, recognizing the school's support for military-aligned students and families.
- Introduced the Cambridge House System, bolstering student community and contributing to a positive school climate.
- Led diverse student inclusion in Gifted program, ensuring equitable access to advanced education.

George Mason University, Fairfax  
Adjunct Professor

Fall 2011 – Fall 2014

Courses taught:

EDRD 300/501: Literacy and Curriculum Integration: Focus on Art, Music and Dance (Fall 2013/2014; Spring 2013/2014)

EDUC 537: Foundations of Multicultural Education (Fall 2014)

EDLE 614: Managing Human Financial Resources (Summer 2014)

EDRD 525: Emergent Literacy for English Learners (Fall 2013; Spring 2014)

EDRD 631: Advanced Literacy Foundations and Instruction, Adolescence through Adulthood (Fall 2012)

EDRD 634: School-Based Leadership in Literacy (Summer 2012)

EDRD 619: Reading in the Content Area (Fall 2011)

Fred M. Lynn Middle School, PWCS  
Assistant Principal

July 2007 — June 2011

Guided instructional staff and facilitated professional development to enhance teaching strategies and student outcomes. Collaborated with educators to create inclusive learning environments, particularly for multilingual and lower socioeconomic student populations. Oversaw the implementation of student-centered learning initiatives and process improvements. Fostered team-building and strategic planning to drive continuous improvement and elevate student achievement. Administered school operations effectively, ensuring adherence to educational standards and policies.

- Contributed to development and execution of strategic plans that significantly improved instructional practices.
- Championed creation of supportive and adaptive learning environments, meeting needs of diverse student body.

## Instructional Experience

- ESOL Teacher, Fourth through Eighth Grades, MCPS, Mexico
- EFL Teacher, Adults, Malta

- Elementary & High School Music Teacher, Scotland, UK

## Education

Doctor of Philosophy / Ph. D. in Education | George Mason University, Fairfax, USA

Areas of Concentrations: Literacy, L-TELEs (Long Term English Learner), and Educational Leadership.

Master of Education / M. Ed in Educational Leadership | George Mason University, Fairfax, USA

Bachelor of Education / B. Ed in Music Education | Glasgow University, Scotland

## Licensure & Credentials

- Applied Educational Neuroscience Certificate (Butler University)
- Creating Trauma-Informed Resilient Schools: A Toolkit for School Professionals (Emory & Henry College)
- SHRM CP
- Head of School, IB Training
- Core Strengths Facilitator
- Certificate in Restorative Practices (IIRP)
- Certified Train the Trainer in Restorative Practices (IIRP)
- Cognitive Coaching
- Cambridge PDQ Program Leader Certified by Cambridge Assessment International Education
- Virginia Postgraduate Professional License Endorsed in Administration and Supervision (PreK-12), ESOL (PreK-12), Music: Vocal/Choral (PreK-12), and Music: Instrumental (PreK-12)
- General Teaching Council for Scotland License Endorsed in (Secondary Education) Music

## Organizations & Affiliations

- ASCD
- NASSP/VASSP
- CEC
- CASE
- ASCA
- NEA/VEA

## Pre-Conference Institutes / Conference Presentations

- Developing Classroom Strategies to Create Equity for Vulnerable EL Learners. TESOL, Pittsburgh, PA (03/2023) / Portland, OR (03/2022)

### International Conferences

- Moving Beyond Trauma-Informed Cultures to Brain-Aligned and Trauma Invested One. (07/2024). UNITED, Nashville, TN.
- Defying the Status Quo: Striving for Future Ready English Language Learners 2.0. (11/2003). AMLE, Hilton Head, SC
- Fostering Community Relations During a Global Pandemic and Beyond. (03/2023). TESOL, Pittsburgh, PA.
- Investing Buy-In: Building Efficacy in Schools for Success. (11/2022). AMLE, Orlando, FL
- Teachers of English to Speakers of Other Languages (03/2022). TESOL, Pittsburgh, PA.
- Reinventing Language Acquisition During a Pandemic (2021). CamTESOL, Virtual.

## National Conferences

- Creating Equity for Vulnerable Learners (11/2021). AMLE, Virtual.
- Reaching and Achieving: Adapting Education Policy for Vulnerable Learners in the Pandemic. (11/2020) AMLE, Virtual.
- Addressing Long-Term English Language Learners: New Ways Towards Classroom Success. (11/2020) AMLE, Virtual.
- Differentiated Professional Support Systems: Conditions, Challenges, and Opportunities (2018). Learning Forward, Dallas, TX.
- Using Peer Coaching to Foster Teaching Excellence and Student Success (03/2018). ASCD, Boston, MA.
- Great Teaching and Positive School Culture: Collaboration at Work (03/2017). ASCD, Anaheim, CA.
- Shared Leadership (03/2014). ASCD, Los Angeles, CA.

## Local/Regional Presentations

- Engaging Vulnerable Learners (2021). VATESOL, Virtual.
- Creating and Maintaining Equity for Vulnerable Learners (2021). SETESOL, Virtual.
- Engaging Vulnerable Learners (2021). EEE Conference, PWCS.
- Standard-Based Learning and Grading 2.0. (2021) Middle-Level Conference, PWCS.
- Shared Leadership – Round Table Presentation (2013), EEE Conference, PWCS.

## Publications

- Inspiring Equity for Vulnerable Learners. Moore, J. & Boynton, MJ. (02/2023). Article. TESOL Connection.
- Reflections of 2020: A New Era of Educational Practices. Boynton, MJ. (12/2020). Blog. VATESOL