

Jodi Fortuna

Objective

To work with, and provide leadership to, a team of educators, parents, and community members so that we may provide children with an educational experience that is challenging, stimulating, and fun.

Qualifications

The variety of positions I have held in public education has helped me grow professionally, develop a wide range of leadership skills, and gain varied perspectives on all aspects of the educational system. I am a creative thinker who works well with a team to explore growth opportunities that will positively impact student learning.

Work History and Highlights

2014-Present

Superintendent

Hudson Public Schools

- ◇ Shifted the focus of the district from teaching to student learning
- ◇ Created and successfully implemented a three-year District Improvement Plan that provided ownership to all members of the leadership team
- ◇ Focused the work of the district on high leverage strategies as defined by the District Improvement Plan
- ◇ Created a Superintendent's Advisory Team of parents to enhance two-way communication regarding issues and changes in the district
- ◇ Implemented efficient communication structures with leadership team so that face to face time could be focused on student learning
- ◇ Facilitated leadership team meetings that were dedicated to teaching and learning
- ◇ Completed the first phase of a three-year curriculum development and review cycle in all grades and subject areas
- ◇ Improved communication and built relationships with town officials through instituting quarterly meetings
- ◇ Developed a \$40 million budget based on data and the District Improvement Plan
- ◇ Significantly increased mental health support services available for students
- ◇ Initiated universal free full-day kindergarten
- ◇ Created one community voice for early childhood education through partnership with CHAPS Inc.
- ◇ Settled contracts amiably and efficiently with the district's two largest unions using an interest-based bargaining approach
- ◇ Created an equitable salary structure for administrators that resulted in retaining high quality individuals
- ◇ Calibrated expectations among all administrators regarding educator evaluation
- ◇ Elevated the awarding of professional teacher status to an honor that defines the district's commitment to hiring and retaining only the most talented teachers for all students
- ◇ Planned for a sustainable program of creating common instructional language and expectations for teaching among all staff and administrators in the district

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2012-2014

Assistant Superintendent

Hudson Public Schools

- ◇ Supervised and evaluated curriculum personnel and district coach/specialist personnel
- ◇ Worked closely with senior management team to develop \$34M budget and communicate needs to town officials and community
- ◇ Designed, developed, and implemented professional learning program for all educators in the district
- ◇ Developed and coordinated comprehensive PK-12 assessment plan
- ◇ Worked with administrators and faculty to organize and coordinate meetings and committees, affecting the continuity and articulation of the instructional program (PK-12)
- ◇ Provided leadership in the development and implementation of a comprehensive program for the assessment of personnel, instruction, and curriculum
- ◇ Coordinated English Language Learner instructional program and supervised lead teachers
- ◇ Coordinated the district's §504 compliance
- ◇ Integral part of the management negotiation team for the adoption of the new educator evaluation system
- ◇ Managed professional credentials compliance for the district; licensure, PDPs, graduate course approval, NCLB Highly Qualified status, and other credentialing requirements
- ◇ Originated and managed entitlement and competitive grants including Title I, II, and III and DESE Academic Support Grants
- ◇ Provided leadership with the Director of Technology to ensure the effective integration of instructional technology and ensure the collection and use of data to support effective teaching and learning
- ◇ Managed fiscal and instructional resources in compliance with federal, state, and local policies to ensure economy, efficiency, and equity

2009-2012

Director of Elementary Education

Hudson Public Schools

- ◇ Worked closely with the Superintendent to develop programs, practices and strategies to achieve the goal of continuous improvement of student achievement
- ◇ Worked with elementary leadership to align curriculum, instruction, and assessment vertically and horizontally across all four elementary sites
- ◇ Coordinated curriculum mapping efforts
- ◇ Reorganized the assignment of district reading staff to allow for the introduction of a district-wide literacy coach
- ◇ Facilitated, with a consultant, a district wide review of current mathematical programming and instructional practices
- ◇ Led a committee of teachers to develop and implement a standards-based report card
- ◇ Headed a committee of teachers to develop and implement a common end of the year math assessment
- ◇ Facilitated the leadership team to review and revision of the specialist schedule to increase time on learning and parity across all four elementary sites
- ◇ Led a committee of teachers to create a summer program that reaches out to those students that need additional opportunities to practice the habits of school to ease transition into the upcoming academic year
- ◇ Created and maintained a district intranet site to increase ease of access for teachers to curriculum and assessment materials
- ◇ Co-Chaired elementary transition committee established to advise the superintendent regarding the transition of kindergarten from a half-day to a full-day fee-based program as well as the physical move of the kindergarten program into the current grade 1-5 schools
- ◇ Oversaw the elementary literacy initiative including professional development, purchasing of materials and working with all stakeholders to make decisions regarding literacy instruction in the schools
- ◇ Developed and managed the district elementary curriculum, Title I, and Title IIa budgets to work towards advancing the academic achievement for all students. This included developing and justifying all necessary procurements in accordance with laws and local regulations

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2007-2009

Principal

Hudson Public Schools

- ◇ Instructional leader of a 400 student suburban elementary school serving students in Preschool and grades 1-5
- ◇ Revitalized the school culture of collegial relationships, innovation and excellence
- ◇ Developed and maintained positive relationships with individual parents and parent groups
- ◇ Developed a budget related to school improvement plan, student achievement data and teacher input
- ◇ Nurtured leadership capacity of staff members in various positions
- ◇ Worked with staff to design curricular activities based on available student data
- ◇ Redesigned service delivery structure to best meet the needs of *all* students
- ◇ Facilitated the introduction of RtI structures and philosophy into the district
- ◇ Established a school based literacy leadership team comprised of classroom teachers and interventionists.
- ◇ Developed a master schedule that allowed for weekly grade level meetings and daily reading intervention blocks for students in need of enrichment and remediation
- ◇ Introduced a comprehensive school improvement plan structure to fellow elementary school administrators
- ◇ Facilitated cross-school visits among teachers to support communication of curriculum between school sites
- ◇ Designed and facilitated professional development activities for staff members based on student data and staff input

2004-2007

Principal

Narragansett Regional School District

- ◇ Worked as part of the administrative team to align the curriculum and instruction in the four district elementary schools
- ◇ Leader of two rural elementary schools ranging in grades from prek-4
- ◇ Responsible for district integrated preschool
- ◇ Developed and implemented Character Education Curriculum for preschool-grade 2
- ◇ Trained staff on the use of DIBELS assessment system
- ◇ Implemented 3 tier reading system
- ◇ Implemented recurrent assessments to gather data related to student achievement
- ◇ Developed spreadsheets to analyze data at the grade, classroom, and, individual student levels
- ◇ Work with staff to restructure math instruction based on research
- ◇ Developed plan book for staff to easily plan for guided reading, balanced literacy and restructured math lessons
- ◇ Provided professional development for teachers of all levels on purposes of curriculum mapping
- ◇ Implemented 6+1 traits of writing model including professional development for teachers
- ◇ Held community meetings with parents to solve school wide issues
- ◇ Wrote articles for the local newspaper detailing teaching methods and issues affecting children.
- ◇ Addressed town meetings in relation to budgetary needs
- ◇ Worked with special education director and ABA specialist to design and institute an integrated ABA program
- ◇ Participated in a variety of professional development sessions related to reading instruction, differentiated instruction, targeted school improvement plans, school leadership and the role of the principal
- ◇ Involved students and teachers in various activities related to charitable endeavors to benefit the community

2003-2004

Educational Management/ Behavioral Specialist FLLAC Collaborative

- ◇ Responsible for writing and implementing behavioral plans for middle and high school students in an alternative setting (Caldwell Middle/High School)
- ◇ Worked with teaching staff to differentiate instruction to best meet the diverse learning needs of high school and middle school students
- ◇ Provided professional development to staff members related to differentiated instruction and behavior modification for high school and middle school students

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- ◇ Worked with sending school districts to transition students back to their home school
- ◇ Attended court hearings related to student issues

2001-2003 Assistant Principal Northbridge Public Schools

- ◇ Assistant principal at a primary school (Preschool –Grade 2) with approximately 700 students
- ◇ Performed all duties of the principal in her absence
- ◇ Developed and implemented school wide behavioral incentive program
- ◇ Coordinated student volunteers from local high schools
- ◇ Developed and maintained the school website
- ◇ Worked with staff to facilitate committee structures designed to strengthen, improve, or change practice to maximize the achievement of high student standards
- ◇ Worked with staff in creating and maintaining a school climate that strengthened faculty collegiality and student achievement

1994-2001 Special Education Teacher Dudley-Charlton Regional School District

- ◇ Built a strong foundation of skills related to instructing special and general education students.
- ◇ Completed required paperwork and assessments for students in grades 2&3
- ◇ Provided professional development for district grade 4 teachers regarding holistic scoring of student writing
- ◇ Served on a variety of district committees

Education

2009-2012	Boston College Ed.D Educational Leadership
1999-2001	Framingham State College M.A. Educational Leadership
1990-1994	Bridgewater State College B.S. Elementary and Special Education

Transcripts Available Upon Request

Licenses and Certificates

Certification # 316653	Superintendent/Assistant Superintendent
Certification # 316653	Elementary Principal/Assistant Principal (K-6)

Professional Presentations

Literacy for All 2014 Annual Conference 11/2014

Supporting RTI from a Central Office Perspective

Shared specific strategies for developing a district-wide RtI plan. Discussed how to develop a sense of urgency around RTI and ways to organize professional learning.

Learning Forward 2012 Annual Conference 12/2012

Linking Assessment, Classroom Planning and the Common Core State Standards

The Common Core State Standards bring many new opportunities and challenges to teachers, and nowhere is that more evident than in the planning process. This presentation discussed linking assessment and instruction with a step-by-step process of connecting assessments and lesson planning. Planning whole class and small group strategy lessons to build on students' strengths and address learning needs. Using common and classroom data in meaningful ways to help students self-identify strengths and set reading goals.

University Council for Educational Administration 2012 Annual Conference 11/2012

Developing the Scholar in the Scholarly-Practitioner: Building Research Capacity in EdD Programs

This critical conversation/dialogue involved program faculty and one student from three research-extensive universities (Indiana University, University of Louisville, and Boston College) who are members of the Carnegie Project on the Education Doctorate (CPED). Discussion focused on the challenges and possibilities of individual and group dissertations centered on problems of practice as well as the conditions necessary to develop rigorous and relevant Ed.D. programs for practicing administrators.